

# INSPECTION REPORT

**DESMOND ANDERSON FIRST AND MIDDLE  
SCHOOL**

Crawley

LEA area: West Sussex

Unique reference number: 125966

Headteacher: Mr Terry Quinton MA

Reporting inspector: David Welsh  
10992

Dates of inspection: 19 - 22 November 2001

Inspection number: 207217

Full inspection carried out under section 10 of the School Inspections Act 1996

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## INFORMATION ABOUT THE SCHOOL

Type of school:	First and middle
School category:	Community
Age range of pupils:	4-12 years
Gender of pupils:	Mixed
School address:	Canterbury Road Tilgate Crawley West Sussex
Postcode:	RH10 5EZ
Telephone number:	01293 525596
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Appropriate authority:	Governing body
Name of chair of governors:	Mrs C Jordan
Date of previous inspection:	October 1998

## INFORMATION ABOUT THE INSPECTION TEAM

Team members			Subject responsibilities	Aspect responsibilities
10992	David Welsh	Registered inspector	Information and communication technology Physical education	What sort of school is it? How high are standards? How well are pupils taught? How well is the school led and managed?
16718	Joan Fraser	Lay inspector		How well does the school care for its pupils? How well does the school work in partnership with parents?
18935	Christopher Bolton	Team inspector	Mathematics Geography History	
20615	Ann Mason	Team inspector	Foundation Stage English as an additional language Art Design and technology	
23054	Graham Johnson	Team inspector	English Modern languages	How good are the curricular and other opportunities offered to pupils?
15236	Morag Thorpe	Team inspector	Equal opportunities Special educational needs Science Music Religious education	

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## **PART A: SUMMARY OF THE REPORT**

### **INFORMATION ABOUT THE SCHOOL**

The school is situated on the southern outskirts of Crawley and shares an open campus with Thomas Bennett Community College. The school's capacity is 480 with the standard number for admission 60. The school is currently under-subscribed although it is larger than most primary schools with 373 pupils. There are 42 children in the Foundation Stage of whom 32 currently attend part-time. Children are admitted full-time in September if their fifth birthday is in the autumn term. Those whose birthday is in the spring and summer terms are admitted part-time in September and full-time from January. Since September 2000, organisation in the infant classes has changed to accommodate new legislation prescribing maximum class sizes of 30. Nearly all pupils live close-by and they come from less favourable socio-economic conditions than the national average. On entry, children's ability ranges from those who can recognise their name to those who find learning difficult, but the general attainment on entry is below average. In some years it is well below average. Most children have some experience of pre-school education. The proportion of pupils with special educational needs is above the national average and the number of pupils with a statement of special educational needs is close to the national average. The number of pupils learning English as an additional language is 11, more than in many schools. Most pupils learn English as their first language but other first languages include Portuguese, Gujerati, Kachi, Wolof, Russian, Urdu and Tamil. During the past year, a large number of pupils (46) joined the school other than at the usual time of first admission and (33) left the school other than at the usual time of leaving or transfer. The school currently has difficulty in recruiting teachers with appropriate expertise.

### **HOW GOOD THE SCHOOL IS**

Desmond Anderson is a good school. Good leadership and management have ensured that the school has continued to improve since the last inspection. By Year 7, pupils achieve standards above those expected in mathematics, science, art and design and technology and in line with those expected in English and other subjects. Pupils of all abilities are encouraged to work hard and as a result of the good teaching pupils make good progress in their learning. Pupils' attitudes to work, behaviour and personal development are good. The school gives good value for money.

#### **What the school does well**

- Standards in mathematics and science are well above those expected of pupils at the end of Year 7.
- Attainment in art, design and technology and swimming is above that expected of pupils at the end of Year 7.
- It promotes the pupils' spiritual, moral, social and cultural development very well.
- Relationships are very good. The pupils' personal development is good.
- As a result of the very well planned curriculum, pupils are provided with stimulating opportunities to learn.
- Leadership and management by the headteacher and key members of staff are good overall.
- Teaching is good overall.

#### **What could be improved**

- Standards in English, mathematics, science and information and communication technology (ICT) are below those expected at the end of Year 2.

*The areas for improvement will form the basis of the governors' action plan.*

### **HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION**

The school has made good progress since the last inspection in October 1998. Improvements have been achieved in teaching and all areas of the curriculum. Standards have continued to rise above the national trend and the school is on course to meet its targets in English and mathematics. There has been significant improvement in pupils' attainment in English, mathematics and science by the end of

Year 7. The school has addressed the key issues although there is still a need to continue to improve the quality of teaching in Year 2. The capacity for further improvement is good.



## STANDARDS

The table shows the standards achieved by pupils at the end of Year 6 based on average point scores in National Curriculum tests.

Performance in:	compared with			
	all schools			similar schools
	1999	2000	2001	2001
English	E	E	C	E
Mathematics	E	C	A	A
Science	E	B	A	B

Key	
well above average	A
above average	B
average	C
below average	D
well below average	E

- By the end of Year 7, pupils attain standards well above those expected of pupils aged twelve in mathematics and science. Attainment in art, design and technology and swimming is above that expected and attainment in English, French, ICT, geography, history, music, other elements of physical education and religious education is in line with that expected.
- Standards achieved by pupils in Year 6 in national tests in English, mathematics and science in 2001 were an improvement on previous years and indicative of the upward trend in results since 1996, better than the national average. Work seen during the inspection confirms these standards.
- Although the school's results in English are well below the average when compared with similar schools, it is likely that that the school is being compared with schools that are not similar. The school now provides only a cold meal to those entitled to free school meals. The proportion of pupils entitled to free school meals has dropped from 21.8% in 1996 to 7.7% in 2001, a significant change that is not represented nationally.
- Standards in English, mathematics, science and ICT are below those expected of pupils in Year 2.
- Children in the reception classes make good progress in the Foundation Stage. By the end of the reception year, most children will achieve the Early Learning Goals in personal, social and emotional development, communication, language and literacy, mathematical development, knowledge and understanding of the world, physical development and creative development.
- Pupils with special educational needs and pupils who have English as an additional language make good progress as a result of good teaching.
- There are no marked differences between the performances of boys and girls or pupils from different backgrounds.
- The school achieved its targets in English in 2001 but not in 2000. The school believed the target for English in 2000 to be unrealistic as it was not accurately based on the prior attainment of pupils due to the entry and transfer of pupils in the middle of the year. It achieved its targets in mathematics in 2000 and 2001. The targets for 2002 are challenging.

## PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Pupils arrive punctually and work hard in lessons. Most complete their homework on time. Activities outside lessons are well attended.
Behaviour, in and out of classrooms	Most pupils behave well in and out of classrooms and move around the school in an orderly manner. In a few instances, a very small number of pupils behave inappropriately and this has led to their exclusion for a fixed period of time. These total 18 exclusions. The school uses this measure only as a last resort.

Personal development and relationships	Pupils are keen to take responsibility. They assist with routine tasks and, from Years 3 to 7, enthusiastically and responsibly participate in the school council, which is made up of elected pupils. A pupil effectively chairs the meetings.
Attendance	Average. Authorised absence is above average despite the school's best efforts to persuade parents not to take holidays during the term.

## TEACHING AND LEARNING

Teaching of pupils in:	Nursery and Reception	Years 1 – 2	Years 3 – 7
Quality of teaching	Good	Unsatisfactory	Good

*Inspectors make judgements about teaching in the range: excellent; very good; good; satisfactory; unsatisfactory; poor; very poor. 'Satisfactory' means that the teaching is adequate and strengths outweigh weaknesses.*

- Since the last inspection, there has been a programme of lesson observations and support to teachers to improve the quality of teaching. This has been successful. Many of the lessons observed were very good or excellent. A few lessons were unsatisfactory. Teachers are well supported by teaching assistants and as a result, pupils make good progress in their learning overall.
- Teaching in Year 2 is unsatisfactory overall and the main reason for standards in English, mathematics and science not being high enough by the end of Year 2. This contrasts with some very good and excellent lessons in Year 1.
- In most classes, the teaching of English and basic literacy skills is good but the teaching of reading is not consistent enough through the school. Teachers use all areas of the curriculum to develop literacy skills and this helps pupils' learning.
- In most classes, the teaching of mathematics and numeracy is good overall being based on the numeracy initiative. Teachers use all areas of the curriculum to extend pupils' understanding of mathematics and, as a result, pupils' learning is good.
- Teachers have received considerable support and training in the teaching of ICT and this is having a positive effect on pupils' learning. ICT is used to promote learning in all other subjects.
- In the large majority of classes, pupils with special educational needs and those for whom English is an additional language are taught well so that their needs are fully met.
- Where teaching is very good or excellent, teachers have a very good relationship with the pupils. They have high expectations of pupils both in work and behaviour and they have very good subject expertise.

## OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	The curriculum is very well planned to provide all pupils with relevant and interesting experiences and meets statutory requirements.
Provision for pupils with special educational needs	Good, particularly in English and mathematics. Careful thought has gone into meeting the different and diverse needs of pupils.
Provision for pupils with English as an additional language	Good. It is reflected in the pupils' high quality of learning. There are no pupils at the very early stages of learning English but the school has appropriate strategies should the need arise.

Provision for pupils' personal, including spiritual, moral, social and cultural development	Social and moral development are very good. Spiritual development is good but overall it is better in assemblies than in lessons. Cultural development is good but pupils do not have enough opportunities to learn about some of the different cultures represented in contemporary society.
How well the school cares for its pupils	The school has good procedures for ensuring the welfare of its pupils and for monitoring their academic performance. Staff know the children well.

Parents hold the school in high regard. The school works hard to make parents feel welcome and offers a wide range of opportunities, both formal and informal, for parents to talk to teachers.

## HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The headteacher, well supported by the deputy headteacher, other staff and the governing body provides effective leadership and gives clear educational direction to the school. The school is managed well.
How well the governors fulfil their responsibilities	The governing body, under the strong leadership of the chairperson, is effective in fulfilling its responsibilities and meeting its statutory obligations.
The school's evaluation of its performance	An effective programme of monitoring and supporting teaching is in place. Subject leaders and key members of staff carry out evaluations of their areas of responsibility with a view to raising standards.
The strategic use of resources	The school makes good use of its resources. Its procedures for ensuring that it obtains best value are satisfactory although governors could make more use of data to compare the school's expenditure with that of similar schools.

Despite difficulties with recruitment, the school has sufficient suitably qualified teachers and support staff. Accommodation is very good and resources are generally sufficient.

## PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> <li>The school expects the children to work hard and to achieve their best.</li> <li>The school is helping their children to become mature and responsible.</li> <li>Parents feel comfortable about approaching the school with questions or a problem.</li> <li>The teaching is good.</li> <li>Their children like school.</li> <li>Their children are making good progress in school.</li> </ul>	<ul style="list-style-type: none"> <li>The amount of work to do at home.</li> <li>An interesting range of activities outside lessons.</li> </ul>

Inspectors support most of the parents' views. The number/range of activities outside lessons has improved and is now satisfactory. Some parents would like to see more homework and others less. The school's policy for homework is being implemented consistently except in the class where there are temporary teachers.

## **PART B: COMMENTARY**

### **HOW HIGH ARE STANDARDS?**

#### **The school's results and pupils' achievements**

1. Since the previous inspection, standards have improved throughout the school in English, mathematics and science although the improvements by the end of Year 2 are not sufficient. However, standards in English are not as good as those in mathematics and science. This mainly results from a lack of consistency in teaching reading and writing throughout the school. By the end of Year 7, standards have also improved in art, design and technology, information and communication technology (ICT) and religious education. They have been maintained in geography, history, music, physical education and French. Standards have been maintained also at the Foundation Stage.
2. The school's results in the national tests in Year 6 have improved year by year above the national trend since 1996. They are well above the national average in mathematics and science. They are in line with the national average in English. From 1996 until 2000 the test results at the end of Year 2 in reading, writing and mathematics gradually improved year by year and at least in line with the national trend, although they were always below the national average. In 2001 the results were markedly lower than in previous years. The school diagnosed three reasons for this: the year group was assessed as being well below average upon entry to the school, only thirty-five pupils in the year group were admitted to the school at the usual time of entry and more pupils than usual had special educational needs. Data shows that most pupils who entered the school at the usual time of admission made satisfactory progress from the beginning of the reception year to the end of Year 2. The school's targets in English and mathematics for 2002 are challenging as they have been in previous years.
3. The quality of pupils' learning is high considering the high proportion of pupils with special educational needs and the large number of pupils who transfer into and out of the school. In spite of this, a very high percentage of teachers focus on improving pupils' standards and the good leadership and management for pupils with special educational needs contributes to their improvement. The pupils who speak English as an additional language are beyond the basic stages and also make good progress. They have good English language skills. There are no marked differences in the performance of boys and girls or pupils from different backgrounds. Pupils who are talented or gifted are effectively challenged. Pupils with special educational needs make good progress both in lessons and in small group and individual group activities where they receive additional attention from the teacher for special educational needs. They have full access to lessons as a result of the well-targeted support that they receive. They achieve well in relation to their starting points, with some attaining standards that are in line with those expected for their age, especially in mathematics and science. The majority of pupils who have English as an additional language make good progress as a result of good teaching, although the school does not have early assessment procedures in place for this small number of pupils. Teachers ensure that all barriers to learning are removed.
4. Overall, the children at the Foundation Stage make good progress. By the end of the reception year most children are likely to attain the Early Learning Goals in personal, social and emotional development, communication, language and literacy, mathematical development, knowledge and understanding of the world, physical development and creative development. Children enjoy coming to school and they quickly become confident and independent learners. They like to take responsibility, such as when returning the register to the office and selecting their own activity. Children develop their speaking and listening skills as they engage in class and group discussions. They learn how books work and they are introduced to initial letter sounds. Children are given regular opportunities to write in a variety of situations. They develop a good understanding of number through playing games, such as skittles, and they learn about different sizes and shapes when using construction materials to build structures. Children begin to understand the nature of geography and history when they draw pictures of their route to school and talk about past events in their lives. They use the computers to draw and colour shapes and

have good control of the mouse. They learn about the seasons and can talk about what happens in autumn. Children extend their physical development by playing outdoors and crawling through tunnels and jumping through hoops. They also move to music in the hall. Fine finger control is developed through activities, such as writing, sticking, painting and building structures. Children have opportunities to develop their imagination in role-play areas, through art activities and when they are singing and dancing.

5. In English and literacy, standards are below those expected of pupils in Year 2 but they are close to those expected at the end of Years 6 and 7. The school has embraced the literacy strategy and this has had a positive impact on standards. Throughout the school there has been improvement in speaking and listening, reading and writing but the progress is not consistent across all year groups. By the end of Year 2, speaking is in line with the standard expected but pupils do not listen so well. Standards in speaking and listening are above those expected in Years 6 and 7. By the end of Year 2, standards in reading are below those expected of pupils aged seven but as a result of the closer monitoring of reading in Years 4 to 7 standards are at least in line with those expected. In writing, attainment is below the national average in Year 2 because pupils do not practise their writing skills with sufficient regularity. By the end of Years 6 and 7, attainment in writing is in line with that expected of pupils aged eleven and twelve. A main factor in this improvement is the expectations of most teachers in Years 4 to 7 where pupils are expected to write at length and in other subjects, such as religious education and science. Spelling and handwriting are taught systematically throughout the school with the result that pupils have good strategies for spelling new words and by the age of seven, pupils have developed a neat, cursive hand.
6. In mathematics and numeracy, pupils in Year 2 attain standards below the national average but by Year 6 pupils attain standards above the average. By the end of Year 7, attainment is well above that expected of pupils aged twelve. The improvement results from good and very good teaching in most classes from Years 4 to 7 and the implementation of the numeracy strategy. 'Springboard' classes in Year 5 and 'Booster' classes in Year 6 also help to raise standards. By the end of Year 2, most pupils know their five and ten multiplication tables and can use them to solve simple addition. They can represent information on a bar chart and extract information from it using computers but the rapid recall of addition and subtraction facts is unsatisfactory overall. By the end of Year 6, pupils can solve mental arithmetic problems using strategies which include halving, doubling and approximating. They use computers to assist them with data handling. By the end of Year 7, higher attaining pupils have a good grasp of algebraic equations.
7. In science, by the end of Year 2, pupils attain standards that are below the national average. They know about materials and they can identify external parts of the human body but they do not know enough about physical aspects of science in order to compare or classify materials. They have insufficient opportunities to develop as scientists. By the end of Year 6, pupils attain standards that are above the national average in all aspects of science. The attainment of pupils by the end of Year 7 is well above the levels expected of pupils aged twelve in all aspects of science. Particular strengths are their ability to research and their excellent knowledge of health and safety procedures in the laboratory.
8. In religious education, pupils attain standards expected of them in the local education authority's Agreed Syllabus at the end of Years 2, 6 and 7. Pupils in Year 2 know the story of the nativity and that it is based in the Christian religion. They also know how Hindus celebrate Diwali but they have insufficient knowledge of Rama and Sita. By Year 6, pupils have a good understanding of the Christian religion but they have less understanding of other faiths such as Islam. Pupils in Year 7 have improved their knowledge of Christianity but they too have insufficient understanding of other religions.
9. By the end of Year 2, attainment in art, design and technology, geography, history, music and physical education is close to that expected of pupils aged seven. Pupils have acquired a variety of skills for drawing and painting but these have not been developed sufficiently. As a result of pupils being involved in designing, making and evaluating their work they make satisfactory progress in completing more difficult assignments through the key stage. Pupils know why maps

are useful and they have a basic understanding of their uses. They understand how places in other parts of the world, such as India, are different from their own country. In history, pupils know about famous people, such as Guy Fawkes, and they are able to discuss differences between earlier periods in history and the world today. Pupils sing well and they understand how sounds are produced. They understand the difference between rhythm and individual notes. In physical education, pupils satisfactorily develop skills in gymnastics, games and dance. Attainment in ICT is below the levels expected of pupils aged seven as a result of insufficient opportunities to use computers and the lack of teacher expertise although this is now improving as a result of training.

10. By the end of Year 6, attainment in art and design and technology is above that expected of pupils aged eleven. In art, pupils have developed a good range of skills, including those of close observation. They are knowledgeable about a number of artists and can apply this knowledge to work in a range of different media. In design and technology, pupils design and make models and then evaluate them using technical vocabulary. Attainment in French, geography, history, music and physical education is close to that expected of pupils aged eleven. In French, pupils have developed a small vocabulary based on dates, numbers and greetings. They sequence sentences to form a story. In geography, pupils have developed a good understanding of geographical investigation and in history, pupils have good research skills as well as an understanding of different periods of history. Pupils work enthusiastically on computers and as a result of the well organised curriculum and good teaching, they have acquired the basic skills and experiences relevant to Year 6 work in ICT. In music, pupils play the recorder accurately and with a good tone. They are able to use their knowledge of notation when composing. In physical education, standards in swimming are above those expected of pupils in Year 6. In games and gymnastics, standards are in line although those pupils who belong to outside clubs or attend extra-curricular activities often perform above the standards expected. Standards in dance are close to those expected of pupils aged eleven.
11. By the end of Year 7, attainment in art and design and technology is above that expected of pupils aged twelve. Pupils continue to build on the skills acquired in Year 6 in art. In design and technology, pupils' knowledge and understanding is extended by the use of additional challenges using equipment such as *cams* and *followers*. Attainment in French, geography, history, ICT, music and physical education is close to that expected of pupils aged twelve. In French, pupils describe themselves with a wider range of complex sentences and their vocabulary is widened. In geography, pupils understand the terms *latitude* and *longitude* and can use this knowledge to solve problems. Pupils explain, in history, why the Roman Empire required the development of Rome and the need to conquer other countries. In ICT, pupils use the computers to assist their learning in all subjects and they are at ease with a wide range of programs; for example, they use a program to compose tunes as part of their work in music. Their knowledge of music, composers and musical instruments is wider. In physical education, standards in swimming are above those expected of pupils in Year 7. In games and gymnastics standards are in line although those pupils who belong to outside clubs or attend extra-curricular activities often perform above the standards expected.
12. Children's learning is good in the reception classes. During the time they are in the school, pupils make good progress in English and very good progress in mathematics and science although pupils do not make sufficient progress in Year 2. Pupils make good progress in all other subjects.

### **Pupils' attitudes, values and personal development**

13. Pupils' attitudes to school are good. Most arrive punctually and they enter the school in an orderly manner when school begins. They show good levels of concentration in lessons and extra-curricular activities are well attended. Pupils generally complete their homework on time. Attendance levels are satisfactory by national standards but the authorised absences, mainly due to parents taking children out of school for holidays during term time, are above the national

average. The headteacher takes every opportunity to remind parents of the negative effect this has on their children's education.

14. Behaviour is good overall. The school has a behaviour policy and pupils are involved in agreeing rules for the class. This has a positive effect on how they behave. Pupils are generally courteous to one another and to adults including visitors. Pupils are orderly when they enter assemblies and they lead out quietly afterwards. They behave well in the dining hall and in the playgrounds. There are very few occasions when inappropriate behaviour occurs either in class or on the playgrounds but it is dealt with immediately. The school is proud of its reputation for effectively handling pupils who have been suspended from other schools. However, there are occasions when an individual's behaviour is unacceptable. The headteacher, who takes overall responsibility for behaviour in the school, acts meticulously in dealing with pupils in accordance with the school's policy and this can lead eventually to pupils being excluded from school for a fixed period. In the last year there have been 18 exclusions for a fixed period, nearly all being a very small group of boys in Year 7. Bullying is not an issue in this school. There are well-established procedures for dealing with any unacceptable or bullying behaviour, if it arises, and these strategies are well understood by the children. For the most part, pupils are kind to one another, such as when a child in the reception class declared she had nobody to play with at morning break. Nearly all the children in the class volunteered to play with her.
15. Relationships are very good within the school. All pupils mix well across gender, ethnic and ability groups, and play well and enjoy harmonious relationships throughout the school. Pupils with special educational needs and those for whom English is an additional language are keen to participate fully in lessons, activities and school events. They are well motivated to enjoy the attention and support given to them by the teachers and the teaching assistants. The positive ethos of inclusion in the school enables them to be confident, take pride in their achievements and become fully integrated into all activities. Adults are very good role models and they set a very good example to the pupils. Teachers emphasise at every opportunity how the school is a community, that all are part of it and that there is a need to work together. Consequently, pupils have a good understanding of how their actions impact on others. Pupils are keen to take responsibility and from the time children enter the reception class pupils are given opportunities to take responsibility according to their maturity. In the reception class this includes taking registers to the office whilst representatives from classes in Years 3 to 7 are elected onto the school council. This body has its own chairperson and runs without an adult in attendance. The school council provides a good opportunity for the pupils to show their maturity in discussing a variety of issues and generating ideas to put forward to the headteacher for consideration, such as new clubs and improvements to the play areas. These suggestions are given due consideration and implemented where appropriate and so give children a say in the running of the school.

## **HOW WELL ARE PUPILS OR STUDENTS TAUGHT?**

16. The recruitment and retention of good teachers has posed problems for the school in the recent past. There is a continuing problem when the school needs to find adequate replacements for the permanent staff. The school has had very little choice in the appointment of teachers over the past two years and is fortunate to have retained a significant proportion of teachers who are committed to the school and who have worked so hard to improve their teaching.
17. Since the last inspection there has been a major focus on improving the quality of teaching, particularly in Years 1 and 2. In addition to observations of lessons by the headteacher, external consultants have visited the school for monitoring purposes and to help teachers to improve the quality of their teaching. Co-ordinators for English, mathematics and science have monitored and supported teachers. As a result there has been a significant improvement in the quality of teaching since the last inspection when it was reported that 12 per cent of lessons overall were unsatisfactory and 41 per cent of those lessons observed in Years 1 and 2 were unsatisfactory. A new appointment has been made in Year 1 and this is having a positive effect on standards in that year group.

18. In the lessons observed, over one third of lessons were very good or excellent, about one third of lessons were good and a similar proportion satisfactory. About one in twenty lessons were unsatisfactory. Teaching in Years 1, 4, 5, 6 and 7, except where there are temporary teachers, is very good overall and the main reason for pupils making very good progress. Despite considerable support, teaching in Year 2 is unsatisfactory overall and the main reason for standards in English, mathematics and science not being high enough by the end of Year 2. Control of pupils is not secure and too much time is lost. The pace of lessons is never better than satisfactory and is often too slow. This affects the pace at which pupils learn.
19. More able pupils are well challenged and teachers and teaching assistants give effective additional support to those who need it. Weaknesses occur in Year 2 and this is because of slow pace and unsatisfactorily challenging work for more able pupils. Those with special educational needs also find learning difficult in this class. More able pupils benefit from the setting arrangements for literacy and numeracy in Years 3 to 7, and setting for science in Years 6 and 7, and this has a good effect on their standards.
20. In the large majority of classes, pupils with special educational needs and those for whom English is an additional language are well integrated into school activities. Pupils with special educational needs are taught well so that their needs are fully met. Teachers and teaching assistants work very closely together, often with advice from the special educational needs teacher and local educational authority specialist advisers. They provide well-planned work while directly addressing pupils' individual targets, needs and stage of development. In many lessons, in addition to the core subjects of English and mathematics, pupils benefit from the good support given by teaching assistants, who have been very well guided by the special educational needs teacher on previous occasions and who work well with small groups and individual pupils.
21. Teaching at the Foundation Stage is good overall. Planning is good and teachers and teaching assistants work together effectively in a well-organised and structured manner. Children are provided with a very good range of activities; some are teacher directed and others allow children to make independent choices. Teachers ensure that children have a wide range of experiences and they stimulate their thinking with many challenging questions, such as, "How do we know that line of children is longer than this one?"
22. In most classes, the teaching of English and basic literacy skills is good as it is based on the literacy hour. However, it is unsatisfactory in Year 2 and this is the main reason for standards not being high enough by the end of Year 2. Although spelling and handwriting are approached systematically, there is a lack of consistency in the school's approach to reading throughout the school. Pupils are not heard to read by an adult often enough. Teachers use all areas of the curriculum to develop literacy skills; for example, in physical education where pupils considered words, such as 'twisting' and 'pivoting', and formed movements in dance based on the words. Pupils are given opportunities for writing across the curriculum such as in science and history. This is a significant factor in raising standards.
23. The teaching of mathematics and numeracy is good overall. It is satisfactory overall in Years 2 and 3 although standards are unsatisfactory at the end of Year 2. Lessons are based on the numeracy initiative and objectives for each lesson are shared with the pupils. In the best lessons, the teacher uses words and phrases that pupils know and this helps pupils to understand clearly what they are trying to learn. Most lessons begin with a well-paced oral mental arithmetic session, which challenges pupils' thinking and their recall of number bonds. Teachers use all areas of the curriculum to extend pupils' understanding of mathematics and, as a result, pupils' learning is good overall. ICT is used effectively to assist pupils' learning; for example, with data handling and writing of procedures. In physical education pupils are asked to think about making symmetrical shapes with their bodies.
24. The teaching of science is good overall. It is very good in Year 7 and good in Years 4 to 6 and Year 1. It is satisfactory in Year 3 and unsatisfactory in Year 2. This is the main reason for standards at the end of Year 2 being unsatisfactory. In the best lessons, teachers display very



good subject expertise and organise practical sessions very well, focusing on the scientific methodology.

25. In ICT, the quality of teaching observed during the inspection was good overall, which is a significant improvement on the findings of the last inspection. This is the result of significant in-service training and support from the subject co-ordinator and the facility of the computer suite, which allows teaching of whole classes. Teachers have clear objectives for the lesson and they demonstrate what pupils are to do on a big screen. They support pupils in their tasks and through showing examples of pupils' work and evaluative discussion at the end of the lesson they make a significant impact on pupils' learning. All other subjects are supported through the teaching of ICT; for example, data handling in mathematics and composition of tunes in music.
26. Teaching is satisfactory overall in French, music and religious education, enabling pupils to make at least satisfactory progress in these subjects. In art, design and technology and physical education teaching is good overall and this has led to pupils making good progress in these subjects. It is good in history in Years 3 to 7. It is not possible to make a judgement about the teaching of geography as none was observed.
27. In teaching and learning seen during the inspection there were strengths and weaknesses:

### **Strengths**

In the best lessons:

- Teachers plan thoroughly and pupils are made aware of what they are expected to learn. Teachers use assessments of work previously completed to clarify pupils' ideas; for example, "I noticed yesterday that some of you had difficulties in reading the face of an analogue clock". They also revise previous learning to establish what pupils can remember; for example, the differences between Victorian times and England today. Tasks are then set to match pupils' previous learning.
- Teachers have very good relationships with their pupils. They constantly seek to praise pupils for their efforts; for example, by answering, "Yes, but that is not the answer I am looking for. Well done though!" This gives pupils the confidence to continue to attempt tasks they are given and to answer questions in front of the class or school.
- Teachers have high expectations of their pupils. They expect them to behave well and to listen carefully to instructions and in class discussions. Pupils are expected to work hard and to complete set amounts of work in a limited time. This ensures pupils work at a very good pace. Pupils are encouraged to evaluate their own work and that of others; for example, in physical education when they assess other groups performing a dance.
- Teachers have very good control of the class. They do not allow pupils to call out and have simple ways in which they quickly gain pupils' attention. They consistently apply the school's behaviour policy so that pupils have a clear understanding of the rules within which they are able to work. The environment in which the pupils work is quiet and concentration is sustained by all.
- Teachers use every opportunity to extend pupils' development in all areas; for example, vocabulary in lessons other than English. In a science lesson a pupil was asked the meaning of 'extract' and in physical education, a pupil was asked to demonstrate the difference between 'spinning' and 'twisting'. On another occasion the pupils' spiritual development was promoted at the end of a dance lesson when the teacher asked the pupils to close their eyes and imagine it was a dark evening with a bonfire burning. They were asked to imagine that the back of their necks felt cold and then suddenly to see the fireworks exploding in the sky.

- Teachers have very good subject expertise. They use this to instruct pupils on how to carry out tasks; for example in ICT to find a print text, to change the size of font and to alter the position of the text. They ask pupils challenging questions which really make them think; for example, in religious education pupils were asked, “What does it mean to give your heart?”
- Teachers and teaching assistants work very well together. Teachers brief the assistants well and receive feedback from them at the end of the lesson. Teaching assistants know their children well and provide very good support to the pupils. This enables those with specific learning difficulties or emotional and behavioural problems to make good progress in their learning.

#### **Where teaching is unsatisfactory:**

- Noise is allowed to build up with some pupils being excessively loud. This interferes with other pupils’ concentration and inhibits learning. Children eventually stop when asked but then continue again when all return to their activities. Control is unsatisfactory. This leads to the lesson proceeding at too slow a pace and learning being unsatisfactory for the majority of the class.
- There is not enough difference in the tasks to challenge all pupils in the class. The higher attaining pupils are not given work to extend their learning.
- Inappropriate strategies and activities to achieve the objectives of the lesson; for example, in a religious education lesson to consider the similarities and differences in the manner in which Hindus celebrate Diwali and Christians celebrate Christmas, pupils spent nearly fifteen minutes listening to Christmas music.

### **HOW GOOD ARE THE CURRICULAR AND OTHER OPPORTUNITIES OFFERED TO PUPILS OR STUDENTS?**

28. The school offers its pupils a very good, well-structured curriculum and fully meets statutory requirements in all subjects. The proportion of time allocated to each subject is entirely appropriate and the right degree of importance is accorded to almost all areas of the curriculum. Furthermore, opportunities for learning in two aspects of the curriculum simultaneously are sometimes included in both longer-term plans and plans for individual lessons so that, for example, pupils may learn about aspects of history or citizenship in literacy lessons, or acquire understanding that promotes their spiritual or moral development in lessons for dance or gymnastics.
29. The school has worked hard to redress the shortcomings in the curriculum identified at the last inspection. Then, in addition to weaknesses in provision for ICT and design and technology, there were too few opportunities for pupils to carry out investigative work in mathematics and science. These have now been remedied to the point where very good provision has led to a marked improvement in standards in each of these subjects.
30. The curriculum for children in the Foundation Stage is good; all the recommended areas of learning are covered at an appropriate level except for physical development on large apparatus outdoors. Teachers create a rich learning environment in which the learning of basic skills in language and mathematics is strongly promoted. There are generally good opportunities for children to extend their knowledge of the world and to develop creatively and physically.
31. The quality and range of learning opportunities in Years 1 and 2 are satisfactory. While the curriculum is generally broad and balanced, there are too few opportunities for pupils to practise reading aloud on their own; this adversely affects progress, more especially in Year 2. While opportunities for writing are good for those in Year 1, pupils in Year 2 do not write often enough at sufficient length. The curriculum for pupils in Years 3 to 6 and in Year 7 is very good. There are planned opportunities for pupils to learn from different subjects in a single lesson and time is used

in well-structured but imaginative ways to ensure that pupils derive the maximum benefit from the teaching; for example, a range of activities that includes discussion, planning in pairs, trying out ideas, predicting or summarising may all occur within a single lesson. While the curriculum for religious education meets the requirements of the Agreed Syllabus, there is some imbalance in the subject. Provision for teaching elements of the Christian faith is very good, but minority faiths are not always accorded the prominence expected.

32. The school generally employs good strategies for teaching literacy and numeracy. The national guidance for teaching both subjects is followed appropriately and, in some lessons, it is adapted imaginatively to improve further the quality of learning. Lessons are generally rigorously paced so that appropriate time is allocated to each aspect of the subjects. A strong feature is the use of questioning to determine pupils' levels of understanding and to lead them to new learning.
33. The school provides equality of access and opportunity for all pupils regardless of gender, race or ethnicity. Those of different aptitude and ability mostly make equally good progress in their work. Teachers usually display sensitivity in dealing with issues of equal opportunity when these arise.
34. Across the school, good provision is made for pupils with special educational needs. They receive good teaching and ancillary support, a feature that has improved since the last inspection. Careful thought has gone into organising curriculum planning and groupings that meet the different and diverse needs of all pupils with special educational needs and to ensure that education is fully inclusive. They have full access to all subjects taught in the school and, where necessary, the specialist equipment is readily available and suits their needs. The provision of teaching pupils in small groups and, in some cases, individually, enhances their quality of learning and gives them time in a quiet environment where they focus effectively on the activities planned for them. Individual education plans contain sufficient detail to guide teachers towards the goals identified for each pupil, especially in Years 3 to 7, and parents are appropriately consulted when plans are reviewed. The school makes good use of external agencies to provide advice and assistance for those pupils requiring additional support.
35. The curriculum is appropriately adapted to the needs of those learning English as an additional language. Those in the first stages of learning the language receive suitable support. Teachers are generally aware of the particular needs of these pupils and regularly offer them focused questioning to determine their level of understanding. As a result, pupils generally make good progress in acquiring the more abstract concepts necessary for higher achievement in such subjects as science and mathematics.
36. The school makes good provision for pupils' personal and social education, both through its timetabled lessons and through informal opportunities arising during the course of the school day. Most members of staff take time to counsel pupils when the situation demands, ensuring that general lessons are learnt from particular incidents. Aspects of citizenship are well taught; the school arranges for pupils to learn about the importance and function of the utility services and takes care to ensure that pupils acquire an understanding of civic responsibilities and of the moral and social questions they raise. Adequate provision is made for drugs and social education through the school's science programme.
37. The school offers a satisfactory range of extra-curricular activities and pupils fully support opportunities for different sports, chess, Bible study and gardening. Pupils are involved in competitive sports with other schools and the school makes satisfactory use of day and residential visits to enhance the quality of learning.
38. Overall, the school makes very good provision for pupils' spiritual, moral, social and cultural education, and this represents a further improvement on the good standards reported at the last inspection. Acts of collective worship consistently meet statutory requirements and are systematically organised so that the theme for each whole school assembly is reinforced from different perspectives in the course of successive acts of worship at each key stage. These provide ample opportunities to reinforce expectations for social and moral behaviour, and offer equally good opportunities for prayer, reflection and wonder.

39. Good provision is made for pupils' spiritual development, not only during acts of collective worship but in the course of many daily lessons across the school; for example, pupils are invited to reflect on the wonders of nature and the need to care for God's creatures in Gardening Club and appeal is made to the emotions evoked by the memories of the colours and sounds of Bonfire Night when pupils are encouraged to produce new dance movements. Teachers regularly encourage pupils to imagine the feelings of others; for example, in order to capture the sense of hopelessness experienced by Victorian urchins or when they are encouraged to empathise with the feelings of poets by imitating their mood and style.
40. The school makes very good provision for the moral education of its pupils, both through its strongly Christian acts of worship and through the opportunities constantly taken by teachers to reinforce the message of making the right moral choices. Provision is generally well adapted to pupils' level of understanding; for example, those in Year 1 learn that all must wait their turn to speak and show tolerance of the needs and feelings of others, while pupils in Year 7 discuss the legal and ethical implications of exceeding the speed limit or the moral position of those who make little contribution to society. Pupils across the school generally show consideration for others, accepting their ideas and valuing their feelings. Staff intervene promptly when misdemeanours occur, reminding pupils of their obligations towards others. They provide a very good model for pupils in their relationships with them.
41. The provision of pupils' social development is also very good. A strong feature of lessons is the opportunities afforded for pupils to collaborate in pairs and small groups; pupils at all three key stages pool their ideas sensibly and share materials and equipment when required to do so. In most classes, there are established routines for distributing books or clearing away at the ends of lessons and pupils are expected in turn to discharge a range of responsibilities as monitors or helpers. A reward system is used effectively for reinforcing good social behaviour. Pupils are given good opportunities to show initiative; for example the school council, well organised and managed, acts as a forum for pupils' ideas and considers suggestions for different improvements, such as the range of extra-curricular activities. Through initiatives such as these, pupils begin to learn such skills as how to represent fairly the views of others and how to report informatively on proceedings.
42. The school's provision for pupils' cultural development is good. Pupils learn about past cultures, both of this country and further afield, in history and religious education lessons. They study contemporary ones in French and geography; for example, pupils compare life in rural India with suburban Crawley. Pupils become acquainted with their own cultural heritage through visits to places of interest such as Fishbourne Roman Villa and visitors to the school, such as artists and theatre groups, serve to enrich the curriculum and broaden the pupils' horizons. While some provision is made for pupils to learn about the cultures of other ethnic groups, such as through the celebration of Diwali, there are generally insufficient opportunities for pupils to learn about some of the different cultures represented in contemporary society. Art, however, is used well to illustrate the cultural heritage of other countries.
43. The school collaborates fully with other schools to ensure that pupils make a smooth transition to the next stage of their education. The school has developed very close links with the upper school with which it shares its campus and there are regular reciprocal visits; for example, pupils from each school share work in music, art and physical education. There are similar close links for those about to join the school; for example, children from playgroups are invited for visits and to attend school productions. The school takes a full part in community initiatives, such as gardening competitions and enjoys links with the local parish church. Pupils are encouraged to show concern for the wider world by supporting designated charities or expressing views on matters of local and national importance.

## **HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?**

44. The school has a health and safety policy, which is rigorously implemented. The Premises Officer systematically checks the buildings and the environment. The procedures are closely

monitored by the governing body. Regular consultations between the headteacher, the premises officer and the designated health and safety governor occur to agree the order of priority for repairs and refurbishments.

45. Child protection procedures are in line with local authority guidelines. They are clearly communicated to staff annually and a copy of the guidelines is included in the staff handbook. The school liaises with all appropriate external agencies and the school nurse holds weekly 'drop-in' sessions for parents who have concerns about their child's health. Children with physical disabilities are given all the necessary support to enable them to play a full part in school life and those pupils with poor attitudes to learning and behaviour often receive additional help from the behavioural support team.
46. The admissions policy for new entrants to the school is well established and operates to ensure that children settle quickly and are supported well in the classroom. Strategies, such as the personal scrap-book of themselves from birth, which they are encouraged to bring to school when they first start, give them a sense of ownership and growing confidence. There are equally comprehensive and supportive procedures for the older children transferring to secondary school, with cross-curricular consultations and visits to ensure a smooth transition with the minimum of disruption for the children.
47. The behaviour policy, with its system of rewards to celebrate children's achievements and its sanctions for less than satisfactory behaviour, is well understood by the children and provides a framework for the good standard of behaviour generally observed. The 'working together' ethos, which is established right at the beginning of school life, helps to minimise oppressive or bullying behaviour and children feel safe and secure at school. Teachers know their pupils well and are keenly aware of their individual needs and are able to offer appropriate positive support.
48. The school's behaviour policy, to which the children have contributed, is implemented consistently throughout the school. As a result, the attitudes, values and personal development of the children are very good. Since the last inspection the governors have evaluated the behaviour policy and monitored its outcomes. They are content that the policy is working well. Pupils with poor attitudes to school are excluded as a last resort and only when all the formal warnings, as dictated by the protocol, have been given. However, the school works with children who have been excluded from other schools and liaises closely with the re-integration unit to offer the maximum support to those children who are disaffected with school. The authorised absence level is a concern for the school and parents are regularly reminded of the need for good attendance in newsletters and in the school prospectus.
49. The school has effective practices for monitoring the progress pupils make. There is weekly assessment of their work, which feeds into the planning for the matching of work to pupils' needs and the individual support for children's performance and personal development. Records are kept conscientiously for pupils with special educational needs and are used to identify the needs and progress of pupils who need additional support. The procedures are rigorous; individual education plans are very detailed and include appropriate and manageable aims and are well used by class teachers, teaching assistants and the teacher for special educational needs. The tight planning and use of apparatus reflects the needs of the pupils.

## **HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?**

50. The school works hard to make parents feel welcome and offers a wide range of opportunities, both formal and informal, for parents to talk to teachers. This welcome begins when children first start school in reception when teachers ensure an extensive programme of visits and exchanges of information between them and the parents. All staff work actively to involve parents and carers of pupils with special educational needs. Parents are informed and involved at a very early stage if particular needs are identified. They are kept well informed through normal reporting as well as additional contact when necessary. Teachers make regular contact with the parents of pupils who have individual education plans to review the targets that have been set.

51. Parents are satisfied with the amount of the information they receive from the school via regular newsletters, 'Parents Post', the well-presented school prospectus and the governors' annual report to parents. They feel sufficiently well informed about what is happening in school and the expectations for their children. Special educational evenings are held for parents on specific curriculum subjects to enable them to understand what is being taught and to be able to offer help to their children; for instance, most recently an ICT presentation was offered. The headteacher makes a personal effort to encourage parents to attend these events in order that they can enhance their children's learning opportunities.
52. The home school partnership document is welcomed by parents and strengthens their role in supporting their children. Detailed written annual reports are prepared giving account of children's progress and achievements, with opportunities for parents to comment.
53. The school association organises a variety of fundraising events to provide additional resources for the school. Some parents help in the school in a number of ways such as cooking and gardening but more help would be welcomed to increase the learning support in such subjects as reading.
54. The school's governing body plays an active and valuable role in the management of the school in ensuring that all the relevant procedures and policies are in place and are implemented effectively.

## HOW WELL IS THE SCHOOL LED AND MANAGED?

55. The headteacher has provided effective leadership and good management of the school. He is well supported by the deputy headteacher and other key members of staff. Curriculum leadership is good at the Foundation Stage and in mathematics, science, ICT, art and design and technology. It is satisfactory in English, French, geography, history, music, physical education and religious education. There have been significant improvements since the previous inspection in most aspects of school life and, in particular, in the three core subjects of English, mathematics and science, the quality of teaching and the planning of the overall curriculum.
56. The leadership and management of special educational needs are good. The recently appointed co-ordinator has introduced many initiatives, one being the development of a register for gifted and talented pupils. The school ensures that the provision for pupils with special educational needs fully meets the requirements of the Code of Practice. There is careful planning and record keeping for all matters concerned with the management of the programmes of support for pupils. The expenditure on staffing and resources for pupils with special educational needs is high, and effective links, which enhance the quality of pupils' learning, are made with special educational needs advisers and other professional bodies where necessary. The special educational needs co-ordinator and the teacher, in addition to the teaching assistants, form an effective team and pupils benefit from their expertise. Pupils who speak English as an additional language are well catered for.
57. The school is effective in meeting its aims. It is a caring institution in which all pupils are made to feel welcome. They are provided with an interesting curriculum and challenged to do their best at all times. They are expected to be kind to one another and to show to others the respect they would wish for themselves. Pupils are given opportunities to be responsible and all are treated equally. They are being challenged intellectually.
58. As a result of the findings of the previous inspection, a major focus has been to improve the quality of teaching, particularly in Years 1 and 2. Considerable support and guidance has been offered to teachers in these year groups. The headteacher and governors have identified the recruitment of very good teachers as a priority where vacancies exist but it has not proved easy as a result of the shortage of candidates. However, the strategy is beginning to have some effect and two of the most recent appointments are making a significant difference to pupils' learning in Year 1 and Year 4. The headteacher has effectively deployed staff to use teachers' skills to full advantage. This is one of the main reasons why standards have improved by the end of Year 6 and Year 7.
59. The governing body, under the strong leadership of the chairperson, has fulfilled its statutory duties despite never having had a full complement of members over the past two years. On occasions the governing body has been short of as many as eight members, including for over one year, a representative from the local education authority, and this has undoubtedly put additional pressures on those who are in post. Currently the governing body is short of four members. Since the last inspection the governing body has introduced a number of features to help it in its work. It is clearly involved in strategic planning. Chairs of committees are actively involved with the headteacher and staff in agreeing the priorities for the school and, as a result, the appointment of staff has taken on greater significance. The governing body, together with representatives of the local education authority, is involved in setting targets for the school. It takes a strong interest in whether they are challenging and also based upon pupils' prior attainment. It is concerned if targets are not met and as a result of the unsatisfactory achievements of pupils in Year 2 has appointed additional teaching assistants to work in Years 1 and 2. The governing body has recently carried out a review of its functions to ensure that it is working efficiently and fulfilling its obligations. The result is a plan of action for the next two years. To ensure that it holds the school to account for its standards it receives presentations from curriculum leaders. Two governors then visit the school to see lessons before reporting back to the governing body. Governors are aware of the school's system for tracking pupils' progress across the school and have plans to monitor how effective this is in raising standards. They are

aware that the school's procedures for monitoring are more closely focussed on classes with pupils from Years 1 and 2 and support this.

60. A policy for monitoring and evaluating the school's work has been developed and is being implemented. It clearly sets out what is to be monitored, by whom and when. It covers all aspects of the school's work including the quality of teaching. In addition to the programme of monitoring teaching by the headteacher, curriculum leaders in English, mathematics, science and ICT have had opportunities to assess the quality of teaching in the subjects for which they have a responsibility. The programme of monitoring helps the headteacher and governors to assess the strengths and weaknesses in the school and to take appropriate action to improve the learning of the pupils. The school links its spending to the issues identified as being in need of development or to sustain the high standards already in place. The school has initiated a system of target setting. This uses information from the previous year in the core subjects and sets targets for each individual. These are related to performance management targets and should help to raise standards still further. The school has analysed the test results in mathematics and science to assess the strengths and weaknesses in pupils' knowledge and understanding. It has not yet carried out the same task in English although it has plans to do so early next term.
61. The school makes good use of its resources. As a result of falling numbers it has had to review its spending and the school currently has a small deficit on its budget. The school has recognised the need to improve further the standards at the end of Year 2. As a result, additional sums of money have been allocated to ensure there is appropriate adult support for all pupils in the reception classes and Years 1 and 2, which now have classes with pupils of more than one age as a result of the government initiative to reduce class sizes below 30. The school has strategies in place to correct the deficit over the next two years. All of the money allocated for pupils with special educational needs was used for that purpose last year and more than has been allocated is being spent in the current year. The school makes full use of its allocations from the standards fund to good effect. The governing body is aware of the need to obtain best value when using the school's resources. It does this in most cases but governors could make more use of data to compare the school's spending with those schools of similar circumstance.
62. The school is effectively organised to ensure it works well from day-to-day. It has a well thought through management structure and the senior management team and teachers with posts of responsibility carry out their duties effectively. The school administration is very good. The school is using new technology well; for example, a new system has been recently installed in the school office to assist the finance officer in her duties and teachers are using spreadsheets to record pupils' previous attainment and targets for the forthcoming year.
63. The school is generally well staffed. The number of teachers and teaching assistants is adequate for the number of pupils. Teachers and teaching assistants update their skills through regular in-service training. The accommodation is very good and well kept. Teachers use the space effectively to interest and motivate their pupils with stimulating displays of pupils' work and artefacts related to current learning. Classrooms are spacious and the additional areas indoors and outdoors provide effective areas for learning. Resources are adequate overall although the school does not yet have enough computers in classrooms to enable pupils to follow up the work completed in the computer suite. The collection of non-fiction in the library is limited and the range of music does not incorporate sufficient examples of music from the range of cultures to be found in Britain today. Equipment for use outdoors in the reception classes is insufficient although the school is aware of this and an order has been approved.

## **WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?**

- (1) Improve standards in English, mathematics, science and ICT by the end of Year 2 by:

improving the quality of teaching in Year 2;  
providing pupils in the Foundation Stage and Years 1 and 2 with more opportunities to read to an adult;



ensuring pupils have sufficient opportunities to use computers;  
ensuring teachers have sufficient subject expertise, particularly in ICT.

(paragraphs 5, 6, 7, 9, 18, 76, 120 and 121)

**Minor issues**

Agree and implement a consistent approach throughout the school to help pupils to read better.  
(paragraph 76)

Extend pupils understanding of cultures other than British and European. (paragraph 42)

Provide more computers to enable all pupils to consolidate in classrooms, their learning in the  
computer suite. (paragraph 121)

Provide more books to enable pupils to research information in connection with their studies.  
(paragraph 81)

Provide equipment for use outdoors in the reception classes (order already placed). (paragraph  
69)

## PART C: SCHOOL DATA AND INDICATORS

### Summary of the sources of evidence for the inspection

Number of lessons observed	91
Number of discussions with staff, governors, other adults and pupils	39

### Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	9	23	27	27	5	0	0
Percentage	10	25	30	30	5	0	0

The table gives the number and percentage of lessons observed in each of the seven categories used to make judgements about teaching.

### Information about the school's pupils

Pupils on the school's roll	YR – Y7
Number of pupils on the school's roll (FTE for part-time pupils)	357
Number of full-time pupils known to be eligible for free school meals	21

Special educational needs	YR – Y7
Number of pupils with statements of special educational needs	5
Number of pupils on the school's special educational needs register	106

English as an additional language	No of pupils
Number of pupils with English as an additional language	11

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	46
Pupils who left the school other than at the usual time of leaving	33

### Attendance

#### Authorised absence

	%
School data	6.7
National comparative data	5.6

#### Unauthorised absence

	%
School data	0.0
National comparative data	0.5

Both tables give the percentage of half days (sessions) missed through absence for the latest complete reporting year.

### Attainment at the end of Key Stage 1 (Year 2)

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	2001	28	19	47

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	17	12	26
	Girls	10	12	17
	Total	27	24	43
Percentage of pupils at NC level 2 or above	School	57 (82)	51 (82)	91 (92)
	National	84 (83)	86 (84)	91 (90)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	16	22	24
	Girls	11	16	15
	Total	27	38	39
Percentage of pupils at NC level 2 or above	School	57 (85)	81 (92)	83 (92)
	National	85 (84)	89 (88)	89 (88)

Percentages in brackets refer to the year before the latest reporting year.

### Attainment at the end of Key Stage 2 (Year 6)

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
	2001	32	23	55

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	22	26	30
	Girls	20	22	21
	Total	42	48	51
Percentage of pupils at NC level 4 or above	School	76 (58)	87 (71)	93 (83)
	National	75 (75)	71 (72)	87 (85)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	19	24	29
	Girls	21	21	21
	Total	40	45	50
Percentage of pupils at NC level 4 or above	School	73 (65)	82 (76)	91 (86)
	National	72 (70)	74 (72)	82 (79)

Percentages in brackets refer to the year before the latest reporting year.

### **Ethnic background of pupils**

	No of pupils
Black – Caribbean heritage	4
Black – African heritage	0
Black – other	3
Indian	7
Pakistani	2
Bangladeshi	0
Chinese	0
White	355
Any other minority ethnic group	1

*This table refers to pupils of compulsory school age only.*

### **Teachers and classes**

#### **Qualified teachers and classes: YR – Y7**

Total number of qualified teachers (FTE)	13.85
Number of pupils per qualified teacher	21.6
Average class size	26.6

#### **Education support staff: YR – Y7**

Total number of education support staff	8
Total aggregate hours worked per week	157

*FTE means full-time equivalent.*

### **Recruitment of teachers**

Number of teachers who left the school during the last two years	8.54
Number of teachers appointed to the school during the last two years	7.00
Total number of vacant teaching posts (FTE)	1.2
Number of vacancies filled by teachers on temporary contract of a term or more (FTE)	.2
Number of unfilled vacancies or vacancies filled by teachers on temporary contract of less than one term (FTE)	1

*FTE means full-time equivalent.*

### **Exclusions in the last school year**

	Fixed period	Permanent
Black – Caribbean heritage	0	0
Black – African heritage	0	0
Black – other	0	0
Indian	1	0
Pakistani	0	0
Bangladeshi	0	0
Chinese	0	0
White	17	1
Other minority ethnic groups	0	0

*This table gives the number of exclusions of pupils of compulsory school age, which may be different from the number of pupils excluded.*

### **Financial information**

Financial year	2000-2001
	£
Total income	685499
Total expenditure	707706
Expenditure per pupil	1921
Balance brought forward from previous year	15958
Balance carried forward to next year	-6249

## Results of the survey of parents and carers

### Questionnaire return rate

Number of questionnaires sent out	372
Number of questionnaires returned	43

### Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	49	44	5	2	0
My child is making good progress in school.	35	58	2	2	2
Behaviour in the school is good.	16	67	14	0	2
My child gets the right amount of work to do at home.	16	53	19	7	5
The teaching is good.	37	58	5	0	0
I am kept well informed about how my child is getting on.	35	51	9	2	2
I would feel comfortable about approaching the school with questions or a problem.	70	28	0	0	2
The school expects my child to work hard and achieve his or her best.	44	53	0	2	0
The school works closely with parents.	33	56	5	5	2
The school is well led and managed.	40	51	5	5	0
The school is helping my child become mature and responsible.	37	60	0	0	2
The school provides an interesting range of activities outside lessons.	21	42	23	7	7

**The totals may not add exactly to 100% as numbers have been rounded up.**

## **PART D: THE STANDARDS AND QUALITY OF TEACHING IN AREAS OF THE CURRICULUM, SUBJECTS AND COURSES**

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

64. When they enter school children's prior attainment is below average when measured as an initial assessment on the West Sussex Baseline Scheme. At the time of the inspection 10 children were of statutory school age and 32 were under five and attended part-time only. A significant number of the current intake requires substantial support on entry to the school, and this is in all aspects of the curriculum. None the less the inspection shows that most children are making good progress and will achieve the Early Learning Goals (ELG) by the time they leave the reception classes, a situation which has been maintained since the last inspection. This is because of the range of interesting activities that are planned for them by the teachers and the amount of good and very good teaching that they receive.

#### **Personal, social and emotional development**

65. Children make good progress in this area. They clearly enjoy coming to school. The teachers have high expectations of children's independence and personal responsibility. They encourage these aspects in as many ways as possible; for example, children are expected to register themselves each day by finding their own name cards and they choose their own activities for a large part of each session. They undress for dance and dress themselves again afterwards, though some still need a little help, and they learn personal hygiene by washing their hands before eating. They quickly become confident in their learning and are able to concentrate in their self-chosen activities, such as drawing or writing on whiteboards, often sharing resources and ideas with others. They show responsibility when taking the register to the office or showing parents which book they want to take home. They often show excellent attitudes and a caring manner toward those in distress or who are new and this is encouraged by all staff, who spend time talking with the children about caring and sharing. The children respond positively and politely to all adults, including visitors, and relationships throughout the two reception classes are good with all staff acting as positive role models. Most will achieve the ELGs by the time they leave reception.

#### **Communication, language and literacy**

66. Children make good progress in language and literacy. The teachers have planned the activities to be as interesting as possible in order to motivate and tempt the children into learning. Teachers put a high priority on developing speaking and listening skills as they question children about their work and their understanding, or as the children listen to each other's 'news'. Language development is further supported by staff as children are asked to join in and read aloud from Big Books or repeat phrases from them, such as "What big eyes you've got". They also sing songs and rhymes. Teachers provide daily opportunities for children to write, either with an adult, on their own or with friends. Every effort is praised, which encourages the children to try even harder; for example, children write their names, often trying out any words that they think they can do, such as 'mum' or 'cat'. Daily literacy sessions and work with 'Jolly Phonics' support the children's learning of the sounds and symbols of English. They have great fun stressing the initial sound as the adult holds up 'M' - 'mmmmm' for mummy; 'S' - ssssss for snake etc. and they respond to the first sound in their names at dismissal times; "If your name begins with 'n' ". Those of higher ability can already recognise the final sound in a three-letter word such as 'dog' - saying d-o-g says 'dog'. Sounding out these small words as games is only one way in which teachers support children's early reading. They ensure children hold books correctly and turn the pages, looking from left to right along the lines. They encourage the children to use pictures as clues to meaning and ask them to retell stories in their own words. The children know that print has a purpose. They enjoy stories and take their books home every night to share with parents. Teachers and other adults hear children read weekly. Most will achieve the ELGs by the time they leave reception.

## **Mathematical development**

67. Children make good and often very good progress in mathematics. Teaching is good and tasks are both interesting and appropriate for the children's ages and abilities. Most tasks are activity-based which means that children are really keen to do them, such as skittles, where children count and record the number they have bowled over, dominoes where children add up to five, or laying a table for four people and checking they have the correct number of articles. Many children are already counting to 10 and some to 20. Others are able to recognise numbers to 20 as teachers show them large cards. Teachers ensure that children learn the language of number by asking them to put things in order in response to questions; 'first', 'second', 'third' or 'next', 'after', 'before', 'biggest', 'smallest'. Children are given daily experiences with sand where they use language such as 'more than'; for example, "My castle has more towers than yours". They practise writing numbers with their fingers in wet corn flour often physically supported by an adult, whose hand is placed over the child's hand. They are given large whiteboards on which to record their scores when playing skittles and scores are then talked through by the teacher at the end of the session to ensure they have understood and have worked out their individual totals. They compare sizes while talking about structures they have made with Lego; "Mine is much bigger than yours, look." Most will achieve the ELGs by the time they leave reception.

## **Knowledge and understanding of the world**

68. Children make good progress in this area and most will achieve the ELGs by the end of the reception year. Teachers quickly establish routines in the classes linking this need for routine with life at home and the things mum and dad do while the children are at school. They know what happens at which time of the day and they understand why they drink milk and eat lunch. Teachers ensure that children talk about the seasons, winter or summer, and of what happens at each one, what can be seen outside, how the weather feels and so on. They begin to understand the idea of past and present as they read the books they made before they started school. These books are often 'read' to another child but equally often they are read with an adult, who then takes the opportunity to ask the child to think about his or her past and what they did or did not do. They point out how they have already changed and grown. Children understand that wet sand is different to dry sand and they respond to the teacher's questions telling the teacher which type will make the castle. They show their growing understanding of the world as they build different homes for different people using building blocks. Teachers support their growing understanding of the world by providing small cars and street maps and in play they show they know about crossings and traffic lights and what the red one means as adults join in and question them. They also know that banging on drums and tambourines will make a loud noise and the teacher's good questioning brings about an understanding that the sound is made by the skin vibrating. Children use the mouse confidently when working on the computer and can move blocks of colour around at will.

## **Physical development**

69. Children's progress in physical development is good and most will achieve the ELGs by the time they leave the reception class. Teachers provide regular access to a small outside space where children crawl through tunnels and jump through hoops, learning how to control their bodies in space. These sessions are very well used as staff ask the children to make decisions about how to build the route through the equipment. As yet there is no large outside space for bicycles, prams and scooters and this is a weakness. Children develop larger movement skills improving the co-ordination of their bodily movements when in the hall for dance or physical education. Teachers plan and use this time very well basing the session on the book of the week. They question children about the way they interpret music or why they have moved in a specific way. Children show awareness of others when moving around and enter into the spirit of hiding from the wolf. The development of hand control skills and smaller movements are stimulated as children cut, stick, draw, paint, and build with the many different sizes of blocks and bricks provided among the daily activities.

## **Creative development**

70. Children make good and often very good progress in the creative areas. They are able to play imaginatively in the role-play area provided by teachers, on occasion linking it with the story of the week, such as Little Red Riding Hood. Teaching assistants are often deliberately planned to be with the children in the role play area in order to support their learning, providing words if they cannot remember them and ensuring they listen to each other while re-enacting the story. At the same time the assistant assesses their progress, using assessment sheets. Teachers give children daily choices between drawing in pencil, crayon, or felt pen or painting at the easels, where they refine their large hand movements, discover what happens to paint when the paper is upright and mix the colours to those that they want to use. The children love to talk about the colours they have made; for example, "This is orange not red. I put some of that yellow in it". "I like black best". During further work on the book of the week they make a group picture of Little Red Riding Hood, sticking different shades of red fabric onto the picture with glue. In this they are well supported by the teacher's assistant who constantly expects them to talk and reply to what she says. In music, teachers give these children many different experiences; for example, children learn to sing and to listen to rhythms. They learn to play various unpitched instruments, deciding which sound represents which part of a story and they also learn about music in dance sessions when they decide which movement 'goes with' which part of the music. At other times the teachers provide every child with instruments and they are encouraged to play and experiment with sound as a prelude to composing. Most will achieve the ELGs by the time they leave reception.
71. The co-ordinator of the Foundation Stage is also one of the two class teachers. She plans with her colleague and the curriculum on offer allows children to make choices and thus to learn to be responsible. The quality of teaching seen varied from satisfactory to excellent and thus was judged good overall. The only slight weakness in the curriculum is the lack of a large outdoor play area but this has already been identified as an area for development and an order for equipment has already been prepared. Both teachers make excellent use of good assistants and all adults are responsible for the daily assessment of children's learning which then informs the next round of planning. Parents are welcomed into these two classes and some come in to help. Both teachers would like to increase these numbers in order to support the children's reading in particular. Admission arrangements are very good. They include: home visits by pairs of staff; a book which the home prepares for the child to bring in, a series of mini visits before the child starts full-time, leaflets for parents to explain what happens and a large book with photographs which explains to parents what every activity is teaching the child. They 'invite' the child to come to school via an invitation, such as one would have for a party. An initial baseline assessment is completed for each child on entry and this is repeated at the end of the year. The results of this initial assessment are used to form the first groupings of the children. Progress is shared with parents at every opportunity and especially at parents' evenings. At the first one there is a shared reflection by teacher, parent and child as to how the child has settled in. This is recorded. Resources are very good and the children are given a very good start to their school life. The co-ordinator provides good leadership.

## **ENGLISH**

72. By the end of Year 2, standards in English are below the national average, and are broadly similar to those seen at the last inspection. Standards are a little higher than those suggested by national test results in 2001, which were markedly lower than those of previous years. Prior to this, results had shown a gradual improvement for each year from 1996 to 2000.
73. There is a different picture by the end of Year 6, where standards are firmly in line with national averages. This constitutes a significant improvement since the last inspection, when standards were well below those seen nationally. Current standards confirm the trend towards sustained improvement indicated by this year's national test results and the good progress pupils make suggests that standards by the end of Year 6 are likely to rise further. Similarly, the work seen in



Year 7 indicates that standards by the end of the year are likely to be at least in line with those expected nationally.

74. Standards at Year 2 are below average in reading because pupils are not heard to read on their own with sufficient frequency. Consequently they are not well motivated to tackle new words for themselves by using their knowledge of the individual sounds they have practised. Similarly, standards in writing are lower than expected because pupils are not required to write at length or produce work of high enough quality. While pupils at Year 1 make good progress in the acquisition of reading and writing skills, these are not built on sufficiently systematically at Year 2 because expectations for pupils' achievements are not high enough. Between Years 3 and 6, pupils make increasingly good progress in reading and writing because teachers generally have high expectations of what their pupils are to learn. Here, teachers mostly achieve the objectives they set for each lesson and pupils generally have a clear understanding of what is expected in terms of their learning, concentration and behaviour. Those in Year 7 make equally good progress because they are offered challenging work that builds on previously acquired skills. Across the school, those with special educational needs make progress similar to that of other pupils, and they are generally well supported in their efforts.
75. Standards in speaking are in line with national averages by the end of Year 2, and are generally above those seen nationally by both Year 6 and Year 7. Pupils in Year 1 make good progress in developing their speaking skills because questioning is often used well to encourage pupils to explain their answers or opinions; for example, they are expected to explain the reasons for their choices in an imaginative scenario created during a computer lesson. At Year 2, pupils continue to make satisfactory progress as they are given sufficient opportunities to speak during discussions at the beginning and end of lessons in most subjects. Between Years 3 and 6, pupils generally make good progress in their speaking skills because they are given increasingly good opportunities across the curriculum to justify their opinions at length and to persuade or reason. Often lessons such as literacy or science afford opportunities for pupils to discuss a question briefly in pairs or small groups, with the result that pupils develop an understanding or tolerance of the views of others. Although pupils listen attentively and carefully in Year 1, standards of listening are unsatisfactory by the end of Year 2 because pupils do not build on the good powers of concentration they have acquired. The teacher often has to work hard to maintain pupils' attention with the result that the pace of lessons is sometimes slow. However, pupils here sometimes listen well to each other when they are working in pairs or small groups. Standards of listening are satisfactory at Year 3 but between Years 4 and 6, pupils overall develop good listening skills because high standards of concentration are expected. Lessons are well organised so that pupils do not have to listen to protracted explanations from the teacher and when a story is read aloud, probing questioning is used well to ensure that pupils' attention remains focused. This same approach is continued at Year 7, where teachers manage and organise their lessons well, sometimes offering moving explanations, which hold pupils' interest and exercise their imaginations.
76. By the end of Year 2, standards in reading are just below national averages. While pupils generally make good progress in learning their sounds between the ages of five and seven, many do not practise reading alone to a trained adult with sufficient frequency. The result is that they do not build up enough confidence in tackling new words by breaking them into syllables nor develop a degree of fluency by reading a number of lines of print in succession. While many pupils make good progress in learning to sound out letters both singly and in combination in Year 1, these skills are not always built upon systematically in Year 2; for example, words ending in '-ite' and '-ight' are not introduced to pupils separately and this leads to confusion. By Year 6, reading is firmly in line with the national average. Pupils make increasingly good progress between Years 3 and 6 because they are expected to read for a range of purposes across the curriculum and because progress in reading is generally more closely monitored. At Year 7, this progress is maintained and standards of reading are also at least in line with those expected. However, these practices in monitoring reading are not consistently applied. In some classes, pupils are heard to read weekly, while in others they are rarely heard. Some of the oldest pupils are heard more frequently than younger ones. Furthermore, higher attaining pupils are not always

offered sufficient guidance in their choice of reading. Those with special educational needs generally make good progress in their reading and are well supported in their efforts.

77. Standards in writing are below national averages by the end of Year 2 and are in line with those seen nationally by Year 6. In Year 1, pupils begin their writing efforts well. Most can write captions for pictures, explaining their meaning; some can describe accurately an incident or experience in which they have been involved. Those in Year 2 begin to sequence a number of events, writing in a conversational style and displaying a growing awareness of the purpose of writing for an audience. While some begin to use full stops and capital letters accurately, a number remain unable to do so consistently by the end of Year 2. Moreover, pupils here do not practise their writing skills with sufficient regularity, and therefore do not make the expected progress. Between Years 3 and 6, the picture is different. Pupils are encouraged to write at length, making good progress in improving the quality of their work by practising drafting skills and thinking through the needs of the audience for whom they are writing. Pupils in Year 4 are encouraged to imagine the detailed appearance of a character from 'The Street Child' before committing their ideas to paper, while those in Year 6 learn the techniques of writing a letter to defend a viewpoint in an appropriately formal register. This good progress is maintained in Year 7, where for example, pupils attempt to write evocative poetry in the style of Tennyson's 'The Lady of Shalott', imitating its metre. Across the school, writing is used well to support learning in other areas of the curriculum, such as science and religious education. The progress of those with special educational needs is similar to that of other pupils and these pupils receive good support when they are writing.
78. Spelling and handwriting are taught systematically across the school, with the result that pupils make good progress in their learning. Pupils are regularly tested on the words they are set and good habits for learning the spelling of unfamiliar words are established early. By the age of seven, many pupils have already learned how to join their writing so that, by the time they leave the school, the majority have developed a neat, cursive hand.
79. The quality of teaching overall in Years 1 and 2 is unsatisfactory because pupils do not make the expected progress by the time they are seven. However there are some variations within the key stage. In Year 1, teaching is good and often better. In one excellent lesson seen, for example, the teacher employed a wide range of strategies, including sensitive questioning, to lead pupils to new understanding and to encourage them to demonstrate their knowledge of spelling and the meanings of words. In Year 2, however, teaching is often unsatisfactory because pupils find it difficult to concentrate and are not always well managed. As a result, the pace of the teaching is slow and loses focus so that pupils do not make the expected progress. In Years 3 to 6, the quality of teaching is good overall. Although the best teaching in the course of the inspection was observed between Years 4 and 6, it is evident from an analysis of work that pupils across the key stage make mostly good progress in their acquisition of knowledge and skills. Teachers generally use questioning well to probe pupils' understanding and lead them to new learning. Expectations are high and the pace of lessons is brisk; pupils are expected to complete discussions within tightly defined deadlines and are constantly encouraged to remain focused on the task in hand. As a result, pupils mostly complete the work set for each lesson and enjoy a strong sense of achievement. The same good teaching skills are seen in Year 7, where, in one excellent lesson, pupils were constantly exhorted with humour and enthusiasm to try their best; this technique elicited the very positive response that led to excellent progress.
80. The curriculum is both broad and balanced and the national literacy guidance is used well, being interpreted imaginatively in some classes to enrich pupils' understanding. English skills are used to great effect to support pupils' learning in other areas of the curriculum. The subject is generally well managed in Years 3 to 7, but less effectively in Years 1 and 2 where further examination is needed of the means by which standards may be raised. There are sufficient procedures in place for collecting information about pupils' performance. These are generally well used, so the school already has a good understanding of where strengths and weaknesses in the subject lie.
81. Fiction resources are adequate and well used, though many of the books are not in good condition. The library carries insufficient stocks of non-fiction books and is therefore somewhat

underused. The English curriculum is sometimes enriched by visits from outside speakers and theatre groups, and satisfactory use is made of computers to develop pupils' word-processing skills.

## MATHEMATICS

82. Results of the national tests for pupils in Year 2 in 2001 show attainment was well below the national average for all schools and well below that of similar schools. However, the school has raised attainment and standards are rising in line with the national trend. The national tests in 2001 show that the attainment of pupils in Year 6 was well above the national average for all schools and for schools with a similar background. At the higher level 5, attainment was well above the national average. Over the past four years attainment has shown a considerable improvement that is above the national trend. The findings of the inspection are that pupils in Year 2 are achieving below average standards. Year 6 pupils achieve above average standards. This is due, in part, to good and often very good teaching, particularly but not exclusively, towards the top end of the school. 'Springboard' classes in Year 5 and 'Booster' classes in Year 6 also help to raise standards. Pupils in Year 7 attain standards that are well above those expected of pupils aged twelve. The National Numeracy Strategy is clearly having an impact on raising attainment now that it is being fully implemented in classrooms. These findings are indicative of the good progress the school has made in addressing the needs of older, higher attaining pupils and raising standards since the last inspection.
83. By the end of Year 2, most pupils know much of the five and ten multiplication tables and use them to solve simple addition. Most pupils count forward in tens and hundreds successfully and have an understanding of simple fractions. Pupils can assemble simple data and represent it on a bar chart and extract information from it. They know the properties of common shapes and recognise lines of symmetry of many more. However, too many do not have sufficient understanding of the relationship between addition and subtraction or that multiplication is repeated addition. The rapid recall of addition and subtraction facts is unsatisfactory overall.
84. By the end of Year 6, pupils have made very good progress in extending their understanding and use of numbers and other mathematical ideas. These include properties of angles and regular shapes and more complex ideas about symmetry. Pupils have learnt more multiplication tables and can use more complex fractions, percentages and decimals. They have developed their mental abilities to solve number problems, using, for example, approximation, doubling and halving techniques. They use mathematics well in other curriculum areas such as science and history; for example, constructing time lines in their study of Tudor England. There are good examples of pupils investigating different ways of representing information through the use of 'Datasweet' in their ICT lessons. Year 7 pupils are fluent in the mental use of fractions and decimals and can use a protractor to construct angles of various degrees. Higher attaining pupils have a good grasp of algebraic equations and know that brackets need to be removed before solving the equations.
85. The standard of teaching in Years 1 and 2 is satisfactory overall and in Years 3 to 6 it is good and often very good. Year 7 pupils are very well taught. In planning, teachers set out very clear learning intentions. They invariably share these with pupils and make good checks throughout the lessons to gauge whether or not pupils are making enough progress towards achieving them. This is often done through perceptive questioning, leading to skilful handling of the responses. This was the case in one Year 6 lesson when the teacher extended the work on 'perimeter' for some pupils who could use the prescribed methods to stretch them further, by introducing a compound shape. At the same time extra help was offered to those pupils who could not. Mathematical vocabulary, such as 'commutative' is used well by teachers to challenge pupils, thus extending them to explain their strategies for problem solving with increasing clarity. Good use is made of simple practical apparatus to help pupils understand ideas; for example, in a good lesson with Year 1 pupils, their estimation and mathematical vocabulary was extended using the sand tray to estimate cups of sand needed to fill larger containers. Vocabulary, such as, 'nearly', 'roughly', 'close to' and 'same as' were understood in a practical context. Most lessons begin with an energetic mental and oral session. The rapid-fire questioning, for example in Year 7, had pupils concentrating hard on their knowledge of 'factors' to come up with the answers in a given time.

86. Teachers are generally well organised and manage their pupils well. This means that pupils settle quickly to their group assignments and concentrate well throughout the lesson. Where lessons are less successful, as in Year 2 and in Year 5, where there had been a change of teacher, pupils were not used to settling down to work quickly and quietly and the teachers had to work hard to achieve this. Within the 'set' classes, further groupings are often made enabling teachers and assistants to work with pupils at a common level of understanding. Pupils with special educational needs and for whom English is an additional language make good progress.
87. The subject is well managed and the co-ordinators have a clear idea of what needs to be done to raise attainment although having two co-ordinators in different parts of the school does not facilitate a coherent approach to developing teaching and learning in mathematics across the whole school. Assessment procedures are good and the analysis the school is now making of its teaching and the results of pupils' work enables teachers to target pupils individually to support their learning. There are satisfactory resources to back up the teaching of the National Numeracy Strategy. The use of ICT has improved since the last inspection, particularly for work on data handling. There are well-planned opportunities for applying numeracy skills in other subjects, such as science and geography. The school has a scheme of awarding badges for work completed at home upon which they are tested in school. This is a positive incentive to assist pupils' learning and helps pupils to achieve high standards in mathematics.

## **SCIENCE**

88. Standards in science are good overall; they are very high for pupils in Year 7, high for pupils in Year 6 and unsatisfactory in Year 2.
89. By the end of Year 2, the attainment of pupils is below the national average with weaknesses in all aspects and particular weaknesses in their ability to investigate purposefully. This weakness applies only to the pupils in the Year 2 class and not to the pupils in the mixed age Year 1 and Year 2 class. By the end of Year 6, the attainment of pupils is above the national average in all aspects of science. By the end of Year 7, the attainment of pupils is well above the national average in all aspects of science, with particular strengths in their ability to research, their knowledge and understanding of acids, alkalis and neutral substances and their excellent knowledge of health and safety procedures in the laboratory and when dealing with corrosive substances. These levels, especially for 11-year-old and 12-year-old pupils, show a significant improvement since the previous inspection when standards were well below average. In the last two years, the upward trend in the national tests for pupils in Year 6 is above the national trend. However, the standards of attainment for pupils at the end of Year 2 are low and are reflected in teachers' assessments and the pupils' work this term.
90. Pupils in Year 2 describe features of objects by observation and discussion. They know a satisfactory range of materials. They recognise a narrow range of living creatures and know that living things grow and breathe but this reflects learning at a level lower than that expected for pupils of this age group. They do not know enough about physical aspects of science in order to compare or classify materials according to texture and properties or observe what happens in a scientific manner and record their findings. Pupils have insufficient opportunities to develop as young scientists. There is also a significant difference between the attainment of pupils in the Year 2 class and the pupils in the mixed Year 1/2 class. In this mixed age class, pupils attain higher standards.
91. By Year 6, pupils' high levels of attainment are reflected in the very high quality of investigations applied to all aspects of science. They are confident and accurate in the way they approach experiments and use their skills for considering what might happen, how they will plan the test and their knowledge of the fact that only one aspect can be varied if an experiment is to be fair. Their high standards are further reflected in their knowledge and understanding of materials, how they are classified and how the nature of materials affects their use. Pupils also understand why a healthy diet and exercise are essential aspects of a healthy lifestyle.

92. Pupils in Year 7 built on their knowledge of the use of litmus paper for testing for acids and alkalis to make their own indicators from a selection of materials including red cabbage leaves and beetroot. They confidently rose to the challenge of testing five clear solutions containing different chemicals and decided which were acids, alkalis and which one was the neutral liquid. Their orderly manner of researching and the maturity with which they shared the workload in pairs was excellent. They incorporated the teaching and learning of safety procedures to a remarkably high standard.
93. The quality of pupils' learning throughout the school is good but there is a wide range from unsatisfactory to excellent. This is directly related to the quality of teaching and is equally good for pupils of all abilities, including more able pupils, the small percentage for whom English is an additional language and those with special educational needs. The high quality of learning is reflected throughout the school where there is very good development of learning from pupils' abilities to observe and record to devising their own investigations and deciding which apparatus to use. Throughout the school, pupils' literacy and writing skills are well developed through their use of accurate scientific vocabulary and recording. Numeracy skills are very well developed; for example, pupils use bar charts and line graphs and they confidently use a wide range of instruments, such as thermometers. ICT and design and technology are also well incorporated into pupils' scientific learning, especially for the older year groups.
94. The enthusiastic pupils who are members of the Gardening Club have created an exciting and scientifically worthwhile environmental area, which encourages a wide range of living creatures from toads and frogs to insects and spiders and birds. This resource is used very well to enhance pupils' scientific knowledge and understanding and their awareness of environmental issues and conservation; for example, when they collect leaves and other vegetation they put them in the compost bin and know the importance of recycling. They also plant seeds, bulbs and a range of plants in the school grounds for which the school has won first prize in four years out of five in the Crawley in Bloom Competition. This all contributes to pupils' learning.
95. Pupils have very positive attitudes to science and there is only one class where attitudes are unsatisfactory. Pupils behave very well, answer enthusiastically and investigate with flair, confidence and concentration. They work very well, both in groups and individually, and have the confidence based on knowledge to consider the outcomes of their research. These elements have contributed to the improvement in standards of science over the years.
96. The quality of teaching is good overall. It is very good in Year 7, good in Years 4 to 6 and Year 1 and satisfactory in Year 3. It is unsatisfactory in Year 2. A very high percentage of lessons observed (over two fifths) was excellent. Pupils benefit from the setting arrangements in Years 6 and 7. Apart from the one unsatisfactory lesson, consistently good features are teachers' subject knowledge, their very good knowledge and understanding and confidence in guiding pupils' investigations, high expectations and curricular planning. In the best lessons, teachers encourage pupils to work at a very brisk pace, constantly reminding them about accuracy in scientific knowledge and spelling, challenging their findings and insisting on scientific reasoning. Teachers' resource organisation is impeccable. Care is taken in all lessons to ensure that pupils understand newly learned scientific knowledge and skills. Practical sessions are very well organised with many teachers focusing on the planning of the experiment before the research: good scientific methodology. Teachers assess pupils' levels of understanding by well-focused questions and use their answers and written work to good effect when planning the next activity or when deciding to revise some aspects. There is a genuine feel through this school that teachers are creating scientists and not pupils who learn something about science. The quality of support given by teaching assistants and their very good relationships with the pupils and knowledge of standards to be achieved is another contributory factor to the improvement of standards in science. In the lesson which is unsatisfactory, lack of planning for more able pupils, low level demands on pupils, too much time spent on one activity and unsatisfactory coping with pupils' behaviour resulted in pupils in this one class making unsatisfactory progress.
97. The leadership and management of science is good. The co-ordinator has diligently used national guidance to produce a well-considered and progressive plan for teaching and learning. The half-termly and weekly lesson plans ensure that all teachers teaching the same age group

are covering the same aspects of science and this ensures equality of opportunity in the curriculum provided. The co-ordinator's role in tracking the assessment of all tests and her high quality guidance to teachers has resulted in high standards and very high levels of improvement for pupils in nearly all classes in the school. Her own knowledge of the school's position in science and its strengths and weaknesses are outstanding, and she has excellent expectations of pupils. She has identified not only the strengths but the weaknesses and has focused initially on the year groups which she knows will improve and this has been reflected in very high quality improvement. She also knows what has to be done in order to achieve higher standards for Year 2 pupils.

## **ART AND DESIGN**

98. At the time of the inspection there was no art on the timetable as it is planned to alternate with design and technology. All the judgements have therefore been made on the basis of work seen in samples, on display and in the school portfolios.
99. At the time of the previous inspection standards by the end of Year 2 were judged as satisfactory. This standard has been maintained. Pupils show they can mix watercolours when they paint very good self-portraits. They learn about Picasso and attempt to produce portraits in his style. They make handprints, plaster casts and mobiles and they paint pictures about the Little Red Riding Hood story. By the top of this key stage the paintings show little progression in painting skills. By the end of Year 6, this dip in skills is remedied and the standards achieved are good overall, at times very good indeed. This is an improvement on the previous report. These pupils continue to learn about artists and craftspeople and to produce work in different styles and media, such as pointillism (Seurat), cubism (Braque) and silhouettes. They work on African artefacts producing clay masks of high quality using charcoal. Year 6 self portraits show a fine appreciation of watercolour technique and the use of close observation and sketches to prepare for such work as the athletic figures made of clay. Standards in Year 7 are also good, an improvement on the last inspection. Pupils make good progress through the school.
100. No teaching was observed during the inspection but the standards of work indicate that teaching is good overall. As pupils were not seen working at art the inspector talked to pupils during other lessons and they all said they enjoyed their art and were proud of what they had achieved.
101. The new curriculum co-ordinator gives very good leadership. She is enthusiastic and knowledgeable about the subject and has already sorted and reorganised the art room and taken stock of the resources. Resources are good and the art room itself provides an ideal environment for whole class lessons. The art curriculum and the scheme of work are currently under review again in order to ensure continuous skills' progression and practice throughout the school. The curriculum provides very good support for staff by way of specific vocabulary, activities and skills to be included in lessons. Assessment is part of the curriculum both annually and at the end of the key stage. The co-ordinator monitors sketchbooks to ensure they are being properly and regularly used. She also schedules display for all areas of the school and both she and the headteacher monitor the effectiveness of the displays, thus ensuring high standards.

## **DESIGN AND TECHNOLOGY**

102. At the time of the previous inspection standards were below average at both Year 2 and Year 6. The situation has improved. Attainment is now average by the end of Year 2 and above average at the end of Year 6. Year 7 is also above average.
103. By Year 2, pupils have made satisfactory progress in the skills of designing and making. On occasion they evaluate verbally and at other times write their evaluations. While planning their 'faces' they think about the effect they want to achieve. These pupils are able to cut, pin, and join producing both paper and felt masks. The moving models of animals worked by levers were particularly well done. Projects become increasingly difficult as pupils get older. They include making torches that light up, (links with science), Anglo-Saxon shields, (links with history) and books with moving parts (links with literacy). All these projects use the processes of sketching,

drafting, designing with labels, (which sometimes explains why they have chosen particular materials) and making and evaluating. In Year 5, pupils show impressive understanding of cams and followers when designing moving toys. Year 6 pupils show good understanding of pulleys and use this knowledge well when they design fairground rides. In Year 7, the fabric books, designed for very young children to learn ABC or numbers, are of a very high standard.

104. Pupils greatly enjoy this subject. They bring keenness and anticipation to the lessons, listening avidly to the instructions, showing good knowledge of previous work done and setting about their new tasks with enthusiasm and concentration, often working in pairs or groups to considerable effect. Attitudes and relationships are very good.
105. The quality of teaching in design and technology overall is good. In Years 1 and 2 the teaching is satisfactory, while by the time the pupils are in Year 6 and 7 it is very good. The best teaching is stimulating and enthusiastic. Teachers plan thoroughly and set challenging yet achievable tasks. They ensure that all pupils understand and that they all work at maximum concentration for the duration of the lesson. The work rate in these lessons is therefore very high. This is a significant improvement on the situation at the last inspection when teaching was only satisfactory and there was little teaching of designing and evaluating skills.
106. The co-ordinator for design and technology has recently taken over sole responsibility for the subject having shared it with another colleague for some years. She is knowledgeable and enthusiastic and provides a very good role model for her colleagues. She has continued the revision of the scheme of work that now includes assessment sheets for Year 2 and will soon include the same for Years 4 and 6. The curriculum offered is interesting and challenging. It is broad and well balanced, providing pupils with a very good experience of design and technology. The co-ordinator moderates work termly by year group to ensure equality of access for all pupils. The room for art is shared with design and technology and makes a significant impact on the way the subject is taught, giving space for pupils to work and places to store work in progress. Resources are very good.

## **GEOGRAPHY**

107. During the inspection only one geography lesson was seen because geography is not the focus of current topic work. It is therefore not possible to make a judgement about the quality of teaching. Additional evidence was obtained from discussions with teachers and pupils, and the analysis of pupils' completed work. However, for some topics the standards attained exceed expectations; for example, the study of a Kenyan village in Year 6 shows good levels of geographical investigation and understanding. Standards have been maintained since the last inspection.
108. By the end of Year 2, pupils successfully choose the right clothes to pack for a trip to London and a trip to India at this time of year and can give sound reasons for their selection. They can discuss some basic similarities and differences between life in India and in this country. They give simple explanations as to why we have maps and can point out their route to school on a map on a local area. They know why one needs symbols on maps. In Year 6, pupils have appropriately extended their knowledge, skills and understanding of geography. Pupils know about characteristics of certain rivers, such as the Nile, and they are familiar with the correct terms, including 'meander' and 'tributary'. They express sound views about how the environment is changing and how people can damage it. They have a good understanding of life in a village of Kaptalamwa in Kenya, they express their own views about it and make comparisons with life in this country. They produce good maps of the area showing rivers and mountains complete with contours. Pupils demonstrate good research skills throughout the topic including use of books, photographs, the Internet and CD-ROMs. This is an improvement since the last inspection when ICT was insufficiently used to handle geographical evidence. In Year 7, pupils have a good grasp of the significance of longitude and latitude. They know about the earth's crust and can locate major faults which place areas at risk of earthquakes. They can name and locate major volcanoes on a world map.



109. The recently appointed co-ordinator is enthusiastic and has already established a long-term plan for the subject based upon the national plans for geography. She effectively monitors planning across the school and pupils are assessed appropriately at the end of each topic. Good use is made of visits; for example, to Brighton and around the local area to make the subject come alive for pupils.

## HISTORY

110. Pupils' attainment in history is in line with the expected levels by the end of Years 2 and 6. By the time the pupils leave the school in Year 7, their knowledge and understanding of history is at a level expected for pupils of this age. The school has successfully maintained the profile of the subject and provides a satisfactory range of topics relevant to the age and interest of pupils. Standards are similar to those of the last inspection.
111. By the end of Year 2, pupils have gained a sound knowledge of famous people they have studied, such as Guy Fawkes. They know the story and are able to give sensible reasons as to why he tried to blow up the Houses of Parliament. They are able to discuss the differences between houses and transport in Victorian times and the present day. They understand aspects of the passing of time and sequence events in the development of their own families. In Year 6, examination of work and discussions with pupils about the Tudors show that they have a good grasp as to why Henry VIII was a powerful king and know about the religious changes of the time. They develop a good knowledge of different historical periods. Research skills develop well and pupils can explain the difference between primary and secondary sources. In Year 7, pupils produce work of a high standard, such as that on the Romans. They give good reasons for the growth of Rome as the centre of the empire and for Roman invasions of other countries.
112. The teaching of history seen during the inspection of the junior classes was good. It was not possible to observe any history lessons in Years 1 and 2 and so a judgement on the quality of teaching in those year groups cannot be made. Teachers cover topics being studied in some depth and give careful attention to important skills such as evaluation of evidence. Very constructive relationships, underpinned by confident, thoughtful management, promoted good behaviour and resulted in effective learning for pupils of all abilities. Teachers are particularly careful to include pupils with special educational needs and English as an additional language in all discussions, and this enhances their overall progress.
113. Pupils' attitudes to the learning of history are good. Pupils behave well, listen carefully to the teachers and show respect for each other's contributions. They settle promptly to their work, concentrate well and show a good sense of personal responsibility. In group work, pupils co-operate and support one another well. When working individually, pupils follow classroom routines sensibly and show suitable independence. The exception to this was one Year 5 class which had experienced changes of teachers. In this class pupils found it difficult to settle down to their work quickly and quietly and as a consequence made slower progress in their learning.
114. Literacy and numeracy skills develop well in history. Pupils analyse dates and time lines and produce extended writing about the period they are studying. There are good and well planned links with other subject areas; for example in Year 7, pupils use ICT to research musical instruments as a preliminary to composing a piece of music, 'Fanfare for a Roman Gladiator'.
115. History is well managed throughout the school and the co-ordinator has maintained the provision of the subject well, despite constraints of time. Pupils are assessed at the end of each topic and this information is used to plan future work. Resources have been improved since the last inspection and are now satisfactory. Historical artefacts have been purchased and the school has access to museum loans. Pupils' experiences of history are enhanced by outside visits, such as to Fishbourne Palace. Projects, such as a 'Victorian Day', when people dress up, help pupils to understand key ideas and develop historical skills. The subject is monitored through oversight of teachers' planning and samples of pupils' work.

## **INFORMATION AND COMMUNICATION TECHNOLOGY**

116. By the end of Year 2, pupils' attainment is below that which is expected of them. This is largely due to the lack of opportunities pupils have had to use computers in the previous two years and the lack of teachers' expertise. By the end of Year 6 and Year 7, pupils' attainments are in line with those expected. This is an improvement upon the findings of the last inspection. This has been achieved as a result of pupils being able to use the new computer suite on a regular basis, the enthusiasm of the pupils and the good teaching overall, particularly in Years 6 and 7.
117. By the end of Year 2, pupils know how the computers are turned on and off, how to access a program and a particular file. They understand how to save their work and how to gain access to it next time. They learn how to use particular programs such as 'Dazzle Plus' and begin to understand some of the advantages and disadvantages of using ICT. They can use 'Textease' to illustrate their work using text and photographs and they can use 'Datasweet' to produce graphs and analyse their findings when carrying out a survey. They follow instructions well but they are not so confident in planning their own work and giving instructions to make things happen. They do not review, modify and evaluate their work sufficiently.
118. By the end of Year 6, pupils have a sound knowledge of the use of computers. They are used widely across other subjects such as mathematics when they make up their own procedures using 'Superlogo'. By the end of Year 7 pupils have increased their knowledge and understanding of ICT. They extend their work using databases. They write a procedure of inputs and outputs using 'Flowol 2' and they use the Internet to find information relating to their geographical studies. Pupils use electronic mail to communicate with pupils in a French school and they design a multi-media presentation for parents' evening using 'Power Point'. Some of the pupils who are able to extend their skills at home or in the ICT club at school develop skills in advance of those expected by the end of Year 7. ICT is now planned to enhance pupils' skills across the curriculum and it is doing this effectively. This is a significant improvement upon the findings in the last inspection.
119. Learning is good overall. This is the result of good teaching and the positive attitudes that pupils have to their ICT lessons. Pupils are very keen to use the computers. Pupils with special educational needs and those who learn English as an additional language are well supported by teachers and teaching assistants.
120. The quality of teaching is good overall. It is satisfactory overall in Years 1 and 2 and good overall in Years 4 to 7. This is an improvement upon the findings of the last inspection. As a result of significant amounts of training, teachers are more confident in their use of ICT. They are mostly able to demonstrate to pupils what they need to do and they are able to support them when they hit difficulties, such as when two pupils in Year 7 could not find a particular file because it had been inadvertently deleted. However, there are occasions when a lack of subject expertise causes a slight delay in the lesson to the detriment of the pupils' learning.
121. Leadership is good. The co-ordinator has good subject expertise and offers good support to her colleagues. ICT has been deemed a priority for development since the last inspection and the co-ordinator has ensured that, as resources have become available, training has been provided to ensure appropriate use of the resources. A comprehensive scheme of work has been devised to enhance the pupils' skills in ICT and also to support learning in other subjects. The subject is monitored through observation of lessons, oversight of teachers' planning and through observation of samples of pupils' work. The computer suite is being used well by all pupils from Year 1 to Year 7 and children in the reception classes benefit from the use of a mini-suite of three computers. In addition, there are a few computers available to teachers and pupils around the school but these are insufficient to provide all pupils with appropriate opportunities to practise and extend the skills learnt in the computer suite.

## **MODERN FOREIGN LANGUAGES**

122. Standards in French by the end of Year 7 are in line with those expected of pupils aged twelve. Pupils make good progress when they start to learn the subject in Year 6 because they are well self-motivated and are introduced to a wide enough range of vocabulary to enable them to relate simple facts about themselves or their circumstances. In Year 7, progress is satisfactory. Although the teaching continues to build well on pupils' previous knowledge, individually they are not always given sufficient opportunities to respond to direct questioning and they become self-conscious when challenged to offer an answer.
123. By the end of Year 6, pupils practise saying and writing the date and counting to thirty. They gain familiarity in using numbers by making simple sums such as 'sept plus huit égalent quinze' or by playing counting games. They learn simple greetings and sentences with which they may introduce themselves in French, and recite the alphabet accurately using a mnemonic rhyme. Pupils gain further knowledge and understanding by correctly sequencing French sentences to form a story. They are regularly given homework to consolidate the skills they have learned in the twice-weekly lessons, but sometimes the tasks set are not challenging enough, such as colouring pictures. Building on the skills previously learnt, pupils in Year 7 describe themselves with a wider range of more complex sentences; for example, "j'ai douze ans et j'habite à Crawley". They learn French names for the countries bordering France and become familiar with expressions for describing the weather. While pupils' written work and understanding are at the expected level, opportunities to speak French are limited because they are not always encouraged sufficiently to respond individually. As a result, some are reticent when asked to speak. Pupils of different aptitude and ability make appropriate progress, and those with special educational needs receive satisfactory support.
124. The quality of teaching is satisfactory. The French teacher displays good subject knowledge and offers an appropriate model of French to those new to the language. Lessons are thoroughly planned and generally proceed at an appropriate pace, although sometimes the focus of teaching is deflected so that the teacher has to work hard to ensure that pupils maintain their concentration. Most lessons offer good opportunities for pupils to practise a range of skills, including listening to tapes or working on a computer program related to the class work. Pupils are offered tasks in lessons appropriate to their level of understanding. The teacher has a full range of resources at her disposal and uses them well. Many pupils are enthusiastic to learn more about the language and culture of France, some contributing to discussions using knowledge acquired through individual research or experiences beyond the school.
125. The curriculum closely follows the *Actif* programme adopted by the local education authority and is appropriately broad and balanced. However, the tasks suggested by the scheme could sometimes be interpreted to meet more closely the need for pupils to speak the language more frequently. While the timetable allows for lessons of equal length for pupils in Year 6, one of the lessons for each of the Year 7 groups is too long for concentration to be maintained, especially by those who show less aptitude for the subject. The teacher has a good informal knowledge of the standards and aptitude of individual pupils but there are limited formal assessment procedures in place. In Year 7, pupils are currently grouped according to their ability in English. Accommodation and resources are very good and the dedicated French room with its colourful displays of pupils' work and informative posters makes a positive impact on the quality of learning.

## **MUSIC**

126. Standards in music throughout the school are satisfactory. Pupils enjoy the music lessons and the opportunities for singing and listening to music during singing time and in assemblies. Particular strengths are in the standards of singing throughout the school, pupils' understanding of the ways in which sounds are produced in Year 1 and composition for pupils in Years 6 and 7. These standards are reflected in the lessons observed in singing and in assembly. Younger pupils sing well, showing good control of pitch, dynamics and rhythm.

127. All pupils in Year 6 play the recorder accurately and with a good tone. Their fingering is accurate and they played 'Pease Pudding Hot' with a good feel for the rhythm and style of the music. Pupils read the notes GABC using musical notation. They know and understand note values from a semi-quaver to a semibreve and some of the rests. They use this knowledge when composing and they are able to play and discuss the quality of their compositions. They make suggestions as to how they can be improved.
128. Pupils in Year 7 recognise, know and classify a wide range of musical instruments. They use ICT effectively to extend their knowledge; during the lesson observed they learned about the sitar and lute and know that they are string instruments.
129. Other groups, with the valuable support of a parent helper, were composing a 'Fanfare for the Romans', having previously listened to 'Fanfare for the Common Man' by Aaron Copeland. They used an ICT composition program effectively and with understanding. They learnt that if they attempted to use too many notes in one bar the computer would add an additional bar. Their composition skills were further extended when they considered the suitability of the style of music for the purpose and whether or not their composition finished on a suitable note.
130. The quality of learning throughout the school is satisfactory and in the lessons observed was good with some excellent features. Pupils in Years 1 and 2 improve their singing of familiar songs and learn new songs, clap rhythms accurately and understand the difference between rhythm and individual notes. In Year 1, pupils extend their understanding of the many ways in which different instruments can be played, design and make their own instruments and identify how the dynamics can be altered.
131. In Years 3 to 7, pupils sang to a range of accompaniments (guitar, piano and compact disc) during singing time and assembly. They are beginning to sing in two parts, holding their lines securely. Most pupils reach the high notes and sing with a good feel for the style of music.
132. Pupils with special education needs, those for whom English is an additional language and the more able pupils make satisfactory, and in some cases good, progress because of effective use of support staff and the teachers ensuring that they are included in all activities. Where necessary, additional resources are used. This reflects the school's good provision for pupils with special educational needs.
133. Pupils enjoy music. They behave well, both in large group singing and in small group activities when they give opinions and make a final decision on the best style of composition. They share resources and responsibilities well.
134. The quality of teaching is satisfactory overall when considering the quality of learning but good in the lessons observed, with some very good teaching in Years 1 and 6. Music is taught by all teachers. Particular strengths are in their knowledge and understanding skills in adapting the learning to pupils' abilities. Teachers give pupils good but insufficient opportunities to compose and evaluate their performances and insufficient opportunities to appreciate music from other cultures. The teaching of violin by a visiting teacher is good but few pupils benefit from this. Although teachers give pupils good opportunities for creative music making in Years 6 and 7, there are not enough chances throughout the school. All teachers in the lessons observed managed pupils well and had good relationships with pupils and this resulted in good rates of working.
135. The school has made satisfactory progress since the last inspection. In spite of there being no co-ordinator for music at present, the deputy headteacher is effective in ensuring appropriate coverage of music with satisfactory systems for progress in place. Assessment is satisfactory and is reflected in progression throughout each year. There are sufficient teachers and a satisfactory range of resources. Accommodation is good; the halls and classrooms are spacious and enhance the opportunities for large group and class music. There are insufficient resources to give pupils a satisfactory knowledge and understanding of music of some of the cultures in multicultural Britain.

136. Music makes a positive contribution to pupils' spiritual, moral, social and cultural development and it is used in other lessons; for example, to create an atmosphere in design and technology. Strengths are in the opportunities for performances in school and in the community, and for group work. Pupils have made a compact disc of a wide variety of songs and all pupils have the opportunity of listening to music before assembly and of hearing teachers discuss the music with them. There are good opportunities for pupils composing and performing music related to historical periods. For example, pupils in Year 6 plan to play music from the Tudor period composed by Henry VIII, and those in Year 7 are composing a fanfare related to their history and religious education studies. These are examples of good provision for social and cultural development.

## **PHYSICAL EDUCATION**

137. It was not possible to see all elements of physical education in all year groups. Therefore judgements have been made from lesson observations, discussions with teachers and pupils and from school records. Standards overall are in line with those expected of pupils in Years 6 and 7, although there are particular strengths, such as swimming. Standards have been maintained at levels similar to those found at the last inspection. By the end of Year 6 and Year 7 they have improved slightly in dance.
138. By the end of Year 2, most pupils attain levels that are typical for that age in gymnastics and games. Pupils have a good understanding of space and they move around the room without interfering in others' movements. In gymnastics, most pupils are well co-ordinated. They can devise and perform a sequence of movements and balances on their own. They are beginning to understand the need for a good starting and finishing position. In games, pupils are learning to throw a ball and bean-bag accurately and to hit balls at a target. In dance, pupils are learning to interpret music into movement and to make good use of the space around them. Pupils understand that exercise warms the body and affects the heart rate.
139. By the end of Year 6 and Year 7, pupils attain levels that are typical for their age in games, gymnastics and athletics. Some pupils, many of whom attend additional activities outside of lessons such as the basketball club, attain above those levels. In dance, pupils listen carefully to music and interpret it in movement. They work well in groups to form a sequence of movements. They are able to watch others at work and offer comments of praise as well as thoughts on how the sequence of movement can be improved. In games, pupils have very good control when dribbling a basketball. They use a range of passes in practice and are beginning to learn which passes are most effective in game situations. Again, pupils make useful contributions to help others to improve. In swimming, nearly all pupils achieve the national expectation of swimming at least 25 yards in a recognised stroke. Most can swim several lengths using a different stroke and can carry out additional skills such as treading water and surface diving to collect an object from the bottom of the pool. Pupils have a good understanding of the benefits of exercise and the need for warming-up prior to exercise and warming-down at the end.
140. Learning is good overall. Pupils tackle their tasks enthusiastically and those who are unable to participate make notes and assessments of others' performances during the lessons. These are often shared with the class towards the end of the lessons. Pupils with special educational needs and those who learn English as an additional language are supported well and make good progress.
141. Teaching is good overall. However, expectations are higher in Years 1 and 4 to 7 and therefore pupils make better progress in these year groups. Learning objectives are clear and shared with pupils. A strength is the manner in which pupils are clearly involved in evaluating the work of others. However, in too many lessons they are not sufficiently involved in evaluating their own performance against the objectives. Teachers have high expectations of pupils both in behaviour and in output of effort. This ensures lessons proceed at a quick pace.

142. Leadership is satisfactory. The scheme of work has been revised and gives clear guidance on what to teach and when. Opportunities for developing literacy and numeracy skills are included; for example in dance, pupils' vocabulary is enriched with words such as 'spinning', 'twisting', 'cascading', 'falling', 'darting' and 'shooting'. Spiritual, moral, social and cultural development is promoted well; for example, through closing one's eyes and imagining the beginning of a firework display on bonfire night. This is an improvement on the findings in the last inspection. Teachers' plans are monitored regularly but there have been no opportunities to monitor the quality of lessons through observation. Overall, resources are good and used appropriately.

## RELIGIOUS EDUCATION

143. The previous inspection team found that standards complied with the requirements of the local Agreed Syllabus and these standards have been maintained. A particular strength is the quality of religious education in Year 7, especially pupils' knowledge about the life of Paul after his conversion to Christianity, his travels, his imprisonment and his sense of justice. This contributes very positively to pupils' spiritual, moral, social and cultural development and their understanding of the history of the period.
144. Standards of seven-year-old pupils are satisfactory when taking into account their achievements in Year 1. For example, pupils know the story of the birth of Jesus and the more able pupils have written the account from the shepherds' point of view. They know the order of the events of the Creation and have written prayers for Harvest. Pupils in Year 1 have learned why the Jewish festival of Hanukkah is celebrated and the story of the everlasting lamp. They also know the importance of the Sabbath for Jews. An excellent lesson encouraged pupils to reflect on the Christian idea of love and how religious ideas and personal feelings are reflected in actions. Pupils in Year 2 know how Hindus celebrate Diwali, especially the importance of divas and rangoli patterns. However, they lack sufficient knowledge about Rama and Sita and the triumph of good over evil.
145. Pupils from Years 3 to 6 develop their religious understanding to a satisfactory level overall, a particular strength being their knowledge of many aspects of the Christian religion. This is reflected in their extensive knowledge of many aspects of the Old and New Testaments. Pupils have recently compared and contrasted two local churches, one traditional and the other modern, in terms of architecture and special features and styles. They showed a very high level of awe and wonder when they described the beauty of the stained-glass windows and the lectern. Pupils understand the importance and position of the altar, the aisle, the font and pulpit and were impressed when the deputy headteacher played the organ, this music also enhanced a religious education lesson. Pupils know some of the basic principles of Islam and how Muslims care for the Qur'an. However, these elements of religious education have only been given sufficient emphasis since the current scheme of work was introduced two years ago so pupils do not have such a detailed understanding as they do of the Christian faith.
146. Pupils with special educational needs, the more able and the pupils for whom English is an additional language make satisfactory progress throughout and good progress where the teaching is good. There were good examples of pupils with special educational needs being well supported by teaching assistants and specially tailored tasks. This reflects the school's commitment to equality of opportunity for all pupils.
147. Teaching is satisfactory overall but there is a wide range from excellent to unsatisfactory. In the successful lessons, especially in Year 1 and Year 7, pupils respond well to the teachers' high expectations and very good lesson plans, subject knowledge and management of pupils. Teachers' questions are probing and place many demands on pupils. However, in one Year 2 class, the teacher has few strategies for maintaining control and using time effectively. This led to a loss of teaching and wasted time and therefore unsatisfactory learning and attitudes.
148. The co-ordination of religious education is satisfactory, especially in the guidance given for the teaching of Christianity, visits and the support given by the local clergy. At present the leadership

and management has not resulted in satisfactory sharing of the good qualities of teaching in many lessons and as a result there is a wide range of teaching and learning. Monitoring of teachers' planning occurs.

149. Good links are made between religious education and some assemblies, and this is one of the many ways in which religious education contributes to pupils' spiritual, moral, social and cultural development.