



Twineham CofE Primary School

Inspection Report

Unique Reference Number 126011
LEA West Sussex
Inspection number 282041
Inspection dates 2 May 2006 to 2 May 2006
Reporting inspector Sheila Browning AI

This inspection was carried out under section 5 of the Education Act 2005.

Type of school	Primary	School address	Church Lane
School category	Voluntary controlled		Twineham
Age range of pupils	4 to 11		Haywards Heath, West Sussex RH17 5NR
Gender of pupils	Mixed	Telephone number	01444 881207
Number on roll	73	Fax number	01444 881048
Appropriate authority	The governing body	Chair of governors	Mrs Annie Hurst
Date of previous inspection	15 January 2001	Headteacher	Miss Vanessa Baber

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Introduction

The inspection was carried out by two Additional Inspectors.

Description of the school

Twineham School is smaller than most other primary schools nationally. Most pupils are from White British families and a few are from White European families. Pupils come from the village of Twineham itself and from the surrounding area. The school has a higher than average proportion of pupils with learning difficulties or disabilities. When they enter the school, the attainment of most children is broadly at the level expected for their age.

Key for inspection grades

Grade 1	Outstanding
Grade 2	Good
Grade 3	Satisfactory
Grade 4	Inadequate

Overall effectiveness of the school

Grade: 2

Twineham provides a good education for its pupils. The quality of care and support is outstanding. The school underestimates its effectiveness in judging itself as satisfactory. Attendance is above average and pupils' behaviour is exemplary. Pupils really enjoy school and contribute well to developments in the school and in the wider community. Many creative and interesting programmes enrich the curriculum, which is good. Educational visits and extra-curricular activities are very popular and promote healthy lifestyles. Parents express much confidence in the school.

Children enter the school with average skills and experiences overall and make good progress throughout the school. In Reception, children get off to a good start. Standards at the end of Year 6 are above average in mathematics and science, and are broadly average in English. Pupils' reading skills are well developed, whereas pupils' writing skills are not as well developed. The school is tackling this relative weakness successfully and has accurate data to show an improving picture. Teaching is good. Teachers know the children well and quickly identify their learning needs. Standards are rising in response to better targeting of pupils and more focused teaching. The more capable pupils are now reaching their full potential, which is an improvement on the test results in 2005.

The headteacher provides good leadership and works closely with the staff, pupils, parents and governors to raise standards. The issues raised in the last inspection report have been tackled successfully. The school's understanding of its strengths and what it needs to do to improve further are secure. The school shows good capacity to make further improvement and provides good value for money.

What the school should do to improve further

- Continue to raise standards in writing by providing more opportunities in lessons for pupils to use correct and precise language when formally recording their work.

Achievement and standards

Grade: 2

Standards are mostly above average and pupils' achievement is good. Children join the Reception Year with skills broadly at the level expected for their age. By the end of the Reception Year, almost all are on course to meet the expected goals for learning, and a good proportion exceed them. In the Year 2 tests in 2005, standards were slightly above the national average in reading and mathematics and were close to the national average in writing. The tracking of pupils' progress provides secure evidence that individual pupils have made good progress from where they started in Year 1 and in Year 3.

Standards now are higher in the present Year 6 than seen in the test results in recent years and are above average. The school is rigorously tackling the relatively lower standards in writing and improvement is evident this school year. The school sets

challenging targets for pupils' performance in national tests at the end of Year 6. The more capable pupils are more suitably challenged now than they were in the past and the school has rightly identified this as a priority. Pupils with learning difficulties or disabilities achieve well because they receive good support. Since the last inspection, standards have generally risen throughout the school. Pupils achieve well in art and music.

Personal development and well-being

Grade: 2

Pupils' personal development and well-being are good. Pupils thoroughly enjoy school and have good attitudes to learning. This is reflected in their good attendance. Behaviour is exemplary and pupils know exactly what is expected of them. Their spiritual, moral, social and cultural development is good, which enables them to develop a sensitive approach to life and relationships and to appreciate the achievement of others. Pupils are proud of their school. They consider it a good school where they are free from bullying and where there is always a 'listening ear' to allow them to share any concerns.

Pupils contribute well to the school and local community. They show initiative and enjoy taking responsibility, for example, in their participation in 'the eco school initiative'. The school council is effective in contributing to the day-to-day life of the school. Through fundraising for charities, pupils gain a good understanding of wider social and economic issues, together with an appreciation of the needs of those less fortunate than themselves. Pupils adopt healthy lifestyles. They have a clear understanding of the need for safety, regular exercise and healthy eating. Pupils enjoy the 'fresh fruit scheme', and the take-up of sporting activities beyond the school day is good. The school is working towards Healthy Schools status and the Green Flag Eco schools award to improve further the opportunities for pupils' personal development.

Quality of provision

Teaching and learning

Grade: 2

Teaching is effective because teachers know pupils well and have suitably high expectations of them. They provide work that is well matched to the diverse needs and ages within each class. Lesson plans are detailed and underpinned by teachers' good command of subjects. At the start of lessons, teachers explain clearly what pupils are going to learn and most lessons proceed at a lively pace. The teaching and support of pupils with learning difficulties and for more capable pupils is good. For Reception children, much learning is gained through well-structured play. Good teaching ensures they learn well through a range of practical activities and investigations. As a result, children make good gains in all areas of learning.

In all classes, teachers make learning interesting and make effective use of interactive whiteboards to enliven lessons. Teaching assistants work in close co-operation with teachers and make a significant contribution to pupils' learning.

The school makes effective use of a good range of assessment information. Teachers systematically track how well pupils are doing and use this information carefully to plan what is to be taught next and to set new targets for learning. All pupils know their own targets. This motivates and encourages them to succeed, and results in them becoming enthusiastic learners. As one pupil commented, 'Teachers here make it fun to learn'. To improve progress, the school recognises the need for pupils to use correct and precise language in lessons and to provide them with further opportunities to develop their writing skills across a range of subjects.

Curriculum and other activities

Grade: 2

The curriculum is good. Children in the Reception Year enjoy a well-planned range of activities that focuses on their individual needs well. In Years 1 to 6, pupils in the mixed age classes receive a relevant curriculum matched to their needs. The curriculum focuses well on the development of basic skills in English, mathematics and information and communication technology whilst also being challenging, interesting and creative. Good links exist between subjects. The school is planning the introduction of French across the school to further broaden the curriculum. Creative links, through activities such as an eco artist sculpture project, work with a poet, music, themed days, drama, French and links with the Church and local farm, are strong.

A good range of out-of-class activities, together with visits and visitors, significantly enrich pupils' learning. Enrichment courses provide good opportunities for gifted and talented pupils. Pupils with learning difficulties or disabilities are given an appropriate curriculum. The personal, health, social and citizenship education programme is carefully devised to support pupils' personal development and how to stay safe and keep healthy. Pupils regularly take part in local sporting tournaments and develop team spirit and teamwork. They are aware of how to lead healthy lifestyles and take part in road, cycling proficiency and fire safety programmes.

Care, guidance and support

Grade: 1

Pupils receive outstanding care, guidance and support. At every level, there is very high regard for the needs of individuals. The smallness of the school means that adults know the children really well. Communications with parents are good and add to the quality of care provided for pupils.

Health, safety and child protection arrangements are robust. Teamwork, nurturing and including all pupils fully are central features of the school's approach. Links with outside agencies and partnerships across the community are strong. Pupils' views are regularly sought through 'circle time', when they sit together to discuss matters of importance to them, and also through the school council. The school council has

devised a 'trim trail' and funded the purchase of benches through organising their own fundraising events. It has also devised a behaviour code and anti-bullying statement. The arrangements to help children settle into Reception and to transfer to secondary education are smooth and ensure that pupils are confident in coping with new situations. Pupils feel valued and listened to and know that help is available if needed. Their progress is assessed regularly and thoroughly. All have challenging targets and they are involved in assessing their own progress. Very thorough marking helps pupils understand how to improve.

Leadership and management

Grade: 2

Effective leadership and management ensure an equal focus on pupils' personal development and academic achievement. The headteacher knows the school and the pupils very well, and has a clear understanding about what needs to be improved in order to raise standards. She recognises the need to consolidate improvement in the standard of writing throughout the school. She provides good leadership and is well supported by all staff and governors in the day-to-day management of the school. As a result, standards have risen recently and resources have improved considerably.

The school improvement plan reflects the views of all those involved with the school and is a useful tool to move the school forward. Its priorities are clear. Teaching and learning are monitored effectively, and the rigorous assessment of pupils' progress allows the school to set challenging targets for improvement. The provision for pupils with learning difficulties or disabilities is managed effectively and results in their good achievement. Provision for Reception children is managed well, giving children a good start to their school life. The role of subject co-ordinators has developed since the last inspection. They play a more decisive role in monitoring the quality of the work in the subjects for which they are responsible. The governing body is knowledgeable and supportive and manages the school's finances well. Governors have improved their role in evaluating the school's effectiveness since the last inspection and play a full part in strategic planning.

The school's self-evaluation accurately describes its current position. Because of effective leadership and the commitment of staff, the school is well placed to continue to improve.

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Inspection judgements

<i>Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate</i>	School Overall	16-19
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Overall effectiveness

How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?	2	NA
How well does the school work in partnership with others to promote learners' well-being?	2	NA
The quality and standards in foundation stage	2	NA
The effectiveness of the school's self-evaluation	2	NA
The capacity to make any necessary improvements	Yes	NA
Effective steps have been taken to promote improvement since the last inspection	Yes	NA

Achievement and standards

How well do learners achieve?	2	NA
The standards ¹ reached by learners	2	NA
How well learners make progress, taking account of any significant variations between groups of learners	2	NA
How well learners with learning difficulties and disabilities make progress	2	NA

Personal development and well-being

How good is the overall personal development and well-being of the learners?	2	NA
The extent of learners' spiritual, moral, social and cultural development	2	NA
The behaviour of learners	1	NA
The attendance of learners	2	NA
How well learners enjoy their education	1	NA
The extent to which learners adopt safe practices	2	NA
The extent to which learners adopt healthy lifestyles	2	NA
The extent to which learners make a positive contribution to the community	2	NA
How well learners develop workplace and other skills that will contribute to their future economic well-being	2	NA

The quality of provision

How effective are teaching and learning in meeting the full range of the learners' needs?	2	NA
How well do the curriculum and other activities meet the range of needs and interests of learners?	2	NA
How well are learners cared for, guided and supported?	1	NA

¹ Grade 1 - Exceptionally and consistently high; Grade 2 - Generally above average with none significantly below average; Grade 3 - Broadly average; Grade 4 - Exceptionally low.

Leadership and management

How effective are leadership and management in raising achievement and supporting all learners?	2	NA
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	2	NA
How effectively performance is monitored, evaluated and improved to meet challenging targets, through quality assurance and self-review	2	NA
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	2	NA
How effectively and efficiently resources are deployed to achieve value for money	2	NA
The extent to which governors and other supervisory boards discharge their responsibilities	2	NA
The adequacy and suitability of staff to ensure that learners are protected	Yes	NA

The extent to which schools enable learners to be healthy	
Learners are encouraged and enabled to eat and drink healthily	Yes
Learners are encouraged and enabled to take regular exercise	Yes
Learners are discouraged from smoking and substance abuse	Yes
Learners are educated about sexual health	Yes
The extent to which providers ensure that learners stay safe	
Procedures for safeguarding learners meet current government requirements	Yes
Risk assessment procedures and related staff training are in place	Yes
Action is taken to reduce anti-social behaviour, such as bullying and racism	Yes
Learners are taught about key risks and how to deal with them	Yes
The extent to which learners make a positive contribution	
Learners are helped to develop stable, positive relationships	Yes
Learners, individually and collectively, participate in making decisions that affect them	Yes
Learners are encouraged to initiate, participate in and manage activities in school and the wider community	Yes
The extent to which schools enable learners to achieve economic well-being	
There is provision to promote learners' basic skills	Yes
Learners have opportunities to develop enterprise skills and work in teams	Yes
Careers education and guidance is provided to all learners in key stage 3 and 4 and the sixth form	NA
Education for all learners aged 14–19 provides an understanding of employment and the economy	NA

Text from letter to pupils explaining the findings of the inspection

Thank you for helping us when we visited your school. We very much enjoyed talking to you, looking at your work and seeing your lessons.

These are the things we found that Twineham School does especially well:

Your headteacher and all of the adults in the school provide outstanding care and support to help you learn well and make good progress.

There are lots of exciting clubs and extra activities, which you really enjoy.

We were very impressed with your behaviour and how hard you work.

Your teachers are trying hard to make sure that your lessons are interesting and fun.

You contribute well to school life and to the community.

We know everyone wants to do better and we have suggested some things to help:

Help you to build on the good progress you are making in writing.