

INSPECTION REPORT

WARNHAM CHURCH OF ENGLAND PRIMARY SCHOOL

Horsham

LEA area: West Sussex

Unique reference number: 125998

Headteacher: Mrs Christine Crunden

Lead inspector: David Welsh

Dates of inspection: 15 – 17 November 2004

Inspection number: 268199

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

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INFORMATION ABOUT THE SCHOOL

Type of school:	Primary
School category:	Voluntary controlled
Age range of pupils:	4 to 11 years
Gender of pupils:	Mixed
Number on roll;	145
School address:	Freeman Road Warnham Horsham West Sussex
Postcode:	RH12 3RQ
Telephone number:	01403 265230
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Appropriate authority:	The governing body
Name of chair of governors:	Ms Kathy Hurst
Date of previous inspection:	4 November 2002

CHARACTERISTICS OF THE SCHOOL

Warnham School serves its local village community and a number of families from the outskirts of Horsham. It is rarely oversubscribed. The proportion of pupils eligible for free school meals is well below the national average and reflects the high levels of employment in the area. The number of pupils who join the school part way through their education is average. With 145 pupils from reception to Year 6, the school is smaller than most others. There are five classes, one for children of reception age and four in which there are pupils from two age groups. Most children come with some previous pre-school experience and this ensures most have some understanding of early literacy and numeracy skills. Attainment on entry is above average, overall. Nearly all pupils are of White British origin. There is one pupil who is at the early stages of learning English. Twenty-two pupils have special educational needs, either learning, sensory or behaviour and this is a proportion close to the average. There are three pupils with a statement because they need considerable help with their learning, and this is a similar proportion to most other schools. The school works closely with other schools in the area to develop good practice.

INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
10992	David Welsh	Lead inspector	Mathematics Science Information and communication technology Music Physical education
9769	Margaret Morrissey	Lay inspector	
27738	Christa Kadir		Foundation Stage Geography History Religious education Personal, social and health education
20534	Nichola Perry	Team inspector	English as an additional language Special educational needs English Modern foreign languages Art and design Design and technology

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REPORT CONTENTS

	Page
PART A: SUMMARY OF THE REPORT	6
PART B: COMMENTARY ON THE MAIN INSPECTION FINDINGS	
STANDARDS ACHIEVED BY PUPILS	8
Standards achieved in areas of learning and subjects	
Pupils' attitudes, values and other personal qualities	
QUALITY OF EDUCATION PROVIDED BY THE SCHOOL	11
Teaching and learning	
The curriculum	
Care, guidance and support	
Partnership with parents, other schools and the community	
LEADERSHIP AND MANAGEMENT	15
PART C: THE QUALITY OF EDUCATION IN AREAS OF LEARNING AND SUBJECTS	18
AREAS OF LEARNING IN THE FOUNDATION STAGE	
SUBJECTS IN KEY STAGES 1 AND 2	
PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS	30

PART A: SUMMARY OF THE REPORT

OVERALL EVALUATION

This is an effective school, which gives satisfactory value for money. It is inclusive, improving and well thought of by parents and pupils. Teaching is good and standards are above average. Good leadership, management and governance ensure an ethos in which pupils make satisfactory progress.

The school's main strengths and weaknesses are:

- Standards in English, mathematics and science are above average
- Pupils have very good attitudes to school and they behave very well
- Pupils are very well cared for
- The school provides very good opportunities for pupils to learn outside the school day and to participate in sports but the indoor accommodation for physical education limits pupils' learning
- Although teaching is good, overall, it varies from class to class and across subjects
- In Years 1 to 6, pupils' listening and attention skills are not sufficiently well developed
- Handwriting and presentation of work do not improve consistently across the school
- The headteacher has high aspirations and provides a clear vision and sense of purpose

Despite the significant barriers to improvement since the last inspection, with the extraordinary number of teachers appointed since 2002, the school has made good progress in addressing the issues identified as needing improvement at the last inspection. Achievement is now satisfactory in Years 3 to 6 and sometimes good. By the end of Year 6, pupils' attainment in information and communication technology (ICT) is now in line with the standards expected. A rigorous programme of monitoring and evaluating teaching has been introduced with the overall picture of teaching now better than at the last inspection. The induction of new staff is much improved and the senior leadership team is proving to be far more effective. The role of subject leaders is developing well. Strengths identified at the last inspection have been maintained, and, in some cases, improved.

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	D	E
Mathematics	D	A	E	E*
Science	C	B	D	E

*Key: A - well above average; B - above average; C - average; D - below average; E - well below average.
Similar schools are those whose pupils attained similarly at the end of Year 2.*

Achievement is satisfactory. Generally, attainment on entry to the school is above average and when pupils leave the school at the end of Year 6, attainment is still above average. In English, mathematics and science, many pupils attain levels above those expected of pupils aged 11. The results in the table above show a decline in 2004 because there was a much larger than usual proportion of pupils with special educational needs in the year group. Compared with similar schools the school's results were low in mathematics. Attainment in ICT is in line with that expected of pupils aged 11.

By the end of Year 2, pupils attain standards above the national average in reading, writing and mathematics and in line with those expected in ICT. Children at the Foundation Stage make good

progress. Pupils with special educational needs, and those who are talented and gifted or bilingual make satisfactory progress as a result of the support they receive.

Relationships throughout the school are very good. Pupils behave very well and they have very positive attitudes to school. Attendance and punctuality are good. **Pupils' spiritual, moral, social and cultural development is good.**

QUALITY OF EDUCATION

The quality of education provided by the school is good.

Teaching is good, overall. Teaching is consistently good at the Foundation Stage where skills in emotional, personal and social development, literacy and numeracy are particularly well developed. Examples of good or very good teaching were observed in all classes. Teaching is consistently good in Years 3 and 4 and mostly good or very good in Years 1 and 2 and 5 and 6. It is less consistent in Years 2 and 3. Teaching in ICT has improved since the last inspection and is now satisfactory.

Pupils enjoy a broad range of experiences within a curriculum that is enriched by a good number of visitors, visits and other activities. However, the indoor accommodation and resources for dance and gymnastics are unsatisfactory and restrict pupils' development of skills. The school cares very well for its pupils and their health and safety. The arrangements for the induction of new pupils are good and the school is good at seeking and acting upon pupils' views. Older pupils care well for those who are younger. The school welcomes parents' views and works closely with them. Links with the local community and other schools are good.

LEADERSHIP AND MANAGEMENT

Leadership and management are good.

The headteacher, staff and governors are fully committed to maintaining and improving standards through a process of rigorous evaluation and planning for improvement. They work well together to provide a climate in which learning is valued. They have correctly identified the school's strengths and weaknesses and well-thought-out plans are already being implemented to bring about further improvements. Governors comply with statutory requirements and are fully involved in monitoring developments. The capacity for further improvement is good.

PARENTS' AND PUPILS' VIEWS OF THE SCHOOL

Parents think highly of the school. They are pleased with how approachable the school is. They say their children enjoy school and they are pleased with the progress they make. Pupils say they like being at this school. They have to work hard but staff are fair and there is an adult they would talk to if they were worried about school. Inspectors share the confidence of parents and pupils.

IMPROVEMENTS NEEDED

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

- Address the inconsistencies in the quality of teaching
- Improve pupils' listening and attention skills in Years 1 to 6
- Improve pupils' handwriting and presentation of work
- Seek to improve the facilities for indoor physical education

PART B: COMMENTARY ON THE INSPECTION FINDINGS

STANDARDS ACHIEVED BY PUPILS

Standards achieved in areas of learning and subjects

Achievement in Years 1 to 6 is satisfactory and improving. In the Foundation Stage, children achieve well, so that by the time they begin Year 1 they attain standards above those usually expected of pupils of this age. Pupils who are talented and gifted or bilingual, and those with special educational needs, make satisfactory progress against the targets set for them.

Main strengths and weaknesses

- Pupils attain above average standards in English, mathematics and science
- Children in the Foundation Stage progress well and get off to a good start
- Standards in ICT have improved since the previous inspection and are now in line with those expected of pupils aged 11
- In Years 1 to 6, listening and attention skills are not good enough
- Handwriting and presentation of work do not improve consistently through the school

Commentary

Foundation Stage

Standards at the end of the Foundation Stage

Standards in relation to the early learning goals by the end of reception in:	
Personal, social and emotional development	Very good
Communication, language and literacy	Good
Mathematical development	Good
Knowledge and understanding of the world	Good
Physical development	Satisfactory
Creative development	Good

Inspectors make judgements in the range: excellent; very good; good; satisfactory; unsatisfactory; poor; very poor.

1. Children in the Foundation Stage make good progress to attain the goals children are expected to reach by the end of the reception year. Progress in personal, social and emotional development, is particularly impressive, with children of all abilities settling into the school's routines very quickly. Children achieve well in communication, language and literacy, in their mathematical development, in their knowledge and understanding of the world and in their creative development.

Key Stage 1

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

Standards in:	School results	National results
Reading	17.8 (16.5)	15.8 (15.7)

Writing	17.5 (15.6)	14.6 (14.6)
Mathematics	17.8 (16.7)	16.2 (16.3)

There were 22 pupils in the year group. Figures in brackets are for the previous year.

- In the 2004 National Curriculum tests for pupils in Year 2, results were very good. Nearly all the pupils attained the expected level 2 in reading, writing and mathematics and over one third of the pupils attained the higher level 3. When compared with similar schools, results are well above average in reading and writing and above average in mathematics. Inspection evidence confirms that standards are above average.

Key Stage 2

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

Standards in:	School results	National results
English	26.0 (28.6)	26.9 (26.8)
Mathematics	25.1 (28.6)	27.0 (26.8)
Science	28.0 (29.8)	28.6 (28.6)

There were 23 pupils in the year group. Figures in brackets are for the previous year.

- Last year the results in the National Curriculum tests for pupils in Year 6 declined significantly due to an abnormally large proportion of pupils with special educational needs [30 per cent]. The proportion attaining the expected level 4 was below average in English and well below average in mathematics. In science, where pupils with specific educational needs had assistance in reading questions, the proportion attaining the expected level was average. The proportion attaining the higher level 5 was average in English and below average in mathematics and science. The school's results over time are below the national trend but this is not a realistic picture because the results prior to 2001 are not reliable due to inaccurate marking and in 2004, they were significantly affected by the proportion of pupils with special educational needs. Also, the school's results are likely to vary significantly from one year to another with such a small cohort, where each child represents the equivalent of about 4 or 5 percentage points. This really makes the data based on standards unreliable. The school's tracking documents show that, based on their prior attainment, most pupils made at least satisfactory progress in English, mathematics and science. Achievement is only satisfactory because pupils have gaps in their learning as a result of the significant disruption caused by a constant change of teachers over the past few years.
- The school sets itself very challenging targets in the National Curriculum tests in English and mathematics. In 2003, it fell narrowly short of its targets in English and mathematics but in 2004 the gap was much larger, as the targets set did not take sufficient account of the proportion of pupils with learning difficulties.
- Inspection evidence confirms that standards in English, mathematics and science are now above average. Nearly all pupils in Year 6 are on track to attain the expected level 4 in English, mathematics and science and most of them are on course to attain the higher level 5 in these subjects. The school has identified the need to raise standards in writing in all subjects, and as a result of whole-school initiatives, there are signs of improvement. However, pupils' handwriting and presentation of work are not consistently good across the school and their listening and attention skills are not as well developed as their speaking skills.

6. Pupils with special educational needs and those who are talented or gifted or bilingual make satisfactory progress against their targets. They are supported effectively in class, often in the form of additional support from teaching assistants. There is no significant difference in the attainment of boys and girls.
7. Standards in information and communication technology have improved since the previous inspection and are now in line with those expected. Teachers are more confident in their subject knowledge and in the reliability of the school's resources and this has had a positive impact on their teaching. Most pupils are keen to use the new technology and embrace the opportunities to use computers in the special room provided as well as in their classrooms. Many of the higher-attaining pupils benefit from being able to access a computer at home and are keen to reinforce some of the learning that takes place in school. Pupils now make at least satisfactory progress in developing their skills both in dedicated ICT lessons and in those where ICT is used to promote learning in other subjects.
8. Although it was not possible to inspect physical education fully, from observations of two lessons and from discussions with pupils, it is apparent that the indoor accommodation is likely to limit significantly the achievement of pupils in gymnastics and dance. The school's records indicate that by the end of Year 6, nearly all pupils are on track to swim the expected 25 metres in a recognisable stroke.

Pupils' attitudes, values and other personal qualities

Pupils have very good attitudes to learning; behaviour is very good. Attendance and punctuality are good. Pupils' personal development and values are good; this includes their spiritual, moral, social and cultural development.

Main strengths and weaknesses

- There are very good opportunities for pupils to take responsibility and develop independence
- Pupils' very good behaviour and attitudes contribute to good learning

Commentary

9. Pupils are confident and happy in their school; all feel secure, have good relationships with their teacher and with other children and are keen to take responsibilities for themselves and others. They have very good attitudes to learning and have a keen interest in lessons and activities. Pupils in all years make a significant contribution to class discussion, are able to sustain concentration and work with growing independence. Children in the reception class make particularly good progress towards the Personal Development early learning goals.
10. The school provides a very good working atmosphere which promotes very good behaviour; this has a positive impact on pupils' learning. Pupils respond very well to rewards and are pleased to be praised, particularly in assembly when receiving headteacher certificates. There are no issues of bullying or harassment.
11. Pupils' spiritual awareness is good; this is particularly evident in music throughout the school. Moral development is very good. All pupils understand right from wrong and show it in their daily actions, both in lessons and in school clubs and council. Social development is good. Pupils often work well in pairs or small groups and take part in a wide range of musical and sporting events. They take responsibility for themselves and others in doing so. Cultural development is good, overall. Pupils are gaining a good knowledge of their own and others' cultures: this happens particularly in music and religious education, as well as in personal social and health education (PHSE).

Attendance

Attendance, overall, is good and above the national average. Parents receive good information on attendance procedures.

Attendance in the latest complete reporting year (%)

Authorised absence		Unauthorised absence	
School data:	5.0	School data :	0.0
National data:	5.4	National data:	0.4

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

Exclusions

There were no exclusions in the previous academic year.

QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

The quality of education provided by the school is good. Teaching and learning are good and the curriculum is good. Pupils are very well looked after and they much enjoy being at school. Strong partnerships have been established with parents, the local community and other schools.

Teaching and learning

Teaching is good, overall. Despite the numerous changes to teaching staff in the past two years, many due to maternity leave, teaching has improved since the last inspection as a result of the strong efforts the headteacher has made. Assessment is satisfactory, overall.

Main strengths and weaknesses

- There is a strong commitment to improve teaching and learning in the school
- Teaching is consistently good at the Foundation Stage and in Years 3 and 4
- Examples of good or very good teaching were observed in all classes but teaching is not consistently good in all classes or subjects
- Planning is good and meets the needs of pupils
- Teaching assistants provide effective support, particularly for pupils with special educational needs, but they require more consistent management by teachers
- Teachers make effective use of ICT in other subjects
- Teachers encourage pupils to work well, both independently and collaboratively
- Marking is generally supportive but does not systematically inform pupils on how they could improve

Commentary

Summary of teaching observed during the inspection in 31 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0 (0%)	5 (16%)	16 (52%)	8 (26%)	2 (6%)	0 (0%)	0 (0%)

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

12. The headteacher is clearly aware that if pupils' achievement is to be raised the quality of teaching and learning has to be improved. With the support of the senior leadership team, she has used a variety of strategies to bring about improvement. This has included professional training for teachers, the use of targets through performance management, scrutiny of work and direct observation of teaching and learning with appropriate feedback to staff and, where necessary, coaching plans. In spite of the many staff changes over the past two years, [18 teachers in 6 classes] there has been overall improvement, with over two-thirds of lessons observed during the inspection judged to be good or very good, a higher proportion than recorded at the last inspection.
13. In the lessons seen, teaching ranged from very good to unsatisfactory. Teaching is consistently good at the Foundation Stage. The stimulating learning environment is based on proven early learning principles and provides children with a wide range of opportunities for learning, some under the close direction of an adult and others where children are independently engaged. The procedures adopted to monitor progress are very effective.

Children with special educational needs are well provided for. Time is used well and resources and assistants are used effectively.

14. Teachers plan well throughout the school. Teachers use self-assessment strategies to establish what pupils know or can do and adapt tasks to ensure learning is well matched to the needs of individual pupils. Marking is generally supportive but does not systematically inform pupils on how they could improve. Little mention is made of pupils' individual targets. Teachers insist on very good behaviour and relationships are very good, so pupils respond very well to their teachers and other adults. Teachers endeavour to make lessons interesting through the use of a variety of activities and a range of resources. They often provide opportunities for pupils to work in pairs or small groups and this the pupils do well; for example, when those in Years 1 and 2 composed a dance in physical education. Teachers use praise judiciously to encourage pupils to achieve well.
15. A very small amount of unsatisfactory teaching was seen in Years 2 and 3. In a physical education lesson, expectations were too low and subject expertise insufficient, which resulted in too little activity and challenge in the lesson. In an English lesson, opportunities to develop pupils' literacy skills were missed because too much time was spent on art activities. Classroom management strategies were weak. However, the headteacher is aware of the shortcomings and plans are already in hand to address the weaknesses.
16. Teachers and teaching assistants generally work well together. Relationships are good and the support provided, particularly to pupils with special educational needs, ensures that pupils meet their targets satisfactorily. However, there are instances when teaching assistants talk to pupils whilst the teacher is addressing the class and this is often not appropriate as it means the pupils concerned do not hear the teacher's instructions and require information to be provided again. There are also occasions when assistants act independently and carry out tasks for pupils which the pupils should manage themselves, thereby restricting the development of their independence, such as carrying a chair for a pupil.
17. ICT is used well to develop pupils' knowledge and skills. There is one computer in each classroom as well as sufficient computers to share one between two pupils in the ICT room. Teachers have received appropriate training in the use of ICT, and as a result of consolidating their subject knowledge on their own 'laptop', are confident when teaching pupils. Some lessons focus clearly on specific ICT skills such as how to put together a multi-media presentation whilst others develop pupils' knowledge in other subjects, such as history by looking for information on the Internet. As a result of the improved teaching since the last inspection, pupils' learning is good and achievement in ICT is now satisfactory.

The curriculum

The provision for the curriculum is good.

Main strengths and weaknesses

- The shared commitment of staff gives curriculum development a high profile
- The quality and range of learning opportunities offered to all pupils is good
- Opportunities for enrichment are very good
- Presentation skills in English and other subjects are in need of development
- Listening and attention skills in Years 1 to 6 are not good enough
- The accommodation for physical education is inadequate

Commentary

18. There has been satisfactory improvement since the last inspection, when provision was judged satisfactory. The school provides a fully balanced curriculum with appropriate breadth. Visits

and visitors enrich pupils' learning experiences. The statutory requirements for National Curriculum subjects and those for religious education and collective worship are met. The curriculum has been adapted to cater effectively for pupils in mixed-aged classes. A two-year

planning cycle ensures that children do not revisit the same themes or topics in different subjects and takes account of the need to ensure an appropriate progression of skills from one year to the next.

19. The headteacher is responsible for this aspect of the school's work. She has a well-directed view of the curriculum and this contributes significantly to enhancing pupils' learning opportunities and improving standards. There is good joint planning by teachers and effective monitoring by the senior leadership team, leading to improved provision. Initiatives are monitored carefully for their impact on pupils' achievements.
20. The curriculum is weighted towards English, mathematics and science as part of the school's drive to improve standards. Literacy and numeracy strategies are fully implemented and, overall, are having a positive impact on pupils' achievement. However, listening and attention skills as well as writing, handwriting and presentation skills in English and other subjects, are not sufficiently focused on improvement.
21. Children in the reception year are well prepared for transfer to Year 1. The Early Years co-ordinator and her colleague in the Year 1 and 2 class already liaise closely to ensure that a smooth transition takes place. Staff in the Foundation Stage classroom place sufficient emphasis on basic skills of literacy, mathematics and scientific areas of development to enable children to access learning in Years 1 and 2 with ease.
22. The provision for pupils with special educational needs and those who learn English as an additional language is good and they make satisfactory progress. The school provides an appropriate curriculum, mainly within their classes. Individual education plans describe well the appropriate provision for pupils and are reviewed regularly, with good input from parents, teachers and specialists from agencies outside school. Provision for gifted and talented pupils is developing well and these pupils are identified early and are provided with a good range of challenging experiences.
23. The school's homework policy is clearly understood by the Year 6 children who were interviewed. They could explain the progression from one year group to the next and were particularly appreciative of the fact that their teachers were at times ready to compromise if homework might, for example, clash with an after-school sports commitment. The policy states in detail the expectations for homework for each year group from reception to Year 6. Parents are asked to make comments in and sign a homework communications book. A copy of the homework policy is given out annually. The headteacher has already thought of improving home-school communication regarding homework by including regular information and updates in newsletters and publishing the relevant information on each class notice board.
24. Provision for extra-curricular activities is very good. Pupils have the opportunity to play and learn to play chess, table tennis, netball and football as well as to join in art and ICT activities. These clubs take place in the lunch break or after school and are run by teachers. Some additional activities such as multi-sports are subsidised by the school and incur a fee paid by parents. A wide range of visits, activities and experiences, which are offered to all pupils, considerably enhances all aspects of the curriculum; for example, visits from the Rainbow Theatre and to the Roman Museum at Fishbourne.

25. Links with other schools and educational institutions are good. They have a positive impact on the work of the school; for example, the business partnership with Ian Still which facilitates the Goblin car challenge where Y5 pupils have the opportunity to work with people from industry to build a car from a kit and race it against other schools.
26. The provision for personal, social and health education and citizenship is good. All classes include time for this area of development and it is used successfully as one of the measures for improving behaviour, co-operation and the opportunity for pupils to learn to talk about problems they encounter. The school is part of the healthy schools initiative. Fruit is available on a daily basis in school. Sex and drug education is planned into the curriculum and provided through local authority programmes. Year 6 pupils take part in junior citizen events. The school council is run effectively by pupils and gives them a voice in the work of the school.

Care, guidance and support

The care, guidance and support provided for pupils are very good. Health and safety of the environment, including child protection issues, are good.

Main strengths and weaknesses

- This is a school where pupils are well cared for and health and safety are very good
- Very good child protection ensures pupils' care and welfare
- Pupils' personal care, support and guidance are good

Commentary

27. Child protection procedures are very good. There are good working relationships with all relevant support agencies and, overall, this provides very good protection for pupils. The school policy is well known to staff, who are well trained on all issues.
28. Awareness of health and safety is very good and is evident from staff and pupils around the school and in lessons. Care and monitoring are supported by the governing body, headteacher and the premises manager, in accordance with the school policy: all findings are recorded and this is providing very safe care for pupils.
29. The procedures and practice for the induction into the reception class are good. Good procedures are in place for any pupil joining the school at other times.
30. Pupils' views are sought regularly by the school and they play a significant part in shaping school life. As school councillors and monitors they are learning to be responsible and well-informed members of the school community. Pupils know and understand their learning targets, which are well explained in all lessons. However, pupils' understanding of how they can improve is only satisfactory.
31. Pupils' personal welfare, support and guidance are good. Pupils are well cared for and they feel safe and secure in school. All are confident to ask for help and respond well to class teachers, learning assistants and other staff.

Partnership with parents, other schools and the community

Overall, links with parents are good. There are good links with other schools, colleges and the community.

Main strengths and weaknesses

- Parents' express their satisfaction with the school
- There are good links with other schools and colleges
- The school has good links with the community

Commentary

32. Overall, the partnership between parents and the school is good. Parents are overwhelmingly positive about the school and feel that the school runs smoothly and is a well-organised community. All parents feel that they can approach the school with any questions or problems.
33. Through the strong Parents-Teacher & Friends Association, as parent helpers and in many other ways, parents make a very good contribution to the school and to pupils' learning. The school appreciates the contribution made by parents to support pupils' learning.
34. Parents receive good information from the school and their views are sought regularly to inform school decisions. They are briefed on the curriculum and encouraged to help with homework; however, whilst there are clear procedures and expectations for Year 6 pupils, parents would appreciate a homework timetable for all classes.
35. Links with other schools and colleges are good. Pupils are well prepared before and during transfer to a range of secondary schools. There are strong links through art, music, and sport with both secondary and primary schools. Working with the West Horsham family group of schools, subject leaders share expertise and management; staff work with the Small Schools Association for curriculum development.
36. There are good links with the local community. Members of the community visit the school to support the curriculum, increase pupils' learning and extend their wider environmental awareness. Community links are further strengthened by liaison with local churches: this is broadening pupils' learning and developing their awareness of other beliefs and cultures.

LEADERSHIP AND MANAGEMENT

Leadership, management and governance of the school are all good. Leadership by the headteacher is very effective.

Main strengths and weaknesses

- The headteacher provides very good leadership and demonstrates a very clear vision for the school's development and how to achieve this
- Governors are effective in their role and show good understanding of the school's strengths and areas requiring further development through their active involvement in the school's very effective strategic planning
- The headteacher and deputy headteacher work very effectively together as a team and provide a good role model and motivation for other staff
- The school's finances are well managed by the headteacher, governors and school bursar
- Leadership of the Foundation Stage, mathematics, science, special educational needs and personal, social, health education and citizenship are all well managed
- The school is effectively inclusive so that pupils of all abilities have full access to the planned curriculum and achieve in line with their abilities
- There has been good improvement, overall, since the previous inspection

Commentary

37. The leadership and vision of the headteacher have been very effective and since her appointment the school has improved significantly. She has addressed successfully key issues from the previous inspection, as well as managing significant staffing issues and a more serious problem relating to end-of-year test results, following the previous inspection. The two latter issues have been a barrier to the school improving at a faster rate. She has motivated staff well, is successfully bringing about change and striving to develop a team with a stronger focus on school improvement and raising standards. The headteacher's effective working relationship with the deputy headteacher, high expectations and general approach to staff development has contributed strongly to a growing sense of teamwork among staff who are now working well under her leadership. This approach has ensured that leadership of the Foundation Stage, mathematics, science, SEN and PSHE are all good, overall, with English and ICT developing quickly.
38. Governance of the school is good. Governors are fully supportive of the headteacher and recognise that her vision and strong leadership are making a significant difference to school improvement. They demonstrate a growing knowledge and understanding of what needs to be done to achieve identified goals. This is enabling them to challenge all information, including financial implications, more rigorously than in the past. Governors are now more involved in monitoring aspects of the school and liaise regularly with staff so that they are increasingly well informed of policy, practice and the school's overall performance.
39. Management of the school is good, overall. The headteacher has introduced appropriate mechanisms to support effective self-evaluation, which have improved practice in many areas of the school's work. Introduction of a whole-school tracking system across the curriculum is a good example of this. Staff are now able to use this information to help them identify pupils who are more able or who are underachieving. There is good recognition that further work is required to address more challenging issues, for example, standards in writing across the school. The headteacher and deputy headteacher show good awareness of the need to constantly improve teaching, learning and the curriculum and monitor and support staff regularly. This has resulted in improved teaching for some members of staff, although the headteacher is clear that further input is needed to address the unsatisfactory teaching. The role of subject leaders is developing well and they are given opportunities to monitor their subjects through lesson observations, checking of planning and analyses of work. This enables them to identify accurate action points. There is now an effective system for staff development in place so that staff are able to attend a wide range of training courses to develop their skills. For example, the headteacher has recognised a need for further development of the leadership skills for one member of the senior leadership team to ensure that all senior managers are good role models.
40. The school development plan pulls together whole-school issues effectively and makes good links with subject leaders' action plans. Financial systems are now well managed by governors, the headteacher and the bursar, who all demonstrate secure understanding of financial matters. Appropriate financial links are now made to educational priorities, with professional development matched to performance targets, which are now having a high profile throughout the school. The school demonstrates effective application of best value principles.
41. The school is very inclusive and meets the needs of all pupils well. Pupils with specific strengths in any subject are identified and encouraged to develop these skills through the wide range of additional activities provided, both within and outside of the school.
42. Provision for pupils with special educational needs is well managed and these pupils achieve satisfactorily, overall. There is generally effective liaison between staff so that support for

learning is largely embedded in whole-school practice. Support staff receive appropriate training and most engage well with pupils and help them to access the curriculum. However, there is an issue with ensuring that all support staff are equally effective. The headteacher is aware of this inequality and is already managing the situation.

43. Very good leadership by the headteacher, along with her good management skills, has ensured that this is an effective school which has made good improvement since the last inspection. It offers pupils a good quality education within an inclusive and positive learning environment. All teachers, except in the unsatisfactory lessons in Year 2 and 3, demonstrate high expectations of pupils' achievement and behaviour.
44. Financial information indicates a broadly average expenditure per pupil, so that the school offers satisfactory value for money, overall. The school is anticipating a further decline in pupil numbers and the balance carried forward to the next year is a wise precaution.

Financial information

Financial information for the year April 2003 to March 2004

Income and expenditure (£)	
Total income	398,499
Total expenditure	439,046
Expenditure per pupil	3,007

Balances (£)	
Balance from previous year	78,184
Balance carried forward to the next	37,637

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

AREAS OF LEARNING IN THE FOUNDATION STAGE

The arrangements for children in the Foundation Stage are good and have improved since the last inspection, in that outdoor provision is now available to children at all times of the day. The Reception class is well led and managed. The Early Years co-ordinator and her teaching assistant have created an inspiring learning environment based on early learning principles. The procedures adopted to monitor progress are very effective and in many activities the teachers and assistants can be seen closely monitoring children's individual achievement and progress. Children with special educational needs are well provided for and fully integrated into all activities; they achieve well and make progress in line with their capabilities. Particular aptitudes are also identified early and provision and teaching are adapted to enhance children's particular interests. Indeed, all children are given good opportunities to succeed.

All six aspects of the Foundation Stage curriculum are fully implemented and the good standards of provision and teaching found at the last inspection have been maintained. Standards on entry are above average for their age for four-fifths of the children. For nearly all other children standards are in line with expectations for their age. Only a very small number of children are identified with special needs, and even those are likely to reach the goals expected of them nationally. Most children have attended pre-school provision. The quality of teaching is good, overall, in all aspects of the Foundation Stage curriculum. The teacher has good subject knowledge, is well organised, plans efficiently and uses time, resources and assistants effectively.

The accommodation inside and outside is very good. Children are benefiting from the recently developed purpose-built outdoor learning environment, and staff have prepared carefully planned outdoor activities that enable children to engage in a balance of self-directed learning activities and those planned by the teacher with specific learning goals in mind.

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

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

Main strengths and weaknesses

- Good teaching and the high expectations set by staff enable all children to achieve well
- The motivating learning environment and good organisation of the classroom and outdoor environment enable children to both play and learn together, independently and with adult support
- The good range of activities helps children to develop very good attitudes to learning. They are given opportunities to collaborate with one another and develop maturity when working and playing together
- Most children quickly become confident, are happy at school and will speak out in discussion time
- Every opportunity is taken to enhance children's development, and nearly all children are likely to exceed the Early Learning Goals by the end of the year

Commentary

45. Children achieve well and mature quickly in reception. The teacher and assistant have established a harmonious working environment and, through good teaching, ensure that all children are valued, comfortable and confident in class. The majority of children exceed the expectations for their age. A small number of children need additional support and encouragement and this is made readily available to them.

46. Teacher and support staff manage children very well. The teacher and her classroom assistant have established an environment of high expectations for behaviour and learning; children are helped to live up to those expectations by well-established routines and appropriate resources that encourage independence. For example, children self-register and then choose between a range of activities, such as playing in the role-play tent, making a collage, reading with a friend or playing a new word building programme.

COMMUNICATION, LANGUAGE AND LITERACY

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

Main strengths and weaknesses

- Communication and literacy is very well taught and lessons are well planned, with simple clear and practical learning objectives that children understand
- Children are very well managed and time and resources are used effectively
- Much attention is paid to developing literacy skills and there is constant interaction between staff and children, making the most of all available learning time
- Most children speak and listen well

Commentary

47. Early indications suggest that the majority of children are likely to go beyond the Early Learning Goals in this area of learning. Good teaching has enabled all children to achieve well. Lesson planning and preparation show a clear focus on early literacy. Good questioning by the teacher and her assistant helps develop children's understanding and has a good impact on their learning during self-directed and staff-guided sessions. For example, in the role-play area, children are joined by the teaching assistant and engage in a dialogue; children in the book corner read stories to teddies or share a book with a friend whilst the teacher works with a guided reading group.
48. The new word building programme has already had a good impact on children's reading, spelling and writing ability. The tightly structured programme, based on visual, auditory and practical activities, enhances children's learning and develops their confidence. Children can be seen and heard applying the new learning during free reading and writing activities as well as during guided sessions with staff.
49. Children are making progress as a result of the many opportunities they are given to talk and listen. The staff take every opportunity during all activities to develop the children's vocabulary through probing questioning, always challenging children to explain their answers. Language is used effectively for thinking and organising ideas across all areas of learning; for example, puppets are used very effectively to engage children in dialogue and to help them to solve problems related to finding a present and wrapping it for Zebra's birthday.
50. Very good relationships mean that children have the confidence to talk and all adults are genuinely interested in what the children have to say. Children enjoy books and listen attentively when a story is read to them. They take books home on a regular basis to share with parents and there are many opportunities during each day when they can look at books themselves. They handle them with care, appreciating that text is read from left to right, recognising the difference between print and pictures, and most already recognising familiar words. Children handle pencils with confidence and shape their letters correctly during writing sessions and also when choosing to write independently.

MATHEMATICAL DEVELOPMENT

Provision in mathematical development is **good**.

Main strengths and weaknesses

- Teachers plan a wide range of activities to support learning that ensures children achieve well
- Opportunity for mathematical development is well planned and put into contexts that children can understand and relate to
- Assessment for learning is very effective; good questioning encourages children to think through the answers, enabling them to explain their ideas

Commentary

51. Teaching and learning are good. Children have the opportunity to experience learning in mathematics through well-planned and interesting activities. During all sessions, children work with sustained concentration and the majority are on course for exceeding the expected standards for their age by the end of the reception year.
52. Songs, rhyme and other visual, listening and action strategies are used effectively to support children's learning in mathematics. Most children are capable of ordering numbers on a number-line and they take a great delight in 'correcting' their teacher. Activities are well matched to children's ability, enabling them to achieve their potential. Children use the interactive whiteboard successfully for ordering their numbers to 10; another group is working with a sheet of missing numbers and able to fill in the gaps. Children's understanding about shape is good; they are able to name and sort basic two-dimensional shapes and order three-dimensional shapes. They solve basic problems to do with size and shape; for example, when cutting paper to the right size for wrapping a Zebra's birthday present. All children, including those with special needs and the more able, achieve well in mathematics through effective teaching and assessment strategies.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

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

Main strengths and weaknesses

- Children's natural curiosity is engaged through exposure to exciting first-hand experiences
- Good teaching fosters new understanding and achievement

Commentary

53. Most children come to school with good general knowledge and have many opportunities for interesting experiences outside the school day, which they are keen to share with staff and one another. Most children are on course to exceed the goals expected of children of this age. The teacher has a good understanding of what inspires young children and how to channel their natural enthusiasm into secure learning. All activities are well planned to be stimulating and fun. Staff make good use of resources, such as the indoor and outdoor tents. Sensitive questioning challenges children to express their ideas coherently, such as the focused group work on experimenting with different materials in order to find out whether they are waterproof. They quickly try this out in the water tray and successfully sort materials and objects into whether they are waterproof or not.

PHYSICAL DEVELOPMENT

Provision in physical development is **satisfactory**.

Main strengths and weaknesses

- Teachers make good use of the newly constructed outdoor facilities and there is access to a hall for structured lessons

Commentary

54. No hall sessions were observed during the inspection, so no overall judgement can be made about teaching. Planning and discussion with staff and children indicates that focused dance and drama sessions do take place. Children were observed in the outdoor area and indications are that children are in line to meet the expected goals by the end of the year. Continuous access to the outside area means that they have plenty of opportunity to develop their physical skills with large outdoor play equipment and wheeled toys. Children develop their manipulative skills well by handling dough, scissors, brushes and pencils and they manipulate small construction equipment with dexterity.

CREATIVE DEVELOPMENT

Provision in creative development is **good**.

Main strengths and weaknesses

- Good teaching provides children with a wide range of stimulating activities
- Children's creativity is encouraged through praise and probing questioning
- Excellent opportunities for role-play are available at all times
- Specialist music teaching is good

Commentary

55. Most children are expected to exceed the expected standards for their age. Children achieve well because they receive good teaching in creative skills and are given many rich opportunities to develop their personal creativity. For example, a group of children were observed using a large selection of different shaped boxes to make into a shop for selling presents, they designed and built successfully a large-scale model, waited for the glue to dry and then painted it. During the weekly music lesson, children were observed imitating rhythmic patterns using body and vocal sounds as well as percussion instruments with confidence and precision. Classroom displays and others around the school, together with the reception art portfolio, provided a wealth of evidence of children's growing competency in different techniques, their ability to observe closely and express themselves creatively with confidence.

SUBJECTS IN KEY STAGES 1 AND 2

ENGLISH AND MODERN FOREIGN LANGUAGES

English

Provision in English is **satisfactory**.

Main strengths and weaknesses

- Standards in English are generally above average across the school
- Pupils' speaking skills are particularly well developed and are at least above average in all year groups; however, their listening and attention skills are not sufficiently well developed for all pupils to understand the need to listen to their teachers and one another at all times
- Cross-curricular opportunities to develop reading and speaking skills are very good but the teaching of basic literacy skills in writing are not well developed in other subjects
- The quality of teaching in Years 3 to 6 is consistently good, with some very good teaching. However, the quality of teaching in Years 1 and 2 is inconsistent. It ranges from very good to unsatisfactory. Teaching in the Y1 and 2 class is consistently good
- Marking in pupils' books is positive but lacks evaluative comment and does not refer to specific targets
- Presentation and handwriting are weak, which shows low expectations

Commentary

56. In lessons seen, standards were consistently at least above average in reading and speaking across the school. Standards in writing are variable but broadly above average. Although pupils enter the school with above average attainment in communication, language and literacy, they only achieve satisfactorily across the school. This is because pupils have gaps in their learning as a result of many changes in staff since the previous inspection. Teaching in Years 3 to 6 has had to compensate for this, in addition to covering those aspects of the curriculum pertinent to these year groups. Pupils with special educational needs, and those with English as an additional language, achieve as well as all other pupils because they are well supported in most lessons and can take a full part in learning at their own level. There was no evidence in lessons of any significant differences in achievement between boys and girls in spite of the high numbers of boys in some classes. In lessons seen, pupils were very well motivated and interested in their learning, except in one unsatisfactory lesson in Year 2 and 3, where noise levels affected the learning of all pupils.
57. Pupils use their speaking skills very well in lessons. There were many examples seen of pupils' excellent verbal contributions to discussions through their use of interesting language when expressing themselves. This is because the school has worked hard to develop a wide range of opportunities for pupils to develop these skills in all subjects. A good example of this is when teachers plan for pupils to work collaboratively, either in pairs or small groups. The school has also created an atmosphere where all pupils feel sufficiently confident to try. Teachers value highly the contributions of all pupils regardless of their abilities, so that at all times pupils' self-esteem is being nurtured. Pupils' efforts are further supported by expert use of questioning by most teachers, so that the level of difficulty is appropriately challenging to their ability. Most support staff also contribute well to helping pupils respond fully and confidently. Pupils' listening and attention skills are not well developed. In many lessons seen pupils did not listen carefully either to their teachers or to one another in order to make the best use of learning opportunities. In this respect, teachers are demonstrating too low expectations and are not insisting on pupils consistently listening and paying attention at all times. The school has identified this as an area for improvement.

58. The teaching of guided reading is good and a strength of the school, but most particularly in Years 3 to 6, where conversation and discussion play an important part in the process. The school is working hard to ensure the same high standards in Years 1 and 2. Teachers value pupils' efforts in reading and this ensures that pupils of all abilities feel confident and therefore read with assurance, in the full knowledge that they will be supported and praised for trying. There is clear evidence in all lessons seen that pupils really like to read. Even the least able readers are eager to read either their work or from a book. These and younger pupils make very good use of their knowledge of letter sounds, picture cues and the meaning of the text to support themselves and show real perseverance when they come upon unfamiliar words. This confidence has been developed by the school's approach and is why reading is a strength across the school.
59. Writing skills are variable across the school because different year groups perform both according to the quality of teaching and to the level of their earlier learning. The quality of language used in writing is often very good and reflects pupils' basic ability along with application of their well-developed reading and speaking skills. However, too often the amount of work produced in the time available is insufficient, which demonstrates that expectations are not sufficiently high. Similarly, expectations that pupils will use basic literacy skills, already taught, in their writing are not sufficiently high. Handwriting and presentation are weak as a result of the inconsistencies in teaching. The school has identified these as issues to be addressed throughout the curriculum.
60. Planning is good. Learning objectives are now clearly identified in teachers' planning, which helps staff to match work to individual needs. However, not all work from the current or previous year showed good examples of matching specific targets to the work. In most sessions at the end of lessons teachers use basic assessment effectively to establish how well pupils consider they are doing by a show of hands. However, this is only one strand of assessment and has not been extended to take account of specific targets. When asked, many pupils did not know what their targets for improvement were until prompted. Pupils are not, therefore, fully aware of how they can improve. The tracking system is developing well, so that teachers are properly informed of pupils' progress. The system clearly identifies high and low achievement so that additional support can be put in place. However, tracking is not yet being used to its full capacity, due to its recent introduction. Assessment is well supported by 'writing' books, which clearly demonstrate satisfactory achievement over time. Not all work is levelled accurately and the school is aware of a further training need in this respect so that all staff develop their knowledge of levels. All marking is consistently positive, but much of it lacks sufficient evaluative comment so that pupils know what they have to do to improve. No evidence was seen of reference to targets, which means that these goals are not making the necessary difference to pupils' learning and achievement or emphasising the message of the need to improve. Assessment is therefore only satisfactory.
61. Leadership and management are currently satisfactory. Whilst improvement has been satisfactory, overall, since the previous inspection, there has been good improvement since the headteacher has taken over leadership of English. She demonstrates a very clear vision of what needs to be improved and is bringing about change rapidly. This is apparent in the very much improved teaching across the school, but especially in Years 3 to 6, identified as a key issue at the last inspection. She continues to play an active part in teaching, so that effective modelling of good teaching is at the forefront of her leadership.

Literacy across the curriculum

62. Pupils' reading and speaking skills are very well developed across the curriculum. The development of basic writing in other subjects is a key issue for the school. ICT is generally well used in English.

63. No **French** lessons were timetabled during the inspection. Discussions with Year 6 pupils show that they all enjoy learning French, although they have not had many lessons owing to staff absence. They recognise the importance of learning a foreign language, so that they will

be able to communicate with people who speak a different language. They have learnt numbers to twenty, greetings and everyday objects, such as things in their pencil case. They are learning to sing some simple French songs, which they consider helps them to learn.

MATHEMATICS

Provision in mathematics is **satisfactory**.

Main strengths and weaknesses

- Standards in mathematics are generally above average across the school
- There has been good progress in the development of the subject and particularly in mental arithmetic as a result of good leadership and management
- Procedures for involving pupils in assessing their learning are developing well but are not yet implemented consistently through the school
- Teachers do not always make clear their expectations of pupils or provide sufficient support with vocabulary specific to the lesson

Commentary

64. Standards throughout the school are above average. The school's tracking documents show that nearly all pupils have made at least satisfactory progress since the last inspection. Pupils with special educational needs are supported effectively and achieve as well as their classmates. There is no significant difference between the attainment of boys and girls.
65. The current subject leader has been in the school just over one year and in that time has made a significant impact. From national tests, strengths and weaknesses in pupils' learning have been identified, such as a particular weakness in mental arithmetic. Teachers have received appropriate support through demonstration lessons and observations of their teaching. As a result, pupils' skills are developing well. Sessions have a good pace and teachers ensure that tasks are matched to the abilities of pupils; for example, all pupils in a Year 3 and 4 class were involved in doubling and halving numbers such as 10,100,1000. The most capable mathematicians were given more challenging tasks by working to four decimal places and defining square and prime numbers.
66. Teaching is satisfactory overall. It ranges from very good to satisfactory and is particularly good in Years 3 and 4. Clear learning intentions are established for each lesson, both in the mental warm-up and in the main part of the mathematics lesson. These are clearly written for the pupils to see at the beginning of the lesson so that they understand what it is they are trying to achieve. In the best practice, teachers refer to these objectives at appropriate times in the lesson to ascertain how well the pupils consider they are learning; for example, in a Year 5 and 6 lesson, pupils were rounding decimal numbers to the nearest whole number and when asked if they were confident in their ability to do this, three pupils indicated that they required further explanation and opportunity to practise. This helped the teacher who made a note to return to this activity at a later time for these pupils. However, this practice is not yet consistent across all classes.
67. Teachers do not consistently make clear their expectations of pupils. Time targets are not used sufficiently to inform pupils how much work is expected of them before the end of the lesson. Presentation is not consistently good throughout the school because teachers do not

always make clear how work should be set out or how pupils should set about a task; for example, when constructing a Venn diagram. Whilst teachers use specific vocabulary well in lessons, the words are not always readily available for pupils to read and so they misspell mathematical vocabulary in their work. Also, teachers do not always model the handwriting they expect of their pupils when words are put on display for pupils to read and use.

Mathematics across the curriculum

68. Teachers look to include mathematical skills and knowledge whenever possible in other lessons, such as graphs and tables to record data in science and geography, and measurements in design and technology. However, these opportunities are not yet planned systematically and this is an area for improvement.

SCIENCE

Provision in science is **satisfactory**.

Main strengths and weaknesses

- Standards in science are generally above average across the school and this is an improvement upon the findings of the previous inspection
- As a result of good leadership, scientific investigation skills are being developed well and pupils collaborate effectively
- Teachers use the correct vocabulary but do not consistently support pupils in their writing by displaying the words for pupils to copy
- Too little use is made of ICT to support learning in science

Commentary

69. Leadership in science is good. The subject leader has carried out an analysis of the results of the National Curriculum tests to identify strengths and weaknesses. As a result, there has been an increase in the amount of investigative work throughout the school and an emphasis given to developing thinking skills. Pupils enjoy the investigations and work well together. By Year 6, they have a good understanding of a fair test and can discuss whether their experiment is reliable. However, pupils have little experience of planning their own investigations. Good teaching develops pupils' thinking skills by effective questioning. Questions, such as 'What is gravity?' and 'Is upthrust stronger in water or air?' make pupils think and search for the correct words to provide an answer. In the good teaching seen, every opportunity was used to reinforce learning from previous lessons. The teacher seized on appropriate vocabulary in pupils' answers, such as 'particles' and through the use of searching questioning reinforced pupils' understanding of the word. However, such words are not always displayed for pupils to see and to copy when writing about their investigations.
70. Computers and other ICT equipment are not yet used enough to support learning in science. This is mainly because schemes of work have not identified opportunities for their use, but this is a priority in the subject leader's action plan and is due to be remedied this term. Teachers and pupils are keen to use computers and other equipment, such as sensors to measure, and programs to record tables and charts. There are examples of some use, such as a simple multi-media presentation to convey knowledge about the solar system and another about the eye.

INFORMATION AND COMMUNICATION TECHNOLOGY

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

Main strengths and weaknesses

- Teachers' confidence and expertise has grown since the last inspection
- Standards have improved since the last inspection and, by the end of Year 6, they are in line with those expected of pupils aged eleven
- Direct teaching of ICT skills is good

- ICT is increasingly being used to support learning in other subjects
- There has been recent improvement in resources

Commentary

71. As a result of the action taken by the school to improve standards, achievement is now at least satisfactory across the school and this is an improvement on the findings of the previous inspection. Teaching is satisfactory, overall. Teachers' confidence and expertise has been improved through training and the appointment of new staff, including a technician. All teachers now have their own laptop, on which they are able to practise skills, and this has been a major factor in improving their subject knowledge. They are therefore much more confident when teaching ICT skills; for example, when teaching pupils in Years 1 and 2 to program a floor robot to follow a sequence of instructions, and in Years 5 and 6 when the teacher demonstrated the skills required to design a multi-media presentation. Effective use of instructions and questioning ensured that pupils made good progress in their learning.
72. Pupils react positively to the lead given by their teachers and they embrace the modern technology with enthusiasm. Pupils work confidently on computers and they are adept at opening the program they want and closing down at the end of the session. They have gained a wide range of skills by the end of Year 2; for example, pupils are able to use the computers to write poems, stories and accounts of interesting experiences, to record data and to draw and paint on the screen. By Year 6, pupils have developed their skills much further. They are able to represent their learning in a multi-media presentation; for example, of the sun or the evacuation of children during World War II. They use spreadsheets for calculations and word processing software for writing articles in a newspaper. Pupils access the Internet for research and most use e-mails for communication. They most often work effectively in pairs. The school has planned for pupils in Year 6 to have access to those elements of ICT that have not yet been covered by the end of the school year. In addition to the regular use of the ICT suite each week, for the teaching of ICT skills, teachers also use computers and other equipment to support learning in other lessons, such as mathematics, science, history and art. This reinforces effectively pupils' learning in those subjects and in the use of ICT.
73. The school has recently increased its resources and this has made specific ICT more readily available to all. In addition to sixteen new computers in the dedicated classroom to replace a similar number of unreliable machines, each classroom has a computer. An interactive whiteboard has been placed in the reception class to very good effect and digital cameras have been provided, sufficient for one in each class. The school also has a digital video camera and a set of six movie makers.
74. Leadership and management are satisfactory. The school's development plan has clearly set out priorities for ICT, including the provision of interactive whiteboards for each class, the introduction of 'broadband' and the setting up of a new school website. Further training for staff is planned and the capacity for improvement is good.

Information and communication technology across the curriculum

75. This is an area of the school's work that is developing well. During the inspection, pupils were observed using computers for English, mathematics, history and composition in music. The school portfolio indicates work also completed in art, science and design technology. The school development plan has recognised the need to identify opportunities for links between ICT and other subjects and this is a current aspect of the school's work.

HUMANITIES

76. No lessons were observed in **geography**, as it was not being taught at the time of the inspection. It is not possible to make judgements about overall provision. Very limited

samples of last year's Year 6 geography books, a portfolio of work and teachers' planning and assessment files indicate that standards are in line with expectations by the end of Year 6 and

an appropriate range of activities ensure that key skills in geography are being taught. Interviews with Year 6 pupils indicate that children have gained a satisfactory understanding about geographical themes and skills in the subject.

77. Due to timetabling arrangements it was possible to observe only one part of a lesson in **history** during the inspection. It is not possible to make a judgement about overall provision. Evidence from samples of work from Years 3 to 6, displays, pupil interviews and teachers' planning and assessment files indicate that standards are in line with expectations by the end of Year 6. Pupils are studying an appropriate range of modern and ancient history and developing a satisfactory understanding of key skills in the subject.
78. Only one **religious education** lesson and two assemblies were observed. It is not possible to make a judgement about overall provision. Evidence from work scrutiny, displays, pupil interviews and teachers' planning and assessment records indicate that pupils achieve standards that are in line with expectations for their age by the end of Year 6. The school uses the West Sussex Local Authority syllabus for religious education. The evidence sources listed above indicate that the agreed syllabus supports pupils' learning effectively. Pupils demonstrate a growing awareness of religious stories; they are capable of sharing, in drawing, writing and discussion, their ideas of special places and when and why people would go there. Children are familiar with some of the stories associated with religious figures. For example, they can write about the main events in the life of Jesus; they know the story of Siddhartha and have shared in the celebration of Diwali, the Hindu festival of light. Children have visited St Margaret's Church and the local vicar has prepared and conducted assemblies in school, explaining the meaning of ritual and ceremony and the importance it holds for believers. The school makes good use of religious artefacts and visits and visitors to develop religious understanding, including those of other faiths. Assemblies give pupils opportunities to explore values and beliefs and to begin to understand human feelings and beliefs and the impact these have on other people. For example, during a Key Stage 1 assembly, children were exploring the meaning of love and the different forms it might take; the teacher engaged the children with her collection of much loved teddies including 'Pudsy', the Children in Need teddy.

CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

79. Only one part lesson was seen in art and design and no lessons were seen in design and technology. Only two lessons were seen in physical education, and it is therefore not possible to make secure judgements on provision or the quality of teaching in these subjects.
80. Pupils' creative skills are being well developed and work seen indicates that standards in **art** are generally average across the school. Pupils' work shows that teachers plan an appropriate range of activities and that pupils are encouraged to use a wide range of media and to develop sound basic skills. Discussions with pupils show sound knowledge about contrasting colours and tones and they can recognise primary and secondary colours. They have appropriate knowledge of language related to art and design and talk confidently about their use of different media and how these can be used for different effects. They understand the principles underlying planning and evaluation of work. They 'criticise' their own work and like it when they have a 'critical buddy'. There is good recognition of links to other subjects, such as history, religious education and ICT. Discussions demonstrate that the work of famous artists is used effectively to develop pupils' cultural awareness and their wider knowledge of art and design in the world around them. Provision appears satisfactory.

81. Work seen in **design and technology** shows secure development of skills, indicating at least satisfactory teaching and learning. Discussions with pupils indicate that they know how to generate ideas and create designs. Pupils show sound knowledge and understanding when they talk confidently about planning processes, including the need to improve and evaluate their own work as well as that of others. They recognise the value of labelling, explanations and instructions, including which tools or materials they will be using. There are some good links with English when pupils write lists, label diagrams, write instructions for recipes or evaluations of their designs. However, discussions show that there is no emphasis on the development of basic literacy skills when writing. Maths skills are well developed when pupils measure for precise diagrams, produce graphs or use a compass for drawing circles. Pupils have very good recall of work done in design technology and are unanimous in their enjoyment of the subject, likening it to 'engineering'. Provision appears satisfactory.
82. Only two **physical education** lessons and one extra-curricular activity were seen during the inspection. It is therefore not possible to make an overall judgement, but it is likely that pupils do not achieve as well as they should in dance and gymnastics because the accommodation restricts their learning. Pupils in Year 6 stated that they did not like to engage in these aspects of physical education in the hall as they were frightened that they would hurt themselves with such a low ceiling and such little space.
83. Lessons were observed in the Year 1 and 2 class and the Year 2 and 3 class. The teaching and learning in these lessons were satisfactory and unsatisfactory respectively. In the Year 1 and 2 lesson, pupils were engaged in composing and linking movements to make simple dances, with clear beginnings, middles and ends. Learning was related effectively to vocabulary encountered in mathematics and ICT, such as forwards, backwards, over and under. Good strategies were used to revise previous learning and pupils tackled their task in groups with enthusiasm, so much so that they were reluctant to respond to the teacher when asked and this wasted time. The teacher used praise effectively and enhanced pupils' understanding of the effects of exercise on the body as the lesson came to a close. In the other lesson, where pupils were engaged in gymnastics, too much time was wasted on instructions, putting out apparatus and in gaining pupils' attention, resulting in too little activity. The lesson plan was not completed. Subject expertise and the challenge to pupils were inadequate.
84. The school provides a very good range of extra-curricular activities in sport, which contribute effectively to pupils' sporting skills and physical development.

Music

Provision in music is **good**.

Main strengths and weaknesses

- Pupils achieve well because teaching and learning are good
- Music enhances pupils' spiritual, moral, social and cultural development

Commentary

85. Lessons were observed in Years 1 and 2 and 5 and 6. A musical assembly was also observed and two extra-curricular activities, the school choir and a group of recorders.
86. The teaching of music is carried out by a specialist, who teaches all classes in the school on one day each week. In the two lessons seen, teaching and learning were good and pupils achieved well. Standards are currently average because of gaps in learning in previous years. Teaching expertise is very good. Enthusiasm for the subject by the teacher is evident and this

is infectious and ensures that most of the pupils are also keen to participate in the learning. Pupils are provided with opportunities to listen to a wide range of music from different cultures, including Japanese. During observed lessons, the teacher revised previous learning through a range of questions, such as what is meant by pitch, what are the elements of music and which instrument can you hear? Pupils were keen to participate in giving answers. In the Year 5 and 6 lesson, one group went into the computer room with a support teacher to use a program for composing music whilst the remainder stayed in the hall and listened to a piece of music from Japan. They learnt about the pentatonic scale and were involved in playing an ostinato, which tested their musical knowledge and their ability to use it. There are insufficient resources; three pupils were given the task of accompanying the recorded piece of Japanese music on chime bars whilst the other pupils listened because there were not enough instruments for all to play.

87. The singing in the musical assembly focused on religious songs and enhanced the spiritual development of pupils. Songs practised by the school choir also had words that encouraged pupils to consider spiritual and moral matters. They also developed improved skills by singing songs in parts. The recorder groups help pupils to read music and to play an instrument and therefore make a positive contribution to pupils' musical education.
88. No class teachers were in attendance in the lessons and therefore they did not benefit from observing the good musical expertise of the teacher to follow up musical learning at other times of the week.

PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP

89. Only one **PSHE and C** session was seen. Judgements about overall provision are based on evidence from other lessons seen in the Foundation Stage, pupil behaviour in lessons and pupil interviews, the school's scheme of work and assessment and target-setting procedures.
90. The school sees pupils' personal development as an important part of its work and the concepts inherent in PSHE and C permeate all of the school's activities. There are very good opportunities for pupils to discuss their feelings and to reflect on their own circumstances during lessons and assemblies. The school has a strong personal development programme, which includes opportunities for pupils to learn about the dangers of drugs, sex and relationships through a sensitive approach compatible with the Christian ethos of the school. Year 6 pupils talk with confidence about their PSHE and C learning programme. For example, they explain how role-play activities teach them about making the right decisions when encountering difficult situations. Year 3/4 pupils learn to understand the meaning of personal power during circle time. The school has a very effective scheme of work that is applied consistently across the school; it includes assessment, target-setting and pupil tracking. Pupils and parents are involved in personal target-setting and review processes.

PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

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

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