

# INSPECTION REPORT

## TRAFALGAR INFANT SCHOOL

Horsham

LEA area: West Sussex

Unique reference number: 125835

Headteacher: Mrs H Fletcher-Reilly

Lead inspector: Mr Christopher Gray

Dates of inspection: 17 – 19 January 2005

Inspection number: 268140

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 category:	Community
Age range of pupils:	4 – 7
Gender of pupils:	Mixed
Number on roll:	267 (fte 264.5)
School address:	Victory Road Horsham West Sussex
Postcode:	RH12 2JF
Telephone number:	01403-254925
Fax number:	01403-242354
Appropriate authority:	The governing body
Name of chair of governors:	Mrs M Morris
Date of previous inspection:	March 1999

## **CHARACTERISTICS OF THE SCHOOL**

The school is situated near the centre of Horsham, is average in size and is over-subscribed. Children's attainment on entry is generally above what is found nationally among most four-year-olds. The school's population is fairly constant.

Although pupils' backgrounds vary, the majority come from homes whose socio-economic circumstances are above average. Entitlement to a free school meal is less than average. The proportion of pupils on the special educational needs register is well below average but the proportion with statements is above average. Pupils' needs include specific, moderate, profound and multiple learning difficulties, social, emotional or behavioural problems, speech, communication or hearing impairment, physical difficulties and autism. The percentage of pupils from ethnic minorities is a little higher than that found in most schools nationally; six children are at the early stages of learning English; Urdu, Zulu and Thai are the most common languages.

## INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
21037	Christopher Gray	Lead inspector	Mathematics Information and communication technology Music
9769	Margaret Morrissey	Lay inspector	
23054	Graham Johnson	Team inspector	English Religious education Geography History Special educational needs
32460	Barbara Newson	Team inspector	Foundation Stage Science Art and design Design and technology Physical education English as an additional language

The inspection contractor was:

Cambridge Education Associates

Demeter House  
Station Road  
Cambridge  
CB1 2RS

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## PART A: SUMMARY OF THE REPORT

### OVERALL EVALUATION

**This is a very good school** with many strengths and which gives very good value for money. Pupils achieve very well. The quality of teaching is very good overall and the school's management is excellent.

The school's main strengths and weaknesses are:

- Standards by the end of Year 2 are well above average in English, mathematics and science.
- Standards are also good in information and communication technology, religious education, music, and physical education.
- Pupils have very good attitudes to learning and behave very well.
- The leadership of the headteacher and senior management is outstanding and governors are very effectively involved.
- Teachers make very good use of information gained from assessment to meet the needs of individual pupils.
- The partnership with parents is excellent.
- The curriculum is very good and is well enriched by visits and extra-curricular activities.
- Very good care and welfare are offered to pupils.

Improvement since the last inspection has been very good. The key issues of the last report highlighted areas which are now important strengths of the school - the quality of teaching, assessment procedures, the role of senior management and the links with parents. In addition, standards are now higher in all the subjects which were inspected.

### STANDARDS ACHIEVED

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	B	A	A	A

*Key: A - well above average; B - above average; C - average; D - below average; E - well below average;  
A\* - in the top five per cent nationally*

*Similar schools are those with similar percentages of pupils eligible for free school meals*

**Pupils' achievement is very good.** The table above shows that standards were high in the 2004 National Curriculum tests at the end of Year 2. Current standards are slightly lower, at well above average levels, simply because the present Year 2 contains a greater than usual number of pupils with statements of special educational need. Standards are also well above average in science. In information and communication technology (ICT), religious education, music and physical education, standards exceed national expectations. Other subjects did not form part of the inspection focus. Pupils with special educational needs and those for whom English is an additional language achieve as well as other pupils because of the very good support they receive. Children in the Foundation Stage are on track to exceed all the goals children are expected to reach by the end of Reception and a small number are already beginning the National Curriculum.

**Pupils' personal qualities, including their spiritual, moral, social and cultural development, are very good.** There is a very good ethos of learning and high expectations in the school, among pupils as well as adults. Pupils want to do the best they can in their work as well as in their

behaviour and they reward the hard work of the staff. Their behaviour is very good and pupils develop good independence and initiative. Attendance and punctuality are very good.

## **QUALITY OF EDUCATION**

**The overall quality of education provided by the school is very good. Teaching and learning are very good.** Pupils learn very well because teachers will not accept anything but their best effort. This encourages pupils to strive to produce high quality work. Teachers evaluate how well each child learns on a daily basis and tailor their next lesson to suit the needs of all individuals. Teaching assistants play a vital part in this continuous process. Lessons are interesting and fun as well as challenging and this is also an important ingredient of pupils' very good learning. The school provides a very good curriculum which is effectively enriched by visits and extra-curricular activities. The provision for pupils with special educational needs and those for whom English is an additional language is very good. The care, guidance and support given to pupils are very good. The partnership with parents is excellent and parents play a very important and valued part in their children's learning, both at home and in their help in school, especially in the very effective reading groups. Links with the community and other schools are very good.

## **LEADERSHIP AND MANAGEMENT**

**Leadership and management are excellent.** The leadership of the headteacher is excellent and she receives outstanding support from senior management. Key features of the headteacher's leadership are the continuing quest for improvement and an ability to motivate staff to aspire to the highest standards. These aspirations are shared by every member of staff, with the result that pupils learn very well and achieve high standards. The governance of the school is very good and all statutory requirements are fulfilled.

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

The parents who returned the questionnaires or attended the pre-inspection meeting expressed extreme satisfaction with the work of the school and the achievement of their children. They had high praise for the headteacher and her staff. Pupils are very pleased with their school and all it offers them and any visitor to the school can easily see how much they enjoy it.

## **IMPROVEMENTS NEEDED**

This is a very good school which is experienced in self-evaluation. It has no significant weaknesses and there are thus no key issues for improvement.



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

### **STANDARDS ACHIEVED BY PUPILS**

#### **Standards achieved in areas of learning and subjects**

Pupils achieve very well in the Foundation Stage and in Years 1 and 2. By the end of Year 2, pupils' attainment is well above average in reading, writing and mathematics.

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

- Standards are high in core subjects.
- Standards exceed national expectations in ICT, religious education and music.
- Gifted and talented pupils achieve very well.

#### **Commentary**

1. Foundation Stage children achieve very well. By the time they are ready to enter Year 1, their attainment is likely to be well above what is expected in personal development, communication, language and literacy, mathematical development, creative development and physical development. Standards in knowledge and understanding of the world are likely to exceed the expected goals.
2. In the 2004 national tests at the end of Year 2, the average point scores (where pupils' attainment at all levels is taken into account - as in the table below) were in the top five per cent nationally in reading and writing and well above average in mathematics. Compared with the results of similar schools (those with similar proportions of free school meals), these results were well above average in reading and mathematics and in the top five per cent in writing. The five-year trend has been rising in line with the national trend.

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

Standards in:	School results	National results
reading	18.4 (18.1)	15.8 (15.7)
writing	18.2 (17.4)	14.6 (14.6)
mathematics	18.2 (17.6)	16.2 (16.3)

*There were 78 pupils in the year group. Figures in brackets are for the previous year*

3. The inspection's findings are similar to these results: standards are well above average in reading, writing, mathematics and science. The current year group contains three children with statements of special educational need, much higher than is usual in the school, showing that this group began in Reception with overall skills that were lower than those of most year groups. This represents very good achievement.
4. Pupils reach standards that exceed expectations in ICT, with examples of well above expected attainment in control and research technology. Pupils' attainment in religious education is above what is expected in the agreed syllabus. In music, standards exceed expectations overall and are well above the expected levels in composition. Singing is an important part of the life of the school. In physical education, pupils attain above the expected level. Other subjects were sampled, so no judgements on standards have been made.
5. Boys and girls achieve equally well and national test results show no significant differences in their performance. Gifted and talented pupils receive very good provision and achieve very well. For example, two Year 1 pupils have been advanced into Year 2; very able readers join

older classes in the morning reading groups and number groups cater well for talented mathematicians. Provision in other subjects enables these pupils to achieve as well as other groups.

- Pupils with special educational needs achieve as well as other pupils because of the very good support they receive in class from their own teachers and assistants and also in small withdrawal groups. Few pupils are at the early stages of learning English as an additional language and even these children have reasonable fluency. They achieve very well because the school has effective systems in place to support them. These are based on a flexible approach so that each pupil's individual needs are taken into account; for example, outside help is recruited when a pupil's level of English is very low.

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

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

### **Main strengths and weaknesses**

- Pupils are very confident learners who have a keen interest in their work and respond to challenge.
- Pupils' very good behaviour and attitudes contribute significantly to their very good learning.

### **Commentary**

- Pupils respond handsomely to the very good ethos which permeates the school: behaviour and attitudes are very good. They are confident and happy in their school, they feel secure and are keen to learn. All this contributes well to pupils' progress and personal development.
- Very good relationships have a significant impact in the school; pupils care for and respect one another and are confident to tackle new challenges. They are eager learners and are keen to succeed. Very good opportunities to develop personal skills are taken through school council and class monitors.
- Pupils' spiritual awareness is good. There are good opportunities for pupils to develop independence, self-knowledge and understanding. Opportunity for discussion and debate is well established and is used effectively in lessons; this also contributes to their personal development. Moral development is very good. All understand right from wrong and show evidence of this in their daily actions towards others. Social development is very good. Pupils are eager to play an active role in all school events and are very keen to provide support for others in the school and through charity work. Cultural development is good. A range of visits and visitors raises pupils' cultural awareness and a variety of other activities ensures that pupils' multi-cultural education is developing well, particularly through art, religious education, dance and personal, social and health education.

### **Attendance**

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

Authorised absence		Unauthorised absence	
School data	4.2	School data	0
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.*

The school's very good procedures to promote attendance are resulting in very good attendance.

### **Exclusions**

There were no exclusions in the last academic year.

## **QUALITY OF EDUCATION PROVIDED BY THE SCHOOL**

The overall quality of education provided by the school is very good. The quality of teaching is very good. The school provides a very good curriculum, effectively enriched by visits and extra-curricular activities. The care, guidance and support given to pupils are very good. Links with parents are excellent; those with the community and other schools are very good.

### **Teaching and learning**

Teaching and learning are very good. Assessment is very good overall.

### **Main strengths and weaknesses**

- Teachers have high expectations of pupils' attainment.
- Lessons are interesting and challenging.
- A very good climate for learning is produced because of teachers' consistent expectations of high standards of behaviour.
- Assessment procedures are excellent and are very well used to respond to individual needs.

### **Commentary**

#### ***Summary of teaching observed during the inspection in 43 lessons***

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
2 (5)	20 (47)	15 (35)	6 (14)	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.*

10. Learning is very good because teachers expect their pupils to work hard and attain high standards. In core subjects, this is done by careful grouping of pupils with similar prior attainment. The work given to groups is based closely on what those pupils achieved in the previous lesson. There were several instances during the inspection when teachers altered their planning overnight to take closer account of the previous day's learning. In other subjects, teachers work hard to develop pupils' thinking skills and independence, so that pupils are in the habit of explaining what they mean and using their initiative. A very good example was seen in a Year 2 music lesson, where pupils were working in groups to describe aspects of weather in a poem. Each group discussed the types of sound they would use, then practised them in front of others. The other pupils were then urged to say what had gone well and what could be improved. This led to very sensible suggestions, such as altering the way an instrument was played or the relative volume of different players. In this way, the teacher enabled the pupils to reach high standards because she did not simply accept at face value the pupils' first efforts, but challenged them to better their work.
11. Lessons contain considerable interest as well as challenge; for example, an art lesson on still-life subjects was transformed by the use of digital cameras to photograph the displays, for enhancement in the computer, and by the use of themes linked to personal education, such as friendship or hobbies. A Year 1 mathematics lesson for lower attaining pupils on place value was made interesting by the use of pairs of dice, numbered from four to nine, so that pupils could in pairs play a game which entailed adding the two totals and then partitioning the number into tens and units. Learning was very successful in this lesson also because of the

very good support given by teaching assistants. This very good level of support is common to most lessons, though there are a few occasions when support is not available in the afternoons. The timing of afternoon play (towards the end of the day) means that teachers occasionally do not make the best use of the last session.

12. Teachers expect no disruptions during their lessons and receive very few. It is not that the children are more angelic than most, but simply because pupils know that inappropriate behaviour will not be tolerated. This keeps pupils' attitudes to learning at high levels for most of the time and means that there is a very good partnership for learning between the children and adults in each room.
13. Procedures for assessing pupils' performance have improved considerably since the last inspection, and are now of excellent quality. Not only are comprehensive systems in place for measuring and tracking pupils' progress, but the information gained is used very well to plan for the next stages of learning. Pupils' performance in all subjects is evaluated. The impact of the thoroughness of assessment may be seen in these examples of its contribution to the quality of teaching and learning in four important areas:
  - across the school, teachers' expectations for their pupils' achievement are pitched at exactly the right level, as discussed above
  - conversations with teachers and their assistants reveal their thorough understanding of pupils' learning needs
  - the reading books that teachers select for their pupils offer exactly the right degree of challenge
  - marking is of a high quality and consistently shows pupils how to improve their work.
14. Assessment procedures for pupils with special educational needs are of equally high standard. These pupils are carefully monitored, and the regular dialogue between teaching assistants and teachers ensures each is well informed about the pupils for whom they are responsible. The school does all it can to ensure that pupils' needs are identified promptly, and the support of outside agencies is sought at the earliest opportunity. Individual education plans specify realistic, manageable targets, and are well maintained. Parents are kept well informed of how they may support their children at home. Pupils whose first language is not English are taught very well. Pupils sometimes work in a small group with a teacher or teaching assistant in order to develop their language skills. They are also well supported in lessons by a teaching assistant, if necessary.

## **The curriculum**

The curriculum is very good. The school provides a good range of extra-curricular activities. The accommodation and resources are good.

### **Main strengths and weaknesses**

- Teachers have designed the curriculum so that good links are made between all subjects.
- There is a good range of extra-curricular activities.
- Visits to places of interest, visitors and special activity weeks enliven the curriculum.
- The school is well-staffed and all staff are used to good effect.
- The outside facilities are very good.
- There are no additional rooms, which makes accommodating group work difficult.

### **Commentary**

15. At the last inspection differences were identified, in a few subjects, in the range of work covered by pupils in the same year group. Because of the way in which the curriculum is now planned by teachers, this no longer occurs. The headteacher and senior teachers oversee this planning and this ensures consistency between classes. The school has an innovative

approach to its curriculum which is very good. The school meets all statutory requirements including those for religious education. This results in a curriculum that meets all pupils' needs and interests.

### **Example of outstanding practice**

#### **The school has developed an extremely efficient way of hearing all pupils read**

The mid-morning break is split into two quarter-hour sessions; half of each class has a playtime while the other half goes to reading groups. Each class has three groups, arranged by ability, and a few faster or slower learners join older or younger classes as appropriate. The three groups in each class are taken by the class teacher, the teaching assistant and a parent or grandparent volunteer, all of whom have been specially trained to hear and help pupils' reading. Parents are very supportive and a rota exists to fill swiftly any gaps caused by unexpected events. Groups are rarely larger than five and adults in all rooms were observed asking the pupils searching questions, based on the text, the pictures, the general context or pupils' own experience. After 15 minutes, the children swap over; the adults have their break during assembly. The school has monitored the progress pupils make in the groups and points to the rise in results to very high levels as evidence of the scheme's success.

16. All pupils, regardless of sex, ability or ethnicity, participate in all curriculum opportunities offered by the school. As a result, all pupils achieve equally well. The provision for pupils whose first language is not English is good. The school maintains a flexible approach in order to meet individual needs.
17. Provision for pupils with special educational needs is very good. These pupils achieve as well as others because work is carefully matched to their needs and because they receive the right degree of support from teachers and classroom assistants, who are adept at rephrasing or asking supplementary questions to check pupils' understanding. The school's emphasis on developing speaking and writing skills ensures that those with special needs have regular and thorough practice in expressing themselves and organising their thoughts; this contributes significantly towards their rate of progress.
18. The provision for pupils' personal, social and health education is very good. There are policies for sex education and the misuse of drugs and the school deals with these areas in a manner appropriate to the age of the pupils.
19. A good range of extra-curricular opportunities is provided for pupils in Year 2 and these are currently being extended to pupils in Year 1. Pupils have experienced special activities such as a "food and fitness week". As part of this, the whole school took part in a sponsored bounce and made sandwiches and "healthy eating" hats. There are now plans to have a puppet theatre visit the school so that pupils can then make their own puppets. Other planned visitors to the school include an artist in residence. This artist is going to build sculptures with the pupils, using natural materials. All these activities make the curriculum more interesting for pupils.
20. Overall, staffing, accommodation and resources are good. The number, quality and deployment of teachers and teaching assistants are strengths. Teaching assistants are well qualified and they give very good support and encouragement to pupils. This has a positive impact on the standards pupils attain.
21. The outside areas have been very well developed and they are used very well by the pupils. There are plans to develop them further so that there will be study areas and a science investigation area. The school wants to use the outside environment for all subjects of the curriculum. At lunchtimes pupils have the opportunity to use a variety of equipment involving physical development and role play. The lunchtime supervisors are trained to support pupils in their play.

22. The classrooms are well appointed but there is no extra space in the school. Consequently, every available space is used as a teaching area for small groups. Staff make the best use of this, but it means that the staff room and the library (in the entrance hall) have to be used for small groups. The carpeting of classrooms has had a positive impact on pupils' learning because pupils can now, for example, make models on the floor.

### **Care, guidance and support**

The care and welfare of pupils are very good. Support, advice and guidance are very good. The school ensures all pupils are involved in the school and contribute well to its development.

### **Main strengths and weaknesses**

- The development of good and trusting relationships is excellent.
- Excellent, trusting relationships exist throughout the school.

### **Commentary**

23. Child protection procedures are very good. The governing body has agreed a policy that is well known to the staff and there are very good working relationships with all relevant support agencies; this provides very good protection for pupils.
24. The continuing awareness of health and safety is very good, supported by staff and pupils around the school and in lessons. Maintenance of the premises is supported by the governing body, the headteacher and the premises manager in accordance with the school policy. This is providing very good, safe care for pupils.
25. The procedures and practice for the induction into school of Reception children are very good; there are very good procedures for any pupils joining the school at other times and for transition through the school.
26. The very good partnership between adults and children means that the development of good and trusting relationships is excellent. The support and advice offered to pupils are very good and pupils have easy access to well-informed guidance. They have a very good awareness of individual lesson targets, are confident to ask for help and respond well to class teachers and assistants. They are well cared for and feel safe and secure in school. Pupils with special educational needs and those for whom English is an additional language are given very good help to enable them to make progress in line with other pupils.
27. The school council provides very good opportunities for pupils to have a voice in the school; pupils are very pleased with their work and are very definite on what is needed to improve their school - this frequently takes the form of enhancing provision for recreation, a swimming pool being a popular option. The school takes account of pupils' opinions and acts on them whenever feasible.

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

Overall links with parents are excellent. There are very good links with other schools and the community.

### **Main strengths and weaknesses**

- Excellent relationships between parents and the school enable parents to make a very valuable contribution to children's learning.
- The quality of information that parents receive is excellent.

- The very effective links with other schools and the community broaden pupils' curricular experience.
- The school deservedly enjoys a high reputation among parents and the local community.

### **Commentary**

28. Parents have a very high opinion of the work of the school and recognise its value. They give enormous support to the school's request for help and its desire to provide an interesting and innovative curriculum. They are confident that pupils enjoy coming to school, that they are well cared for and well taught and that they know whom to approach with a problem.
29. The school values the support it receives, acknowledging it could not be as successful without the help and co-operation of parents, either as members of the PTA, as helpers, or in supporting school policies. In return, the school does all it can to keep parents very well informed about their children's progress, as well as about day-to-day matters.
30. Parents make an excellent contribution to pupils' learning. They are very supportive of homework and feel the school provides the right amount of work. The Parent-Teacher Association makes a very good contribution to the school, helping to establish relationships between home and school and raising large amounts of money.
31. Links with other schools are very good. Pupils are well supported before and during transfer to the junior school. As a member of the West Horsham family group of schools working on a range of initiatives, including work with the local secondary school, the school gives support to others and draws on their expertise.
32. There are very good links with the local community. Members of the community visit the school to support the curriculum, broaden pupils' learning and extend their wider environmental awareness. Community links are further strengthened by liaison with local churches; this helps extend pupils' learning and develops their awareness of other beliefs and cultures.

## **LEADERSHIP AND MANAGEMENT**

The leadership of the headteacher and her senior staff is excellent. The school is managed outstandingly well and the involvement of its governing body is very good.

### **Main strengths and weaknesses**

- The headteacher inspires staff to improve upon the school's high standards.
- The senior management team share high expectations for the school's success and have a thorough understanding of how to attain the goals they set.
- The open management structure encourages a constructive dialogue that facilitates improvement and innovation.
- Subject leaders are very well motivated and continually strive to raise standards and improve provision in their subjects.
- The management of the Foundation Stage is excellent and that of special educational needs is very good.
- Governors are well briefed and offer very constructive, critical support.

### **Commentary**

33. The headteacher's excellent leadership skills have led to improvements on the high standards noted at the last inspection. She has restructured the school management so that each year group is led by a senior teacher, each of whom provides outstanding leadership for the small team of teachers and their assistants for whom they are responsible. Key features of the headteacher's leadership are the constant quest for improvement and an ability to motivate

staff to aspire to the highest standards. Exceptionally, these aspirations are embraced by every member of staff, with the result that expectations for the achievement of pupils are consistently high across the school.

34. The school's management is equally outstanding because its structure and approach combine rigorous self-evaluation with a receptiveness to new ideas and a willingness to adapt or change according to circumstances. One example of this is the recent adoption of an imaginative approach to the enrichment of pupils' writing that has made a significant impact on its quality. Staff are constantly consulted about developments, and the opinion of each is considered; as a result, staff feel valued and are well motivated to do their best for the school. Responsibilities for subject development and the monitoring of standards are appropriately devolved to senior teachers and subject leaders and every teacher is fully involved in some aspect of the school's development. This structure contributes significantly to shared values and expectations. Staff are allocated time for planning, preparation and assessment, and there are well-established procedures for the monitoring of teaching and learning that strengthen a culture of mutual support and improvement. This is in turn reinforced by thorough systems for performance management.
35. The excellent management of the Foundation Stage is the result of the thorough monitoring and evaluation of children's needs and high expectations for their success, and a good understanding of where further developments are to be made. This leads to very good achievement. Special needs provision is managed very well; teachers and classroom assistants use the detailed assessment information they collect to great effect in planning their work, so that these pupils achieve as well others.
36. The work and involvement of the governing body has developed significantly since the last inspection. It focuses closely on the strategic decisions necessary for the school's long-term development, and offers the senior management team strong support while asking the right questions to ensure that proposed initiatives are judicious ones. Many governors are knowledgeable about the developments in the subjects for which they are responsible, and visit the school regularly to see these for themselves. The governing body now fully meets its statutory obligations.

### **Financial information**

37. The annual school improvement plan, finalised after close consultation between headteacher, staff and governors, reflects the right priorities for the school's development. However, the successful completion of some elements of the plan could be defined in more easily measurable terms. The school's spending decisions are closely linked to its development priorities, and these are reflected in the proportion of the budget devolved to senior staff and subject leaders. The governors' finance sub-committee receives sufficient information at its twice termly meetings to ensure that the budget is closely monitored and prudently managed. A small surplus is wisely retained for contingencies, such as unforeseen fabric costs. The school receives very good financial support from its parents' association.

### ***Financial information for the year April 2003 to March 2004***

Income and expenditure (£)		Balances (£)	
Total income	617,834	Balance from previous year	25,926
Total expenditure	605,921	Balance carried forward to the next	37,839
Expenditure per pupil	2,376		



38. Arrangements for the day-to-day administration of the school's budget are good, and the headteacher is well briefed on its financial position. Bulk supplies are purchased at competitive rates, and the school makes very good use of best value principles. The headteacher and governors constantly evaluate its performance against that of similar schools.

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

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

Children enter Reception full-time from September in the year they are five, if this is the parents' wish. Children achieve **very well** across all areas of learning and standards are well above expectations. They reach the Early Learning Goals before the end of Reception and many are working within the early stages of the National Curriculum. Teaching and learning are very good in all areas of learning. The support provided for children with special educational needs and for those whose first language is not English is very good.

### **PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT**

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

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

- There is a clear consistency of approach between the three classes.
- All the staff support and encourage the children very effectively.
- The children collaborate and explore ideas together very well.

#### **Commentary**

39. Children achieve very well in this area and almost all are likely to reach the goals expected of them before the end of Reception. All three classes have systems that support the children including a visual timetable and "busy bee" jobs. These help to direct the children in their decision-making when choosing an activity for themselves. These strong and consistent routines enable the children to achieve very well. Children are often asked to discuss topics with each other which results in imaginative ideas. Teachers expect and encourage the children to work in this way.

### **COMMUNICATION, LANGUAGE AND LITERACY**

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

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

- Teachers are enthusiastic and have high expectations.
- A wide range of activities is designed to extend language well.

#### **Commentary**

40. By the end of Reception almost all the children are expected to reach beyond the goals that are expected of them; a few children will be working within the National Curriculum. This is because there is very good provision for developing children's language. The teachers plan the work for the children so that every area of learning is linked through a single topic. This enables the development of reading, writing, speaking and listening to feature in the activities.
41. Because the teachers expect the children to attempt to write words, the children believe in themselves as writers. Children have all, for example, written a sentence about their teddy bears. They spell words correctly and form letters well. Teachers then value the children's work by marking it very carefully.



42. The book used as a basis for the activities during the inspection was *We're Going On A Bear Hunt*. The children were asked to talk to each other about why the characters might be going on a bear hunt. This developed their appreciation of books. The children used role play and hunted for toy bears hidden by staff. These provided opportunities for the children to talk and extend their language.

## **MATHEMATICAL DEVELOPMENT**

Provision in mathematical development is **very good**.

### **Main strengths and weaknesses**

- Teachers mark children's work very thoroughly.
- A wide range of activities is designed to extend mathematical thinking.

### **Commentary**

43. By the end of Reception almost all the children are likely to reach beyond the goals that are expected of them and some will be working within the National Curriculum. This is because there is very good provision for developing children's mathematical skills.
44. Children are given many opportunities to count, order and recognise numbers. Simple addition and subtraction are introduced by counting on and back. Children respond to this with enthusiasm because the current theme is carried through every activity. Teachers mark the children's work using positive remarks and indicating achievement.

## **KNOWLEDGE AND UNDERSTANDING OF THE WORLD**

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

### **Main strengths and weaknesses**

- Children's work is displayed attractively, with teachers providing labels and appropriate questions.
- Links are made between areas of learning.
- Activities are well planned.

### **Commentary**

45. Children are given fun activities and clearly enjoy their learning. As a result, they achieve very well and are on track to reach beyond the end of year goals.
46. Teachers provide work that is all linked to the central theme. During the inspection children were observed learning about a map. They quickly grasped the concept of maps and drew items and labels to be included on the map. Children have used their senses to explore materials. This links to language development where children think of words to describe the materials. This work is then attractively displayed.
47. The children use a digital camera and computer programs where they can practise using a mouse as well as clicking and dragging pictures. The use of computers is an area where some children achieve less. This is because some have not yet developed the skill of using a mouse.

## **PHYSICAL DEVELOPMENT**

Provision in physical development is **very good**.

### **Main strengths and weaknesses**

- Teachers have high expectations so that children achieve very well.
- Children are very well supported by teaching assistants.
- Children's learning is enhanced by the outside play area.

### **Commentary**

48. Children take part with great enthusiasm in activities that support this area of learning. Consequently, they achieve very well and are likely to reach beyond the end of year goals. In one lesson, children were seen to be working at the beginning of the National Curriculum.
49. The children often work in the outside area and use the wheeled toys, climbing apparatus and other equipment, which enhances their physical development. The teaching assistants interact very well with the children. They ensure safety as well as developing the children's thinking.

## **CREATIVE DEVELOPMENT**

Provision in creative development is **very good**.

### **Main strengths and weaknesses**

- A good balance of activities for children to choose from is initiated by the teacher.
- Children's work is attractively displayed.

### **Commentary**

50. The provision in this area allows the children to achieve very well and to exceed the goals expected of them. Children have painted patterns inspired by artists such as Kandinsky. These circular patterns were linked to phonic work about the letter O. This work is displayed well in classrooms so that children feel a real pride in their achievements. There are also opportunities for children to choose their own activities such as making their own music, drawing pictures, and making collages.

## **SUBJECTS IN KEY STAGE 1**

### **ENGLISH**

Provision in English is **very good**.

### **Main strengths and weaknesses**

- Pupils achieve very well because teachers have high expectations for their success.
- Standards in Year 2 are well above average overall, and are very high in speaking and listening.
- The quality of teaching is very good.
- Teachers have a very good understanding of their pupils' learning needs.
- The subject is very well led and managed.

### **Commentary**

51. Pupils achieve very well as they move through the school, and many attain standards that are very high in reading, writing, speaking and listening. Overall, standards have continued to improve since the last inspection; they are currently a little lower overall in Year 2 than in previous years simply because of a higher proportion of pupils with special educational needs, but are set to rise again next year. Such high standards are produced because teachers have very high expectations for the success of their pupils and because they have a thorough understanding of their learning needs. As a result, work is offered that constantly challenges

pupils to do their best. Teachers create a supportive climate for learning in which pupils want to succeed and are prepared to work hard for them.

52. Speaking and listening skills are high because teachers constantly challenge their pupils to explain, reason and imagine in the course of class discussions. The school has introduced a 'love of language' programme that encourages pupils to be articulate and imaginative, and to use their ideas without inhibition in their written work. As a result, pupils' work manifests a range of vocabulary not usually seen among younger pupils, and sometimes employs striking imagery or simile. For example, one pupil wrote of 'a minty green polar sea', while another used exclamation marks and commas accurately to clarify meaning. Standards of reading and writing are well above average. The school has developed highly effective systems for the teaching and practice of reading (see vignette after paragraph 15); these ensure that time and parental help are used to their best advantage, and that pupils are well motivated to master the skill. Detailed written dialogues between home and school chart pupils' progress in their reading records. Writing is used very imaginatively to support learning in other subjects, and many pupils become fluent, confident writers by the time they leave the school.
53. The quality of teaching across the school is very good, not just because it constantly challenges pupils to do their best but because lessons are planned to give pupils enough time to think for themselves and work on their own. Teachers know their pupils well; for example, all the pupils heard to read during the inspection had a book that offered exactly the right level of challenge. Pupils respond well to their teachers' enthusiasm; they concentrate well and clearly enjoy their lessons. Those with special educational needs and pupils who use English as an additional language achieve as well as others; they are very effectively aided by teaching assistants who offer the right degree of well informed support.
54. The subject is very well managed. The subject leader regularly monitors pupils' work and the quality of teaching, effectively using the information to ensure that standards and expectations remain consistently high. She continually supervises the introduction of initiatives and monitors their implementation. Assessment is used very well to inform planning, and pupils' progress is carefully tracked as they move through the school.

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

55. The use of language skills to support learning in other subjects is a consistently strong feature of the school's work. Aspects of science, geography and history are regularly taught in literacy lessons, and this is a very effective use of pupils' time. The library and internet are frequently used to supplement pupils' knowledge and understanding. Pupils have some opportunities to develop word-processing but there is scope for these to be developed further. Drama and role play are often employed to help pupils to understand fictional characters and their motivation.

## **MATHEMATICS**

Provision in mathematics is **very good**.

### **Main strengths and weaknesses**

- Standards are high.
- 'Number groups' are effective and help teachers match work very closely to pupils' stages of development.
- Marking and assessment are very well used to show what pupils have achieved and where they can improve.
- Leadership and management are very good.

### **Commentary**

56. Standards by the end of Year 2 are well above average. All except those few pupils with statements of special educational need are on course to reach Level 2, with most attaining at least Level 2B and about half reaching Level 3. Most Year 2 pupils have a good grasp of place value to at least 1,000 and they are learning early times tables, with connected division facts. Pupils carry out many investigations, such as how to find halves and quarters of irregular shapes, or which even totals are possible from a given set of coins. Standards are a little higher than at the last inspection and have been rising over recent years, even though there is not much room for upward manoeuvre.
57. Pupils achieve very well because teachers are unflagging in their efforts to match work to prior learning. 'Number groups' have been introduced, such that Years 1 and 2 are divided into four sets based on ability. Each set is subdivided into smaller groups of pupils with similar levels of attainment and teachers give pupils activities which lead on from what has been learnt last. Teachers evaluate each day's learning and often adjust their planning, to allow for more consolidation or to move children on faster. Pupils with special educational needs also achieve very well because of the high quality support they receive from teachers and assistants, as do the few pupils for whom English is an additional language.
58. Teaching and learning are very good. Assessment is very thorough and takes place on a daily basis, when teachers and assistants target small groups to evaluate their learning. Marking is thorough and shows clearly what children have achieved, because it frequently indicates not only what the learning objective was but also the level of independence with which the child worked. Notes in books and on stickers show what pupils need to do next.
59. Leadership and management are very good. The introduction of number groups has been carefully monitored and found to be very effective for pupils of all levels of ability, and the inspection corroborates this finding. A few parents reported in their questionnaires that they had had initial concern about these groupings but that the subsequent practice had removed their anxieties. Governors too had been keen to ensure that the effect of the initiative was closely measured. The subject leader has tracked pupils' progress closely and also monitors their work and teachers assessments to ensure that achievement continues to be very good. This has had a positive effect on the quality of teaching, which is better than at the last inspection; overall improvement since then has been very good.

### **Mathematics across the curriculum**

60. Pupils often use mathematics in other subjects. In design and technology, they estimate amounts and make accurate measurements, as when building their recent space 'buggies'. In science, they make graphs to show results of surveys and in history and geography they calculate intervals of time and handle simple data.

## **SCIENCE**

Provision in science is **very good**.

### **Main strengths and weaknesses**

- Pupils' standards of work are well above average by the end of Year 2 and pupils' achievement is very good overall.
- Opportunities for pupils to carry out investigations are a strong feature of science lessons and children are encouraged to think scientifically.
- Teaching assistants are used very effectively and this ensures that all pupils progress with their learning.

- Tasks for pupils are well matched to their abilities and hold the pupils' interest.
- The subject leader manages the subject very well.

### **Commentary**

61. At the time of the last inspection, standards in science were judged to be above average. Standards are now well above average and pupils of all abilities and backgrounds achieve very well. This is because the school has worked hard to develop pupils' thinking skills so that they can carry out scientific investigations. For example, in one very good lesson, pupils were asked to predict what would happen to certain materials when put in the freezer; they were going to check their predictions later in the week. Pupils gave reasoned answers and understood such terms as "prediction" and "result". Pupils record their investigations in a variety of effective ways. Across the school, all pupils use the "science code" which is a way of supporting their scientific thinking. It takes pupils through the steps of task, thinking, result and discovery.
62. Teaching and learning are very good. There is a consistency between classes in each year group so that all pupils receive the same scientific experiences. Teachers and teaching assistants prepare resources carefully in advance. This ensures that no time is wasted during lessons so pupils work at a good pace. Lessons are prepared thoroughly so that all pupils carry out tasks that match their abilities. Teaching assistants question pupils skilfully. They also support pupils in order that all are fully included. In one lesson, a teaching assistant supported a group that found writing difficult; because of her help these pupils were able to achieve the task well and focus on the science investigation.
63. The co-ordinator manages the subject very well. She is knowledgeable about science throughout the school because she monitors teaching and learning. This enables her to have a good understanding of what is happening in the teaching of science. She has worked hard to address any weaknesses identified in the last inspection and these have all been rectified.

## **INFORMATION AND COMMUNICATION TECHNOLOGY**

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

### **Main strengths and weaknesses**

- Standards are above average.
- Pupils experience interesting activities, linking ICT to other subjects.
- Leadership and management are very good.

### **Commentary**

64. Standards are above average overall and well above average in aspects of control technology and use of research tools. Pupils of all ability levels learn to program a floor robot with a series of instructions. All pupils in Year 2 search CD-ROMs and use the internet to find information on class topics and to send e-mails. Pupils achieve well because they enjoy interesting activities in a range of subjects, as described at the end of this section. Pupils for whom English is an additional language and those with special educational needs achieve as well as other pupils because of the very good support they receive from teachers and assistants. Standards are higher than at the last inspection.
65. Teaching and learning are good. A strength of the teaching is that the standards in all three classes in each year group, and the quality of the curriculum pupils receive, are similar. This shows that all teachers have benefited from the training arranged both inside and outside school to develop their expertise. Pupils are allowed plenty of independence; for example, even the youngest children use the digital camera themselves and produce their own word-processed captions for displays. Though this sometimes results in erratic spellings, this

allows pupils to focus on the ICT learning rather than become anxious about correct appearance. The teaching of skills to whole classes is not easy because all pupils have to try and see a single monitor; the planned introduction of interactive whiteboards should improve this aspect.

66. Leadership and management are very good. The subject leader has ensured good development of hardware, so that all pupils are faced with computers which behave in the same way and have good access to the school's network and the Internet. Teachers' skills have been enhanced through her training. Assessment procedures are very thorough and are consistently used by all teachers to plan for pupils' next stages of learning. The link governor is closely involved in the subject's development and gives good support to the subject leader. Improvement since the last inspection has been very good.

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

67. Pupils' use of ICT in other subjects is very good. In art, Year 2 pupils produced effective Arctic pictures, showing good mouse control, and wrote captions for them. Year 1 pupils drew pictures of 'The House that Jack Built' in graphics software and then reproduced this design in miniature as a motif on a sheet of wrapping paper. Pupils in Year 1 have used digital cameras to photograph their bicycles, which they will shortly edit on screen to produce older-looking bikes in connexion with their history topic. A very attractive display of Year 1 work was produced from a lesson in personal education. Pupils photographed one another's faces depicting a variety of emotions, such as shock, anger or sadness. They printed the pictures themselves and wrote descriptions. Year 2 pupils searched for information about the planets in science and found out about the Wright Brothers for their history topic on flight. During the inspection, Year 2 pupils set up elaborate still-life displays on themes such as friendship or playtime, then photographed them with digital cameras for subsequent enhancement.

### **HUMANITIES**

68. History and geography were not foci for inspection and were sampled; no lessons were observed.
69. An examination of pupils' work for **geography** indicates their awareness that localities differ in appearance and climate, and that patterns of life and activity vary across the world. They begin to understand that some locations are more distant than others, and that different means of transport are appropriate to reach them; for example, they suggest suitable ways of travelling from Horsham to Scotland. Higher attaining pupils describe visits to France and record simply differences in climate and custom. Pupils understand that the relative position of objects or features may be represented on maps and plans. They make pictorial maps of the school grounds and its locality, and choose appropriate symbols to represent each feature. Pupils are taught to ask relevant questions and discussion is used productively before pupils write. Literacy work is often combined well with geography; for example, factual texts used in Year 2 as the basis of English lessons teach pupils a great deal about the habitat of polar regions. In much of their geography work, pupils display writing skills that are well above average.
70. Little **history** work was sampled in the course of the inspection. Pupils in Year 1 know that people change in appearance over time and that early versions of everyday objects, such as bicycles, look different from those in use today. They draw simple family trees that effectively help them to understand the passage of time. By Year 2, pupils know that historical figures are remembered for different accomplishments, and that some events happened longer ago than others. For example, they know that the Gunpowder Plot pre-dates the invention of the car. Pupils produce folders, many of well above average standard, detailing the history of flight from the Montgolfier brothers to the lunar landings. Much of the work is in neat, joined handwriting, and the text is well illustrated. The content of the work reveals pupils' obvious enjoyment of the subject, and great care is taken in its presentation.



## Religious education

Provision in religious education is **good**.

### Mains strengths and weaknesses

- Standards by Year 2 are above those expected by the agreed syllabus.
- Pupils display a very good knowledge of Christian stories and practices.
- The quality of teaching is good.
- More attention could be given to making simple comparisons between different faiths and customs in Year 2.

### Commentary

71. Standards and the quality of teaching have improved significantly since the last inspection, largely because the headteacher has recognised shortcomings in provision and is taking steps to redress them. A school priority is to improve teaching and learning in the subject during the current year.
72. Pupils in Year 1 understand that certain days during the year are celebrated in particular ways, and that they are special for different individuals or groups of people. They know the stories of the Nativity and Easter, and understand that Jesus is a special person for Christians. They also know that people have different beliefs, and worship their God in different ways. By Year 2, pupils have a much wider knowledge of the stories associated with the life of Jesus. They know that he often spoke in parables, and some understand the lessons they convey. A few pupils distinguish between Old and New Testament stories. Conversations with pupils and an examination of their books indicate that their knowledge and understanding of Christianity are much wider than those usually found at Year 2.
73. Older pupils are aware of some of the customs and traditions of other faiths such as Judaism and Islam, but sometimes confuse the characters and artefacts associated with each. For example, Year 2 pupils have a sound knowledge of some basic Jewish customs and practices, but are not aware of the similarities between Judaism and Christianity. This is because teachers do not make enough simple comparisons between the beliefs and customs of different groups for pupils to distinguish between them. In all other respects, teaching and learning are good. In the two lessons seen, questioning was well used and explanations clear. In a good lesson, pupils were taught that religious artefacts are precious to believers, and should be respected.
74. The leadership of the curriculum is good, and the subject leader has responded well to the challenge of raising standards further. Pupils' work is reviewed periodically and discussions with staff and the evaluation of planning give the co-ordinator a good understanding of where further improvements need to be made.

## CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

75. Art & design and design & technology were not foci for inspection and were sampled; no lessons were observed in the latter and two were seen in the former.
76. Pupils' **art and design** work in the school portfolio was scrutinised, work was seen around the school and two lessons were observed. Although too limited for an overall judgement, the standard of work seen was well above expectations.
77. Pupils experience a wide range of activities. They use paint and pencils for observational drawings. They also investigate natural and manufactured materials. Work of known artists is used to inspire the pupils; this was seen in paintings of lilies that pupils did after looking at the

work of Monet. The work in the portfolio shows that pupils work with care, imagination and great thought.

78. Art is planned so that it links with all other subjects in the curriculum. In one lesson, pupils were using a digital camera to photograph the still life displays they had created, linking well with ICT. Pupils are encouraged to regard themselves as artists and in one lesson the teacher told her pupils, "We are artists and this is how we work."
79. Pupils' work in the school portfolio for **design and technology** was scrutinised and work seen around the school. Although too limited for an overall judgement, the standard of work seen in the portfolio was above average. Discussions were held with the co-ordinator and the link governor. At the last inspection, a lack of opportunities for the pupils to use their designing skills was identified; now, pupils are exploring the whole design process from exploration through to making and evaluating. There has been much improvement.
80. Pupils plan their designs using pictures and descriptions. The pupils have good opportunities to work with a variety of materials including food. They have made fantasy houses in Year 1 and used wood in Year 2 to make vehicles. They evaluate their work and make suggestions as to how it could be improved. Pupils use a digital camera to photograph their models which links well with ICT. Teachers have a clear system for assessment. The co-ordinator is knowledgeable about the subject in the school because of regular monitoring and evaluating.

## Music

Provision in music is **very good**.

### Main strengths and weaknesses

- Pupils achieve good standards, especially in composing.
- Singing plays a big part in the life of the school.
- Leadership and management are very good.

### Commentary

81. Standards are above expectations overall and well above average in composition. Pupils achieve very well as a result of very good teaching, which is of a similar standard throughout the school. During the inspection, each Year 2 class was illustrating a poem about the weather with group compositions to depict thunder, rain, lightning, wind and flood. Pupils used their voices and pitched and unpitched percussion instruments. Each group had a pupil as conductor and all children showed good skill in following his or her directions in terms of dynamic and speed, when to start and when to be silent. Groups discussed how they would use their sounds and agreed on beginning, middle and end sections. Each part was rehearsed before the whole class and the other pupils made mature comments on what had been the best aspect and how it might have been better - for example, one girl suggested that one particular instrument could continue loudly whilst the others came in quietly underneath, to avoid the gaps. The final performances were recorded and children showed very good ability to listen carefully to others' work. Such a high standard of performance shows that pupils are used to working in this way and at this level. Standards are higher than at the last inspection.
82. The standard of singing is good in classes and in assemblies. The headteacher has written a school song, which children sing from memory. Its rhythms and melody are complex yet the words and tune were clear to the listeners in the first assembly of the inspection. The school choir was beginning to learn songs for an Easter production and sang well in three parts. The choir is invited to perform at a number of venues in the local community, such as the church and to old people. At Christmas, an adult choral society asked the choir to join in their concert, which was a valuable experience for the children.

83. Teaching and learning are very good. A commercial scheme of work is very well used by all teachers and this gives good structure to lessons and provides a range of interesting activities and songs. Teachers' confidence in teaching music is evident and pupils enjoy their lessons as a result. The subject leader teaches the choir and four other teachers lead recorder groups, showing considerable commitment on the part of the staff to music in the school.
84. Leadership and management are very good. The subject leader supplied the gaps of a policy and scheme of work which she found on appointment and has done much to ensure the consistency of teaching in all classes. A good system of assessment helps teachers to make sure that all aspects of the subject are covered and informs them of pupils' strengths and weaknesses. Improvement since the last inspection has been good.

## **Physical education**

Provision in physical education is **good**.

### **Main strengths and weaknesses**

- Pupils' standards of work are above average by the end of Year 2.
- Teachers have high expectations so pupils work hard.
- Pupils are encouraged to evaluate what they have done and suggest ways in which they could make improvements.
- The subject leader manages the subject very well.

### **Commentary**

85. During the week of the inspection, the timetable did not contain the full range of physical activities. Dance and gymnastics lessons were observed. At the time of the last inspection standards were judged to be satisfactory. Standards are now judged to be above average and improvement has been good. This is owing to an increased focus on physical education which has involved teachers undertaking courses. The local education authority adviser for physical education has also provided training for staff.
86. Pupils achieve well in lessons. This is because teachers expect them to try hard. In one lesson, pupils were seen to practise making circular movements working with a partner. With the teacher's constant encouragement all children were able to link their movements and improve their performance. They demonstrated good control and co-ordination.
87. Teaching and learning are very good. The teachers are enthusiastic and pupils respond positively. Teachers join in with activities and so provide a model for the pupils. Pupils collaborate well and support each other. They evaluate others' work in a positive manner and can make suggestions for improvement. Teaching assistants work with individual pupils who may find physical education difficult and they support them very well. This ensures they fully participate in all activities.
88. The subject leader manages the subject very well. She is knowledgeable about physical education throughout the school because she monitors teaching and learning. This enables her to have a good understanding of what is happening in physical education. She is particularly pleased with the annual Sports Day which has a new format. Now, pupils are participating in activities all the time. Parents attend and it takes place at the junior school, which enhances relationships between the two schools.

## **PERSONAL, SOCIAL AND HEALTH EDUCATION (PSHE)**

89. There was insufficient evidence for an overall judgement about standards of work, teaching or learning in PSHE. The school has a carefully planned programme for this subject and it has clear links with other subjects.

90. The subject has good resources which the school is continuing to build on. For example, in order that pupils may consider such issues as being special, each class has a mirror. Pupils are encouraged to look at themselves and answer the question "How do I feel today?" In this way, pupils are learning to deal with their emotions. There are policies for sex education and the misuse of drugs; the school deals with these areas in a manner appropriate to the age of the pupils. This includes work on healthy eating and taking medicines when ill. The pupils discuss growing up and relationships within the family. There have been times when a mother has brought a young baby into school. Pupils have seen the baby bathed and discussed this addition to the family. Pupils' appreciation of citizenship is being developed through an initiative aimed at promoting a healthy school. Participation in the school council helps pupils to start to take responsibilities, which they do very seriously.

## PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

<i>Inspection judgement</i>	<i>Grade</i>
<b>The overall effectiveness of the school</b>	<b>2</b>
How inclusive the school is	2
How the school's effectiveness has changed since its last inspection	2
Value for money provided by the school	2
<b>Overall standards achieved</b>	<b>2</b>
Pupils' achievement	2
<b>Pupils' attitudes, values and other personal qualities</b>	<b>2</b>
Attendance	2
Attitudes	2
Behaviour, including the extent of exclusions	2
Pupils' spiritual, moral, social and cultural development	2
<b>The quality of education provided by the school</b>	<b>2</b>
The quality of teaching	2
How well pupils learn	2
The quality of assessment	2
How well the curriculum meets pupils' needs	2
Enrichment of the curriculum, including out-of-school activities	3
Accommodation and resources	3
Pupils' care, welfare, health and safety	2
Support, advice and guidance for pupils	2
How well the school seeks and acts on pupils' views	2
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
<b>The leadership and management of the school</b>	<b>1</b>
The governance of the school	2
The leadership of the headteacher	1
The leadership of other key staff	1
The effectiveness of management	1

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

