

INSPECTION REPORT

ST PETER'S C OF E (AIDED) PRIMARY SCHOOL

Cowfold, Horsham

LEA area: West Sussex

Unique reference number: 126025

Headteacher: Mr David Etherton

Lead inspector: John D Eadie

Dates of inspection: 4th - 6th July 2005

Inspection number: 267931

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

© Crown copyright 2005

This report may be reproduced in whole or in part for non-commercial educational purposes, provided that all extracts quoted are reproduced verbatim without adaptation and on condition that the source and date thereof are stated.

Further copies of this report are obtainable from the school. Under the School Inspections Act 1996, the school must provide a copy of this report and/or its summary free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

INFORMATION ABOUT THE SCHOOL

Type of school:	Primary
School category:	Voluntary aided
Age range of pupils:	4 - 11
Gender of pupils:	Mixed
Number on roll:	128
School address:	Potters Green Station Road Cowfold Horsham West Sussex
Postcode:	RH13 8QZ
Telephone number:	(01403) 864 365
Fax number:	(01403) 865 475
Appropriate authority:	The governing body
Name of chair of governors:	Mr Gareth Martin
Date of previous inspection:	7 th June 1999

CHARACTERISTICS OF THE SCHOOL

St Peter's is a small Church of England Voluntary Aided Primary School in the West Sussex village of Cowfold. The area is relatively affluent and the proportion of pupils eligible for free school meals is well below average. Children generally have average levels of skills and knowledge when they start at the school and almost all have attended some form of pre-school provision. Virtually all pupils are of white British heritage and all speak English as their home language. The proportions of pupils with special educational needs and of those with statements of their special educational needs are below the national average. The most significant of these special educational needs are physical difficulties and speech and communication problems. In a number of year groups the numbers of pupils who join or leave at times other than normal is above average. There is also a gender imbalance in many year groups, with girls significantly outnumbering boys in reception and Years 1 and 4 and boys outnumbering girls in Years 2 and 5. The school won a Schools Achievement Award for performance in the National tests and a Schools Extra Award for the range of its extra-curricular activities; both of these were in 2002.

INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
20191	Mr J D Eadie	Lead inspector	Mathematics Information and communication technology Personal, social and health education and citizenship Modern foreign languages (French) Music Physical education
19374	Mrs W Sheehan	Lay inspector	
28686	Mrs E Walker	Team inspector	Foundation Stage Science Art and design Design and technology English as an additional language
7813	Dr K Wood	Team inspector	Special educational needs English Geography History

The inspection contractor was:

Tribal Education
1 - 4 Portland Square
Bristol
BS2 8RR

Any concerns or complaints about the inspection or the report should be made initially to the inspection contractor. The procedures are set out in the leaflet '*Complaining about Ofsted Inspections*', which is available from Ofsted Publications Centre (telephone 07002 637 833) or Ofsted's website (www.ofsted.gov.uk).

REPORT CONTENTS

	Page
PART A: SUMMARY OF THE REPORT	4 - 5
PART B: COMMENTARY ON THE MAIN INSPECTION FINDINGS	
STANDARDS ACHIEVED BY PUPILS	6 - 8
Standards achieved in areas of learning and subjects	
Pupils' attitudes, values and other personal qualities	
QUALITY OF EDUCATION PROVIDED BY THE SCHOOL	9 - 13
Teaching and learning	
The curriculum	
Care, guidance and support	
Partnership with parents, other schools and the community	
LEADERSHIP AND MANAGEMENT	13 - 14
PART C: THE QUALITY OF EDUCATION IN AREAS OF LEARNING AND SUBJECTS	15 - 22
AREAS OF LEARNING IN THE FOUNDATION STAGE	
SUBJECTS IN KEY STAGES 1 AND 2	
PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS	23

PART A: SUMMARY OF THE REPORT

OVERALL EVALUATION

St Peter's is a **good** school. It is very well led by the relatively new headteacher who is supported well by the whole staff team. The pupils are achieving well and a number of initiatives have been put in place which are raising standards significantly. The quality of teaching is good and is one of the major reasons for the rising standards. The school provides **good** value for money.

The school's main strengths and weaknesses are:

- The headteacher has a very clear vision for the future of the school, which is shared by the staff team, who support him well; management and governance of the school are very good.
- Pupils are achieving well because of the good quality of teaching.
- Pupils are attaining well-above-average standards by the time they leave.
- The school has a very good ethos; pupils enjoy and appreciate all that the school has to offer, they behave very well and relationships at all levels are very good.
- Many opportunities are taken to provide enriching experiences for the pupils, particularly in the range of extra-curricular activities and the wide variety of visitors into school.
- Marking is inconsistent and pupils are not sufficiently aware of how they can improve their work.
- Standards in information and communication technology (ICT) are not as high as those in other subjects.
- Although the new curriculum is good, there are insufficient systems in place to ensure that all pupils are receiving a broad, balanced and relevant curriculum.

The school has made good progress since the last inspection. All the issues from that inspection have been addressed well, although work on a number of these has only begun relatively recently. For example, the use of assessment and planning the curriculum to take account of the mixed age classes have been dealt with in the last year. A major improvement has been in the teaching, about which there were a number of issues at the last inspection. The quality of teaching is now good. Standards are rising rapidly.

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	A*	A	A
mathematics	B	B	B	C
science	B	A	C	D

Key: A – very high; 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.*

Pupils are achieving **well** through the school. Children enter the school with average skills and knowledge and achieve well to exceed the goals they are expected to reach by the end of reception. They achieve well in Years 1 and 2 to reach above-average standards in reading, writing and mathematics. Achievement continues to be good in Years 3 to 6 and pupils reach well-above-average standards by the end of Year 6 in English and science; standards in mathematics are above average. The A* for English in 2003 in the above table shows that the school was in the top five per cent of all schools in the tests for English in that year. Results are variable from year to year, typical of schools of this size where the performance of one pupil can make a significant difference. Provisional results indicate that standards in science have improved considerably in the

tests this year, reflecting the hard work by teachers and pupils to raise standards in this subject. Standards in ICT are average as some aspects of the curriculum for this subject are not covered sufficiently thoroughly.

Pupils' personal development is a high priority for the school and their spiritual, moral, social and cultural development is **very good**. Pupils have very good attitudes to their school and their work and behave very well. Rates of attendance are well above average.

QUALITY OF EDUCATION

The school provides a **good** quality of education. Teaching and learning are **good** overall and very good in Year 6. The teaching in Year 6 is ensuring that these pupils are making really good progress and is one of the major reasons for the standards being reached. A particular strength in teaching throughout the school is the very good contribution made by the experienced and well-qualified teaching assistants. Their support in class is highly valued and they also make a considerable contribution when teaching individuals and small groups, aiding the learning for these pupils significantly. Although much work has recently been done to improve assessment, and there are very good systems for keeping a check on pupils' progress in the long term, the use of marking and short-term systems of assessment is not sufficiently developed. This means that pupils do not have a clear idea of what they need to do to improve their work.

The new curriculum plan is good. However, there have been insufficient checks to ensure that all pupils are now receiving a sufficiently balanced curriculum. There is a wide range of opportunities taken to enhance the curriculum such as visitors into school and clubs and activities. Pupils are given good levels of care and guidance and the school is very good at listening to and acting on their views. Links with parents and the community are very good. Links with other schools are good, and a strength is the benefit gained from the links with the Association of Small Schools Horsham.

LEADERSHIP AND MANAGEMENT

The quality of leadership and management is **very good** overall and a further reason for rising standards. The leadership of the headteacher is very good and he is supported well by others with leadership roles. The management of the school is very good, particular strengths being the quality of self-evaluation and analysis of data. Governance is very good, with governors providing experience, support and challenge for the school's leadership team. All statutory requirements are met.

PARENTS' AND PUPILS' VIEWS OF THE SCHOOL

Parents' views expressed on the questionnaires and at the meeting were very positive. They are particularly pleased that staff are approachable and that their children like school. A minority feel that they do not receive sufficient information on their children's progress. The judgement of the inspection is that this information is good. Pupils are very enthusiastic about their school, particularly about the way their teachers are there for them, listen to them and help them to learn. They have no significant concerns.

IMPROVEMENTS NEEDED

The school has already identified the items listed and has put in place procedures to begin to address them. The most important things the school should do to improve are:

- to improve the use of assessment by ensuring that marking is more consistent and that pupils are involved in the assessment process and understand how they can improve their work;
- to ensure that the newly instituted curriculum is monitored well and that all pupils are receiving a balanced and appropriate curriculum; and
- to raise levels of pupils' competence in ICT so that standards are as high as those in other subjects.

PART B: COMMENTARY ON THE MAIN INSPECTION FINDINGS

STANDARDS ACHIEVED BY PUPILS

Standards achieved in areas of learning and subjects

Pupils are achieving well through the school, though this achievement accelerates in Year 6. By the time they leave pupils are achieving well above average standards from their average levels of skills and understanding when they start at the school. The school has a very good commitment to inclusion which ensures that all pupils achieve equally well.

Main strengths and weaknesses

- Pupils are achieving well through the school and very well in Year 6.
- By the end of Year 6, standards in English and science are well above average and above average in mathematics.
- Standards are above average in reading, writing and mathematics by the end of Year 2.
- Standards are rising rapidly.
- Standards in ICT are not as high as in other subjects.

Commentary

1. Standards in the national tests at the end of Year 2 in 2004 were well above average in reading and mathematics and in the top five per cent of all schools in writing. When compared with schools with a similar proportion of pupils eligible for free schools meals they were well above average in all three subject areas. The trend in results has been above the national trend in recent years at this age. Boys have performed significantly better than girls in these tests in the last two years but evidence from the inspection would indicate that this was a factor of the particular boys and girls taking the tests rather than any difference in provision being made by the school.

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

Standards in:	School results	National results
reading	18.2 (18.0)	15.8 (15.7)
writing	17.2 (17.6)	14.6 (14.6)
mathematics	18.5 (17.9)	16.2 (16.3)

There were 19 pupils in the year group. Figures in brackets are for the previous year.

2. In the national tests in 2004 at the end of Year 6, standards were well above average in English, above average in mathematics and average in science. Unconfirmed results show that standards have improved significantly in the tests in science this year, whilst being maintained in the other subjects. As this group of pupils had below-average scores in the tests at the end of Year 2 in 2001, they have done very well. Targets for pupils' performance in these tests were not met in relation to the proportion of higher levels reached. This was largely because of new systems that were just being put in place, which hindered achievement for this cohort. It is likely that these targets will be met this year. When compared with schools with a similar proportion of pupils eligible for free school meals, standards in the tests in 2004 were well above average in English, average in mathematics and below average in science. This comparison is hardly fair, however, as the school is unable to offer hot dinners, so reducing the applications for free school meals. When compared with schools which performed similarly in the tests at the end of Year 2 four years previously, standards were well above average in English, average in mathematics and below

average in science. The school has put in place procedures to address standards in science, which have been successful.

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

Standards in:	School results	National results
English	29.5 (30.6)	26.9 (26.8)
mathematics	28.6 (27.8)	27.0 (26.8)
science	29.2 (30.6)	28.6 (28.6)

There were 19 pupils in the year group. Figures in brackets are for the previous year.

- Almost all children entering the school have benefited from some form of pre-school provision. Their levels of skills and knowledge on entry vary widely but are average overall. They achieve well to exceed the goals they are expected to reach by the end of reception in all areas of learning in which it was possible to make judgements.
- In Years 1 and 2, achievement continues to be good. By the end of Year 2, standards are above average in reading, writing and mathematics. This particular group of pupils had lower than usual levels of skills and knowledge when they started school. Standards in ICT at the end of Year 2 are average.
- Achievement continues to be good in Years 3 to 6 and is very good in Year 6. Well-above-average standards are being reached by the end of Year 6 in English and science, and above-average standards in mathematics. Initiatives have been put in place in the last year to raise standards in mathematics and science. These have had a significant impact on the standards in science, but have not yet had time to work through to raise standards significantly in mathematics. By the end of Year 6, standards in ICT are average. They are lower than standards in other subjects as the new technology has only been in place for a year and not all aspects of the curriculum for this subject are being covered sufficiently thoroughly.
- The school has a strong commitment to inclusion and this is ensuring that pupils of all abilities are achieving equally well. Parents agree that their children are doing well in school. Pupils with special educational needs achieve at least as well as their peers, and their progress is good. This is due to good, and sometimes very good, teaching and the effective support of teaching assistants. These pupils generally meet the targets set in their individual education plans. Where there is individual support in classes, their progress is enhanced. Some pupils with particular talents and gifts have been identified and these pupils are given a good range of challenges to meet their needs. These include extra lessons and visits to able pupil days in a range of subjects.

Pupils’ attitudes, values and other personal qualities

Pupils’ attitudes, behaviour and personal development have improved since the last inspection and are now very good. Their spiritual, moral, social and cultural development is very good overall. Attendance and punctuality are very good.

Main strengths and weaknesses

- Pupils co-operate very well with their teachers and all adults, creating a purposeful climate for learning.
- The behaviour of most pupils is very good and sometimes exemplary.
- Very good attendance helps pupils to maximise their learning opportunities.
- The provision for pupils’ personal development is very good.
- There is a good range of social and other activities at lunchtimes and after school.

Commentary

7. The large majority of pupils of all capabilities, including those with special educational needs, have very good attitudes, which help them to achieve well. All parents who responded to the questionnaire said that their children liked school and were treated fairly. Some children join the reception class with social difficulties but, with skilful management, children's attitudes and behaviour mature and, by the time pupils leave school in Year 6, they are very good. Pupils respond willingly to questions and enjoy opportunities to take responsibility, whether for their learning or carrying out tasks around the school. Pupils work very effectively whether independently, in pairs or in small groups, and help each other to complete tasks. For example, in a Years 4 and 5 class, pupils shared their results and helped each other as they measured angles of different sizes.
8. Older pupils' behaviour is very good and they set a very good example for younger pupils to follow. In assemblies, pupils are very attentive and enjoy the opportunities to become involved. Playtimes are friendly, social occasions and pupils are pleased that there is now more equipment for them to play with at lunchtimes. In discussion, pupils feel that bullying is very rare and more often due to friends "falling out". They feel confident to turn to adults and know that their concerns will be taken seriously, resulting in pupils feeling happy and safe in their school. There have been no exclusions in recent years.

Attendance

9. The school recognised that, since 2000, attendance had declined and introduced more rigour into their procedures for monitoring attendance. Parents are constantly reminded of the need for their child to attend regularly to ensure they maximise their learning opportunities. As a result, attendance for the current year, at 96.3 per cent, is well above the rate for most primary schools. It has improved by nearly one per cent since the figures for last year, printed below. Punctuality is very good and promotes an effective learning environment from the start of the day.

Attendance in the latest complete reporting year (%)

Authorised absence		Unauthorised absence	
School data	4.4	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.

10. There is very good provision for pupils' spiritual, moral, social and cultural development. Pupils' spiritual development is well supported by the opportunities in assemblies to raise their self-awareness. Pupils' work and behaviour is well rewarded through certificates. Older pupils wear their "truly trusted" badges with considerable pride. This helps to raise their self-esteem and confidence. Pupils raise funds for charities, enabling them to reflect on the needs of others. Very good opportunities exist for older pupils to have responsibilities around the school, for example, older pupils organise clubs for younger pupils. The School Council is effective in aiding the running of the school and has a number of specific responsibilities, for example, running the school stationery shop. Social skills are developed very effectively, especially through the many varied extra-curricular activities, so that relationships between pupils and between adults and pupils are very good. Pupils have a good appreciation of their own and other cultural traditions, particularly through art, visitors into school and opportunities including Africa Week and a partnership with a school in Sierra Leone. However, the school recognises that it has yet to provide sufficient opportunities for pupils to understand the multicultural richness of British society.

QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

The school provides a good quality of education. The new curriculum plan provides good links between subjects and is enriched very well by a wide range of visitors into school and extra-curricular activities. Teaching is good and pupils are learning well. Although there are good systems for checking on pupils' progress in the long term, these systems do not yet enable pupils to know what they need to do to improve. Pupils are cared for well and there are very good links with parents and the community and good links with other schools.

Teaching and learning

Pupils are learning well because the quality of teaching is good. Assessment is good overall. Long-term assessment is very good but systems in the shorter term do not give pupils sufficient awareness of what they need to do to improve their work.

Main strengths and weaknesses

- The quality of teaching and learning is good overall and very good in Year 6, resulting in very good learning in Year 6.
- Teaching assistants make a very good contribution to pupils' achievement.
- The quality of teaching has improved significantly since the last inspection.
- Systems for tracking the pupils' progress in the long term are very effective and used well.
- Marking is inconsistent and pupils are not sufficiently aware of how they can improve their work.

Commentary

11. The quality of teaching and learning observed was never less than good, with just over a quarter of lessons being very good or better. This confirms the school's view in its self-evaluation; parents also think that teaching is good. This good teaching is one of the major reasons for the good achievement and rising standards. There were a number of significant areas for development in teaching at the last inspection. These have been addressed very well. For example, two of the issues mentioned were concerning levels of challenge for pupils and the focus of lessons. There is now ample challenge in most lessons, with teachers ensuring that challenges are available for pupils of all abilities. There is now a clear focus to lessons, with learning objectives being displayed and referred to regularly.

Summary of teaching observed during the inspection in 19 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very poor
1	4	14	0	0	0	0

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

12. The well-qualified and experienced teaching assistants make a significant contribution to pupils' learning. A further issue at the last inspection was that these assistants were not always used well, often sitting and listening along with the pupils. This is no longer the case. When teachers are talking to the whole class, such as in their introductions or reviews of lessons, teaching assistants and other adults are fully involved, ensuring the engagement of pupils who might be finding it difficult, or monitoring pupils' answers. As well as this, the teaching assistants are carrying out a great deal of valuable work, both in class and in small groups, aiding learning. They bring specific areas of expertise to the school as well, one being responsible for teaching French and others teaching dance, drama and aspects of art, for example.

13. In the best lessons, teachers plan very effectively to involve all pupils. They make very good use of resources, particularly the interactive whiteboards in each classroom and the ICT suite. This engages and enthuses the pupils and they rise to the challenges set for them. Teachers also make very good links between the subjects of the curriculum. For example, many instances were seen of skills learnt in literacy being used to enhance work in history, or ICT skills being very well used to support learning in other subjects. This added relevance retains the pupils' interest very well. There are occasions, in some lessons, when time is not used effectively, with teachers taking too long over their introductions. In these lessons they then find it more difficult to interest the pupils in the task that is set for them.
14. Making good use of systems of assessment was a weakness at the last inspection. Although some systems had been put in place to track pupils' progress, it has only been in this last year that these systems have been co-ordinated so that it is now very clear exactly how each pupil is progressing through the school in English and mathematics. This tracking system is being used very well to identify pupils who are not performing as well as expected. It is also being used as a very effective tool in management to identify whether initiatives taken, such as booster classes in mathematics, are effective in speeding pupils' progress. Short-term systems of assessment are not as effective. Although work is being done to put these in place, they do not yet allow teachers to share clear guidance on how pupils can improve their work. Marking, therefore, is inconsistent and not often developmental.
15. The school carefully assesses the needs of pupils who are not progressing as well as expected to establish whether they have any special educational needs. Teachers have high expectations for these pupils, as with all others, and their concerns lead to carefully crafted individual education plans. Questions are often modified and pupils with special educational needs are given simpler ways of recording their work, for example, through the use of a template or a writing frame. The teaching of pupils with special educational needs in classes and in small groups with teaching assistants is good.

The curriculum

The curriculum is good because visits, visitors and extra-curricular activities enhance it very well. New arrangements, to link subjects, represent a good management tool and have made a good start to deliver a balanced curriculum, but are not yet fully effective. Accommodation is good and the school is well resourced.

Main strengths and weaknesses

- There is a very good range of opportunities to extend pupils' learning outside the school day.
- Planning is good.
- There has been an innovative approach to allow teachers to have release time.
- Teaching assistants are used very well to enhance pupils' learning, especially for those with special educational needs.
- The new linking of subjects is not yet fully effective.

Commentary

16. The curriculum is planned well to take into account the mixed-age classes and to provide an innovative and effective programme to support all pupils. It meets the statutory requirements in all aspects. The curriculum takes account of previous learning and the school builds on this through its improvement planning. Its particular strength is the provision for pupils' personal, social and health education. The new arrangements to integrate subjects are a good management tool that is beginning to deliver a balanced curriculum, though there are currently weaknesses in science provision in Years 1 and 2.

17. This is a highly inclusive school that takes appropriate account of pupils' ages, attainment, gender and needs. The opportunities provided for pupils with special educational needs are good and the school implements the Code of Practice fully. The support for a pupil with a statement of special educational needs is good. These pupils are provided with suitably differentiated work and often the support of a very effective teaching assistant. The initiatives to promote language skills are effective and they enhance the learning of small groups and individuals. Good provision is also made for those pupils with special gifts or talents, such as a group of pupils who have a particular talent for mathematics, who are provided with special lessons to extend their learning. Thus, there is very good equality of access and opportunity for all pupils.
18. Teachers plan the curriculum very well together and provide good opportunities to extend pupils' knowledge and understanding fully in all areas of learning, including in a very full programme of after-school clubs and sports. Staff are thoroughly involved in the review of curriculum coverage and the integration of subjects so that its relevance to pupils is improving. This integration is being closely monitored, but this process is not yet sufficiently rigorous to ensure that pupils are actually being provided with a balanced and relevant curriculum.
19. A recent innovation is the carousel of worthwhile activities that provides teachers with release time. This is very good provision, much of it organised by the well-qualified and very competent teaching assistants, that extends pupils' experiences in, for example, ICT, French and dance. The latter enables pupils to take part in a school production of "The Pied Piper". ICT is rapidly becoming the vehicle for the integration of subjects, especially literacy and history, as observed during the inspection. There are now good opportunities for research and data handling with the school's Internet connection in place.
20. The benefits gained from the partnerships with secondary and other schools are good. A particular strength is derived from the Association of Small Schools Horsham for curriculum and sporting links. The very good use of an artist, sculptor and a children's author enables the school to provide an enriched curriculum. History and geography are promoted well by visits to places of interest. All pupils have the opportunity to visit a residential centre during their time in school and this valuable opportunity enhances their learning as well as their social development. There is a good range of resources in all subjects; they are used effectively and stimulate pupils' interest in learning, especially in ICT. Accommodation is good both in the building and the grounds, particularly the area called 'the outside classroom'. An interesting feature of the grounds is the African mud hut, built by the staff, parents and pupils during the 'Africa Week'.

Care, guidance and support

Procedures to ensure that pupils work in a safe caring environment are very good. Pupils' involvement in the school is very good. Satisfactory opportunities are in place to promote and guide pupils' progress.

Main strengths and weaknesses

- Arrangements to settle children into school are very good.
- The school's promotion of health, safety, welfare and child protection is very good.
- The school has established very effective systems for consulting pupils and acting on what they say.
- Guidance for pupils' personal development is good but academic guidance is inconsistent.

Commentary

21. Arrangements to help children joining the reception class are very good and include visits to their pre-school provider and visits for parents and children to help familiarise themselves with the surroundings. These help children to make good progress in their learning as soon as they join the school. In discussion, pupils who join in other years feel they are made very welcome.
22. Overall promotion of a healthy and safe environment is very good. The school and governors are fully aware of their responsibilities. Staff have received recent training on child protection procedures and the school is very diligent in consistently monitoring the welfare of its pupils. Staff monitor any concerns, ensuring all instances are carefully recorded. Pupils are provided with good opportunities to learn about being healthy and staying safe, with a range of visitors helping to extend their learning.
23. Pupils' views are very carefully listened to, both in lessons and through the school council, who are particularly pleased with the improvements that they have made towards the provision of play equipment. Pupils have been consulted on their learning in mathematics, with teachers interviewing both boys and girls on their attitudes. As a result, new teaching strategies were introduced to improve pupils' attitudes and these strategies have been carefully evaluated through re-interviewing pupils. All adults have very good relationships with pupils and, through observation and in some instances careful monitoring, staff are aware of pupils' personal circumstances and react quickly to any concerns. Monitoring of pupils' academic progress is not so well developed and is not effective in enabling teachers to give good guidance to pupils on how they can improve their work.

Partnership with parents, other schools and the community

The school's partnership with parents is very good. Links with other schools are good and opportunities to work with the community are very good.

Main strengths and weaknesses

- Parents' views of the school are generally very positive and parents are fully consulted.
- Parents receive frequent information from the school and therefore feel involved.
- The school is an integral part of the local community.
- Links with the neighbouring secondary and primary schools are effective.

Commentary

24. The school works hard to promote a good relationship with parents and the majority feel it is doing a good job. Frequent newsletters provide helpful information on visits and school procedures. The prospectus and governors' annual report to parents meet statutory reporting requirements and are clearly written. The school seeks parents' views and opinions regularly through questionnaires, parent forums and at the beginning and end of the school day. Parental views, collected through the parents' meeting and questionnaires, show that the majority are very pleased with most aspects of the school. Some parents had concerns about whether they received sufficient information about their child's progress. Following feedback from parents, who felt the pupils' annual reports were insufficiently clear, the school has consulted with and worked closely alongside parents to improve the reports and this year's reports, for pupils in Years 3 to 6, have met with greater approval. They indicate in a clear, unambiguous style whether a child is achieving above, in line with or below what would normally be expected of a child of that age, and provide clear targets on what the child now needs to do to improve further.

25. Parents receive termly opportunities to meet teachers as well as an annual report. This is in line with most primary schools. The school provides parents with a termly curriculum map so parents are aware of what their child is being taught, and opportunities, such as the well-attended mathematics workshop, help parents support their child's learning further. The school is constantly working with parents to improve the partnership, as a result, links with parents have improved since the last inspection.
26. Very good links exist with neighbouring primary schools, with staff working together and pupils competing in sporting activities. Many joint events are arranged. For example, as Year 6 pupils may attend a selection of secondary schools, all Year 6 pupils from the group of primary schools join together to work in the new groups for each of the secondary schools. This helps pupils to bond together with new friends.
27. The school plays a significant role at the heart of the local community and as a result many activities and village events include the school and its pupils. For example, the Horticultural Society event includes contributions from pupils. A very close partnership exists with the Church. The school has also effectively explored partnerships with the wider community, developing a link with a school in Sierra Leone and one in France.

LEADERSHIP AND MANAGEMENT

The quality of leadership and management is very good overall. The headteacher provides very clear leadership and he is supported well by other staff with leadership roles. Governance is very good and management is very good at all levels. All statutory requirements are met.

Main strengths and weaknesses

- The headteacher leads the school very well.
- Management is very good.
- Governance is very good.
- The school is particularly good at self-evaluation and monitoring performance data.
- Staff with leadership roles fulfil these roles well.
- Monitoring of the curriculum is not yet embedded to ensure that each pupil is receiving a balanced and relevant curriculum.

Commentary

28. The headteacher has made a very good start. He quickly recognised several features that needed improving. The most significant of these was the curriculum, which had not been effectively adapted to take account of mixed-age classes. In conjunction with the staff, a new curriculum plan was instituted in September 2004. This curriculum is being adapted as teachers find improvements that can be made. However, there is insufficient monitoring to ensure that pupils are always receiving a suitably broad and balanced curriculum diet. A further initiative implemented by the headteacher is a very thorough system of tracking pupils' progress from year to year. The data collected has been used very effectively in a number of ways. For example, it shows clearly the very good progress being made by pupils in Year 6. It has also been used to show the effectiveness of booster classes in mathematics.
29. The effectiveness of self-evaluation can be seen clearly in two areas. Firstly, the form completed by the school before inspection was firmly based on evidence and agreed in almost all points with the judgements of the inspection. Secondly, all the areas for development noted by the inspection were already planned for improvement by the school in their very clear school improvement plan. Allied to the very good arrangements for professional development of all staff, these show the very good management of the school. Day-to-day running is very efficient; office staff are well organised and a cheerful and welcoming 'face' of the school to parents and visitors. Financial administration is very careful,

with funds being used very effectively to enhance the provision for the pupils' education. For example, each class has been equipped with an interactive whiteboard; these are beginning to be used very well. Although the carry-forward figure in the following statistics is reasonable, the school is able to tap into other funds to provide a contingency for the current year, allowing more to be spent on resources and staffing. This is a good example of the careful financial planning.

Financial information for the year April 2004 to March 2005

Income and expenditure (£)		Balances (£)	
Total income	378,610	Balance from previous year	36,479
Total expenditure	387,285	Balance carried forward to the next year	27,804
Expenditure per pupil	3,002		

30. The school is fortunate to have governors who bring a range of expertise and experience to their roles. This means that they have a very good knowledge of the strengths and weaknesses of the school, and are fully involved in its development. They give very good levels of support to the school's leadership team, whilst at the same time challenging them to justify decisions made. This teamwork ensures great efficiency in the running of the school.
31. Subject co-ordinators fulfil their roles well. In particular, the core subjects of English, mathematics and science are very well led. In these subjects, co-ordinators have planned a number of initiatives which are raising standards. The school manages its provision for pupils with special educational needs very well. Procedures are clear, the policy is up to date and conforms to the National Code of Practice. There is good communication between the school's co-ordinator for special educational needs, teaching assistants and outside agencies. The co-ordinator is efficient and well organised. Her very good leadership and management are important factors in enabling pupils with special educational needs to make good progress towards the targets for improvement in their individual education plans.

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

AREAS OF LEARNING IN THE FOUNDATION STAGE

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

Main strengths and weaknesses

- Teaching is good and children are learning and achieving well.
- Support assistants are an integral part of the team and are highly effective in the classroom.
- A wide range of activities is planned in an effective curriculum.
- There is a good range of resources, which are used well to enhance children's learning.
- Provision for the Foundation Stage has improved well since the last inspection.

Commentary

32. Children in the reception year are taught effectively with a group of Year 1 pupils. The Foundation Stage curriculum is very well planned to take account of all the differing needs of the children. Class 1 is an exciting place to learn, with good resources being used well to provide many varied activities throughout the day. The Foundation Stage is led and managed well.
33. Children entering reception have experienced a variety of pre-school provision. Good arrangements are in place to ensure all children are confident and familiar with the classroom, teachers and other adult helpers as a preparation for school. When they arrive in reception they can begin to learn with confidence and enthusiasm because of the familiarisation and good procedures which are in place for their entry to school. Their **personal, social and emotional development** therefore reaches levels above those expected by the end of reception.
34. Children enter reception with average levels of skills and knowledge. They engage in listening and speaking and mathematical activities very well. They bring a wide experience and some awareness of the world around them. Their social skills are good. They are familiar with some sounds, letters, words and numbers. They are less secure in their knowledge of the world and in their imaginative play. The reception year focuses very quickly in ensuring children extend their vocabulary and provides a wide variety of very imaginative role play situations. Within the travel agents children plan an exciting journey to an island in the sun which they say will "take ages to get there unless you go on a jet or a fast boat". They suggest a range of different options for their customers and usually give them the funds to spend on ice creams but they would like some change. Their **mathematical development** is above average by the end of reception. Their knowledge of money and places in the world is good; more able children are aware of the continents of the world and can identify the major nations from a world map. Their scientific knowledge is less secure but they take a great interest in exploring how a model works or how well the seeds are growing. Children's **knowledge and understanding of the world** is developed well and they are reaching standards above those expected by the end of reception. All adults are very aware and exploit every opportunity to promote language and children's imaginations in all areas of learning.
35. The curriculum affords very good opportunities to explore a wide range of good stories and use a broad vocabulary of words connected to the theme. The children learn these key words quickly and incorporate them into their own writing. They enjoy reading. The very good use of guided reading groups together with the very good support from home enables the children to make rapid progress in their reading skills. Their writing skills are good. The messages placed in bottles and floated across the water provided an exciting opportunity to invite a friend to play on their island. The children apply the sounds they have learnt to their spelling

and writing skills. By the time they leave the reception year they are exceeding the expected levels in **communication, language and literacy**.

36. The interesting and well-planned curriculum uses a wide range of interesting resources. This is an example of the good improvement since the last inspection. The outdoor area is used as an integral part of the classroom, particularly for creative and physical activities. Children also develop their phonic and number skills through the good and varied use of the resources in the area. Boats and water quickly become ways to explore a desert island. Messages written to friends find their way across the water and are eagerly read and responded to. The children develop and use their reading, writing and imaginative skills to the full as they engage in play with the very good support they receive from the nursery nurse and teaching assistants in the classroom.
37. Teaching is good and in language is very good. The reception teacher plans and leads the good learning opportunities and is very well supported by the teaching assistants. The variety of imaginative activities promotes high quality learning. The children's learning is continually assessed and the results inform the planning for the next stage of their learning. Children's behaviour is good. Their personal development encourages them to respond to signals to begin their tasks and then on completion to return equipment to its rightful place. They are very aware of each others' needs and collaborate and play with each other very well. There were limited opportunities to observe specific **creative development** and **physical development** activities but these aspects are well planned within lessons and evidence suggests that children achieve well in these areas.

SUBJECTS IN KEY STAGES 1 AND 2

ENGLISH AND MODERN FOREIGN LANGUAGES (FRENCH)

English

Provision in English is **good**.

Main strengths and weaknesses

- Pupils are achieving well and are reaching well-above-average standards by the time they leave.
- The subject is well led and managed.
- Analysis of test data is very thorough.
- An innovative curriculum has been put in place.
- The subject is well resourced.
- The focus of literacy sessions is sometimes clouded by the use of other subjects such as ICT.

Commentary

38. Standards are well above average by the end of Year 6 and have improved since the last inspection. Inspection findings indicate that pupils' reading and writing levels at the end of Year 2 are above average. By the end of Year 6, standards in reading are well above average. Pupils speak confidently and can listen well, so that standards are above average. Spelling is usually correct because pupils develop good habits of checking with a dictionary or thesaurus for words to enliven their work. The strength of teaching, especially in Year 6, means that pupils achieve well, sometimes very well in lessons, and make good and sometimes very good progress.
39. Where teaching is good or better, the teacher's skilled organisation and planning have a positive effect in focusing pupils' concentration on the text. In a very good lesson in Year 2,

pupils were very attentive to Kate Henderson's story, *The Storm*, supported by very good resources, including a film clip from *The Perfect Storm*. Pupils choose imaginative words for effect, '*Tidal waves crashing boats together*', or a well-chosen understatement, '*The weather was very lively!*' Teachers have high expectations so that pupils become engrossed and work well, for example, with a partner. In an excellent lesson in Year 6, pupils explained the argument between Julius Caesar and his wife, Calpurnia, and the intervention by Casca. Pupils skilfully produced a balanced critical analysis of the story in the film version compared to the text in Marcia William's *Shakespeare*. All pupils' work is properly assessed and pupils' progress throughout the school is carefully monitored.

40. Teachers provide a wide range of opportunities for pupils to write. For example, pupils in Year 6 learn to insert strong feelings into their work, such as '*Then Lenny burst out crying and Mick gave him a hug. He could sense that it was something to do with his dad*'. Another creates tension: '*Hannah screamed but Sam stopped her and said, "Listen. When I count to three, run!"*' Similarly, pupils in Year 2 choose words for their effect or enjoyment: '*St George was on a mishun (sic)*'. A higher-attaining pupil makes notes: '*Elephants eat grass, bark, leaves and fruit and are herbivores*'. Overall, these varied opportunities have a positive effect on the rate of pupils' progress and the standards they attain.
41. The co-ordinator has detailed knowledge of the state of literacy and the English curriculum through the monitoring of teachers' planning and their delivery of the subject. This rigorous process includes accurate analysis of attainment, supported by agreement trialling in the local small schools consortium. The subject is well resourced after major spending on books for guided reading. The new curriculum map enables the delivery of other subjects through the Literacy Hour. So, for example, the excellent lesson in Year 6 successfully promoted a study of Shakespeare's *Julius Caesar* within the ICT suite as part of their history study of the Romans. However, some lessons do not always keep the literacy targets at the forefront of pupils' work, so that the focus turns, for example, to the skills of the ICT presentation.

Language and literacy across the curriculum

42. The good opportunities to use language and literacy across the curriculum have improved with the new curriculum arrangements. Language and literacy are at the forefront of the teaching of many subjects, especially ICT and history. There are good links with geography, such as when pupils record their visit to Worthing Beach. Pupils' literacy skills are enhanced when work is routinely recorded in presentation folders, for example, '*Ice and Fire*'. Pupils generally make good use of research skills, note-taking or searching the Internet for information.

French

43. French was only sampled during the inspection and no overall judgements are therefore made. No lessons were seen, but some informal interactions with pupils were observed and their work was analysed. For the last year, French has been taught throughout the school and for a few years it has been taught to all pupils in Years 3 to 6. The school is fortunate to have a very well-qualified teaching assistant who carries out the teaching very effectively. Pupils in Year 6 also benefit from having regular French conversation classes with a teacher from a local secondary school which is a languages college. The work seen shows a good range of vocabulary and idiomatic French being used by the pupils. There is a wide range of information signs and labels in French throughout the school, reinforcing pupils' knowledge. Pupils also benefit from a link with a school in France and the two-way communication gives pupils a good sense of French culture as well as improving their use of the language. The school also organises residential visits to France for older pupils so that they can be more fully immersed in the ways of the French.

MATHEMATICS

Provision in mathematics is **good**.

Main strengths and weaknesses

- Pupils are achieving well and standards are above average by the end of Year 2 and by the end of Year 6.
- Teaching is good and pupils are learning and achieving well.
- The subject is very well led and managed.
- Pupils' progress is very well monitored in the long term.
- Pupils do not have sufficient awareness of how they can improve their work.

Commentary

44. The quality of teaching is good overall and very good in Year 6. This is the major factor in the standards being reached, which have improved since the last inspection. Children start at the school with average levels of skills and achieve well through the school to leave at well-above-average levels. Very careful analysis of relative strengths has been carried out, and this has established a need for a greater focus on problem solving. As a result, there has been a great deal of work done to improve pupils' standards in this aspect, including a well-organised 'maths problem-solving week' in the autumn term, which was very effective and pupils are now confident in solving problems.
45. In a number of classes the interactive whiteboards are used very well to inject pace into lessons. In the best instances, displays are prepared in advance so that pupils' interest and enthusiasm are maintained. Good interactive computer programs are also used well on the whiteboards. A good example was seen in a Years 3 and 4 lesson, where the introduction was very slickly presented, using a program which showed times in analogue and digital form. In a further lesson, the pupils used another program, in the computer suite, to practise the skills of converting analogue to digital times. The element of trying to beat their best times or move on to the next level ensured rapid progress and showed very good use of ICT to support learning.
46. The subject is very well led and managed. The co-ordinator is enthusiastic and has very good plans to raise standards. She has used the tracking systems very well to carry out a very good analysis of how effective the booster classes have been. As a result of the proven effectiveness of these classes, it is planned to increase their availability next year. The analysis of results has also shown that boys perform better than girls. A range of interviews with both girls and boys has been carried out to establish differences in attitudes to the subject. The findings have resulted in initiatives being put in place to raise girls' standards. Further interviews have been conducted and have found that these initiatives have been effective in changed attitudes.
47. Very good records are kept of pupils' progress in the long term and these are used very well to plan for future developments. However, records kept in the shorter term are not sufficiently detailed. This means that, although teachers are very good at adapting their planning on the basis of the success of a lesson, pupils are not involved in monitoring their own progress. They are, therefore, not sufficiently aware of what they need to do to raise the standards of their own work. A start has been made at pupils assessing the success of their learning in lessons, but this is at an early stage and is not consistent through the school.

Mathematics across the curriculum

48. Mathematics is used well in other subjects of the curriculum. For example, calculations are used in science to work out the results of experiments. Careful measuring is carried out in design and technology. Knowledge of negative numbers is used when studying weather in geography.

SCIENCE

Provision in science is **very good**.

Main strengths and weaknesses

- Scientific investigations are planned well and contribute significantly to pupils' achievements.
- Pupils make very good progress in Year 6.
- Pupils use technical vocabulary accurately in their reports and in their discussions.
- Pupils are challenged very well to develop their scientific investigations.
- Numeracy skills are used well to support pupils' investigations.
- The curriculum is not sufficiently focused or challenging for pupils in Year 2.

Commentary

49. Standards are average at the end of Year 2 and well above average at the end of Year 6. Standards have risen significantly in Year 6 recently from average results in 2004. The new co-ordinator has recognised that more able pupils were underachieving and has delivered a range of strategies which inspires enthusiasm amongst pupils. Pupils plan independently and organise a series of investigations. These opportunities promote the good use of a scientific vocabulary and provide good support to enable pupils to report their investigations. Pupils' work suggests that they are willing to take risks and make interesting predictions before conducting an investigation. They report their results well, using their numeracy skills to interpret the data they collect in different forms of table and graphs. New resources, linked to ICT as a tool to improve learning, are in the early stages of being used, but are beginning to have an impact on pupils' learning.
50. The very good teaching, particularly in Years 5 and 6, enables pupils to use accurately appropriate scientific terms. In an investigation about applying a force, pupils were very aware and worked very carefully to ensure their measurements were accurate and there were no variations in the weights they used to apply the force. The investigation was clear and concise. Pupils were very focused by the teacher through the very good use of challenge and questions, to measure their understanding from earlier lessons. The brisk pace of the lesson ensured the pupils were constantly refocused on their own learning.
51. The use of good resources, which are well presented, enables pupils to work collaboratively and discuss their results with each other before reaching a conclusion. Teaching assistants enable pupils with special educational needs to make similar progress to other pupils. They gently encourage them by enabling them to develop their ideas through discussion and exploration as they conduct the investigation. Pupils are therefore gaining in confidence when testing their ideas and matching the results against their predictions.
52. Pupils are now confidently measuring their progress against the very concise learning objectives. Teachers are measuring very accurately the progress of their pupils and gaps in pupils' knowledge have been filled because of the very good record system which is now firmly embedded for use throughout the school. The revised curriculum has been carefully planned to meet the demands of mixed-age classes. The very good evaluation of each topic by all those engaged in teaching and learning has persuaded pupils to aim higher and inspired teachers' confidence in the subject where science is not their specialist area. Resources have improved since the time of the last report and are now good. The recent development of the outdoor classroom is beginning to impact well on the teaching of science within a variety of topics and has added considerably to the school's scientific resources.

53. In Years 1 and 2, science is part of the topic theme. There is insufficient coverage of the subject within the themes. Too little emphasis is placed on pupils developing a scientific vocabulary or conducting their own investigations.

INFORMATION AND COMMUNICATION TECHNOLOGY

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

Main strengths and weaknesses

- The school has a good range of high quality resources.
- Teaching is good and pupils are achieving well.
- The subject is well led and managed.
- Standards are not as high as those in other subjects.

Commentary

54. The school has recently spent considerable sums to bring its resources up to date. This money has been spent very effectively as there is a well-equipped ICT suite with 16 modern computers, allowing each classroom to have two or three of the older models. This suite is being used well to advance pupils' skills. As well as the suite, each classroom has an interactive whiteboard. These boards are generally being used very effectively by teachers to enliven and add pace to their teaching.
55. Few specific ICT lessons were observed during the inspection, but ICT was observed being used in the teaching of other subjects such as English and history. Although there is still a little uncertainty amongst some teachers in certain aspects of the curriculum, teaching is good. Teachers have had training in the delivery of the curriculum, and in how best to use their interactive whiteboards; this training has been effective in raising confidence levels.
56. Pupils are achieving well, although there are some differences in achievement across aspects of the subject. Standards in communicating and handling information are above average through the school. For example, quite young pupils are able to combine text and images and, by the end of Year 6, pupils have a good understanding of the need to consider audience in a presentation. The applications of ICT are also understood well. However, less work has been done on modelling and control and it is this which brings overall standards down to average at the end of both Year 2 and Year 6 – lower than standards in other subjects. Plans are in place to address this weakness.
57. The co-ordinator is leading the subject well. She has produced a plan showing links to other subjects in the curriculum and this is one of the reasons that the ICT suite is used well – teachers are vying for slots to use ICT in other subjects! There has been good progress since the last inspection.

Information and communication technology across the curriculum

58. ICT is used well in other subjects of the curriculum. Many examples were seen during the inspection of computers being used to enhance learning in English and mathematics. For example, pupils often produce their work on computers in literacy, enabling drafting and redrafting to produce very good end results. The school has a good range of software to support work in mathematics and this is used well in topics such as time. The Internet is used well as a resource in subjects such as history and geography. The new interactive whiteboards are beginning to be used very well to enhance teaching and learning in a range of subjects.

HUMANITIES

None of these subjects was a focus for inspection and little direct evidence was available. No overall judgements on provision are given here.

59. By the end of Year 2, standards in **geography** are in line with national expectations. Pupils have satisfactory knowledge and understanding of human and physical features in their study of Antarctica, or Africa. By the end of Year 6, standards are also in line with national expectations. Pupils learn to use secondary sources to investigate other places, such as mountainous or volcanic countries, or the physical features of a river in England. There are good links with ICT when pupils confidently use the Internet to make searches for information on elephants or volcanoes. Generally, the writing in geography takes the form of notes, for example, in a brainstorming session, or notes printed from a Web page. Writing across the curriculum is not always driven by literacy targets, and deserves a higher status in geography. There is a good link with history when visiting the seaside at Worthing.
60. By the end of Year 2, standards in **history** are above national expectations, with pupils' good knowledge and understanding of chronology through their study of Grace Darling's exploits, and the events surrounding the Great Fire of London. By the end of Year 6, standards are also above national expectations, because of the strength of teaching and the subject's integration with literacy. Pupils have good knowledge and understanding of chronology by comparing conditions in Roman Britain with today. Most make good progress, supported by their very good literacy skills. Pupils' enquiry skills are developing well, using good quality resources and the Internet. Teachers provide good opportunities for enrichment through visits, for example, to Worthing, to Bodiam Castle and to Bignor Roman villa. Visitors to the school have included a Roman 'soldier' – one of a re-enactment group. The subject has good links with literacy, especially in the new arrangements for the integrated curriculum. There are good links with geography, as in the Year 2 study of seaside holidays in the past. History is linked well to art, as exemplified by the evocative paintings on display in the style of the Ancient Egyptians, and the life-sized mummies, including Tutankhamen.

CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

No direct teaching and learning was observed and none of these subjects was a focus for inspection. No overall judgements on provision have therefore been made.

61. The evidence in **art and design** in pupils' sketch books and on display around the school suggests that there are good opportunities for pupils to develop and practise their skills in these areas. The pupils benefit from the expertise of an artist who runs a very well-attended after-school club and who also contributes significantly to the planning of the art and design curriculum. The pupils are very enthusiastic about their art work. The well-planned curriculum allows them to develop their skills and knowledge about the work and techniques of different artists which are then translated into providing artefacts for history. Art contributes to and assists in consolidating learning in science, literacy, geography, ICT and religious education. Pupils have a good awareness of different media; they are able to use their own drawing and sketching skills to formulate a design which they then translate into pictures and banners using colour, collage and embroidery skills very effectively. Their work is well presented.
62. The curriculum for **design and technology** is taught through the school's humanities projects and contributes significantly to the ethos and displays around the school. Pupils are familiar with the design process and their sketch books and portfolios reveal a wide range of designs and techniques they have used to complete major pieces of work. The various banners, particularly the fruits of the spirit, are well executed and pupils have used a wide variety of joining techniques, including complex stitching. Year 2 pupils designed and made their lighthouses, complete with a circuit to light the lamp. Pupils evaluate their work and offer suggestions about how to improve their ideas and the quality of the work. The subject is planned jointly and led very well by a teaching assistant who has great expertise and enthusiasm for the subject.

63. **Music** has a high profile in the school. Singing is an integral part of acts of corporate worship and this singing is tuneful, with good attention paid to dynamics and diction. Music from a variety of cultures is used as introductory music in assemblies, raising pupils' awareness of cultural diversity. There are opportunities for instrumental tuition and these are popular, with a number of pupils learning woodwind or string instruments. A major production is presented each year, with music playing a prominent role. The choir is much appreciated when it sings at events such as the Church Fair, an example of the very good links with the Church.
64. The school is fortunate in its provision for **physical education** in two specific areas. The building of a swimming pool on site twenty or so years ago has resulted in standards in swimming being well above average. All pupils in the current Year 6 meet the requirement to be able to swim 25 metres. This pool is also used by the community and other schools, so strengthening links. The school is fortunate to have a teaching assistant who is a dance specialist. The resulting standards of dance are well above average, as was seen during a dance session in the planned teacher's release time. A very effective 'rat dance', to Tchaikovsky's 'Dance of the Flowers' was being practised in preparation for the end-of-term production of 'The Pied Piper of Hamelin'. This dance was much enjoyed by the pupils as well as those inspectors who observed it. Planning for all other aspects of the physical education curriculum is in place and there are good opportunities for pupils to attend after-school clubs and represent their school in a wide range of sports.

PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP

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

Main strengths and weaknesses

- The ethos of the school contributes significantly to pupils' achievement in this area.
- Pupils are achieving well.
- Teaching is good.
- The subject is led and managed well.

Commentary

65. The curriculum for personal, social and health education and citizenship has been carefully woven through the whole curriculum plan. The co-ordinator has ensured this as she redesigned the planning after the new whole-school curriculum was put in place. Health education has been a focus recently, with a healthy eating campaign beginning to change family lifestyles. Drugs, alcohol and substance abuse awareness is built in to the programme well, as is sex and relationships education. All of this provision is ensuring that pupils' personal development is progressing well. Each class has a specific programme for their personal, social and health education and citizenship, as well as regular circle times¹.
66. The whole ethos of the school is very supportive of pupils' personal and social development. All adults are very good role models and their relationships set a lovely example to pupils of how a community functions. Citizenship is a high priority as well, with many opportunities provided for pupils' development in this area. For example, the School Council, as well as being instrumental in decision making in the school, also runs a stationery shop. They are given a budget and manage the whole process. This is providing very good preparation for their later lives in the working world.

PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

¹ Circle time is an opportunity for pupils to discuss issues in their classes, in a less formal and non-judgmental way.

Inspection judgement**Grade**

The overall effectiveness of the school	3
How inclusive the school is	2
How the school's effectiveness has changed since its last inspection	3
Value for money provided by the school	3
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	3
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	2
The effectiveness of the school's links with parents	2
The quality of the school's links with the community	2
The school's links with other schools and colleges	3
The leadership and management of the school	2
The governance of the school	2
The leadership of the headteacher	2
The leadership of other key staff	3
The effectiveness of management	2

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