

INSPECTION REPORT

WEST GREEN PRIMARY SCHOOL

West Green, Crawley

LEA area: West Sussex

Unique reference number: 125826

Headteacher: Mrs J Dowling

Lead inspector: Mr K Homewood

Dates of inspection: 13 – 15 June 2005

Inspection number: 268222

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

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INFORMATION ABOUT THE SCHOOL

Type of school:	Primary
School category:	Community
Age range of pupils:	4 – 9
Gender of pupils:	Mixed
Number on roll:	104
School address:	West Green Drive West Green Crawley West Sussex
Postcode:	RH11 7EL
Telephone number:	01293 526679
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Appropriate authority:	The governing body
Name of chair of governors:	Mrs M King
Date of previous inspection:	4 – 7 May 1999

CHARACTERISTICS OF THE SCHOOL

West Green Primary School is situated in the Borough of Crawley, West Sussex. The school's socio-economic context is unfavourable. The school is smaller than other primary schools nationally. There are 104 pupils on roll, 49 boys and 55 girls aged four to nine arranged in five mixed ability classes. There are 30 children in the Reception class. The majority of pupils attend from the local area with 24 per cent coming from outside. There is a high pupil mobility factor. The school's cultural mix is broad, with 66 per cent of pupils from white British backgrounds. The other largest groups are Asian or Asian British - nine per cent Pakistani and seven per cent Indian. Six per cent are from other white backgrounds. Twenty per cent of pupils have English as an additional language. Six pupils are in the early stages of English acquisition. Attainment on entry is below average. Twenty per cent of pupils have special educational needs, which is higher than the national average. Their needs mainly concern speech and language difficulties and moderate learning difficulties. The school is soon to cater for pupils aged four to 11.

INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
21627	Mr K Homewood	Lead inspector	Science Personal, social and health education and citizenship Geography History Physical education Special educational needs English as an additional language.
13481	Mr D Binfield	Lay inspector	
19852	Mr M Fowler	Team inspector	English Information and communication technology Music Religious education
23818	Mrs A Pangbourne	Team inspector	Foundation Stage Mathematics Art and design Design and technology

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PART A: SUMMARY OF THE REPORT

OVERALL EVALUATION

West Green Primary School is a good and improving school. It provides good value for money. Children enter the school at the beginning of the year they have their fifth birthday. A significant number enter with standards that are below average. Children make good progress and are on course to meet the goals expected by the time they enter Year 1. Many pupils have special educational needs (SEN) or speak English as an additional language (EAL). They are supported very effectively and they achieve very well. By the time pupils reach Year 4, they have made good progress and their achievement is good. For the last two years the school has exceeded its targets, which means that pupils in Year 2 have attained standards better than those found nationally. The quality of teaching and learning is good. The leadership and management are good and those of the headteacher good. She provides a strong sense of purpose, has clear vision and direction for the school and insists on high standards from all. The school provides very good care and support for all pupils, valuing them as individuals and seeking and acting on their views. The school has a rich cultural diversity and is fully inclusive. Links with parents are good and the school has effective relationships with the local community, other schools and organisations.

The school's main strengths and weaknesses are:

- The leadership and management of the headteacher and key staff are good.
- The school's ethos ensures that all pupils are valued and appreciated.
- The quality of education provided throughout the school is at least good for all pupils.
- Standards reached by pupils are above average and their achievement is good. Children's achievement in reception is good. Achievement of pupils with SEN and EAL is very good.
- Teaching and learning are good because the school has created a very effective team.
- Pupils' relationships with each other and staff are very good and they show very good responsibility.
- Assessment is used very well to support pupils' improvement.
- The school is very effective in caring for pupils and ensuring their health and safety.
- The school is very good at analysing its performance and bringing about change when needed.
- The governors have yet to have a greater influence over school improvements.
- Information and communication technology (ICT) is not always used across lessons.

The school has made good progress since the last inspection. However, the consistent development of ICT across subjects and the involvement of governors in school improvement have yet to be fully addressed due to financial pressures and the difficulty in recruiting governors from the local authority and the local community. These issues continue to form a priority in the school's development plan.

STANDARDS ACHIEVED

Results in National Curriculum tests at the end of Year 2, compared with:	all schools			similar schools
	2002	2003	2004	2004
Reading	B	E	A	A
Writing	E	E	C	D
Mathematics	B	E	A	A

*Key: A - well above average; B - above average; C - average; D - below average; E - well below average
Similar schools are those with similar percentages of pupils eligible for free school meals*

Overall, pupils' achievement is good. By the end of reception, children reach the goals expected nationally for children at their age. During the inspection, pupils in Years 1 and 2 achieved well and

standards were above average in reading and writing and well above in mathematics. Pupils in Years 3 and 4 achieve well and standards are above average in English. In mathematics pupils achieve very well and standards are average. This is because Year 4 pupils were a lower attaining group when they were Year 2. They have made very good progress since that time. In the 2004 national tests, seven-year-olds achieved standards well above average in reading, average standards in writing and well above average standards in mathematics. The un-validated test results for 2005 for Year 2 show a similar picture, with standards above average in reading and writing and well above average in mathematics. Good teaching in English and mathematics is helping raise standards for all groups of pupils.

Pupils' personal qualities, including their spiritual, moral, social and cultural development are good. Pupils' attitudes towards their work are good as is their behaviour. Attendance is satisfactory and punctuality is good.

QUALITY OF EDUCATION

The quality of education provided by the school is good. Teaching is good overall. Teaching is good in the reception class and for pupils in Years 1, 2, 3 and 4. Teaching for pupils with SEN and EAL is very good and focused clearly on meeting their needs. The support they receive from skilled teaching assistants is very good. Throughout the school some very good teaching takes place and has a very positive influence on learning and achievement. The use of assessment is good and effectively guides teachers' planning and the very good way they ensure that the needs of all pupils are met. Overall, learning is good throughout the school. The curriculum provision in reception is good, as it is for all classes. The care and guidance provided by the school are very good and the partnership with parents is good. Community links are good and contribute well to pupils' learning.

LEADERSHIP AND MANAGEMENT

Leadership and management are good. The leadership and management of the headteacher are good. She has clear vision for moving the school forward and actively brings it about. Senior staff provide good leadership and management and support the headteacher well in monitoring and guiding the pupils' learning. The governance of the school is satisfactory and statutory responsibilities are met. However, governors' ability to influence school development is limited because they lack a breadth of experience and expertise. The school development plan is clear in detail and focused well on the correct areas for improvement.

PARENTS' AND PUPILS' VIEWS OF THE SCHOOL

Parents are supportive of the school, its work and the quality of education provided. Some parents feel that the school does not communicate well with them. Inspectors do not agree with this view. Pupils like their school and are happy. They are fully involved in school life and enjoy lessons and the friendly community spirit provided by the staff.

IMPROVEMENTS NEEDED

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

- Ensure ICT is developed consistently in all subject areas.
- Strengthen the role of the governing body.
- Ensure attendance continues to improve and monitor the impact on standards.

PART B: COMMENTARY ON THE INSPECTION FINDINGS

STANDARDS ACHIEVED BY PUPILS

Standards achieved in areas of learning and subjects

Achievement overall is good, as judged in the inspection. It is good in reception and good in Years 1 and 2 and Years 3 and 4. Standards in English language and literacy skills are above average throughout the school. Standards in mathematics are well above average in years 1 and 2 and Years 3 and 4. Pupils with special educational needs (SEN) and those for whom English is an additional language (EAL) achieve very well and better than many other pupils. There are no noticeable differences between the achievement of boys and girls.

Main strengths and weaknesses

- Pupils, including those in reception, achieve well.
- Pupils with SEN and EAL achieve very well.
- Standards in English and mathematics are improving well. Pupils in Years 1 and 2 do particularly well.
- All pupils are consistently challenged to achieve their best.
- The school exceeded its 2004 and 2005 National Curriculum Targets for seven-year-olds in English and mathematics. Teachers' assessments for science also show a significant rise in standards.

Commentary

1. The 2004 National Curriculum tests results for Year 2 show that standards were well above average in reading and mathematics because many pupils attained at the higher level. In writing standards were similar to national because fewer pupils attained the higher level. Compared to those in similar schools, standards were well above average in reading, below in writing and well above in mathematics. The school exceeded its targets. The un-validated 2005 National Curriculum test results for Year 2 indicate that standards are at least above the national average in reading and writing and well above in mathematics. The school exceeded its targets. There is no comparison to standards seen in similar schools at this stage. The school's information shows that the standards achieved by pupils with SEN and some EAL pupils, who are at an early stage of English acquisition, can have a significant effect on the school's comparative data from year-to-year, and in 2005 this was a factor. However, some pupils with SEN did well and reached standards in line with the national average. Pupils with EAL did well and achieved the average level and slightly higher. West Green Primary is a small school and the number of pupils taking the tests is below the average for most schools. In addition, the high pupil mobility factor affects the school's results. Therefore, one pupil can affect the school's results significantly. In recent years the trend in the school's Year 2 results has been better than 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	18.2 (13.9)	15.8 (15.7)
Writing	14.8 (11.8)	14.6 (14.6)
Mathematics	18.0 (14.3)	16.2 (16.3)

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

2. Achievement is good for children in the reception class. The good quality of education has been maintained since the last inspection. When children start reception their attainment is below average and social skills are particularly poor. By the end of reception, they have made

good progress and most are on course to reach the standards expected of children at their age.

3. In lessons and work seen, standards in Years 1 and 2 are above average in English and in Years 3 and 4. Standards in mathematics are well above average in Years 1 and 2 and average in Years 3 and 4. Standards in science could not be judged due to timetabling during the inspection. Available information indicates that standards are average in Years 1 and 2 and in Years 3 and 4.
4. Achievement is good throughout the school. In English, the consistently good quality of teaching ensures that pupils learn well and their achievements are good. This has ensured that standards have risen well compared to pupils' entry levels. In mathematics, standards have risen significantly since the previous inspection. There has been very good improvement from the well below average standards identified then. In English and mathematics, the thoroughness and constructiveness of assessment and the very effective way teachers use this to respond to individual needs ensure that pupils make progress and achieve their best. In addition, monitoring of standards through tracking and focused target-setting ensures that any areas of weakness are swiftly identified and new targets are set. All staff work very closely together to track pupils' progress through the school. An example of the effectiveness of this is the way mathematics standards in Year 4 are now average. Standards for this year group were well below average when they were in Year 2, so these pupils are doing very well.
5. Standards in information and communication technology (ICT) are in line with national expectations in Years 1 and 2 and Years 3 and 4. Achievement is satisfactory overall. This is an improvement since the last inspection. However, the lack of integration of ICT skills within other lessons means that pupils' competency in the subject is not as good as it should be. Where ICT is integrated within other subjects, for example Year 3 history, pupils achieve well and make good progress. The use of ICT to support pupils with SEN and EAL is good but this provision is mainly through dedicated support, except in Year 3 where it is integrated well within lessons.
6. Standards in religious education (RE) are higher than the expectations of the locally agreed syllabus. Pupils' achievement is good because of the careful planning of teaching and the good use of resources. Approaches to RE are very inclusive and help raise standards. Pupils' faiths and beliefs are celebrated as a natural part of the school community. Tolerance and respect for others are a school aim that is encouraged through teaching RE.
7. Throughout the school pupils with SEN and EAL achieve very well. In all classes, teachers and teaching assistants ensure that pupils are fully included and provided with very good support. This ensures that all pupils are on course to achieve the targets identified in their very comprehensive individual education plans. Support is well focused and, where necessary, pupils are provided with one-to-one support from SEN and EAL specialists. The success of this provision is seen in the standards achieved by a number of pupils in national tests. A good number reach the average Level 2, with some EAL pupils reaching the higher Level 3.

Pupils' attitudes, values and other personal qualities

Attendance is satisfactory and is an improvement over the figures for the last reporting year. Punctuality is good. Pupils' attitudes and their behaviour are good. Pupils' personal development, including spiritual, moral, social and cultural development, is overall good. The provision for pupils' social development is very good.

Main strengths and weaknesses

- Pupils develop a sense of confidence, personal responsibility and mutual respect.
- Children's attitudes and behaviour in the reception class are very good.

- Relationships are very good throughout the school.
- The school cares for all its pupils very well. They are fully included in all aspects of school life.
- Within the school, pupils develop a very good sense of living within a community.

Commentary

8. Pupils’ attendance rate is satisfactory. This figure is not as good as that seen at the time of the last inspection. However, the school has a high pupil mobility factor and this affects the attendance figures. The school works hard to improve attendance and has effective procedures to record and monitor pupils’ absence. Action is taken immediately to contact parents of any child absent without notice. The school’s information from September 2004 to May 2005 shows that attendance has improved and is now in line with national figures. However, the school is aware of the need to ensure attendance figures improve year-on-year and to monitor the effects of attendance on standards.

Attendance

Attendance in the latest complete reporting year (%)

Authorised absence		Unauthorised absence	
School data:	6.4	School data :	0.1
National data:	5.1	National data:	0.4

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

9. The school sets high expectations of pupils’ attitudes and behaviour and has successfully implemented policies to achieve them. As a result, pupils have good attitudes to school and learning and their behaviour is good. In reply to the inspectors’ questionnaire most pupils stated that they enjoy school and enjoy finding out about new things. Pupils become increasingly independent and self-confident as they get older. Most pupils show interest in their work and try their best. When pupils are asked to work in pairs or groups they do so willingly, encouraging and supporting each other positively. Pupils listen attentively to their teachers and obey instructions. Therefore, they know what they should be doing and get on with their work independently. In all lessons they sustain their concentration well and finish the tasks they are given. Pupils with special educational needs and those for whom English is an additional language also sustain their interest and application to task very well and this contributes to their very good achievement. Pupils in all classes are always keen to answer questions and be actively involved in lessons. The mixing of age levels for various activities, such as science week, means that pupils are well integrated with other members of the school. Throughout the school there are no racial tensions, because the school engenders harmony and a strong community spirit.
10. In lessons and around the school pupils behave well. Although a few parents have an anxiety about the behaviour of some children, the majority are happy with the standards set by the school. Pupils respond positively to the good example set by adults in the school. Adults consistently use praise and encouragement and recognise pupils’ achievements. This helps stimulate in pupils the desire to learn and to think about their actions and take full responsibility for them. Class rules are clearly displayed for all pupils and expectations of behaviour are clearly explained to pupils. Adults work hard to support pupils’ behaviour and there are very few exclusions from school. Pupils are invariably polite and considerate.
11. Pupils get on well with each other in the playground, where they are well supervised. There was no evidence of bullying or harassment during the inspection. The school recognises that bullying does take place from time-to-time and has very effective systems and a support structure to deal with and resolve such issues. Parents appreciate all the school does to deal with bullying when it occurs. Pupils in Year 2 comment that there are occasional problems in playground areas but they are confident that these are dealt with effectively by staff. The

school provision for personal, social, and health education and citizenship gives sound opportunities for discussion of personal issues and to curb any poor behaviour. Pupils are taught to be aware of the feelings of others and to show consideration to others. Older pupils associate well with younger ones and are generally sensitive to their needs and feelings.

12. The school provides well for pupils' personal development. Pupils respond very well to the school's effective provision for their spiritual, moral, social and cultural development, which is good. The sensitively delivered assemblies, well structured religious education programme, the experience of working with pupils in groups of different ages and abilities and the high profile given to respecting others, enable pupils to appreciate and value differences in each other's backgrounds. Relationships at all levels throughout the school are good. The staff treat pupils with great respect and this example is followed by pupils, who are sensitive to the needs of others. Pupils have a good appreciation of what is right or wrong and reflect the fairness and caring attitudes displayed by their teachers. Teachers encourage pupils not only to express their own feelings but also to consider and respect those of others.
13. The provision for social and cultural development is very good. Social development is encouraged by the expectation that pupils will take responsibility for a variety of tasks in, for example, classrooms or in assembly, where pupils organise and play recorded music. Pupils are taught the responsibilities of living in a community and given an understanding of how people are represented in a democracy. Pupils frequently visit the elderly in the community and share with them their school work. They also listen to what the elderly have to say about their lives and show appreciation. The cultural development of pupils is also very good. Pupils are given a lot of information about other cultures, welcome visitors from a range of cultural backgrounds and visit a variety of religious places of worship. They are prepared well for living in a multi-cultural society. Throughout the school there is a rich cultural diversity that is celebrated.

Exclusions

Ethnic background of pupils

Exclusions in the last school year

Categories used in the Annual School Census	No of pupils on roll	Number of fixed period exclusions	Number of permanent exclusions
White – British	69	0	0
White – any other White background	6	0	0
Mixed – White and Black Caribbean	2	0	0
Mixed – White and Black African	2	0	0
Mixed – any other mixed background	2	0	0
Asian or Asian British – Indian	7	0	0
Asian or Asian British – Pakistani	9	3	0
Asian or Asian British – any other Asian background	4	0	0
Black or Black British – African	3	0	0

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

QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

The quality of education provided by the school is good. Teaching is good overall in reception and good overall throughout the rest of the school. The curriculum provision in the reception is good

and good in Years 1 and 2 and Years 3 and 4. Pupils are very well cared for and they enjoy being at school. The partnership with parents is good and good links are made with the local community.

Teaching and learning

Overall, teaching and learning are good. They are good in reception and throughout the rest of the school. The thoroughness of whole-school assessment is good. Overall, the use of assessment strategies in classrooms is very good.

Main strengths and weaknesses

- Teaching is good throughout the school.
- The use of teaching assistants is very good throughout the school.
- The promotion of equality of opportunity for all pupils is very good.
- Assessment information is used very well to respond to individual needs.

Commentary

Summary of teaching observed during the inspection in 24 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very poor
0	4	14	6	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.

- Overall, the quality of teaching and learning in the reception class is consistently good. Teachers have good understanding of the areas of learning. They ensure that children are purposefully engaged and develop their ability to learn through a range of well-planned learning activities. This ensures that children are prepared well for Year 1. Assessment is used well to monitor and track progress. As a result children's individual needs are very well met.
- The quality of teaching and learning in Years 1 and 2 is good and good in Years 3 and 4. No teaching is unsatisfactory. This is an improvement since the time of the last inspection. Where teaching is good or better, it has a positive impact on pupils' achievement and the progress they make. Throughout the school, teachers demonstrate a good understanding of the areas they are teaching. They plan effective lessons which ensure that pupils of all abilities are fully involved and successfully challenged to achieve their best and make progress. Lesson objectives are clear and pupils are introduced to the learning intentions before they start work. All lessons are structured to include opportunities for whole-class teaching, group and individual work and review and assessment sessions. However, planning in science is not specific enough because it is a medium term plan and not a short term plan. Planning does not identify how different groups and pupils of different abilities will be supported.
- In most lessons, teachers plan for and manage the work of skilled teaching assistants well. Teaching assistants are a strength of the school. They contribute positively to the achievement pupils make, particularly those with special educational needs (SEN) and those for whom English is an additional language (EAL). In addition, the specialist support provided in discrete one-to-one sessions enhances pupils' learning and the standards they reach. The school has significantly few gifted and talented pupils but ensures that their needs are fully met.
- Pupils learn well and are fully involved in all parts of lessons because their needs are effectively met. The enthusiasm of teachers frequently inspires pupils, as well as keeping them on task and motivated. Teachers are particularly skilled at encouraging pupils' learning through practical, hands-on methods. This reinforces pupils' learning and creates good

opportunities for them to acquire the necessary skills, practise them and further their knowledge and understanding. In all lessons, teachers prepare and use resources well and maintain good standards of behaviour within their class.

18. In lessons seen, the quality of teaching and learning was good in English and very good in mathematics. Throughout the school literacy and numeracy skills are developed well across the curriculum and this has helped raise standards and pupils' achievement. In English, the quality of teaching and learning is good and impacting upon the improving standards across the school, which are above average. Teachers use the national strategy and recommendations well. Throughout the school, teachers make activities interesting and set high expectations. This ensures that the pupils remain engaged and sustain their concentration. In mathematics, the very effective teaching and learning ensure that pupils achieve very well; the standard of their work is very good in Years 1 and 2 and satisfactory in Years 3 and 4. Year 4 pupils had achieved standards well below average when they were in Year 2. These pupils are doing very well now to attain satisfactory standards. This is as a result of the very good teaching they receive. Teaching and learning in mathematics are a strength of the school. However, the use of information and communication technology (ICT) is not well developed by teachers to support learning across the curriculum. Whilst teaching and learning are satisfactory in ICT and an improvement since the last inspection, there are few opportunities for pupils to develop ICT skills in their work. Judgements on the overall quality of teaching and learning in science could not be made as this subject was merely sampled due to the timetable arrangements during the inspection.
19. The thoroughness of whole-school assessment is good, as it was at the time of the last inspection. Assessment information is used very well to respond to individual pupils' needs. Pupils are regularly informed about how well they are doing and have a good understanding of how they can improve. Class, group and individual targets in English are well focused. Target-setting and the tracking of pupils' performance and progress have significantly contributed to the raising of standards and to pupils' good achievements. In mathematics, an even better picture is seen. Assessment methods are very thorough and the use of assessment to respond to individual needs is excellent. As a result, standards have risen and pupils achieve very well. In lessons seen across the curriculum, teachers use time well at the end of lessons to judge how well pupils have achieved the learning intention and how well their knowledge and understanding have improved. Teaching assistants keep good records of the progress their pupils make. This information is integrated well with all other assessment information to track progress and for interventions to be made when necessary. Tests and tasks at the end of modules and at other times are used consistently well to aid the monitoring of pupils further.

The curriculum

The range of curriculum opportunities is good. Pupils are provided with a limited range of extended activities outside school. The quality of the accommodation and resources is good.

Main strengths and weaknesses

- Planning of the curriculum is good and effective links are made between different subjects, except in information and communication technology (ICT).
- The accommodation and most resources are good and used well to support pupils' learning.
- Monitoring of the curriculum is very good.
- Development of the curriculum is well considered and effectively implemented.
- The curriculum is adapted very well to the needs of pupils with special educational needs (SEN) and those for whom English as an additional language (EAL).
- Resources for the development of ICT skills are limited.

Commentary

20. The well-structured curriculum, which meets all statutory requirements, is a key factor in pupils' attaining increasingly high standards and good achievement. All subjects benefit from a clear policy and a scheme of work, and good use is made of literacy and numeracy skills in all areas of the curriculum. Good planning enables teaching and learning to be effective and purposeful and enables the quality of teaching to be overall good. However, only limited use is made of ICT to enhance the range of skills pupils develop across the curriculum. The curriculum for English, mathematics and science is particularly well developed and organised and fosters high levels of motivation and involvement amongst the pupils. Teachers plan very well for the differing abilities and range of experiences within the classes. They use the varying backgrounds and experiences of all pupils well and this adds considerably to the pupils' learning. Pupils with SEN receive very good support, as do EAL pupils. As a result their needs are very well met. The very inclusive nature of the curriculum ensures good learning opportunities for all pupils and there are clear plans for the teaching of personal, social, health education and citizenship across the school.
21. The curriculum in reception is good and well planned. This means that children are on target to reach most of the goals in the areas of learning by the time they enter Year 1. The provision for pupils with SEN and EAL is very good. The accommodation and resources are good.
22. The curriculum is monitored very well, which leads to a clear understanding of its strengths and weaknesses and leads to good development when required. Plans are already in place in many subjects for the time when the school extends to Years 5 and 6. As children progress through the school they are carefully prepared for the next stage in their education and this process is also being carefully considered for the new age ranges. Careful plans are drawn up to ensure continuity in effective teaching approaches. There is good variation in the approaches that are used within individual lessons. This ensures the good engagement of pupils and their good application to learning.
23. Although there is only a small number of teachers they provide a satisfactory range of out-of-school activities which include computer club, football club and guitar tuition. In addition pupils are encouraged to take part in special events such as the Christmas production. Other members of the school community, such as the premises officer, who runs the well-supported football club, enthusiastically support these activities. A lively range of visits to local places of interest is arranged to places such as the seaside, places of worship for different faiths, local amenities such as the fire and ambulance stations, the local supermarket and even a fitness club and local allotment.
24. The school building is very well maintained and provides a good environment in which to learn. The displays of school work in the corridors and the classrooms are of high quality and a considerable stimulus to learning. Classrooms are spacious for the current numbers of pupils on roll and the hall is well used for many activities. The development of the accommodation will, however, be a crucial feature in the further development of the school. Outside space is adequate and very well maintained and includes a well-developed playground, a large grass area and a well-established nature area with a beehive. The library is adequate and well stocked and a clear aid to learning. There is currently a bank of laptop computers, which are movable from classroom to classroom. However, whilst they are used well in Year 4, for example, overall the development of ICT in classrooms and the subject's integration in other curriculum areas are limited. Resources are generally of good quality and very well organised. Teachers make good use of them to support pupils' learning, particularly in religious education, language work and mathematics. Many resources are used well for practical work in many lessons.

Care, guidance and support

Very good provision is made for the pupils' care, welfare, health and safety. High quality advice and guidance contribute well to each pupil's academic progress.

Main strengths and weaknesses

- Extensive pastoral support and guidance are provided.
- Effective provision is made for health and safety.
- Good arrangements are made for the induction of pupils into the school.
- Pupils' views about the school are valued and acted upon.

Commentary

25. The school has a very caring and supportive ethos that helps to ensure that pupils are happy in school. Highly effective arrangements for monitoring pupils' academic progress encourage a good approach to learning and have a positive impact on standards. Pupils' individual and social development needs are promoted well by teachers and staff but the system for recording progress in this area requires further development. Very good support is provided for pupils with special education needs and those for whom English is an additional language.
26. Governors and the headteacher ensure that a high priority is given to health and safety matters. Regular inspections and risk assessments are undertaken and commendable improvements have been made to the school environment. Staff trained in first aid deal with accidents and illness competently. The health education programme includes advice on personal hygiene, safety and healthy eating. Pupils' protection issues are dealt with in a careful and sensitive manner.
27. Pupils contribute their views about the school as part of well planned class discussion during special class times, for example about behaviour rules. Last year pupils completed a questionnaire giving their views about the school. Pupils' suggestions for improvement were carefully considered. As a result, the school introduced measures to reduce noise levels in classrooms and to improve the playtime arrangements.
28. Good arrangements are made for induction. Well-established links with pre-school groups are helpful to this process. The school is already working in close co-operation with the nearby nursery that was opened earlier this year. Parents who wish their child to join the reception class are invited to a meeting with the headteacher and reception staff. Full information is supplied, including an explanatory booklet. Children are able to visit the school in the preceding term and to meet the staff. Pupils joining during the school year are warmly welcomed and their well-being is closely monitored.

Partnership with parents, other schools and the community

Good partnership arrangements with parents make an important contribution to the work of the school. Effective links with the community and good co-operation with other schools have a strong influence on pupils' learning and development.

Main strengths and weaknesses

- Most parents are supportive and show a keen interest in the school's activities.
- Good information is provided about the school and pupils' progress.
- Links with the local community and other schools enrich the curriculum.

Commentary

29. Parents' interest in the school is reflected in the high attendance at events such as school concerts and special assemblies. Several parents provide voluntary help with educational visits. The West Green Friends' Association arranges social activities for pupils as well as undertaking a full programme of fund-raising events. Over £2,000 a year has been donated to improve facilities such as playground equipment and the garden area. Most parents provide extensive support for reading that younger pupils undertake at home. Parental support for written aspects of homework and on investigations for topic work is variable.
30. Good information about school activities and events is set out in regular newsletters, including advice about the main areas to be studied in the forthcoming term. The prospectus and the governors' annual report provide extensive details about the school and its achievements.

The consultation meetings with teachers held in the autumn and summer terms enable parents to discuss their child's progress. The annual written reports give good information about work undertaken and standards achieved, and identify areas for development.

31. Extensive efforts are made to take into account parents' views. The ready opportunity for informal discussions with the headteacher and staff at the start and end of the day is much appreciated by parents. The school issues a parental questionnaire every two years and also analyses parents' comments arising from the induction process, the annual reports and the consultation meetings about their child's progress. Parental comments are carefully considered and have contributed to the school's initiatives to encourage parental understanding and support for the school's work.
32. Good relationships have been established with the new nursery school that has recently opened on a nearby site. The school works closely with Ifield Community College and with six other primary schools that transfer pupils to the college at age eleven. Co-operative efforts by the headteachers have helped to secure additional funding for educational inclusion and learning resources. Links with the neighbouring Crawley College include effective arrangements for the joint management of premises. The school participates in teacher training programmes and provides work experience opportunities for secondary pupils. Work with the local education authority has included a successful project to improve attendance levels.
33. Pupils benefit from taking part in local activities such as the Crawley in Bloom and Crawley Festival. They also sing in local churches and for community groups. The Crawley Baptist Church uses the school premises for services, after-school clubs and to provide activities during the school holidays. The building is also used for adult and children's Kung Fu classes. Visiting speakers and groups help to provide a wide range of educational and social development opportunities. Local and other charities benefit from the school's fund-raising activities.

LEADERSHIP AND MANAGEMENT

The leadership and management of the school are good. The leadership of the headteacher and other key staff is good. The effectiveness of management is good. School governance is satisfactory.

Main strengths and weaknesses

- The headteacher has been effective in creating a successful team.
- The school is committed to inclusion and there is equality of access and opportunity for all pupils and staff.
- The headteacher and key staff provide very good role models for pupils and staff.
- The school's self evaluation and its use are very good as is its monitoring of performance data and taking the necessary action. Standards have risen as a result.
- Governance, whilst overall satisfactory, lacks a breadth and balance of experience.

Commentary

34. The headteacher was in post at the time of the last inspection. At that time the school was judged to be providing good value for money. The school has sustained this position. The headteacher has a clear vision for developing the school but is realistic in how quickly improvement initiatives can be brought about. Her sense of purpose is good and she has high expectations. She leads curricular development well, has a number of curriculum responsibilities, shares in the teaching of pupils and is visible and available to pupils, staff and parents throughout the day. She has been the driving force behind the school's evaluation of its performance and as a result has clearly ensured that standards in English and mathematics have risen consistently, particularly in the last two years.

Financial information

Financial information for the year April 2004 to March 2005

Income and expenditure (£)		Balances (£)	
Total income	382,415	Balance from previous year	30,000
Total expenditure	324,130	Balance carried forward to the next	88,285
Expenditure per pupil	3,117		

35. The headteacher has been successful in creating a staff team with experience and expertise, particularly in English and mathematics. All staff (teaching and non-teaching) work well as a team, supporting and encouraging each other, whilst sharing the vision of the headteacher and her high expectations.
36. The leadership team is small, comprising the headteacher and her deputy. They work well together and have complementary skills that are used effectively throughout the school in ensuring improvement and the raising of standards. The headteacher has ensured that curriculum responsibilities and the formulation and evaluation of successful policies and schemes of work are shared amongst the small number of staff. There is a high level of communication and consultation throughout the school. This strategy works well and has ensured that all staff are up-to-date and understand curriculum developments and school improvement initiatives. The school improvement plan is good and clearly highlights the right areas for development and how they will be supported and achieved.
37. The vision of the headteacher has been communicated well to all staff. She has high aspirations, which focus clearly on the school's aims, for example creating a calm, orderly environment where respect for the individual is paramount, and, guaranteeing equality of opportunity for all pupils. She is being successful at achieving the school's aims. Co-ordinators are in place for English, mathematics and science. They work hard and this has ensured that standards have risen and the school exceeded its targets in the 2004 and 2005 National Curriculum tests.
38. Monitoring and the evaluation of standards in classrooms are very good and ensure that co-ordinators are fully aware of the quality of standards in their subjects and how well teachers and pupils are achieving. In English and mathematics there are comprehensive class, group and individual targets, enhanced with a very good tracking system. The close collaboration between teachers means that monitoring and evaluation are a natural part of each day's professional dialogue. In subjects where there is no lead teacher, effective review, evaluation and policy decisions are made by the staff team under the direction of the headteacher and her deputy.
39. The governance of the school is satisfactory and ensures that the school meets its statutory responsibilities, and has clear aims and policies. However, their ability to be critically involved in school improvement initiatives and in strategic planning remains limited and is a weakness, as it was at the time of the last inspection. This is mostly due to the fact that the school has been unable to appoint local education authority (LEA) and local community governors despite considerable effort. All the governors except the chairman are either parent or staff governors. This has affected their strategic influence in leading the school's development. Governors work hard, and all of them are attached to curriculum areas and many are in school on a regular basis. This is an improvement since the last inspection. Under the focused leadership of the Chairman of Governors, they have become more aware of the school's strengths and weaknesses and the school's improvement initiatives. Their meetings are well organised and documented and the relationship between governors and the staff is

very good. Governors effectively review the school's performance data to monitor the school's work and their observations are taken seriously by the school and acted upon as appropriate. Governors understand their role and responsibilities well.

40. The challenges associated with the school's becoming an all-through primary have been clearly recognised by the headteacher and the governing body. Currently, the school's small budget is being stretched in an effort to plan for and meet some of these demanding needs which have already started to have an impact. The school has put by a significant carry-forward to help it meet needs as they occur. Recruitment of experienced staff for the new school year has taken place. The school continues to evaluate its current provision and ethos, and aims to ensure that the needs of older and more mature pupils are successfully met.
41. Performance management is up-to-date and induction procedures are good. The principles of best value are applied well in all areas of the school's work. Non-teaching staff are a strength of the school and their contribution to the daily life of the school enhances pupils' well-being and their achievements.
42. The provision for pupils with special educational needs (SEN) and those for whom English is an additional language (EAL) is managed very well and is a strength. Early identification of pupils with SEN is paramount within the school. Effective and successful strategies are employed to meet these pupils' needs. By the time pupils leave the school, many of them have made good progress and are therefore no longer on the school's SEN register.
43. The school does not have any significant barriers to raising achievement. However, the high pupil mobility factor means that it is frequently unable to raise the affected pupils' levels of achievement significantly enough before they leave the school. The school does ensure that these pupils make progress whilst they are present and enjoy the time they have. Aids to raising achievement are the dedication and hard work of all teaching staff and other adults in the school. Pupils like their school and their very good relationships with each other and staff ensure they are well cared for. The school's community spirit creates a family atmosphere where each individual is respected, supported and encouraged and fully included in all aspects of school life.

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

AREAS OF LEARNING IN THE FOUNDATION STAGE

The good quality of education has been maintained since the previous inspection. Children start school with below average standards and social skills are particularly poorly developed. Some children start school unable to speak English. By the end of the reception year, most children are on course to reach the expected goals in all the areas of learning where judgements could be made. This represents good achievement overall. Children start school at the beginning of the year in which they have their fifth birthday and are accommodated in one class. The Foundation Stage teacher provides good leadership and management. An off-site nursery, which was not a part of this inspection, has recently been established to improve provision for children before they start school.

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

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

Main strengths and weaknesses

- Children achieve very well because the quality of teaching is very good.
- There is very good emphasis on the development of these skills.
- Children work and play together very harmoniously.

Commentary

44. Most children are on course to reach the goals expected by the end of the reception year. They do so very well because adults take every opportunity to compensate for the poor skills shown by many on entry to school. This was also a feature in the previous inspection. Children come into school happily and answer the register politely in a range of languages. Good manners are stressed. They take turns to be 'Jobbers' for the day and willingly help the teacher to complete the weather chart and undertake other helpful tasks around the classroom. Behaviour is very good, both within the classroom and in the outdoor area.
45. Many examples were seen where the children were trusted to work with minimal supervision. The teacher and classroom assistant expect children to get on with their own activities when they are working with groups of children. Consequently, the children show sustained levels of concentration and do their best. They respond very well to the trust shown in them. For example, they were asked to read quietly while the teacher attended to a malfunction in the programmable toy they were to use next. The 'Jobbers' gave out book boxes and the children crept to their tables to choose their books until the teacher could read with them. Children take turns willingly and help each other. For example, they shared 'phonic fans' to make words, with those who speak English fluently helping those for whom English is not their first language.

COMMUNICATION, LANGUAGE AND LITERACY

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

Main strengths and weaknesses

- The quality of teaching is very good and children achieve very well.
- Very good strategies motivate the children to join in.
- Provision for children with special educational needs and for those for whom English is an additional language is very good.

Commentary

46. Very good emphasis is placed on the development of these skills and, as a result, most children are on course to reach the goals expected by the end of the reception year. Adults take care to use interesting ways to motivate the children. For example, the children were fascinated by 'Alphabetty', the glove puppet who watched to check that they knew their letter sounds. They all paid close attention as the teacher showed them cards to identify, not wanting to make a mistake. The teacher took every opportunity to develop language while reading the text 'Farmer Duck'. The children joined in, reading 'How goes the work?' with enthusiasm. The attention paid to developing vocabulary meant that a child with very little English offered the word 'grumble' to describe how the farmer looked. Much praise and clear explanation meant that he learned the word 'grumpy'. It is this close attention to language development for all children, and particularly for those with special educational needs and those who speak English as an additional language that contributes positively to the standards attained.
47. Children develop their speaking and listening skills in the 'Vet's Surgery', taking turns to be the vet, the nurse and the receptionist. They write appointments and take notes about the animals. They write simple instructions about how to plant seeds and write letters to Farmer Duck. Higher attaining children can write simple sentences with recognisable spelling, showing a developing understanding of linking sounds to make words. Children with special educational needs worked with the teacher to compose a group letter to Farmer Duck and read it to the class, showing pride in what they had written together.

MATHEMATICAL DEVELOPMENT

Provision in mathematical development is **good**.

Main strengths and weaknesses

- The emphasis on practical activities contributes positively to the children's good achievement.
- Good teaching means that the needs of all pupils are well met.
- Good quality resources interest the children.

Commentary

48. Most children are on course to meet the goals expected by the end of the reception year. They want to learn because activities are stimulating and exciting. For example, they were keen to take a turn to choose how many attractive card sheep to place on a display 'field', also finding the correct numeral. This led to the development of 'counting on' skills. Higher attaining children then made their individual number facts, using high quality small model animals and field boards. Children with special educational needs built towers with the classroom assistant, developing their counting skills.
49. Mathematical skills are developed when the teacher plays a game each morning to compile the weather chart. Children were asked to solve simple sums, such as ten take away one and learned ordinal numbers by counting the ninth card in the teacher's pack. They then sang a short song to illustrate the weather symbol shown on the card and if it was not the appropriate symbol, then another calculation was done until the right one was found. This fun way of starting the day contributes positively to the standards attained.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

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

Main strengths and weaknesses

- The quality of teaching is good and children achieve well.
- There is good emphasis on the use of information and communication technology.

Commentary

50. Most children are on course to reach the expected goals by the end of the reception year. During the inspection, children were developing their skills by using a programmable toy. They were amazed by the toy and watched carefully as the teacher showed them how to use it. They quickly learned its basic functions and the teacher noted their individual achievements to ensure that their needs could be met in the next lesson. The next day, three toys were available which meant that the children could use them in pairs. They worked very hard, showing what they had learned in the previous lesson. One child reminded the others to press the button to 'clear his mind'! By the end of the lesson, some children could estimate and program the toy to move forwards to their partner and back to them in one sequence of instructions. The computers were also used in most sessions during the inspection; for example, for counting activities.

PHYSICAL DEVELOPMENT

51. It was not possible to make an overall judgement of provision or standards in this area of learning, but children use the outdoor area very regularly to develop these skills. They pedal wheeled toys accurately, sharing and taking turns sensibly. They use the school hall for physical education lessons.

CREATIVE DEVELOPMENT

Provision in creative development is **good**.

Main strengths and weaknesses

- The quality of teaching is good and children achieve well.
- Children use a good range of interesting resources.

Commentary

52. The emphasis on good quality resources motivates the children and most are on course to reach the expected goals by the end of the reception year. During the inspection, children used colourful collage materials, including brightly coloured paper beads, to produce attractive pictures. They used glue sticks carefully and showed imagination in their choices of materials. Some children showed perseverance when making glove puppets with their teacher. They used scissors carefully to cut the felt and tried hard to keep the needle threaded when sewing their puppet. Work on display shows that children make models from construction materials, make observational drawings of teddies and paint self-portraits. Singing is a feature of many activities and children know a good range of songs and action rhymes.

SUBJECTS IN KEY STAGES 1 AND 2

ENGLISH

Provision in English is **good**.

Main strengths and weaknesses

- The subject is well managed and monitored and is a priority of the school.
- Pupils in all classes achieve well and standards are now good.
- Assessment information is well used to inform teachers' planning.
- Language skills are developed well in all areas of the curriculum.
- Spelling is consistently good throughout the school and handwriting is consistently developed.
- Pupils with special educational needs (SEN) and those for whom English is an additional language (EAL) are very well supported and therefore they achieve well.
- The time available for subject management is limited.

Commentary

53. Pupils' attainment in English is above average throughout the school and hence standards have shown a consistent upward trend in recent years. By the end of Year 2 standards reached in national tests are now above the national average in reading and writing. This represents a marked improvement in recent years and since the last inspection. The progress made by pupils with SEN and EAL is also good. The targets set are appropriate and have been exceeded.
54. Pupils' reading is good throughout the school and standards are now at least above average in all classes. Pupils in Year 2 enjoy reading immensely and do so with accuracy and fluency. Higher attaining pupils understand the main parts of the text and demonstrate stamina and perseverance in the reading activity. Pupils of average ability read texts accurately and take full account of punctuation, self-correcting when difficult words appear. Lower attaining pupils read simple texts with meaning and use picture and phonic clues effectively. In Year 4 pupils understand significant themes and seek their own information from a variety of sources. Pupils read to their colleagues with confidence and enthusiasm. In Year 3 pupils read well when carrying out research on the Second World War. They understand the differences between fact and fiction and clearly identify what is a first hand account compared to an opinion. When reading each other's work they are critical about content and can identify plagiarism.
55. In all lessons, irrespective of subject, pupils exhibit good listening skills and are enthusiastic when listening to the contributions of teachers or other pupils. When called upon to perform any spoken task the pupils do so with confidence and enthusiasm and they speak clearly. Pupils in Year 3 talk and listen with confidence in a variety of circumstances, understand the main points of a discussion and show they are listening by making appropriate responses, as in a lesson on the Second World War.
56. Recently there has been a marked improvement in the standards pupils reach in writing and it is now good throughout the school. This has been brought about by consistent use of a range of teaching strategies and the setting of clear targets for development. Pupils in Year 1 blend phonemes in spelling, while in Year 2 pupils produce lively sentences with sound punctuation using capital letters and full stops correctly. Pupils use good descriptive words when describing features and sequence sentences well. Pupils in Year 4 confidently convey a variety of information in their writing and add good detail. Spelling is mainly accurate and they use good punctuation and use speech marks effectively. Pupils' progress in writing is consistently good throughout the school.

57. The quality of teaching and learning is good and impacting upon the improving standards across the school. Teachers are reliant upon strategies recommended for all schools and implement them well. They vary the activities used in any lesson very well, which ensures that the pupils remain engaged in the lesson activities well and sustain their concentration. This factor is particularly relevant to pupils with SEN and EAL. Good teaching is characterised by thorough preparation of resources and careful planning of lessons. Questioning is generally good and time used effectively. Pupils are supported very effectively by teaching assistants and, again, pupils with SEN and EAL benefit. Learning reflects the quality of teaching enjoyed by the pupils and is good overall.
58. Subject leadership and management are good and this is having a direct impact upon the development of higher standards in the school. Phonic approaches are effectively used in all classes and good lesson planning embraces a wide range of approaches, including the occasional use of ICT, as in a Year 1 letter-writing lesson. However, the use made of ICT in English is limited. Discussion and consolidation at the end of lessons are effective and are used well to inform future planning. Pupils with SEN and EAL are very well supported by skilled teaching assistants and do well in the small classes. Their progress is very good. The subject is well resourced and the accommodation is generally good, although some library areas are quite small.

Language and literacy across the curriculum

59. Careful consideration has been given to the integration of language activities across the curriculum and this now enhances pupils' progress as they realise the full potential of their learning and their confidence grows. The significance of speaking and listening skills is well appreciated and considered by teachers, and progress is carefully assessed. Some extra-curricular activities are arranged for pupils and they add to pupil motivation, as when children are involved in school productions. The subject leader carefully analyses the information collected about pupil progress and there is regular and systematic monitoring of teaching. Careful planning by teachers ensures that all pupils develop their language skills across all areas of the curriculum. This was seen in Year 4 when they wrote their own personal prayers after a lesson relating to Jewish religious customs.

MATHEMATICS

Provision in mathematics is **very good**.

Main strengths and weaknesses

- Teaching is very good and, as a result, achievement is very good throughout the school.
- Standards are well above average in Year 2.
- The use of assessment to respond to individual needs is excellent.
- The way that performance is closely monitored is excellent.
- The co-ordinator provides very good leadership and management.
- The subject is developed well across the curriculum.

Commentary

60. Standards have risen significantly since the previous inspection. There has been very good improvement from the well below average standards identified then. There are several reasons why all pupils do so very well. Progress is monitored very closely and precise targets are set for groups of pupils. These are checked each term by the co-ordinator and regular test results are also closely analysed. Any areas of weakness are swiftly identified and new targets are set. All staff work very closely to track progress through the school. As a result, this year, standards in Year 4 are average. Standards for this year group were well below average when they were in Year 2, so these pupils are doing very well. A useful initiative is the provision of parent booklets, with activities matched to particular targets, for pupils to take

home. These booklets are not identified by year group, so activities can be closely matched to pupils' individual needs without loss of self-esteem. Pupils with special educational needs may have sheets with the same targets but different activities if they need further consolidation. Another reason is the very good quality of the teaching. The co-ordinator regularly monitors teaching to ensure consistency and she has attended training to prepare her for her role as the school becomes a full primary school.

61. In a very good lesson for pupils in Year 2, great care was taken to meet the needs of all pupils. The session began with a very brisk doubling activity, with the classroom assistant supporting pupils for whom English is an additional language by giving them helpful strategies. The very good support for these pupils, and also for those with special educational needs, means that many reach or exceed the expected level in national tests. Challenging questions posed to individuals ensured that all could take part in the lesson. Pupils were very motivated to join in, particularly when they had to listen and count the number of five pence coins dropped in a tin. Excellent use of assessment meant that the teacher then addressed some areas of difficulty that she had noticed the previous day before moving on to a shopping activity. Very good provision was made for pupils with little English as they learned to identify coins with the classroom assistant. The lesson continued with pupils solving a range of money problems before the teacher gathered some round the computer to illustrate how to use a 100 square as she had noticed some misunderstandings. It is this swift intervention to address difficulties for individuals that contributes very positively to the standards attained.

Mathematics across the curriculum

62. There are strong links with other subjects. For example, in science, pupils use their measuring skills to measure the girth of trees when conducting a survey. They time how long ice takes to melt. In design and technology, pupils use their measuring skills to make houses and vehicles. They work out the costs of materials to make bridges. In art and design, they measure strips for weaving. Although computers were seen to be used in mathematics lessons during the inspection, there is room for improvement in the way that they are used to develop the subject; for example in data handling.

SCIENCE

63. This area of the curriculum was sampled.
64. Only one science lesson was timetabled during the inspection week so it is not possible to judge provision in the subject. The range of work available from a science week and from teachers' planning, portfolios of work and discussions with teachers and pupils indicates that the subject is appropriately taught throughout the school. The un-validated end of Key Stage 1 teacher assessments for 2005 show that pupils achieve standards in line with those found nationally and frequently higher. The audit of pupils' work in Years 3 and 4 shows a similar picture, with pupils in Years 3 and 4 having maintained the sound standards achieved when Year 2. Statutory requirements are met. Throughout the school, the work available to see was well presented, showing that pupils are learning through a variety of scientific methods. These include research, carrying out fair tests, drawing and labelling diagrams in a scientific way, handling data and then producing tables and graphs and drawing sound conclusions. All areas of the science curriculum are taught. There was clear evidence of science being taught across the curriculum. For example, in linking with health and well-being in physical education and design and technology – making torches. However, there was no evidence of pupils' using information and communication technology to enhance their learning.
65. The lesson seen for pupils in Year 1 was good. The teacher explained the learning intentions well and explored the pupils' knowledge and understanding from a previous lesson on the senses. Her knowledge and understanding of the subject area were good and pace was maintained throughout the lesson, which kept the pupils on task. The use of practical investigative work was soundly developed, which had the effect of reinforcing the pupils' knowledge and understanding of the sense of touch. All pupils, including those with special

educational needs and those for whom English is an additional language made good progress and achieved standards in line with their ability and frequently higher. In addition, all pupils were encouraged to discuss with each other what they could feel in a bag and this helped develop their speaking and listening skills. Time was used appropriately towards the end of the lesson to draw it to a satisfactory conclusion and also to assess the pupils' progress and understanding. The teacher had organised the work of her teaching assistant well and this ensured that her pupils made appropriate progress and achieved the learning intention. However, the lesson planning was brief and lacked the detail necessary to indicate how the lesson would progress and how different groups of pupils would be supported and have work organised at their level.

INFORMATION AND COMMUNICATION TECHNOLOGY (ICT)

Provision in ICT is **satisfactory**.

Main strengths and weaknesses

- Pupils respond well and work enthusiastically.
- Subject co-ordination is good and is now providing effective support to teaching.
- Pupils with special educational needs and those for whom English is an additional language are well supported in their learning and use computers confidently.
- There is only a limited number of computers and other equipment available and this delays progress, particularly with cross-curricular links.

Commentary

66. The satisfactory provision for ICT enables pupils to make sound progress in Years 1 and 2 and sustain this progress in Years 3 and 4. New developments in provision have taken place with, sufficient laptops being available for the whole of one class to be engaged in any activity at any one time, sharing in pairs. The school is awaiting the introduction of its first interactive whiteboard. An interesting range of approaches is used in teaching and pupils do respond well to them.
67. Pupils develop sound competencies in all year groups. In Year 2 they re-arrange text in order to make it easier to read and present their material in a manner appropriate to poetry. In Year 4 pupils are aware that devices can be controlled by programming them, using instructions that contain mathematical data.
68. Some teachers use ICT in other areas of the curriculum. For example, Year 1 pupils compose a joint letter to a visitor who has been in their classroom overnight. On other occasions pupils' learning in mathematics is supported by the use of the computer in the process of multiplication. In Year 3 pupils use computers confidently to carry out research and produce articles based on their work on the Second World War. This is in preparation for designing a webpage.
69. The current co-ordination of ICT is good. The newly appointed co-ordinator is bringing about a series of clear improvements as part of a well-considered plan. She gives valued support to other teachers and is responsible for raising their confidence. All teaching seen was at least satisfactory and some was good. Teachers have good subject knowledge and are confident in teaching ICT. Teachers are restricted at times by the level of resources but they motivate and engage the pupils at all times and they understand what the children know and are capable of doing.
70. Pupils are well motivated by ICT activities and approach all tasks with enthusiasm. They work well and co-operatively and are eager to develop new skills. Consequently, progress has been made since the last inspection.

Information and communication technology across the curriculum

71. ICT is used well on occasions in other subject areas but this is not consistent. In many lessons the opportunity to enhance and support pupils' learning in other subjects is missed. Clear plans are in place to further develop the resources used for teaching and using ICT across the curriculum.

HUMANITIES

72. Geography and history were sampled.
73. In **geography** it was possible to talk to teachers and pupils. From the evidence available, there are indications that standards are satisfactory and achievement is at least satisfactory and sometimes good. Since the time of the last inspection, the amount of time allocated to the subject has improved and this is no longer an area for development. The weakness in the progression in planned work throughout the school has been addressed. In the lesson seen, Year 2 pupils achieved well and this reflected the good standard of teaching and learning. Pupils were using maps of Southern England and finding specific features such as major towns and places of interest. Similarities and differences between these places and their own town were well observed and all pupils had a positive attitude to the subject. All pupils, including those with special educational needs and those for whom English is an additional language, achieved well. Time was used well at the end of the lesson to assess pupils' progress and draw the lesson to a satisfactory conclusion. The good use of teaching assistants through the lesson enhanced pupils' progress and their achievements. The use of information and communication technology (ICT) in pupils' work was not evident.
74. In **history**, the weaknesses identified at the time of the last inspection have been addressed and are no longer an area for development. The history curriculum is balanced well throughout the school. All available evidence indicates that pupils make sound progress and achieve well. Displays of pupils' work show that pupils are introduced to a range of themes and topics and that these are linked well to other areas of the curriculum. However, apart from Year 3, there is limited evidence of ICT used to support pupils' learning. One good lesson was seen in Year 3. It stimulated pupils' interest in the Second World War. All pupils, irrespective of ability, were well engaged in their learning and there was an industrious 'buzz' throughout the class; aided by the effective use of music from the period. Pupils worked both independently and collaboratively well and were confident to talk about their work and what they had found out. By the end of the lesson all pupils had made progress and their achievement was good.
75. Geography and history planning is satisfactory apart from the limited inclusion of ICT. An effective curriculum map ensures that there is consistent development of both subjects throughout the school. Resources are adequate.

Religious education

Provision in religious education is **good**.

Main strengths and weaknesses

- Teaching is good and includes a variety of approaches.
- Resources are good.
- Pupils respond well to lessons and participate enthusiastically, sharing their experiences and ideas openly.
- The subject is well managed, monitored and evaluated.

Commentary

76. The quality of provision in religious education is good and based firmly upon the locally agreed syllabus. Teachers have very secure knowledge of the subject and they are very well supported by the subject co-ordinator. Monitoring is carefully planned and applied. The quality of teaching and learning is good and sometimes very good. Teachers have a good understanding of the issues and concepts involved in teaching RE and in teaching about other faiths and beliefs. Their confidence is used well to motivate and inspire the pupils. In lessons seen, the teachers' enthusiasm spreads to the pupils and they, too, become very well motivated. Teachers make very good use of well-prepared resources and they use them effectively to enhance the pupils' learning experiences and to reinforce concepts. Questioning in Year 4 is excellent and pupils respond very well to this process. Learning reflects the high quality of teaching and is good overall for all pupils irrespective of ability.
77. Throughout the school pupils achieve well. Standards at the end of Years 2 and 4 are above the expectations of the locally agreed syllabus. Pupils in Year 1 respond well during a lesson in which they study the power and beauty of the natural world. They are capable of understanding their own feelings and responses to beautiful locations in the natural world. Pupils in Year 4 respond very well to a lesson about the customs and traditions of the Jewish Religion. They understand the connections between religions and they listen and participate well in the lesson. They are confident in their spoken responses.
78. Pupils' achievement is good due to the careful planning of teaching and the good use of a variety of resources. The local syllabus ensures good coverage of a variety of religions and associated festivals. Closely-planned links exist between the work covered in lessons and assembly themes over time. Approaches to RE are very inclusive. The diverse nature of the school community enhances teaching and learning because pupils' faiths and beliefs are celebrated as a natural part of the school community. Tolerance and respect for others are a school aim that is encouraged through teaching RE.
79. The leadership and management of the subject are good and have a very positive impact upon the teaching of RE. This engenders an enthusiastic response from teachers that is subsequently transmitted to the pupils and they enjoy the subject. The co-ordinator checks planning and the implementation of all work. Improvements since the last inspection have been good and plans are already in place for the extension of the age range of pupils within the school.

CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

80. Art and design, design and technology, music and physical education were sampled.
81. Good quality work on display and in photographs in **art and design** shows that pupils develop their skills well and use a wide range of media as they move through the school. In Year 1, pupils paint portraits of each other, inspired by the work of Van Gogh. They make paper collages of good quality. They sketch their favourite toys. They use mirrors to draw self-portraits based on David Hockney's work. In Year 2, they produce attractive collages and sea colours. They make clay shells that are very close to real shells. By Year 3, they produce attractive paintings and pastels based on the work of Lowry. They make rotational prints on fabric and make clay models. In Year 4, they develop their understanding of tone and pattern.
82. In a **design and technology** lesson for pupils in Year 4, pupils planned how to make a bridge from paper, sellotape and paper clips, showing an understanding of how to join materials. They learned through experimentation that bridges need to be strong enough to support weight in the centre. Work in photographs shows that pupils in Year 1 evaluate and compare houses that they have designed. In Year 2, they make lighthouses and vehicles and in Year 3 they make and evaluate photo frames. In Year 4, they design animal money boxes and design, make and evaluate torches. All samples seen were of good quality.
83. The school has a clear policy for the teaching of **music** and a sound scheme for the supporting of teaching throughout the school. The material sets out clearly what pupils are

expected to learn and their progress is effectively monitored and assessed on a class basis. Although the subject knowledge of the teachers is limited they make considerable efforts to overcome this by supporting each other well in teaching music. The school uses a commercial scheme to support lesson activities and allows sufficient time for adequate progress to take place. Activities are supplemented by links with the local church and the provision of an after-school guitar club. In addition, members of the school community participate in very successful performances from time-to-time, particularly at Christmas.

84. In the lesson seen, there was a good standard and teachers set clear expectations to the children and the relationships in the lesson were good. The songs were carefully selected to fit with other learning for each of the classes taking part and hence the children's appreciation of music is appropriate, as is their performance of the work.
85. From all available evidence, the **physical education** curriculum is developed well throughout the school and there is a suitable range of activities for all pupils. This is enhanced after school by a well-supported football club provided by the premises officer.
86. Teachers' planning and records indicate that pupils experience the full range of the physical education curriculum and they make good progress and achieve well. Good links are made with other subjects such as science, where pupils combine gymnastics and fitness skills with work on forces and the body, healthy living and the need for exercise.
87. The lesson seen for pupils in Year 2 was satisfactory. The teacher had planned adequately for the gymnastics lesson and knew her subject well. All pupils were suitably dressed for the lesson. The lesson included an appropriate time for warming-up and for periods of questioning, explaining and reinforcing the movement and balance skills they were to use. Equipment was carried safely and sensibly by pupils. Praise and encouragement were used well and pupils carried out their sequences with care and skill. Most pupils took pride in their balance and appreciated the need to finish their sequence in a relevant way.
88. The leadership and management of physical education are satisfactory. Resources are adequate and in good condition. Pupils treat equipment with care.

PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP (PSHEC)

89. PSHEC was sampled.
90. **Personal, social and health education** receives appropriate attention through many areas of the curriculum and there are specific times on the timetable for discrete lessons. All teachers ensure that there is a close link with the pupils' personal development and the provision for spiritual, moral, social and cultural development. The subject enhances the school ethos and the high quality of care, support and guidance that is provided for all pupils.
91. All pupils are provided with effective opportunities to develop personal and social skills and understand the importance of health. This includes a relevant level of drugs education and sex education. Moral and social issues are discussed and every class has developed a suitable set of rules for living within the school community. Pupils clearly adhere to these rules, as their behaviour and attitudes in class and throughout the school are good, and their relationships with each other are very good. During the school's recent science week pupils were encouraged to lead healthy lifestyles; with a clear focus on the need for exercise and eating sensibly. Pupils visited a local fitness club and also learnt about the advantages and disadvantages of organically grown food by visiting a local allotment.

92. The school's programme for **citizenship** is in the early stages of development. Pupils are provided with opportunities for learning citizenship through helping each other during lessons, helping staff by carrying out chores around the classroom and school and in the very good way pupils of all ages mix together in the playground and at other times. An example of this is the way pupils work together during special weeks such as science week. In the playground, older pupils help younger pupils and actively encourage them to join in with their games. Throughout the school there is a warm, friendly community spirit and a sense of belonging. This is extended into the community when, for example, pupils visit the elderly and also invite members of the community to school at times such as Christmas.
93. The lesson seen for pupils in Year 4 was satisfactory. The teacher asked pupils specific and appropriate questions about who represents their local community and how they are chosen. Pupils found it difficult to respond as they did not have the necessary depth of knowledge. However, when they read about the different jobs that community figures carry out it led to interesting and lively discussions about representation, councillors and members of parliament. This in turn led to further development of the pupils' understanding of the issues associated with being important members of the community. By the end of the lesson the learning intention had been achieved by most pupils.
94. The leadership and management of PSHEC are sound. The school is currently reviewing the provision to ensure that it will meet the needs of older junior pupils when the school extends to Years 5 and 6. The PSHEC curriculum is currently geared to the needs of pupils in Key Stage 1 and Years 3 and 4 and ensures that pupils are aware of their responsibilities of living in a multi-cultural society.

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	2
How the school's effectiveness has changed since its last inspection	3
Value for money provided by the school	3
Overall standards achieved	3
Pupils' achievement	3
Pupils' attitudes, values and other personal qualities	3
Attendance	4
Attitudes	3
Behaviour, including the extent of exclusions	3
Pupils' spiritual, moral, social and cultural development	3
The quality of education provided by the school	3
The quality of teaching	3
How well pupils learn	3
The quality of assessment	3
How well the curriculum meets pupils needs	3
Enrichment of the curriculum, including out-of-school activities	4
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	4
The leadership of the headteacher	3
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).