

INSPECTION REPORT

SOUTHWATER INFANT SCHOOL

Southwater, Horsham

LEA area: West Sussex

Unique reference number: 125890

Headteacher: Mrs S Winn

Lead inspector: Mrs L Woods

Dates of inspection: 10th – 13th January 2005

Inspection number: 267703

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

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INFORMATION ABOUT THE SCHOOL

Type of school:	Infant School
School category:	Community
Age range of pupils:	4 – 7
Gender of pupils:	Mixed
Number on roll:	350
School address:	Worthing Road Southwater Horsham W Sussex
Postcode:	RH13 9JH
Telephone number:	01403 733 254
Fax number:	01403 733 753
Appropriate authority:	The governing body
Name of chair of governors:	Mr D Smith
Date of previous inspection:	22 March 1999

CHARACTERISTICS OF THE SCHOOL

Southwater Infant School is a larger than average infant school in the village of Southwater in West Sussex. There are currently 350 boys and girls on roll between the ages of four and seven, with all now attending full-time. Children join reception with above average levels of attainment, and the youngest children attend school part-time for their first term. They come from a variety of socio-economic backgrounds, and some travel from outside of the village to attend this very popular and successful school. Pupil turnover is broadly average, and parents are reluctant to move their children from the school. A small percentage of the school's population, well below the national average, come from homes where the first language is not English, but only two children are at early stages of learning English. These children, both in reception, are very well supported and are not experiencing any difficulty in accessing the curriculum. The proportion of pupils known to be eligible for free school meals is also well below average, but the local education authority does not provide a cooked meals service, and the percentage eligible could, therefore, be higher. Eleven per cent of pupils are identified as having special educational needs, which is below the national average, and two have statements of special educational need. The school also successfully identifies more able pupils, and provides well for pupils who have been identified as being gifted and talented.

INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
21079	Mrs L Woods	Lead inspector	Mathematics Information and communication technology Music Physical education English as an additional language
9614	Mrs C Webb	Lay inspector	
12997	Mrs C Cheong	Team inspector	English Art and design Design and technology
24137	Mrs G Robertson	Team inspector	Areas of learning in the Foundation Stage Religious education Personal, social and health education and citizenship
32702	Mrs A Savva	Team inspector	Special educational needs Science Geography History

The inspection contractor was:

Altecq Inspections Ltd
102 Bath Road
Cheltenham
GL53 7JX

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PART A: SUMMARY OF THE REPORT

OVERALL EVALUATION

Southwater Infant School is a **very good** school with some excellent features. The new headteacher provides very good leadership for the school and has the full support of staff, pupils, governors and parents. Children join the reception classes with above average levels of attainment, and all groups of pupils make good progress during their time in the school, so that by the time they leave, standards in English and mathematics are consistently well above average. This is the result of teaching and learning which are consistently good and frequently very good or excellent. Overall leadership and management are good, and governors provide very good support for the school. The school provides very good value for money.

The school's main strengths and weaknesses are:

- The very good leadership of the headteacher, and strong sense of teamwork and mutual support amongst all who work in the school ensure a very good ethos, supported by very good governance.
- Standards in English and mathematics are consistently well above average and pupils achieve well because of effective provision.
- Pupils' attitudes, behaviour and personal development are all very good as a result of very good provision for spiritual, moral, social, health and cultural development, and very good pastoral care.
- Aspects of good overall subject leadership and management need strengthening, such as opportunities to monitor teaching and learning more frequently, and development of assessment procedures and target-setting.
- Full coverage of planned science activities needs to be completed in all year groups.
- Parental support for and involvement in the school is excellent.

The school continues to provide very well for its pupils, as it did at the time of the last inspection in March 1999, when, as now, there were no significant issues to address. The school does not have any major weaknesses, and areas highlighted in the list above for development have almost all been identified already in the school improvement plan.

STANDARDS ACHIEVED

Throughout the school, all groups of pupils achieve **well** and make good progress. Children join the school with levels of attainment which vary but are above average overall, and receive a flying start to their education in the reception classes, exceeding expectations in all six areas of learning in the curriculum for this age group. Their attainment in personal, social and emotional development is well above expectations.

Results in National Curriculum tests at the end of Year 2, compared with:	All schools			Similar schools
	2002	2003	2004	2004

Reading	A*	A	A*	A
Writing	A*	A*	A*	A*
Mathematics	A	A	A*	A

Key: A* - very high; 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.

This good achievement and progress continues throughout Years 1 and 2, so that by the end of their time in school, pupils reach well above average standards in English and mathematics. The table shows that in 2004, standards in all three tested areas were in the top five per cent of all schools nationally, and compared very favourably with performance in similar schools. Detailed analysis of pupils' performance enables the school to set challenging targets for attainment in these tests, and current Year 2 pupils are on course to reach well above average standards again this year. Standards in science, information and communication technology (ICT) and religious education are all above expectations, as they are in other subjects observed during the inspection. Pupils with special educational needs are well supported, as are those who are more able and particularly gifted and talented. Work provided is consistently matched well to pupils' capabilities, so that they make good progress, achieve well and reach levels of attainment in line with their abilities.

Very good provision for pupils' personal, spiritual, moral, social, health and cultural development means that pupils achieve very well and reach high standards in their understanding of these aspects. Pupils have very good attitudes to work, behave very well and have very good levels of attendance because they love coming to school.

QUALITY OF EDUCATION

The school provides a **good** quality of education overall. Teaching and learning are consistently **good** and frequently very good, which is a significant contributory factor to the overall very high standards and good achievement. Teaching assistants provide very good, invaluable support for teachers and pupils, both in class and in withdrawal groups. The school is aware that the number of teaching assistants is fewer than is generally found in infant schools, and this is currently being addressed. The curriculum is good, being broad, balanced and very relevant through the topic approach to teaching and learning, although steps need to be taken to ensure planned science activities are completed in all year groups. It is significantly enriched by a very good range of additional activities. Care and support for pupils is good, but the school acknowledges the need to improve day-to-day assessment procedures and target-setting. The partnership with parents is excellent, and a significant strength. Partnership with other schools and with the community is very good.

LEADERSHIP AND MANAGEMENT

Leadership and management are **good** overall. The leadership of the headteacher is very good, ensuring the ethos and values of the school have continued in a seamless way. She receives very good support from governors, who are knowledgeable and challenging, and bring a high degree of expertise to their roles. The governing body ensures that the school fulfils statutory requirements. Subject

leadership and management are good overall, with dedicated and enthusiastic teachers taking their roles and responsibilities seriously, and fulfilling them well. These roles need strengthening, however, with leaders taking a more active part in the direct monitoring of the quality of teaching and learning.

PARENTS' AND PUPILS' VIEWS OF THE SCHOOL

Parents are delighted with the education their children receive, and provide a very high degree of support for the school. Pupils are fiercely proud of their school and value and enjoy all the very many opportunities it provides for them.

IMPROVEMENTS NEEDED

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

- Develop and use equally effective assessment systems in all subjects, and extend the practice of target-setting.
- Provide subject leaders with greater opportunities for practical monitoring of teaching and learning in their areas of responsibility.
- Ensure the planned science curriculum is delivered in all year groups.

PART B: COMMENTARY ON THE INSPECTION FINDINGS

STANDARDS ACHIEVED BY PUPILS

Standards achieved in areas of learning and subjects

Pupils' achievement is **good** throughout the school. Overall standards of attainment are **well above average** by the end of Year 2.

Main strengths and weaknesses

- Standards in English and mathematics are well above average by the time pupils leave the school.
- Achievement in personal, social and health education is very good throughout the school.
- Overall, pupils of all abilities achieve well and make good progress because teachers provide work which is matched well to their needs.

Commentary

1. Children's attainment on entry to school varies and is above average overall. Children receive a flying start to their education in the reception classes. By the end of this important first year of school, children have achieved well and are exceeding expectations for their age in all areas of learning. Their achievement in personal, social and emotional development is very good, and attainment in this area of learning is well above expectations.

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

Standards in:	School results	National results
Reading	18.5 (17.2)	15.8 (15.7)
Writing	17.7 (17.5)	14.6 (14.6)
Mathematics	18.6 (18.0)	16.2 (16.3)

There were 101 pupils in the year group. Figures in brackets are for the previous year.

2. This good achievement continues throughout Years 1 and 2. In the national tests in 2004, standards in all three tested areas were in the top five per cent of all schools nationally, and overall well above average compared with similar schools based on free school meals statistics. Performance in writing was very high compared with similar schools. The school has carefully assessed current Year 2 pupils, and set challenging targets for their performance in the national tests. Although the current Year 2 group is not expected to reach the same exceptional standards as last year, if current progress and levels of achievement are maintained, standards in English and mathematics are likely to be at least well above average by the end of the year.
3. In teacher assessment of science, standards in 2004 were above average overall, with well above average attainment at the higher Level 3. Development in science is a school priority this year, and currently pupils are achieving well

and reaching above average standards. Provision for ICT has improved since the last inspection, and consequently, so has pupils' achievement, so that this is now good. Pupils are reaching standards which exceed expectations in ICT. Standards in religious education also exceed expectations set out in the locally agreed syllabus. A significant strength in the school's provision is for pupils' personal, social and health education, where pupils are achieving very well in developing their knowledge and understanding.

4. Pupils' good achievement is a direct result of effective challenge provided by teachers to enable all pupils to work to the best of their abilities. The school has carefully assessed and identified more able pupils and those who are gifted or talented, as well as those with special educational needs. Well structured programmes and sufficiently challenging work are provided for the former, so that they remain motivated and interested, and achieve well. Pupils with special educational needs are also well supported, provided with work matched closely to their abilities, and they achieve well as a result.

Pupils' attitudes, values and other personal qualities

Pupils' attitudes and their behaviour are **very good**. Provision for their personal, spiritual, moral, social and cultural development is **very good**. Pupils' attendance is **very good**, and punctuality is **good**.

Main strengths and weaknesses

- Pupils' interest in their work is excellent, they love coming to school and are proud of their work.
- There is a very good ethos throughout the school, which promotes pupils' confidence and self-esteem very well.
- Spiritual, moral, social and cultural development permeates and enhances every aspect of school life very effectively.
- The school has very effective procedures to promote and monitor attendance, with the unauthorised absence percentage being very low.

Commentary

5. Pupils' attitudes, values and personal development are very good, and parents agree that this is the case. This is the same picture as found at the time of the last inspection. Pupils often arrive well before school begins and are reluctant to leave when the school day finishes. They are enthusiastic and confident learners. Their desire to learn is fuelled by knowing their ideas will be heard and valued. Their work is valued and this is demonstrated by the way in which much of their work is so extensively displayed. Pupils say that they like everything about the school, especially the teachers and the exciting hard work!
6. Behaviour is very good. Adults in the school have very high expectations of behaviour; consequently, pupils behave very well because they want to do so for themselves and to please the adults. Pupils' very good behaviour in lessons and around the school shows their very secure understanding of right and wrong. They are most helpful and polite with each other as well as with adults.

They know that any problems will be quickly and efficiently dealt with. No incidents of bullying or rough behaviour were seen during the inspection. There have been no exclusions for many years.

7. Pupils have very good, regular opportunities to reflect, question and feel positive about themselves, their environment and their future. A sense of spirituality and thoughtfulness is strongly evident throughout the day. Staff have worked hard to improve pupils' cultural experiences and they now have very good experiences of how other people live in countries overseas and in different cultural groups in this country. Staff succeed very well in providing a rich curriculum to enhance pupils' cultural development and, through a breadth of visits, together with a very wide range of visitors, ensure pupils have first-class experiences.
8. New children arriving in the reception classes settle in extremely well and they soon make friends. They are confident with adults and their peers and they are on course to achieve the early learning goals for personal, social and emotional development very much earlier than expected. Throughout the school, the activities staff provide ensure that the social interaction of pupils with their peers and adults develops very well. Through the 'playground friends' and class chores, pupils very effectively learn about responsibilities and how to organise and look after others. Pupils have very good relationships with each other and adults and this has a most positive influence on their learning.

Attendance in the latest complete reporting year (%)

Authorised absence		Unauthorised absence	
School data:	4.2	School data:	0.1
National data:	5.1	National data:	0.4

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

9. As a result of the school's very good procedures to promote and monitor attendance and parents' efforts to ensure pupils' attendance, this is well above the national average, and their punctuality in the mornings is good. The education welfare officer visits once a fortnight and is appropriately involved with families when, rarely, the need arises.

QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

The quality of education provided by the school is **good** overall. **Good** teaching and learning, and a **good** curriculum are supported by **very good** opportunities for enrichment, **very good** care for the pupils and **excellent** links with parents.

Teaching and learning

Teaching and learning are **good** overall. Teaching in the reception classes is **very good**. Assessment is **satisfactory**.

Main strengths and weaknesses

- Very good teaching in reception gives children a flying start to their education.
- Effective teamwork ensures all pupils have equal opportunities.
- Consistent, high expectations of behaviour and hard work are shared by all staff.
- Good assessment systems in place for English and mathematics ensure that pupils are well challenged in these subjects.
- Helpful targets are set for pupils to aid individual progress in English, but not in other subjects.

Commentary

10. The quality of teaching and learning is a highly significant factor in the good achievement and high standards which the school attains. This maintains the position found at the last inspection, and is all credit to the staff within the school.

Summary of teaching observed during the inspection in 50 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
2 (4%)	13 (26%)	24 (48%)	11 (22%)	0 (0%)	0 (0%)	0 (0%)

The table gives the number of lessons observed in each of the seven categories used to make judgements about lessons; figures in brackets show percentages where 30 or more lessons are seen.

11. Teaching is very good for children in reception. All staff are expert practitioners and have a secure knowledge and understanding of how young children learn. They know children very well, and they are particularly alert to their needs. Teamwork is a very strong feature and has a highly beneficial effect on the way the reception classes are run. There is very close liaison between the four reception classes; they share planning and meet regularly to discuss children's progress and ensure that the routines and organisation are closely matched in all classes.
12. Good and very good teaching was seen across the subjects and the year groups. Very good and excellent teaching and learning was frequently seen in the hands of subject leaders, demonstrating their enthusiasm for their subjects and their talent and ability to motivate and inspire their pupils. The school agrees that providing the opportunity for these expert leaders to share their knowledge and expertise through demonstrating teaching and learning is good practice to be maintained. Shared planning ensures that all pupils of the same age in different year groups have equal opportunities, and teachers work hard to make work interesting, relevant and fun through careful and imaginative linking of subjects into topics. Within all lessons, the common strengths lie in the high expectations teachers have, linked closely to their ability to encourage and motivate pupils' desire to learn, and their consistent emphasis on very good behaviour and attention. Pupils, in turn, respond very positively, are very keen to please their teachers, work hard and learn.

13. Whilst class teachers are good at identifying pupils with special educational needs, they need further support with planning the next steps for learning for pupils who have individual educational plans. Although planning takes account of the targets in pupils' individual educational plans, the targets are not always sufficiently detailed to identify the small next steps of pupils' learning. This is a training issue, which the special educational needs co-ordinator is aware of. However, planning for pupils with varying abilities, including groups of pupils with special educational needs, is good overall. The co-ordinator is also keen to develop further the role of teaching assistants in supporting pupils' individual needs within the class. In some lessons, where such support is not available, pupils can struggle for periods whilst the class teacher supports other pupils. Teaching assistants play an invaluable role in delivering specific support programmes, and lead small groups of pupils in these well overall, and often very well.
14. In reception, good assessment provides teachers with a clear picture of the achievement and progress of individual children. Assessment is satisfactory overall in Years 1 and 2. In English and mathematics, good systems are used well to ensure work is matched well to pupils' abilities and to analyse areas for development from national tests. Assessment in some parts of the curriculum is stronger than in others. In subjects such as science, religious education and art and design, good new systems are being introduced, but are not yet fully in place. Target-setting is well established in English but not in any other subject. Marking is satisfactory but variable in quality, with marking in English being good, but less evaluative in science. In topic books, work is often marked giving a general comment or suggesting improvements to the English used, rather than comments related to the content and subject matter of the work itself.

The curriculum

The school provides a **good** range of curricular activities, and opportunities for enrichment are **very good**. Accommodation and resources are **good**.

Main strengths and weaknesses

- The curriculum has good breadth and balance, with very good provision for personal, social and health education.
- Cross-curricular planning is very good, and ensures the very good promotion of literacy skills across the curriculum.
- Very good opportunities for enrichment enhance the curriculum very well.
- Pupils' equality of access to the curriculum is very good.

Commentary

15. The curriculum for children in the Foundation Stage is very good, meeting fully the requirements for this age group and preparing them very well for work in the National Curriculum and religious education. In Years 1 and 2, the quality of the curriculum is good with some very good elements. It meets statutory requirements and is broad and well balanced. The school provides very well for personal, social and health education through a very well structured

programme. This all maintains the position found at the last inspection. Pupils' equality of access to the curriculum is very good. This is helped by the care that teachers give to ensuring that tasks match pupils' needs, and planning ensures pupils of the same age in different classes receive similar experiences. The school's imaginative cross-curricular approach ensures that literacy and numeracy skills are reinforced and extended very well across the curriculum, and makes learning relevant, interesting and fun. Recent innovations and developments in the curriculum are good, and very good in art and design with the use of 'master classes' and 'creative weeks'. In design and technology, the school has changed the pattern of teaching time to ensure better pupil understanding and knowledge of the subject.

16. Support for groups of pupils with special educational needs is good overall. Good and very good examples of support were seen when pupils were withdrawn in Early Language Support and for the Nurture group. In many cases, targets are not sufficiently specific for individual pupils and do not always sufficiently identify the small next steps of pupils' learning. Analysis during the inspection showed that several pupils had similar targets and some were too broad for the pupils to achieve within the required timescales.
17. The school provides very good enrichment for the curriculum. This is much better than at the time of the last inspection, and includes themed creative weeks and special days, such as a week held last summer looking at trees. After-school clubs cater well for pupils' needs, especially for the development of sporting skills. The large number of visits from, and visitors to the school very effectively help bring pupils' learning alive.
18. The match of teachers to the curriculum is good. However, the very large number of part-time staff sometimes makes it difficult to ensure continuity and the provision of work at the correct level. The school employs a dedicated team of effective teaching assistants who support pupils very well and are well informed by teachers as to their tasks. However, the number employed is low compared with other schools. The school has good accommodation to deliver the curriculum and is well resourced for most subjects. Many examples of pupils' work adorn classroom and corridor walls, and space, whilst sometimes tight, is very well used. The secure playground is well equipped, and an enclosed area for Foundation Stage children is planned for the near future.

Care, guidance and support

The school provides **very well** for pupils' health, care, safety and welfare. Support for, and consultation with pupils are **good**.

Main strengths and weaknesses

- Very good relationships are evident throughout the school.
- Pupils' personal development is very good, although not formally monitored.
- Targets are only set for English.

Commentary

19. The school places a very high priority on caring for its community, maintaining the position at the time of the last inspection. Comprehensive health and safety procedures underpin the very good provision and include risk assessments, regular security reviews and personnel trained in first-aid always on site. Child protection training for the few staff still needing this has been arranged, and procedures are very good.
20. As a result of adults' knowledge of pupils and their circumstances, and the very good relationships and mutual trust enjoyed, pupils are confident in adults to resolve their concerns. They know adults listen to them and that their views and ideas are taken seriously. This ongoing consultation, though largely informal, is appropriate given pupils' ages, and is very effective.
21. Pupils like the comments teachers make in class, which help them to improve their work. The majority know their English targets, which are displayed in their books and on their tables, and what these are for. However, targets are not currently set in other subjects. Additionally, although teachers know pupils very well and their personal development is very good, few records are kept of this other than in the Foundation Stage, which makes monitoring difficult.
22. The Nurture group is a very positive addition to the provision for pupils with special educational or other care needs. Those participating grow in confidence, and these sessions enhance their social skills and boost self-esteem very well.

Partnership with parents, other schools and the community

The school's relationship with parents is **excellent**. Links with the community and other local schools are **very good**.

Main strengths and weaknesses

- Parents are strongly supportive of the school, and appreciative of all it does.
- The Parent Teacher Association makes a considerable contribution to the quality of pupils' education.
- The school's links with the local junior and primary schools are particularly strong.
- Community use of the school is increasing.

Commentary

23. The school's links with parents are excellent, improving on the very good position found at the last inspection. Delighted with changes made since the arrival of the new headteacher, parents support her and the school in every way they can. They share very closely the school's values, and its aims and ambitions for their children, and many parents are actively involved with their children's education. Some help in classrooms, for example, whilst others talk to pupils about their jobs. Very successful fund-raising events run by the very

enthusiastic and committed Parent Teacher Association, raise considerable monies. Proceeds from the Carnival and the Fireworks Extravaganza are shared equitably between Infant, Junior and Castlewood Primary schools, not only demonstrating the very close, supportive relationship between local schools but also providing social occasions, enjoyed by the wider community. The remainder of the money is shared per pupil capita between Infant and Junior schools, and makes an invaluable contribution to the school's quality of education.

24. Parents are very well informed about the school, events and topics through frequent newsletters, the prospectus and the governors' annual report. They like their children's reports, detailing what children have done. Parents whose children have special educational needs or who are particularly gifted and talented, are well supported and appropriately involved with targets set and are invited to attend the reviews. The special educational needs co-ordinator shares information and liaises well with the junior school in order to ensure a smooth transition from Year 2 into Year 3. The school has planned ahead and has identified clear and suitable priorities to develop suitable access for pupils with disabilities.
25. Links and liaison with pre-school groups, local and other schools within the family group of schools are well established and very effective. The school still continues some Beacon School activities, which include hosting newly qualified teachers on a 5 day mathematics course for West Sussex and involvement in a county Transfer and Transition Action Research Project. Transition units in English have begun with the junior school, which improves transfer arrangements. Many students on work experience are past-pupils and the school welcomes a number of students training to be teachers every year. The church plays an important part in school life and is used both for celebration and as a resource. The community is welcomed into school – local residents have spoken about their experiences as evacuees and many groups, such as Scouts, Brownies and Karate, use the building.

LEADERSHIP AND MANAGEMENT

Leadership and management are **good** overall. The headteacher provides **very good** leadership for the school, and governance is **very good**.

Main strengths and weaknesses

- The leadership of the headteacher is very good.
- Governors provide very good support for the school.
- Good management ensures smooth day-to-day running, but assessment systems and subject leader monitoring roles are underdeveloped.

Commentary

26. The headteacher has been in post for just over a term, and she has seamlessly continued the very good leadership reported at the last inspection. In this, she has had the full, invaluable support of staff, pupils, governors and parents, who

very much appreciate the work she has already done to enhance the provision of this very successful school.

27. Leadership and management are good overall with very good elements, particularly in the close-knit teamwork between all staff, which ensures the smooth running of the school and contributes very positively to its very good ethos. All staff work hard to inspire, interest and motivate pupils, and ensure all are fully included in all activities, with notable success. Management of different aspects of the school's work and subjects is undertaken conscientiously, and teachers taking on roles and responsibilities have a clear determination to ensure these develop and improve. They have detailed action planning to bring this about, some of which is incorporated into the school improvement plan, where the element is a current focus. Careful analysis of performance in national tests ensures the school acts effectively to address areas for improvement, but overall leaders acknowledge that assessment is an area for development in most subjects. The close working partnerships in the school ensure that it has a clear picture of the planning, delivery and outcomes of work in each subject. However, formal monitoring of teaching and learning, and the opportunity for skilled practitioners as subject leaders to demonstrate teaching and monitor their own subjects could be developed further.
28. Leadership and management for special educational needs are good overall. The co-ordinator regularly reviews pupils' work against their individual educational plans, and this is reported to the governing body. This information is used to plan appropriate support, outlined in a 'Provision Map', which lists all the support a pupil receives each term. This is a useful checklist. However, the reviews of pupils' educational targets do not all meet the agreed deadlines. In addition, the co-ordinator has not yet monitored the impact of targets and the quality of teacher and teaching assistant support in the classroom.
29. Governors provide very good support and challenge for the school. They have a detailed understanding of their roles and responsibilities, and bring a high degree of expertise to the school, which they share willingly. Their careful selection of the new headteacher demonstrates very effectively their detailed understanding of the needs of the school, and they support her fully in her plans for the future. The governing body ensures that the school fulfils statutory requirements.
30. Development planning is clear and realistic. All those involved in the school have had a chance to consider development priorities, empowering leaders in different aspects of the school's work to take responsibility for improving their areas of management. The school improvement plan already identifies most of the areas seen by the inspection as points for improvement.

Financial information for the year April 2003 to March 2004

Income and expenditure (£)		Balances (£)	
Total income	812 636	Balance from previous year	18 035
Total expenditure	741 267	Balance carried forward to the next	89 404
Expenditure per pupil	2 516		

31. The high carry-forward figure, around 11 per cent, is the result of the sensible management decision by the deputy headteacher during her period of acting headship, to provide the new headteacher with an initial fund for any spending decisions needing immediate attention. Financial management overall is good. Day-to-day administration is secure, and efficiently handled by the bursar who provides good support for the headteacher and governors. The chair of the finance committee has a very good degree of expertise, and governors keep a close overview of the budget and financial issues through regular reports. The principles of best value are understood fully, and applied successfully to all decisions.

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

AREAS OF LEARNING IN THE FOUNDATION STAGE

Provision for children in the Foundation Stage is **very good** and has improved since the last inspection. Children begin school together as one group each September, with the youngest children attending school part-time until January. Parents appreciate the very good arrangements for the start of school, commenting in particular about staff spending time informing them of their children's day and what will be taught. They also like the daily informal contact with the staff. This very good induction into school helps children to settle quickly and form close relationships with each other. All children receive a very good grounding for their transfer to Year 1. Observations during the inspection indicate that most children are well on course to reach the early learning goals in all six areas of the curriculum by the time they move into Year 1, and the majority will achieve beyond these.

Children, including those with special educational needs and those who are particularly gifted or talented, achieve well, while those children with English as an additional language achieve very well. This is because of the consistently very good teaching by all staff, and the wide range of exciting activities that are matched carefully to children's needs and arouse their interest and desire to learn. Regular assessments are made from the time the children enter school, although these are time-consuming and stressful on staff's time and energy. The effective co-ordinator has quite rightly identified this as a development area for this coming year. The co-ordinator sets a high standard in her teaching, leadership and management. She has been successful in developing the Foundation Stage as a very strong aspect of the provision at the school.

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Provision in this area is **very good**.

Main strengths and weaknesses

- Children feel safe and secure, and trust teaching and support staff.
- Children have very good opportunities to express their ideas and feelings.
- All adults set very good and consistent examples of behaviour.
- Excellent relationships between children and adults ensure that learning is fun.

Commentary

32. This area of learning receives a high profile when children start school and, as a consequence, children achieve very well. Children's development in this area of learning is critical to the school ethos and forms a large part of its work. Children make very good progress and their very positive attitudes develop from the fact that every child is treated as an individual and also from the staff's expertise in developing every child's potential. Children settle very quickly into their daily routines. Children have many planned opportunities to develop their

self-confidence, to make choices and decisions and to be aware of the needs of others. They show respect to all adults and each other. They are confident and able to work in groups or, when needed, alone. They make friends easily and are kind to each other. They readily share resources, such as mathematics counting cubes, and take turns when playing games. At the end of sessions, without being told, they willingly tidy away conscientiously, putting pieces into the right places. They talk confidently when making their needs known and are sensible and independent when going to the toilet and washing their hands. They line up quietly and move sensibly to other parts of the school, for example, going to the hall for assembly. Staff are successful in developing excellent relationships and share a common view of how children can learn effectively through play. Very good teaching ensures that when they leave the reception classes, children have well exceeded the early learning goals in this area.

COMMUNICATION, LANGUAGE AND LITERACY

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

Main strengths and weaknesses

- Children's achievement is good.
- Every opportunity is well used to develop children's language for communication.
- Children learn to be confident speakers, listeners, readers and writers.
- The school values literature and provides children with many opportunities to learn to love books.

Commentary

33. Staff use every opportunity to promote language and speaking skills. Teachers effectively encourage all children's efforts and conversations, supporting the children very well. Teaching and learning are very good across all aspects of this area of learning. Staff are very good at promoting listening skills by reading stories with expression and excitement to encourage the children to listen attentively. There are very good links with what is being taught and role-play activities to promote the use of language.
34. Each Foundation Stage class has a very good supply of attractive books and the children enjoy choosing and sharing stories, particularly with an adult. There is a strong focus on learning the sounds of words and letters. Children enjoy learning skills for reading and teachers think of fun ways to teach phonics and high frequency words. At this stage in the term there are already children who are independently reading beginners' books or telling the stories in their own words.
35. Throughout the Foundation Stage, children are encouraged to see themselves as writers. Teachers provide a very good range of writing activities where children develop skills from early mark-making to making books and creating stories. There are good supplies of paper, pens, crayons and pencils, and

teachers carefully teach children individually on how to form letters correctly so that they develop good hand control skills. By the time these children reach Year 1, many children will exceed the early learning goals.

MATHEMATICAL DEVELOPMENT

Provision is **very good**.

Main strengths and weaknesses

- Teaching is good because it is well planned and teachers have high expectations.
- Children are encouraged to use mathematical vocabulary properly.
- The school uses a range of good resources well to help children become confident at numbers.

Commentary

36. Teaching is planned carefully with high expectations of children's counting skills and their use of mathematical language. Teachers are good at promoting children's understanding of mathematics in day-to-day events. For example, during registration and circle times, teachers identify how many are present and absent, recite days of the week and count the birthday children. Planning successfully takes account of the needs of different groups of children and so provides all children with achievable challenge and success.
37. Mathematical vocabulary is taught very well and this ensures children use language confidently when trying to solve mathematical problems. They quickly learn and use the terms 'more than', 'less than', 'greater' and 'smaller'.
38. All activities are supported by a very good variety of equipment for sorting, counting and matching. Further imaginative support for children occurs through bright displays that help children to count, recognise and order numbers and continue patterns. The activities provided give children many opportunities to develop skills of counting, measuring and comparing, and to become aware of space and shape. The majority are familiar with numbers, and the more able children show they can solve simple number problems. Consequently, children achieve well, with most reaching standards that exceed expectations for their age.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

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

Main strengths and weaknesses

- Teachers are good at providing children with numerous opportunities to explore the world around them.
- Good use is made of ICT to promote learning.

Commentary

39. Children play and explore confidently. They are inquisitive and curious. Children start school with good experiences of the world beyond their own home. Teaching and learning are very good, and the well-planned activities provide a wealth of first-hand experiences from which children extend their knowledge and show a tremendous desire to learn more. Through well-planned topics, such as 'People who help us', children learn what happens to the letters they write and then post to themselves on a visit to the post office. They learn to draw a map of the route they take to the post office, recalling in great detail the landmarks seen. In the role-play post office, they become postmen and use the information learned in their play. They display great levels of interest and enthusiasm in designing stamps and taking parcels in the mail train. Through stories and celebrations, for example, Christmas and Eid, they are taught about cultures and beliefs. Children enjoy using the computer. They use programs to paint pictures, confidently using the mouse to paint. Children are likely to exceed the levels expected for their age.

PHYSICAL DEVELOPMENT

Provision for physical development is **good**.

Main strengths and weaknesses

- Children's fine hand control is very good.
- There is no separate outside area for the Foundation Stage.

Commentary

40. Children make good progress in the development of their physical skills, and the majority are likely to exceed the early learning goals when they leave the reception classes. They join in with the rest of the school at playtimes. They confidently and happily run, jump and play, showing a mature awareness of the needs of others in the space around them. During the working time, children have good opportunities outside to practise fine motor control in the sand and water trays and to explore painting using large brushes. There is a range of challenging apparatus for them to explore, but these are part of the whole school trim trail equipment. The staff are well aware of the need to develop a Foundation Stage outdoor area and have identified this as a priority in the school development plan. Children are particularly able when handling small equipment indoors. Their control of pencils and scissors is very good.

CREATIVE DEVELOPMENT

Provision for creative development is **good**.

Main strengths and weaknesses

- Children concentrate very well on creative activities.

Commentary

41. Children start from a good level of skill when they enter school. They achieve well in relation to their prior attainment and their creative development is above expectations when they enter Year 1. Staff plan opportunities for children to try out their own ideas and successfully develop children's abilities through good questioning, support and well-timed interventions. A wide range of resources is available for creating pictures and patterns, and children are given time to experiment and explore. For example, children in the temporary classroom mix paints and they create stamps using different media. Their level of concentration is very good. Children sing enthusiastically and attain high levels of musical understanding. They are confident and enjoy music-making very much. Role-play is supported effectively and the adults extend children's imaginative play by well-timed intervention. The stimulating environment with well-organised and good quality resources encourages the children's creativity.

SUBJECTS IN KEY STAGE 1

ENGLISH

Provision in English is **good**.

Main strengths and weaknesses

- Standards are well above average, and all pupils achieve well.
- Other subjects are used very well to develop writing skills.
- Teaching is good overall and very good for writing.
- Target-setting and assessment are used well to improve standards and guide the teaching of reading and writing.
- The subject is led well, but too little monitoring of teaching and learning is taking place, for example, to assess the quality of guided reading sessions.
- Teaching assistants support learning well, but not every literacy lesson has this valuable support.

Commentary

42. The school is successfully maintaining very high standards in English. This is reflected in the results of the 2004 national tests for Year 2 pupils, where attainment in reading and writing was in the top five per cent of all schools, and in the work of the current Year 2 group, where a significant number of pupils are already working towards the higher levels of attainment. This is due to the consistently good or better teaching pupils receive, especially in writing. Improvement to boys' standards has been an area of development for the school, and has resulted in boys attaining higher average levels than girls in the 2004 tests for both reading and writing, which is the reverse of results nationally. No significant differences were found during the inspection between the standards being attained by boys and girls, and the school's predictions for the 2005 tests are similar for both sexes. The school judged speaking and listening in the 2004 tests to be average; inspection findings for the current pupils put it as high as reading and writing. Teachers are mindful to include many opportunities for pupils to speak and listen in English itself, and also in other subjects. They also work constantly on extending pupils' vocabulary and encouraging them to use it. Achievement is very good with all groups of pupils achieving well from their individual starting points, including those with special educational needs and those with above average ability. Pupils with special educational needs are helped to achieve very well by the teachers' careful attention to adjusting tasks and the support they give and by teaching assistant support, when it is available.
43. The school places a very high priority on developing literacy skills. The quality of teaching and learning are good overall, with the observed lessons ranging from satisfactory to excellent. Teachers have high expectations, and it is evident both from the lessons seen and from last year's results that the reason pupils do so well is because of the consistently good and very good teaching that they receive. Teachers plan closely together, which helps them to choose good exercises and activities. Consequently, both boys and girls enjoy their

lessons, are keen to play a full part in them and behave well. Marking of pupils' work is good, and assessment is regularly undertaken and used well to develop skills, knowledge and understanding. Most pupils know the aspect of English that they are currently concentrating on improving.

44. Teaching of writing is very good overall, and much time is given to it. Teachers have very high expectations of pupils. Basic skills are taught very well, with grammar, handwriting, punctuation and spelling all being constantly reinforced. In the very best lessons seen, a very wide range of verbal and visual methods is used to hold pupils' attention and help them learn. Pupils consequently make very good progress in the two infant years. In the better lessons, teachers demonstrate writing very well to teach pupils about redrafting and often mention the need to find a more interesting word or sentence. Just occasionally, writing time is used less productively when redrafting consists of correcting spellings only. In its effort to raise standards of boys' writing, teachers choose subjects that encourage boys' writing very well. Overall, the range of writing tasks is very wide. Good use is made of information and communication technology to extend writing skills.
45. Reading is well taught and pupils achieve very well. However, the teaching of reading varies across the school. It ranges from excellent to satisfactory. Time set aside for reading is sometimes wasted, either by pupils being given insufficient guidance or challenge or by sessions going on too long, causing pupils to lose concentration and pace. This can happen both when pupils are asked to read independently or in small groups with the teacher. In the very best lessons, pupils are engrossed in their learning and make excellent progress. Pupils take books home to read regularly and many parents help with reading in school. The school has recently spent a large amount of money on improving reading resources that encourage boys to read and, as a result, boys' standards have improved.
46. Leadership and management are good. With her own excellent teaching, the subject leader is strongly placed to demonstrate the very best of practice and monitor teaching and learning. More direct monitoring of teaching and learning could be undertaken. The subject leader has recently improved the monitoring of pupils' work, although the assessment of speaking and listening is not as established as the other elements of English. The subject leader is well informed and approachable and manages the large team of teachers well. She has put in place good systems to track the progress of year groups and individual pupils and to analyse results, such as the differences between the results of boys and girls. She has a very good understanding of the strengths and comparative weaknesses in the subject and is addressing them, for example, with the recent greater emphasis on 'guided' reading. Resources are good, although some older books are scruffy and need replacing. The libraries are well stocked, and access is greatly helped by having libraries spread across the school.

Language and literacy across the curriculum

47. Provision for the development of speaking, listening, reading and writing across the curriculum is very good, often through the school's strong emphasis on topics that cover all aspects and subjects of the curriculum. Within topics, pupils are provided with many very good opportunities to consolidate and extend their English skills, for example, in history and science, where they write about visits to castles and record experiments.

MATHEMATICS

Provision in mathematics is **good**.

Main strengths and weaknesses

- Standards in mathematics are well above average, and pupils of all abilities achieve well.
- Good teaching and learning stems from work which is relevant, challenging and matched closely to pupils' abilities.
- Mathematics is used very well across the curriculum.
- Pupils are not set individual or group targets to help them to take control of their own learning.

Commentary

48. The good provision in mathematics noted at the last inspection has been maintained. Standards have been consistently well above average in national tests over the past four years, and compare equally favourably with results in similar schools. Current Year 2 pupils are already reaching above average standards, and if their current good rate of progress and achievement are maintained, standards will again be well above average by the end of the year. Pupils of all abilities achieve well. This is because work is matched closely to their level of attainment, providing sufficient challenge to ensure that good progress is maintained. Pupils with special educational needs are well supported and their needs are well understood. Those who are more able are given additional challenge and extension work to ensure their interest is maintained. Gifted mathematicians receive a carefully structured programme, which ensures their talents are nurtured successfully. All aspects of the curriculum are covered fully, although the school agrees that a greater emphasis could be placed on data-handling.
49. Teaching and learning are good overall, with teachers working hard to make learning relevant and fun through effective links with the current cross-curricular topic. The use of 'aliens' who need to share 'spaceships' to introduce the concept of division, for example, relating to the current space topic in Year 2, brought both the introduction to the lesson and subsequent practical work to life, and engaged pupils' attention very well. As a result, pupils achieved well and made good progress in understanding the concept of division, including work with remainders. Both introductions to lessons, and the final sessions are used well to encourage pupils to think about their work and explain their thinking. Teachers work hard to include all pupils in these, and strategies, such

as the use of whiteboards and number fans, are valuable in supporting this. Teaching assistants, when they are present, are invaluable in supporting both teachers and pupils. Useful, separate mental mathematics sessions occur in both Years 1 and 2.

50. Leadership and management are good. The subject leader has a clear knowledge and understanding of mathematics and provides good support for her colleagues. She analyses information from the national tests very closely to pinpoint strengths and areas for improvement, and uses data from other assessments comprehensively to set challenging targets for performance in future tests. Pupils, however, are not currently set individual or group targets so that they can understand what the next steps in their learning are, and make a more positive contribution to their own progress and achievement. Additionally, in common with other subject leaders, she has limited opportunity for monitoring teaching and learning in the subject.

Mathematics across the curriculum

51. Mathematics is used very well across the curriculum. Mathematical work is an integral part of the cross-curricular topics, and this makes learning exciting and relevant. In last term's Year 1 topic on food and shopping, for example, pupils undertook an interesting investigation on colours of Smarties in boxes, and used block graphs to record the results of a survey of favourite foods, using tally marks correctly. This term, they have measured the circumference of a melting ice balloon, in relation to their science work in the current topic. Year 2 pupils have equally used mathematics in their 'Castles' topic last term, and 'Space' topic this term. Their work on identifying tessellating and symmetrical shapes within patterns from Islamic art is impressive.

SCIENCE

Provision in science is **good**.

Main strengths and weaknesses

- The science subject leader is an excellent role model for teaching and learning.
- Assessment for some aspects is underdeveloped and marking of pupils' work does not provide adequate guidance for them to improve their work.
- Planned science activities need to be completed in all year groups.
- Good curriculum links are made with English, mathematics and history.
- Good guidance for planning and teaching of scientific investigations is provided by the subject leader.

Commentary

52. Achievement in science is good overall. Teacher assessments for 2004, at the end of Year 2, were above average, and for more able pupils they were well above average. Inspection evidence shows that current pupils in Year 2 are

also on course to reach above average standards. This maintains the position found at the last inspection.

53. Teaching and learning are good overall, varying from satisfactory to excellent. The excellent lesson in Year 1 taught by the subject leader provides her colleagues with an excellent model to follow. Her clear explanations provided a very clear focus for the pupils, and specific step-by-step questioning reinforced and extended pupils' knowledge and understanding very well indeed. A sense of 'awe and wonder' and thus great enjoyment, was very effectively created through her talent as a teacher and her enthusiasm for the subject. By contrast, in satisfactory lessons, overly long explanations meant that pupils tended to lose concentration. However, class teachers bring the lesson together towards the end part of the lesson, by involving, for example in Year 2, pupils in identifying and sorting objects needed for survival on earth and in space, thus bringing focus back to the lesson.
54. The subject leader has given good guidance for planning and assessing scientific investigations. It is linked to national curriculum levels and the knowledge and understanding for the particular aspect of science. She has also offered the staff a range of planning formats. These have useful specific questions to guide pupils through scientific investigations. The formats also include sections for including measurements and graphs, thus enabling good links with mathematics. There are also good links with English and history. For example, in a Year 2 project on castles, pupils wrote the story of Rapunzel locked in a tower in the castle and planned a scientific investigation using forces to rescue her.
55. Leadership and management of science are good. The subject leader is an excellent role model in her teaching and enthusiasm for the subject and is acknowledged as an advanced skills teacher. She is fully aware of the need to develop further staff assessment skills for some aspects, and is also keen to take on board and improve the marking of pupils' work. Currently, it does not always address the scientific element of the lesson sufficiently. As a result, pupils do not receive specific feedback on which aspects of the scientific investigation and their knowledge and understanding need improving. In addition, the science subject leader is eager to ensure that planned activities in science are completed in all year groups. The current guidance to help teachers plan their lessons provides a sound basis for the content. However, training is required to ensure all staff focus on the scientific aspect of the topic plan. Measures also need to be more systematic to ensure that what is intended to be taught is delivered. For example, scrutiny of work in Year 2 revealed that a large proportion of pupils had not covered the work on electricity, as outlined in the curriculum plan.

INFORMATION AND COMMUNICATION TECHNOLOGY

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

Main strengths and weaknesses

- Standards are above expectations, and pupils achieve well as a result of good teaching and learning.
- The teaching assistant in the ICT suite provides invaluable support.
- ICT is used very well across the curriculum, but the ICT suite is currently not used to the full.
- Provision for, and standards in data-handling are the least well developed areas of the subject.

Commentary

56. Provision in ICT has improved since the last inspection and standards now exceed expectations, although the school agrees that the area of data-handling is least well developed. Pupils of all abilities achieve well. This is because work is interesting and relevant, and pupils are able to tackle the tasks provided at a level which matches their competence, confidence and knowledge of ICT. In the suite, for example, flexible planning enables pupils in Year 1 to design and create their 'teddies' using a graphics program, and they use the functions of the program enthusiastically to develop their labels for their topics. Year 2 pupils develop and extend their skills successfully, importing graphics into a word-processing program competently to write questions to ask the aliens they have designed.
57. Teaching and learning are good. Teachers provide interesting, relevant challenges, and sessions in the suite are characterised by concentration, good co-operative hard work, and a strong sense of pride in achievement as pupils see the success of their efforts. Teachers value highly the expertise and support of the teaching assistant who is based in the suite, who makes an invaluable contribution to the quality of lessons, supporting both adults and pupils. Both teachers and this assistant work closely with pupils, challenging the more able and supporting those who find the work more difficult in a skilful and sympathetic manner.
58. The suite, however, is not used to capacity, which is a waste of a valuable resource. All classrooms have two additional computer systems, but these vary in age and power. Teachers make good use of these but are sometimes frustrated when they fail to function, and when the same software as in the suite is not supported in classrooms. Leadership and management are good. The subject leader has developed provision successfully since the last inspection and has a detailed action plan to address the development areas she has identified to improve provision even further. These include increasing the resources to support control technology and data-handling, and developing a useful and manageable assessment system. She provides invaluable technical and curriculum support for her colleagues, and has a good overview of standards and achievement through the quality of work on display.

Information and communication technology across the curriculum

59. ICT is used very well across the curriculum. Tasks in the suite and on classroom computers are linked very well to the current topic in both Years 1 and 2, so that skills are developed in a meaningful and relevant way. Word-processing, for example, publishes both literacy and topic work, such as the ingredients for 'silly soup' in design and technology in Year 1, and wanted posters for Robin Hood in relation to history in Year 2. Pupils competently conduct research on the Internet for their topics, and regularly use graphics programs to provide an additional medium in art and design. As a result, they have a very good understanding of how ICT can support their learning, and when, or when not to use it.

HUMANITIES

60. There was insufficient time to gather a full range of evidence, and therefore judge provision in **geography** and **history**. Planning shows a good focus on geographical vocabulary and very good curriculum links with other subjects. In a session where all four Year 1 classes got together, for example, pupils carefully located countries affected by the Tsunami Earthquake. This was linked effectively to their learning in personal, social, health education and citizenship. They discussed the meaning of communities and accurately named oceans and countries in various continents. Pupils were beginning to show an awareness of places beyond their locality. Effective ICT links are evident when a robot floor toy was programmed to move in different directions to find areas within a castle. This also linked very well with the 'Castles' topic and history, and pupils were developing planning and map-making skills in context. There are also good links with developing the environment and designing and evaluating the existing play area. This provides a good opportunity for pupils to recognize how the quality of the environment can be sustained and improved.
61. Planning and pupils' work in history also show good links with other subjects. For example, as part of their 'Castles' topic, pupils in Year 2 wrote the story of Rapunzel, who was locked in a tower in the castle. They followed this up by planning a scientific investigation linked to forces, to rescue her. ICT links are also clearly identified in planning for this project, such as the use of the CD-Rom called 'Castle Explorer'. In Year 1, pupils' work shows that they are developing a sound sense of chronology as they create timelines as part of their work on matching toys to their own time. In the one lesson observed in Year 1, good teaching and learning occurred as the class teacher focused on the relevant key vocabulary throughout. She used a range of good teaching strategies to help pupils to understand the concept of time. A few were chosen to stand up to represent the different years on the timeline, whilst holding the most appropriate toy they would play with for that year. Good links with mathematics were also seen during this lesson. The class teacher used a 100-square grid and helped the pupils to count backwards from a given number, in order to help them to build on their understanding of going back in time.
62. A good range of visits are planned to enhance learning in both subjects, such as the photographic evidence showing pupils thoroughly enjoying themselves at Bodiam Castle.

Religious education

Provision in religious education is **good**.

Main strengths and weaknesses

- Work in religious education is interesting and practical, and teachers provide very stimulating displays to enliven topics.
- Assessment is not sufficiently developed.

Commentary

63. Standards in religious education are above those expected in the locally agreed syllabus, which maintains the position at the time of the last inspection. Planning takes full account of this locally agreed syllabus and the subject is often taught effectively through circle time and supported well through assembly themes. Analysis of pupils' work, discussions with pupils, and the lesson seen, all indicate that achievement is good.
64. In discussion with several pupils it was evident that recent teaching has been good and they have gained a lot of information. They know that some books are special to different religions, such as the Bible and the Koran. They were particularly confident in talking about their work on the Muslim religion carried out during the recent 'Islamic Week'. The well-presented displays in classrooms of pupils' writing featuring their understanding of mosques and art in Islam confirm pupils' good achievement. Pupils have been taught in good depth about the life of Jesus and they recounted the key features of his young life and the time Mary and Joseph lost him in the temple.
65. Assembly themes are expanded in the classroom and pupils show sensitivity and caring when discussing the meaning of the Good Samaritan. They are mature enough to make connections between their story and friendships in the playground.
66. Leadership and management are good. The subject leader has recently taken on the responsibility for religious education and is at an early stage in developing this role and is not yet involved in sampling work regularly or doing other monitoring. There is a new assessment procedure to check how well pupils learn about and from religion, but this is not yet fully in place.

CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

No lessons were observed in **design and technology**. It is therefore not possible to make firm judgements on provision or teaching. Discussion with the co-ordinator, a look at teachers' planning and an examination of pupils' work suggest that the subject is being regularly and systemically taught to at least a satisfactory standard. Co-ordination is satisfactory, although lessons are not monitored regularly. In the last inspection, no overall judgement was made.

There was insufficient time to gather the full range of evidence to judge provision in **physical education**, but standards overall meet expectations, and pupils achieve at least satisfactorily. Two lessons were seen. Teaching and learning in that taught by the subject leader were very good, and were satisfactory in the other. Physical education is a focus for performance management in the school improvement plan, and the very good subject leader, together with the headteacher, has enthusiastic plans to improve and develop the subject. Current activities are focused on dance and gymnastics, with overall a full range of activities being taught. The school places a high priority on health and fitness, and the mini-marathon in the summer term is an event enjoyed by pupils, parents and the community alike.

Art and Design

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

Main strengths and weaknesses

- Standards exceed expectations at the end of Year 2.
- There is a very high level of pupil involvement in the lessons, and attitudes to the subject are very good.
- The use of 'master classes' and creative weeks are helping to maintain standards which exceed expectations, with curriculum innovation in the subject being very good.
- Teaching is good, as a result, children achieve well.
- In a few classes, especially in Year 2, the use of sketchbooks is underdeveloped and pupils' work is all too similar.

Commentary

67. Standards are above those expected at the end of Year 2, and pupils' achievement is good. This is a similar picture to that at the time of the last inspection. Teaching and learning are good overall, with all lessons observed as part of the inspection being either good or very good. This quality of teaching was evident in the way pupils were engrossed in their learning and made good progress. In a few classes, however, too little choice of media is encouraged, with the result that the finished work looks all the same. Additionally, not enough use is made of sketchbooks, especially with the older pupils. Very good use is made of information and communication technology to support teaching and learning in the subject throughout the school.
68. Recent innovations in the curriculum are very promising. The school has organised the curriculum so that in addition to individual lessons, each class in turn has 'creative' weeks that include a large art and design element and regular 'master classes'. There is a long block of continuous teaching and learning time, for example, a day where the subject leader and class teacher teach the class jointly. These lessons work well and are helping to maintain the school's high standards, while also acting well as further training for the teaching staff.

69. Leadership and management of art and design are good. The subject leader is knowledgeable and enthusiastic, and has recently been acknowledged as an advanced skills teacher. In common with other subjects, however, there is a lack of regular time for monitoring lessons. The recently devised assessment and record-keeping system is good, although it has yet to be implemented.

Music

Provision in music is **good**.

Main strengths and weaknesses

- Enthusiastic leadership ensures the subject makes a positive contribution to school and community life.
- Pupils achieve well and standards exceed expectations.

Commentary

70. Standards in music exceed expectations, and pupils of all abilities achieve well, which maintains the improved provision noted at the last inspection. Pupils thoroughly enjoy singing, which is expressive and tuneful both in lessons, assemblies and in choir. In the 70+ strong choir, singing standards are very high, as pupils successfully sing in two and three parts, both with and without accompaniment. Planning shows that all aspects of the subject are covered fully, and with teaching being shared between three teachers, one in each year group, clear progressive development of pupils' knowledge and skills is secured.
71. Teaching and learning are good overall, with teaching by the subject leader being very good. Careful planning ensures lessons proceed smoothly, and teachers' own enthusiasm and high expectations are shared effectively, so that pupils make good progress and enjoy their work. Because teachers teach all classes in each year group, all pupils have the same opportunities to appreciate and make music. The school very much values the talents of different members of staff to provide live accompaniment to singing, which makes a significant contribution to the standards attained and pupils' achievement.
72. The subject is led and managed well by an experienced leader, whose infectious enthusiasm inspires colleagues and pupils alike. She runs the popular and very well attended choir, which is open to all pupils in Year 2. Good resources ensure the subject makes a very positive contribution to pupils' spiritual, social and cultural development, as they learn to listen carefully to and appreciate music from their own and other cultures. Music plays an important part in the life of the school and its contribution to the community, with the choir regularly singing to senior citizens and in church, and there are frequent 'musical' visitors. The subject leader is building very effective links with a local independent school. Pupils from this school visited to share their love of music during the inspection, and a whole-day visit is planned for the choir in the summer term.

PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP

Provision in personal, social, health education and citizenship is **very good**.

Main strengths and weaknesses

- Circle time is used very effectively to deal with issues.
- Learning about citizenship is closely planned into many subjects.
- Teachers constantly seek and value pupils' views.

Commentary

73. Teaching and learning in the development of pupils' personal, social, health and citizenship education are very good. Planning provides very good opportunities for pupils to discuss sensitive issues in circle time as well as through other subjects, and teachers maximise on these fully. Pupils are taught, for example, about road safety and keeping safe in the community, the importance of looking after themselves and the need to respect others. Arrangements for sex and drugs education are well established and suitable for the age of pupils in the school. The school includes a good range of work on diet and health education, and this helps pupils develop a safe and healthy lifestyle, gain confidence and interact with others.
74. Pupils gain a very good understanding of citizenship and an appreciation of their own contribution to the school community by helping with the daily routines of school life. For example, there are class monitors for ensuring the class register is taken to the school office and pupils take on responsibility as playground friends. Staff are very good at reminding pupils of the importance of distinguishing between right and wrong during lessons. The school expects every pupil to take some responsibility, whether this is through clearing away puzzle pieces correctly to helping new children and pupils to settle in or respecting the needs of others around them.
75. The school is a very harmonious community where pupils show a very high degree of respect for one another and are caring to friends when difficulties arise.

PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

Inspection judgement

Grade

The overall effectiveness of the school	2
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	2

Overall standards achieved	2
Pupils' achievement	3

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

The quality of education provided by the school	3
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	2
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	3
The effectiveness of the school's links with parents	1
The quality of the school's links with the community	2
The school's links with other schools and colleges	2

The leadership and management of the school	3
The governance of the school	2
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).