

INSPECTION REPORT

ARUNSIDE PRIMARY SCHOOL

Horsham

LEA area: West Sussex

Unique reference number: 125883

Headteacher: Mrs Y Royle

Lead inspector: Paul Sadler

Dates of inspection: 6 - 8 June 2005

Inspection number: 270965

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:	4-11
Gender of pupils:	Mixed
Number on roll:	170
School address:	Blackbridge Lane Horsham West Sussex
Postcode:	RH12 1RR
Telephone number:	01403 263919
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Appropriate authority:	The Governing Body
Name of chair of governors:	Mr Andrew Oxenham
Date of previous inspection:	10-13 May 1999

CHARACTERISTICS OF THE SCHOOL

Arunside Primary School is situated on the outskirts of Horsham. It is smaller than average, having 170 pupils aged 4-11. There are equal numbers of boys and girls. Thirty percent of pupils have special educational needs (SEN), about the average proportion; 1.1 per cent have a statement of SEN, which is below average. The number of pupils of black and minority ethnic heritage, at 2.9 percent, is low, as is the proportion learning English as an additional language, at 1.8 per cent. The school is significantly smaller than at the time of the last inspection following a reduction in the number of children in the area it serves. The proportion starting or leaving the school other than at the usual time is a little above the average. This is an area of mainly social housing which is somewhat deprived in comparison to most of Horsham, although it is average nationally. The proportion of pupils receiving free school meals, 16 per cent, is close to the national average. Pupils' skills, knowledge and understanding are broadly average on starting school although a significant proportion need a great deal of help to enable them to learn.

INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
1611	Paul Sadler	Lead inspector	Science, personal, social and health education and citizenship, religious education, English as an additional language
9770	John Baker	Lay inspector	
28014	Peter Buckley	Team inspector	Mathematics, information and communication technology, art & design, design & technology, music, special educational needs
33988	Katherine Dethridge	Team inspector	Foundation stage, English, geography, history, physical education

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PART A: SUMMARY OF THE REPORT

OVERALL EVALUATION

The effectiveness and value for money of Arunside Primary School are good. Pupils achieve well above average standards by the end of Year 6 and those from all backgrounds achieve equally well.

The school's main strengths and weaknesses are:

- Pupils' overall achievement is good, and very good for pupils in Years 3 to 6.
- There is an inclusive ethos that values all pupils equally.
- Teaching is very good for pupils in Years 3 to 6.
- The school gives its pupils a wide range of very good learning experiences.
- The behaviour and attitudes of pupils are very good.
- There is a very good partnership with parents and the local community.
- The writing skills of younger pupils are not sufficiently well developed.
- The school's analysis of its own performance is wide ranging but has not been fully accurate with regard to standards and teaching of younger pupils.

Improvement since the last inspection of the school has been good. Standards achieved by pupils have risen, the breadth of the curriculum has improved and very good improvements have been made to the school buildings and resources for information and communication technology (ICT). All significant matters raised in the last inspection have been dealt with.

STANDARDS ACHIEVED

Results in National Curriculum tests at the end of Year 6, compared with:	all schools			similar schools
	2002	2003	2004	2004
English	A	A	C	B
mathematics	A	B	A	A
science	A*	A	A	A

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

The achievement of pupils is good overall. In the Reception year (Year R) pupils reach average standards in relation to the intended goals in all aspects of the curriculum, although only in their knowledge and understanding of the world do they exceed this level. This is satisfactory achievement given their broadly average standards when they started school. By Year 2 pupils' achievement is also satisfactory although the standards they achieve are below average, especially in writing. This is because, for this group of pupils, standards on entry were below average. By Year 6, pupils' standards in mathematics and science are well above average, and in English they are above average. This represents very good achievement in Years 3 to 6. Groups of pupils, such as boys and girls and those with special educational needs (SEN), achieve equally well.

Pupils' personal development, including their spiritual, moral, social and cultural development, is very good. The attitudes and behaviour of pupils in lessons and around the school are very good. Attendance is good, having recently improved significantly. Pupils arrive at school and at lessons punctually. Pupils are very well supported by all staff to achieve these very good outcomes. The school has a very positive ethos.

QUALITY OF EDUCATION

The quality of education the school provides is good. Teaching is good overall; it is satisfactory for pupils in Years R, 1 and 2 and very good for pupils in Years 3 to 6. This is reflected in pupils' learning. Younger pupils develop good skills of speaking, listening, reading and cooperation but their skills of recording and writing develop more slowly. Older pupils have very good learning skills. They listen carefully, collaborate well and can learn independently, for instance using books or the Internet. Teachers are very well supported by teaching assistants and other support staff.

These successes are achieved because the school offers a very good, wide curriculum with excellent enrichment opportunities such as exciting school journeys and access to sport, music, the arts and modern foreign languages. Very good provision is made to meet the needs of pupils of all ages, including those with special needs and gifts or talents. The school has very good links with parents and members of the local community, whose skills are used to enrich the curriculum. Pupils receive very good care, guidance and support, and assessment is used very well to identify and meet the needs of individuals.

LEADERSHIP AND MANAGEMENT

Leadership and management are good. The headteacher leads a vibrant, enthusiastic staff team committed to meeting the pupils' needs. There is a clear purpose and direction to their work, and its impact is evident in the success of the curriculum innovations and the high standards in Years 3 to 6. Management is good overall. The support and training of teachers and support staff are very good, as is financial management. Policies and procedures are clear and the school runs efficiently. However, conflicting information has meant that some judgements made in the school's self evaluation have not been accurate enough. Governance is satisfactory. Governors are committed to the school and support it very well but in some areas do not challenge the staff sufficiently. All legal requirements are met, apart from the inclusion of certain details in the governors' annual report to parents.

PARENTS' AND PUPILS' VIEWS OF THE SCHOOL

Parents think highly of the school and in particular value the knowledge of all staff, including the headteacher, of each child as an individual. They correctly believe that important areas such as the attitudes and behaviour developed in the pupils are good. Some parents believe that communication between the school and parents could be improved but inspectors found little evidence to support this view.

Pupils are also very satisfied with the school, they believe that matters such as bullying are taken seriously and are usually dealt with effectively. They feel valued by recent improvements to the buildings and ICT resources.

IMPROVEMENTS NEEDED

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

- Improve standards of writing for pupils in Years 1 and 2.
- Further improve the school's own analysis of its strengths and weaknesses in order to improve the provision for the younger pupils.

And, to meet statutory requirements:

- Ensure that the annual report to parents contains all the required information.

PART B: COMMENTARY ON THE INSPECTION FINDINGS

STANDARDS ACHIEVED BY PUPILS

Standards achieved in areas of learning and subjects

Achievement is sound for pupils up to Year 2 and very good for pupils in Years 3 to 6. In Year 2 standards, especially of writing, are below average but by Year 6 standards are well above average in science, and are above average in mathematics and English.

Main strengths and weaknesses

- Pupils in Years 3 to 6 achieve very well in the core subjects of English, mathematics and science.
- All pupils, including those with SEN, achieve equally well.
- Standards attained in national tests in Year 6 are well above average, showing very good achievement.
- Standards attained by pupils in Year 2 are below average and demonstrate slower progress, especially in writing.

Commentary

1. On starting school most pupils have the skills expected of children of that age, and some exceed them, although a significant proportion are below this level. In their first year in school, the development of their skills is satisfactory and by the end of Year R the majority have achieved what is expected although few exceed this. Most can count to 20, ask and answer appropriate questions and are developing the early skills of reading. Children have above average knowledge and understanding of the world and show average standards in all other areas of the curriculum for this age.
2. Assessment results for Year 2 pupils in 2004 were lower than those usually achieved as a higher than usual proportion of pupils had SEN.

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

Standards in:	School results	National results
reading	13.2 (13.7)	15.8 (15.7)
writing	11.5 (12.9)	14.6 (14.6)
mathematics	14.5 (17.1)	16.2 (16.3)

There were 12 pupils in the year group. Figures in brackets are for the previous year

3. The achievement of pupils in Years 1 and 2 is sound. By Year 2, most can read with fluency and can add and subtract with confidence. They can group living things on the basis, for instance, of the number of legs or wings and recognise that these are linked to other features such as size. Their writing and recording skills are less well developed; few can join their letters or write more than the simplest of sentences. Because of this, standards are below average although some work seen during the inspection was of a higher standard, for instance when pupils in Year 1 discussed the properties of materials using terms such as 'opaque' and 'transparent'. Their ability to use computers and other forms of ICT is developing well.

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

Standards in:	School results	National results
English	27.6 (28.4)	26.9 (26.8)
mathematics	26.7 (28.2)	27.0 (26.8)
science	30.7 (31.0)	28.6 (28.6)

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

4. In 2004, standards achieved in Year 6 national tests were well above average in mathematics and science, and were above average in English. This represents very good achievement from Year 3. Standards in the current Year 6 are above average. Pupils can read and write for a variety of purposes with fluency and understanding. In mathematics, pupils show a good understanding of angles, measuring and estimating with accuracy and understanding the relationship between them. They can design a fair test to investigate the effect of changing temperature on the fizziness of a soft drink. Standards in ICT at this age are average, although the recent redevelopment of resources is already having a positive impact in this area.
5. Very good teaching leads to very good achievement in Years 3 to 6. In Years R to 2 achievement is satisfactory, as is teaching. In these years expectations of what children can achieve, especially in their writing, need to be raised.
6. Throughout the school, different groups of pupils achieve at a similar pace to others in the class. These groups include boys and girls, those with SEN and the few pupils with English as an additional language. This is because of the inclusive culture of the school, which values and supports all pupils, whatever their needs, and of the high quality of the work of teaching assistants and other support staff.

Pupils' attitudes, values and other personal qualities

Pupils' attitudes, values and other personal qualities are very effectively developed and are a strength of the school. Attendance is good and punctuality very good. Pupils' spiritual, moral, social and cultural development is very good.

Main strengths and weaknesses

- Pupils enjoy coming to school and their attitudes to learning are very good, which helps them to achieve well.
- Pupils behave very well in the classroom and around the school.
- Personal relationships are very good and are a result of the school's ethos of caring for others.
- Pupils are confident and very keen to take responsibility. This is the result of their being given many opportunities to mature and become independent.
- Attendance is very well promoted, which has resulted in an improvement in this area.

Commentary

7. Pupils show very good attitudes to learning in most lessons. Nearly all listen attentively, are keen to answer questions and undertake tasks enthusiastically. This is the result of good teaching where teachers maintain a high level of interest and set appropriately challenging tasks which ensure that all abilities have an opportunity to achieve. These strengths play a significant part in enabling the pupils to achieve well and to reach high standards by the end of Year 6.
8. Standards of behaviour are very good in the classroom and around the school, including the playground, where all pupils play harmoniously together. All pupils discuss the school rules, which are aptly presented as “The 6 Bees” for younger pupils and as “School Values” for older ones. All pupils are fully aware of the high standards expected and insisted upon by all staff, some of whom use their own strategies for behaviour management within the classroom, including discussing and agreeing class rules. The very caring ethos of the school results in pupils knowing right from wrong and showing consideration for others. For example, holding doors open for others was a courtesy exhibited by both pupils and staff. No signs of aggressive behaviour were seen and there have been no recorded instances of bullying in the last year. However, there has been one temporary exclusion in the last year. It was appropriate and correct procedures were followed.
9. From the day they start school pupils are encouraged to become independent and they willingly take on a very wide range of responsibilities appropriate to their age. In the Reception class the two most computer literate pupils help others when asked and in Year 1 the most popular job is looking after the guinea pigs. The majority of pupils in the Reception class reach their goals in personal, social and emotional development by the end of that year. They have growing independence and their attitudes to school are improving rapidly. Year 6 duties are very wide ranging and make a very significant contribution to pupils’ personal development and maturity. For example, the two guardians show visitors around the school and pupils act as class monitors in assembly if a teacher is absent. In addition, all classes have representatives on the school council and provide playground buddies.
10. Relationships between pupils are very good. They play harmoniously together and work very well together in groups. Relationships between pupils and staff are also very good and are the result of staff giving a very positive lead in engendering good relationships, for example, by giving praise and encouragement at every opportunity as well as acting as good role models.
11. Spiritual development is promoted very well through assemblies, religious education and other lessons and by providing opportunities for spiritual awareness. For example, the creation of the allotment area from a grassed patch within a week created great excitement. Moral and social development is embedded in the ethos of the school and is delivered informally through daily contact with staff as well as through assemblies and personal, social and health education lessons. The Emotional Literacy Project helps to enhance this provision.
12. Cultural development is promoted through most areas of the curriculum and enhanced by visits to local museums and places of interest. The cultures of other countries are promoted very strongly during Multi-cultural Week and “Food around the World” week. In addition the teaching of French and visiting France increase awareness of the culture of that country.

13. Attendance and punctuality are very well promoted by the school and the Education Welfare Officer, who quickly follows up unexplained absence by contacting parents, including thorough visits to the home. The school constantly reinforces the importance of good attendance and punctuality through newsletters and other information. Attendance has improved consistently since the last inspection and the most recent figures suggest it is now better than the national average.

Attendance in the latest complete reporting year (%)

Authorised absence	
School data	5.0
National data	5.1

Unauthorised absence	
School data	0.1
National data	0.4

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

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	135	1	0
White – any other White background	4	0	0
Mixed – White and Asian	5	0	0
Mixed – any other mixed background	1	0	0
Chinese	1	0	0
Any other ethnic group	1	0	0
No ethnic group recorded	23	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 the school provides is good. Teaching is good, though not consistent enough through the school. However, its impact is enhanced by the high quality curriculum and excellent enrichment opportunities for pupils. Pupils are very well cared for and supported and links with parents and the community support their learning very well.

Teaching and learning

Teaching is good. It is satisfactory for younger pupils and very good for older pupils. Pupils' learning skills develop in a similar way. Skills of cooperation, discussion and independent learning develop very well; younger pupils' writing and recording skills are less well developed. Assessment is used very well to inform the teaching.

Main strengths and weaknesses

- Teachers plan meticulously. These plans are designed to meet the needs of individual pupils.
- Teachers, especially of older pupils, have good subject knowledge and high expectations of pupils.
- In a few areas, such as what younger pupils can achieve in writing, expectations are too low.
- Teachers use resources well, including the support of teaching assistants, to extend pupils' learning.
- Pupils' learning skills are very well developed by Year 6.

Commentary

14. Teaching of the youngest pupils is sound. Lessons are planned well to meet each pupil's needs, and activities interest and stimulate them so that their learning skills develop appropriately. Skills of observation and discussion are especially well developed, for instance through discussion of what might happen if cut flowers were placed in water containing food dye, and in subsequent observation of the results. A range of activities develops skills of cooperation and independent learning but in some

cases these activities are too diverse for the teacher to easily monitor that all the children experience the full range of activities. Expectations are not always high enough. As a result the pupils make steady progress but are not challenged to do better than this.

15. Similar features are seen in the teaching of pupils in Years 1 and 2, which is also sound. Teachers have high expectations of pupils' abilities to discuss, describe and generate ideas using sophisticated language and they respond appropriately. Games and other resources are carefully and appropriately chosen and links are made to develop a range of skills, knowledge and understanding. For example, use of the term 'pyramid' encouraged less able Year 2 pupils to find Egypt in an atlas, which they were able to do independently. The weakness in the teaching of pupils of this age is that insufficient emphasis is placed on developing their writing and recording skills. Expectations of what pupils can achieve in this area are not high enough. There are insufficient opportunities to practise handwriting and to use other means of recording such as simple tables or computers. In this area, teachers do not make sufficient use of their own or other pupils' work to show what can be achieved.
16. Teaching of pupils in Years 3 to 6 is very good. Teachers have high expectations of pupils and their skills, knowledge and understanding develop rapidly, showing very good learning. In one Year 3 lesson, for example, pupils were encouraged to use a wide range of knowledge to design a quiz game. As a high proportion had learning difficulties, this was very skilful teaching. In another lesson, pupils in Year 6 were given demanding tasks in comparing writing by a range of authors. Very good support by teaching assistants, a feature of teaching throughout the school, enabled all pupils to learn a great deal from the activities. New ICT facilities provide excitement in learning new skills, for instance in sending and receiving emails and in the use of the internet.

Summary of teaching observed during the inspection in 34 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
1 (3%)	10 (29%)	14 (41%)	8 (24%)	1 (3%)	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.

17. Teachers have very good knowledge of each child as an individual; this is recognized by parents as a strength of the school. Assessment of pupils' work, and the use made of it by teachers to set targets for pupils, is very good. Pupils have individual targets that are specific and measurable, for instance in Year 1 to know all pairs of numbers that add up to 20. Assessment is good for younger pupils and very good for older pupils. It enables teachers to identify gaps in individual pupils' knowledge and understanding so that they can plan activities to remedy these, but is less well used to establish which younger pupils are capable of higher standards, especially in writing. The school has a very good range of basic assessment procedures and additional materials to support assessment of pupils' special needs. Outside agencies are used very effectively for additional assessments. The challenge for the school now is to ensure that the detailed assessment information impacts better on teachers' expectations of younger pupils.
18. The school has worked hard to improve the teaching of writing skills in Years 1 and 2 and these efforts need to continue.

The curriculum

The school offers a very good range of curriculum opportunities. These are good for younger pupils and very good for older pupils. Opportunities for enrichment are excellent; the accommodation and resources of the school are good.

Main strengths and weaknesses

- An excellent range of enrichment opportunities is offered.
- There is a very wide range of learning opportunities offered, for instance through modern foreign languages for older pupils.
- The school prepares pupils well for secondary education.
- The recent investment in the accommodation and resources, for instance for ICT, has led to very good improvements.

Commentary

19. The school offers the full range of curriculum opportunities required by the National Curriculum and by the foundation stage curriculum for the youngest pupils. Religious education is well planned, as are opportunities for personal, social and health education and preparation for citizenship. There is a clear sex education policy about which parents are both informed and consulted. This is being further developed to deal with substance misuse. The curriculum is carefully planned to include all groups of pupils and their interests, so that those with different needs and backgrounds are fully included. Pupils are very well prepared for secondary education through links with secondary schools, including tangible features such as a science project which is started towards the end of Year 6 and completed at secondary school. Opportunities for innovation are taken, for instance pupils in Years 3 to 6 are introduced to French and, in Year 6, to German.
20. An outstanding feature of the curriculum is the excellent range of opportunities for enrichment. These include opportunities to participate in a range of competitive sports and in activities concerned with music and the arts. There are many school journeys and other off-site activities. These include a week's residential visit to France for pupils in Years 5 and 6, which is subsequently used as a teaching resource in many areas of the curriculum including English, design and technology and personal and social education. Enrichment opportunities are arranged for gifted and talented pupils. These improve their skills and confidence, for instance by presenting their work to adults and other pupils.
21. The well-qualified and experienced teaching staff are able to meet the needs of all pupils well. They receive very good support from teaching assistants, some of whom are also well qualified, and from other support staff including the premises officer. Some very good improvements have been made to the accommodation and resources of the school. New windows and external decoration have added considerably to pupils' pride in the school and their sense of worth. The ICT suite has been redeveloped with new equipment and an improved ambience. The outdoor play area for the youngest children, which was unsatisfactory at the last inspection, is now much improved with appropriate equipment. The extensive grounds and the school buildings are well maintained and are free of litter or graffiti.

Care, guidance and support

The school makes very good provision for ensuring pupils' care, welfare, health and safety and provides pupils with very good support and guidance. The involvement of pupils in the work of the school and its development is good.

Main strengths and weaknesses

- The very good care given to pupils ensures that they feel secure and work in a healthy and safe environment.
- The very good support, advice and guidance given to pupils help them to achieve very well.
- Pupils are involved well in the work of the school and its development through the school council and other avenues.

Commentary

22. Health and safety procedures are very good and all routine testing is up-to-date. The whole premises are checked by the governors' premises committee in the autumn term and outcomes are carefully recorded. Progress of remedial action is monitored by half-termly inspections which also identify any further issues. The premises manager is very diligent in carrying out his duties and inspects the premises daily before the start of the school day. Any defects encountered by staff are recorded in a defects book for appropriate action by the premises manager. Risk assessments have been carried out in a wide range of activities, first aid provision is good and all accidents are recorded in the accident book.
23. Pupils' healthy and safe living is very well promoted through the personal, social and health education programme, which is delivered through the dedicated lessons and other areas of the curriculum such as science and physical education lessons. The programme is also enhanced by talks by the police, the school nurse and other outside organisations. Year 6 undergo cycling proficiency training and attend Junior Citizen events including staying safe and healthy in the community. The school recently received the Healthy Schools award and is participating in a healthy eating project organised by the Horsham District Council.
24. Child protection procedures are very good and all staff, including teaching assistants, are fully aware of them and their importance. Liaison with outside agencies is very good and the responsible member of staff has received training which is fully up-to-date.
25. Teachers and support staff know the pupils and their families very well, are sensitive to their needs and are thus able to provide good support and guidance. Pupils with SEN are very well known to staff, are closely monitored and they too receive very good support and guidance. The very good relationships between pupils and staff encourage pupils to raise any concerns they may have, knowing that they will be dealt with sympathetically. The monitoring of pupils' personal development is excellent and includes monitoring of the attitudes, behaviour and social development of each pupil on a year group basis. Personal targets are recorded for pupils not having achieved the expected level and overall year group progress is recorded, including a gender breakdown. Very good assessment procedures and the very good use of assessment to set targets ensure that pupils are very well guided in their academic development overall.

26. Induction arrangements are very good and ensure that pupils settle happily into school. These include staggered entry, with younger pupils not attending full-time until half way through the year. New entrants attend 'taster mornings' in the autumn term preceding their start and a further two in the summer term. Parents are unanimous in confirming their satisfaction with the arrangements to help their children settle in.
27. The school values and supports pupils' views through the school council and pupils' questionnaire. Pupils' initiatives include the introduction of playground buddies and they are currently playing a significant part in developing the school travel plan. Pupils are also involved in their own assessment and in deciding how they can improve their work.

Partnership with parents, other schools and the community

The school has very good links with parents, the community and other schools.

Main strengths and weaknesses

- Parents are very well informed about the school and well informed about the curriculum and their children's standards and progress.
- The very good contribution parents make to their children's learning at school and at home is a significant factor in their good achievement.
- The school regularly seeks parents' views and acts on them.
- The very good links with the community help to enrich the curriculum and make pupils aware of their culture.
- The very good links with other schools ensure that pupils transfer happily on to their next stage of education and also help to enhance the curriculum.

Commentary

28. Parents are very well informed about the school through the prospectus, monthly newsletters and frequent other correspondence. They are well informed about the curriculum through termly class newsletters. Information about their children's progress is good and includes good annual reports which give targets in every subject. Further information is provided through consultation evenings at which targets are discussed. Parents are also welcome to discuss their concerns at other times. A small proportion feels that the ways in which they receive information could be improved and the school, which is sensitive to parents' comments, is seeking ways to improve the flow of information.
29. Individual education plans for pupils with SEN are regularly reviewed and shared with the parents, who speak highly of the provision and value the co-operation that the school provides.
30. Parents are very satisfied with the school. They all confirm that their children like school, consider behaviour to be good and consider that the school offers a wide range of interesting activities. Virtually all find the school approachable, consider teaching to be good and feel that their children are making good progress.
31. Parents make a very significant contribution to their children's learning by providing very good help in the classroom and on trips and visits. Virtually all parents support their children with their homework. Parents raise considerable funds for the school through the Parent Teachers' Association and there is very good attendance at school events and productions.
32. The school seeks parents' views through frequent questionnaires covering a wide range of aspects of school life, including teaching and learning, computer access, inclusion, healthy eating and the travel plan. Parents' views are also sought through the governors' AGM, through Parent Teachers' Association meetings and through informal discussion. Recent changes initiated by parents' views include improving lunchtime supervision and providing more information on the curriculum and homework.
33. The good links with the community include strong links with local churches, the YMCA, the local council and many local businesses. For instance, local churches have recently developed a gardening area in the grounds. Also the "Generations as Partners" project helps with reading and in return pupils take part in carol singing locally and at residential homes for the elderly. This offers opportunities both in learning about local history and of the needs of older people. Good use is made of the school by the community and includes holiday play schemes, the breakfast club, a karate club, a football club and private parties.
34. The school is actively involved in the West Horsham family group of schools and is leading the local Educational Inclusion project. The very good arrangements for transfer to secondary schools include a joint Year 6/Year 7 literacy project as well as transfer projects in English and science.

LEADERSHIP AND MANAGEMENT

Leadership and management are good. The headteacher leads with vision and purpose and is well supported by senior staff. Governors support the school very well but there are weaknesses in some aspects of their work and the annual report to parents does not currently meet requirements. Management is good.

Main strengths and weaknesses

- Leadership of the curriculum is very good.
- Leaders are committed to including all pupils and this is reflected in the school's work.
- Financial resources are used very well to meet the school's priorities.
- The school's own analysis of strengths and weaknesses, whilst wide ranging, is not fully accurate.
- Governors have not sufficiently challenged staff to raise standards of younger pupils' work.

Commentary

35. The headteacher brings vision and a clear sense of purpose to the leadership of the school. With other leaders, she has ensured that all pupils are equally valued and included in the life of the school. There is an exciting range of curriculum opportunities. Good relationships have been fostered with parents, the local community and external agencies. Pupils with SEN are particularly well supported. Staff are well led; relationships are good and both teaching and support staff feel equally valued and part of an effective team. The headteacher knows all pupils personally, which motivates staff to have an equal level of knowledge. Plans are clear and effective; they are usually carried through to their conclusion, as evidenced by improvements to the accommodation and ICT resources. Staff are encouraged to develop their careers and the school's role in the training of new teachers is both very effective and very innovative. This includes links with a training establishment in the United States, through which students undertake teaching practice at the school.
36. The school monitors and analyses the quality of teaching and other aspects of its work. It has correctly identified a need to improve the teaching of writing, especially in Years 1 and 2. Further work needs to be done to clarify how some aspects of the school, such as the level of pupils' skills on starting school, compare with other schools nationally in order to establish what might be expected of the younger pupils. Conflicting advice has led to some confusion over standards of teaching of pupils of this age. However, high expectations of older pupils mean that they are achieving high standards when they leave school.
37. The management of SEN is very good, reflecting the shared commitment and vision of the headteacher and the SEN coordinator. Accessing outside expertise and providing professional development for teaching assistants ensures that pupils with SEN receive the best support available within a very well managed budget. The SEN coordinator has very well organised procedures for planning and monitoring SEN and this contributes to pupils' good progress. The SEN governor provides valuable support and the commitment that all staff show to the inclusion of all pupils contributes strongly to the school's very good ethos.
38. Governance is satisfactory. Governors are very supportive of the school and most give considerable time and energy to the role. Some very good work has been done in making pupils and parents more aware of the work of governors and their role. In some

areas there is a lack of challenge, for instance in respect of the standards attained by pupils in Years R to 2. In 2004, information concerning SEN was omitted from the governors' annual report to parents. It is a legal requirement to include this information. It was included in previous years but the governors altered the format of the report to make it more readable.

39. The school makes very good use of its financial resources; these are very well managed. Money saved in the past has now been spent wisely on new resources for ICT, and in contributing to the extensive recent investment in the accommodation.

Financial information for the year April 2004 to March 2005

Income and expenditure (£)	
Total income	546,358
Total expenditure	582,307
Expenditure per pupil	3,425

Balances (£)	
Balance from previous year	68,949
Balance carried forward to the next	33,000

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

AREAS OF LEARNING IN THE FOUNDATION STAGE

40. The overall provision for children in the foundation stage is satisfactory. Children are admitted to the Reception class at the beginning of the school year in which they are five. They enter school from a variety of settings and although some pupils lack many skills, attainment on entry is broadly average. By the end of the foundation stage, standards are average and children's achievement is satisfactory. Although teaching is appropriate it fails to challenge fully. Most of the children in the foundation stage were already 5 years old at the time of the inspection, but were not being well prepared for their transition into Year 1. Lesson objectives remain firmly within the Early Learning Goals, yet a significant proportion of pupils during the inspection demonstrated their ability to be working beyond this level. Pupils' learning remains satisfactory because lessons lack this extra element of challenge.
41. The leadership and management of the provision are good. The co-coordinator, who is relatively new, has established the foundation stage at the school and introduced the foundation stage profile. Detailed plans are in place for all six areas of learning. Areas of learning that were judged as unsatisfactory in the previous inspection have been improved and are now satisfactory. This represents good progress. However, the issues of low expectations of pupils and the setting of appropriate challenge have not yet been fully addressed.

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Provision in personal, social and emotional development is **satisfactory**.

Main strengths and weaknesses

- Children are interested, excited and motivated.
- Good relationships between adults and peers have been established.
- Children select and use activities and resources independently.
- Some children need to more fully develop their concentration skills and be more responsive to adult instructions.

Commentary

42. Staff work hard to promote good relationships and as a result children are happy and enthusiastic. Children have many opportunities to develop their independence and a wide range of activities are available for them. Children work well cooperatively. They share with each other and take turns. However some pupils do not always follow class routines and expectations. For instance, when children were required to sit on the carpet, some did not and instead went to other areas of the room that interested them. Insufficient attention was given to these children to ensure they followed instructions. Teaching is satisfactory, leading to satisfactory achievement.

COMMUNICATION, LANGUAGE AND LITERACY

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

Main strengths and weaknesses

- Children talk and listen to each other well in developing their play. They are able to negotiate and take turns.
- Activities are planned to be interesting and varied.
- There are not enough opportunities for children to engage in writing for a purpose. Consequently, not all children are motivated to complete planned writing tasks.

Commentary

43. Because of satisfactory teaching, children's achievement is satisfactory and standards at the end of the foundation stage are average.
44. Most children are confident and articulate speakers. Opportunities are planned for children to be active participants in conversations and to initiate and practise talking. For example, a 'Café' was set up in the home corner where children discussed what they might like to eat, set the table, and negotiated jobs for each other. The teacher is skilled at questioning children and they are given many opportunities to discuss, reflect and listen. As a consequence, learning is good.
45. All children are able to write their name. However, planned writing activities sometimes lack a real sense of purpose and as a consequence children are less enthusiastic about engaging in the activities. For example, after they had been read the book 'Rainbow Fish' one activity required them to draw a fish and write a caption. Whilst children were happy to draw, they were less inclined to write as the purpose of the activity was unclear to them. One group worked on a letter writing activity with their teacher. They were given verbal support when attempting to spell words but did not have writing shown to them to demonstrate the process. They did not have key words available to them to draw on and as a consequence found the task difficult. The organisation of the activities meant that whilst some pupils attempted formal writing, others did not. It was not clear how the teacher was to ensure that all pupils would complete a writing task.
46. Standards in reading are broadly average and reflected an ability spread that is broadly in line with national standards. Children are enthusiastic about reading. They build words using their knowledge of sounds and also use pictures for clues. They understand and employ the conventions of reading. They turn pages, look at the pictures and text and reflect and comment on what they have read. Within the classroom, they recognise their own name and that of their friends and recognise words of particular interest to them.

MATHEMATICAL DEVELOPMENT

Provision for mathematical development is **satisfactory**.

Main strengths and weaknesses

- Themes and concepts are introduced effectively to the whole class.
- Children do not have a clear enough understanding of the purpose of activities undertaken.

Commentary

47. Because of satisfactory teaching, children's achievement is satisfactory and they make satisfactory progress in this area of learning. Interesting activities are planned for but children are not always aware of the purpose of what they are doing and what is expected of them.
48. When teaching the whole class, for instance, at the beginning or end of a lesson, effective questioning is used to help reinforce children's learning. At the end of one lesson children were asked to order numbers between 10 and 20, and to double small single-digit numbers. These were challenging problems that children were able to successfully complete. In this instance, achievement was good. However, this level of challenge was not as evident in the activities children were engaged in during the main part of the lesson and recording of work was underdeveloped.
49. The classroom is well resourced for teaching mathematics.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

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

Main strengths and weaknesses

- There is very good whole-class teaching and skilled questioning of pupils.
- Children are given first-hand experiences that are practical and relevant.
- Learning opportunities are not always fully exploited as some children do not develop their work immediately after whole-class teaching.

Commentary

50. Because of good teaching, achievement in this curriculum area is good. Children benefit from enthusiastic and knowledgeable teaching supported by interesting activities. Planning ensures that children are given plenty of opportunities to observe, experience, ask questions and construct.
51. In one lesson, food dye was added to the water of some cut flowers and children had to predict what would happen to the flower. There was a sophisticated discussion in which children considered possible outcomes. Skilful questioning by the teacher ensured that pupils came up with reasonable suggestions that they then had to explain. In this activity, very good learning took place.
52. Children do not always have the opportunity to record their ideas immediately following a practical activity. For some children, there is a considerable delay, and this can have a detrimental effect on the quality of their responses.
53. In the previous inspection this area of learning was judged as unsatisfactory. It is now good. This represents very good progress.

CREATIVE DEVELOPMENT

Provision in creative development is **satisfactory**.

Main strengths and weaknesses

- Well-planned activities offer children the opportunity to explore a range of art materials and techniques.
- Children are not encouraged to refine or improve their work.

Commentary

54. Because of satisfactory teaching in this area, children's achievement is satisfactory. Most children can name all the primary colours and some secondary colours. They have an understanding of pattern and employ a range of materials to make pictures. In one activity, children were making fish for a wall display. They made comments such as 'My fish is multicoloured' and 'I am going to do a repeating pattern'. This level of knowledge demonstrates above average standards. However, pupils were not challenged often enough to consider their work and find ways of improving it. When a pupil produced a particularly good piece of work, the opportunity to share this with the class was missed. Consequently, children do not have a clear picture of what good work looks like and therefore find it more difficult to improve their own.
55. Displays in the classroom are stimulating and there is a good range of materials available to ensure children experience all aspects of this area of learning.

PHYSICAL DEVELOPMENT

56. There was not enough evidence to judge provision or standards in this area. However, in the last inspection of the school, provision for physical development was unsatisfactory as the school did not have an enclosed area for outdoor play and there were insufficient planned opportunities for outdoor play. The outdoor play area is now enclosed and teachers' planning includes opportunities for outdoor play.

SUBJECTS IN KEY STAGES 1 and 2

ENGLISH AND MODERN FOREIGN LANGUAGES

English is taught throughout the school and is reported in full below. French is taught in Years 3 to 6 and German in Year 6. The quality of lessons seen in modern foreign languages was good and the standard of work sampled was above average.

ENGLISH

Provision in English is **good**.

Main strengths and weaknesses

- Achievement is very good in Years 3 to 6.
- There is insufficient emphasis on making clear to pupils in Years 1 and 2 what they need to do to improve their work. Consequently their writing skills are underdeveloped.
- Provision for pupils with SEN and those with English as an additional language is good.
- Good use is made of English in other subjects of the curriculum.

Commentary

57. Standards in speaking and listening are broadly average by Year 2 and are above average by Year 6, when most pupils speak confidently, organise their thoughts and contribute well to discussions. Staff work hard to be inclusive and all pupils' contributions are equally sought and valued. In one lesson observed, pupils worked cooperatively to perform a poem. Performances were then videoed and the class discussed how the performance could be improved. Achievement was very good because pupils were given a clear understanding of the elements of a good performance.
58. By Year 2, standards in reading are average. More able pupils can read with fluency and expression and talk about their books with confidence. They use a range of strategies to help them read words accurately. By Year 6, standards of reading are above average. Less able pupils have established strategies that allow them to successfully read challenging texts. More able pupils have developed an understanding and appreciation of literature and can discuss it imaginatively. These pupils also read a selection of more sophisticated literature, made available to them through a project with a local secondary school.
59. On the basis of lesson observations, teachers' plans and the work seen during the inspection, standards in writing by Year 2 are below average. By Year 2, too few pupils have developed consistency in the size of their letters and few pupils attempt to join their handwriting. By Year 6 standards in writing are above average. Pupils have a clear understanding of the key elements of a variety of genres and employ these with good effect. Ideas are sustained and developed in a lively way. Punctuation is accurate and complex sentences, using varied and interesting vocabulary, are structured into paragraphs. Standards of handwriting are above average by Year 6. Pupils' work is presented well and most have developed a joined and fluent handwriting style. By Year 2 some pupils underachieve in writing because they are not given enough support in understanding what they need to do to improve their work. In one lesson, pupils were expected to write an account of an animal's adventure that had just been read to them. However, they were not shown how to develop or improve their initial ideas, how to organise their work sequentially or how to make effective word choices. As a consequence their writing contained only simple sentences and few pupils wrote more than 3 or 4 sentences.
60. The teaching of English is good. It is very good for pupils in Years 3 to 6 and satisfactory in Years 1 and 2, as is pupils' achievement. In good and better lessons, pupils have a real purpose to their writing and expectations are made very clear. For example, in one lesson, pupils used a range of non-fiction books to research and record information about pets they had in class. The teacher had prepared the pupils well for the task. They knew what type of information they were looking for and were able to retrieve relevant facts and record them appropriately. Because pupils had a clear understanding of the task, their learning was good. Achievement is very good by Year 6 because teachers have high expectations of their pupils and make very clear to them what they need to do to improve.
61. Lessons are well planned and great efforts are made to ensure lessons are taught in an imaginative and stimulating way. In one lesson, the teacher's expert knowledge was used to plan a challenging lesson that compared how the same story can be told in different ways by different authors. Because resources had been carefully selected to match need, pupils' learning was very good. Marking is detailed and highlights specific actions pupils need to take to improve the quality of their work.
62. The progress made by pupils with SEN is satisfactory by Year 2 and very good by Year 6. This mirrors the progress made by other groups of pupils across the school. Teachers match work carefully to suit pupils' needs and to ensure that all pupils can engage in lessons. In one particularly effective lesson the teacher used a challenging text with less able pupils but taught the lesson in such a way as to ensure pupils developed ideas thoughtfully and were able to understand significant events and characters. This meant that their learning and achievement were very good. Similar features are found in the work of the small number of pupils with English as an additional language.

63. The leadership and management of English are good. The co-ordinator has a development plan that highlights areas of the curriculum that need to be improved. New initiatives have been introduced recently, for instance to improve writing, but their impact cannot yet be measured. Resources for the curriculum have been improved since the last inspection and improvement has been satisfactory.

Language and literacy across the curriculum

64. Good use is made of English in all subjects of the curriculum. During the inspection children were encouraged to use their speaking and listening skills in other subjects. For example, during a whole-class session in a Year 1 mathematics lesson, pupils were required to explain their findings and make predictions about what might happen next.
65. Children have written information booklets about different history topics and use their reading skills to retrieve information for a variety of purposes. Younger pupils do not always have enough opportunities to develop their recording skills.

MATHEMATICS

The provision for mathematics is **good**.

Main strengths and weaknesses

- Very good teaching in Years 3 to 6 and pupils' ability to work very well collaboratively contribute to their very good achievement.
- Achievement in Years 1 and 2 is not as good as for older pupils, and there is limited recorded work.
- Good improvement since the last inspection has resulted from good leadership and management of the subject.

Commentary

66. The Year 6 National tests results in 2004 were well above average with an above average number of pupils attaining the higher grade, Level 5. Standards seen during the inspection were above average in Year 6 and pupils were achieving very well. In Year 2 standards are average and pupils' achievement is satisfactory.
67. Very good teaching in Year 3 to 6 was characterised by high challenge, imaginative teaching strategies, and very good pace, management and organisation of pupils, all of which had a positive impact on their achievement. Lessons were very well planned with clear learning objectives, against which progress was evaluated at the end of the lesson, and which were used well in planning for the following lesson. For example, in a Year 5 lesson the teacher used the smartboard effectively to introduce co-ordinates, involving the pupils before they took the roles of teacher and student to rotate and reflect images. The lesson concluded with a short assessment task where the teacher read out a group of co-ordinates which, when joined, made a shape, and the results of this informed future planning. Collaborative work is a strong feature of lessons and enjoyed by the pupils. Teaching in Years 1 and 2 is satisfactory with some good features. Teachers plan their lessons well and use a good range of practical activities. In a good Year 1 lesson the teacher focused very well on the use of mathematical language and challenged pupils well in different ability groups as they worked on multiples of two. Analysis of pupils' work, however, showed a limited range of recorded work. Throughout the school, teachers use their teaching assistants very well and pupils with SEN achieve as well as the other pupils in their class.

68. The co-coordinator has a good understanding of the subject and manages it well. Teaching of mathematics has been monitored, and consequently has improved, throughout the school. The school policy of pupils contributing to assessment and target setting is proving valuable, particularly with the older pupils. The school has effective assessment and tracking procedures and the co-coordinator, who is relatively new in post, intends to become more involved in order to have a better whole-school picture. The areas for development identified by the school, which include developing mathematics across the curriculum and the greater use of ICT, are wholly appropriate. In addition, however, there needs to be a focus on raising standards in Year 2.

Mathematics across the curriculum

69. The use of mathematics across the curriculum is developing well as the school introduces curriculum innovations. In a Year 6 lesson pupils used their knowledge of symmetry to design and create a knight's shield using an ICT program. Year 3 pupils studying building in the locality used standard measures to plan the ground floor of their own house.

SCIENCE

Provision in science is **very good**.

Main strengths and weaknesses

- Teaching is good for pupils in Years 1 and 2 and very good for pupils in Years 3 to 6.
- Pupils' achievements are very good and improve through the school.
- The use of assessment to plan the curriculum is very good.
- Recording skills are underdeveloped in pupils in Years 1 and 2.

Commentary

70. In assessments, pupils' attainment in Year 2 is well below the national average. However in work seen during the inspection it was average. Pupils of this age can classify animals on the basis of objective criteria such as the number of legs or wings, and group them appropriately. Younger pupils understand that materials have a range of properties and can read and use correct terms such as 'opaque' and 'transparent' to describe these. In Year 6 standards are well above average; in 2004, all pupils of this age achieved the national standard in science. This is very good achievement from Year 2. Pupils in Year 6 can give a sensible hypothesis as to why a warm soft drink is more 'fizzy' than a cool one, and develop a fair test for this.
71. Teaching is very good. It is good for younger pupils and very good for older pupils. Teachers are skilled in developing pupils' abilities to observe, form a hypothesis and design a 'fair test'. With very good support from the teacher, less able pupils in Year 3 are able to apply their knowledge of electric circuits to design a quiz game. Among younger pupils, recording skills are underdeveloped and opportunities to use, for instance, simple tables or computers to record their work are not always taken. Pupils' learning is also very good overall. Pupils of all ages engage in discussion with teachers and other pupils that enhances their learning. Pupils in Year 4 can, in discussion with each other, develop an understanding of energy flow through a food chain and of what happens if this breaks down. Pupils achieve very well both in lessons and over time,

building on their grounding in knowledge and understanding of the world developed in the foundation stage.

72. Leadership and management of science are very good. Teachers get very good guidance and a very effective assessment scheme enables them to monitor each pupil's progress and remedy weaknesses in their skills and understanding. Innovation is encouraged, as in a work project for older pupils that is completed when they start secondary school. As at the last inspection, there is still insufficient use of ICT in science, but standards in Year 6 have risen and improvement has been good.

INFORMATION AND COMMUNICATION TECHNOLOGY

Provision in ICT is **good**.

Main strengths and weaknesses

- Pupils achieve well throughout the school, due to the good quality teaching and the use of support staff.
- Pupils work very well collaboratively and learn quickly in lessons.
- Good quality resources contribute to pupils' good achievement in ICT.
- The coordinator leads the subject well, but assessment procedures are not as rigorous as those in the other core subjects.
- Good links are made between ICT and other subjects in ICT lessons.

Commentary

73. Staff training, the good use of teaching assistants and the very recently functioning new computer suite have all made a significant contribution to pupils' good achievement and very good improvement in provision since the last inspection. Standards in Year 2 are above average, but they are average in Year 6, constrained by the limited equipment for control and monitoring technology and the short time in which the pupils have had access to good quality equipment. Higher standards, for their age, are seen in Year 5, where they are above average and represent a rising trend throughout the school.
74. Teachers plan their work very well to develop pupils' skills and at the same time use these effectively across the curriculum. Smartboards are located in some classrooms and are used effectively to introduce a lesson before pupils move to the ICT suite. Teachers use their teaching assistants very well and they are good at gathering the class together at intervals to evaluate pupils' progress and to show them the next stage. This was effective in a Year 3 lesson where pupils were drawing their own portrait and changing the colours of different features in the style of Andy Warhol.
75. The coordinator leads the subject well. There is a scheme of work and guidance for the use of ICT across the curriculum. Assessment procedures are in place, but are not directly linked to National Curriculum criteria and the tracking of pupil progress is not as well developed as in English, mathematics and science. The co-coordinator has an appropriate development plan, which includes staff training in the use of smartboards, networking of the spacious and imaginatively designed ICT suite and the updating of monitoring equipment. The school has entered local competitions with multimedia presentations by older gifted and talented pupils on growing up in Horsham based on

interviews, and Year 2 pupils have designed a presentation on nocturnal animals using 'PowerPoint'.

Information and communication technology across the curriculum

76. While teaching ICT skills, teachers ensure that these are related to other areas of the curriculum. For example, Year 2 pupils were introduced to branching databases through studying the features of minibeasts and Year 5 pupils use the Internet to research information about the Aztecs. However, opportunities to use ICT to develop basic recording skills are not always fully utilised.

HUMANITIES

History was inspected in full and is reported below; geography and religious education were sampled.

77. Scrutiny of plans and pupils' previous work showed that all aspects of the National Curriculum in **geography** are taught. When geographical knowledge was used in other subjects, standards were above average; for example a Year 3 pupil could use a globe to identify the northern and southern hemispheres, and the location of Britain.
78. In **religious education** it was not possible to observe enough teaching to make overall judgements on its quality. The quality of work seen and of teachers' plans was good, covering the locally agreed syllabus in full. Year 1 pupils knew the story of Adam and Eve and understood its underlying message about temptation. Older pupils knew about the main world religions and the significance of their artefacts and festivals. They are learning tolerance and understanding. The subject is well managed. Guidance is comprehensive and includes model lesson plans for staff.

History

Provision for history is **good**.

Main strengths and weaknesses

- The experiences planned for pupils, particularly off-site visits and visitors to school, greatly enhance the curriculum.
- The subject leader has been very effective in developing the subject across the school.
- Detailed assessment procedures are used to track and measure progress

Commentary

79. Although no lessons were observed in Years 1 and 2, information was gathered through examining children's work, looking at planning and assessments and interviewing the co-ordinator. Lessons were observed in Years 3 to 6 and on the basis of these and teachers' plans, teaching is good.
80. Throughout the school, standards are average. Achievement is good. Pupils in Years 1 and 2 demonstrate an awareness of the difference between past and present. They have the opportunity to study major events such as the Great Fire of London and historical characters such as Grace Darling.
81. Lessons observed in Years 3 to 6 were well planned and resourced. In one lesson, the skilful questioning by the class teacher meant that pupils successfully evaluated their work and

identified ways to improve it. This meant that achievement was good. In another lesson, pupils used secondary sources well to research the meanings of a variety of symbols. The teacher provided clear instructions and a wide range of resources were used including the internet. Pupils were enthusiastic about their research and again their achievement was good.

82. The subject leader has been very effective in developing the subject across the school. There is a scheme of work that is both broad and balanced and is sufficiently detailed to offer effective support to non-specialist teachers. Resources are good and well used across the school. This represents very good progress since the last inspection.

CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

Music was inspected in full and is reported below. Physical education was sampled, and other subjects in this area of the curriculum were not inspected.

83. In one very good Year 3/4 lesson in physical education (PE), even the least able pupils were able to perform a complex dance. Pupils were successful because the teacher modelled key skills and steps and pupils were very well supported when applying the skills to their own work. The PE curriculum is considerably enhanced by the excellent range of extra-curricular activities the school provides. These promote pupils' personal development and enhance their ability to work co-operatively, as well as keeping them fit and promoting a healthy lifestyle.

Music

Provision in music is **good**.

Main strengths and weaknesses

- Pupils sing enthusiastically, enjoy music and achieve well.
- Pupils have opportunities to perform to different audiences.
- The co-coordinator provides very good leadership of the subject.

Commentary

84. The quality of teaching and learning is good, and pupils reach above average standards. In a good Year 3 and 4 lesson pupils learned how to select appropriate instruments and how mood and emotion can be illustrated in music. Pupils worked very well collaboratively and were able to demonstrate to the whole class. In assemblies and the Year 1 and 2 singing session, pupils sang enthusiastically. The co-coordinator, who is a music specialist, gave an excellent lesson with Year 5 pupils, who performed 'Cats and Mice' to a Year 6 audience. Pupils sang well, played tuned and untuned percussion instruments, and one pupil had the opportunity to play a short solo violin piece. This excellent lesson was characterised by very high expectations of what pupils can achieve. The quality of the management and organisation of the pupils was excellent so that as each part was practised in the rehearsal no time was lost. Pupils were completely focused on their tasks and the standards achieved were above average.
85. The subject is effectively led and class teachers are very well supported in teaching music to their own classes. The school performs in the local schools' music festival and choirs from different classes perform carols at residential homes. Music has a suitably high profile in the school.

PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP

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

Main strengths and weaknesses

- Many aspects of the curriculum promote responsibility and healthy lifestyles in pupils.
- There is a very good sex and relationships education policy, about which parents are consulted and informed.
- Pupils are very effectively taught to care for themselves and others.
- The excellent enrichment of the curriculum offers all pupils a wide range of opportunities to develop the relevant skills.

Commentary

86. Although little formal teaching of the subject was seen there was a very wide range of evidence of the very good outcomes of the school's approach to PSHE. Standards are high, showing very good achievement by Year 6. Younger pupils show care and concern for others and these characteristics are developed through activities such as caring for pets and circle time. In one lesson, the teacher discussed playground friendships, drawing on notes from the 'worry box'. Pupils responded with interest and understanding. Pupils of this age know the value of outdoor play and physical activity.
87. Older pupils are developing a thorough understanding of the need for healthy eating, which is supported through a range of curriculum activities. The school has the 'Healthy Schools Award'. The wide range of sporting and off-site activities develop both physical and social skills. Citizenship skills are developed through the involvement of the local community, such as the community police officer and local home for the elderly. Older pupils are also taught the skills needed to ensure personal safety and to enable them to manage their own physical development. The school's open approach to sex and relationships education is highly valued by parents. It can be concluded from this evidence that teaching is very good throughout the school.
88. The subject is very well managed because it is planned as integral to the whole curriculum and pervades the school's ethos. All staff treat all facets of the pupils' personal, social and health education and their development as responsible citizens as a fundamental and serious aspect of their work.

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 (ethos)	2
Attendance	3
Attitudes	2
Behaviour, including the extent of exclusions	2
Pupils' spiritual, moral, social and cultural development	2
The quality of education provided by the school	3
The quality of teaching	3
How well pupils learn	3
The quality of assessment	2
How well the curriculum meets pupils needs	2
Enrichment of the curriculum, including out-of-school activities	1
Accommodation and resources	3
Pupils' care, welfare, health and safety	2
Support, advice and guidance for pupils	2
How well the school seeks and acts on pupils' views	3
The effectiveness of the school's links with parents	2
The quality of the school's links with the community	2
The school's links with other schools and colleges	2
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).