

# INSPECTION REPORT

## **POUND HILL FIRST SCHOOL**

Crawley

LEA area: West Sussex

Unique reference number: 125898

Headteacher: Mrs A Holmes

Lead inspector: Mr Christopher Gray

Dates of inspection: 28 – 30 June 2004

Inspection number: 257221

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

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## **INFORMATION ABOUT THE SCHOOL**

Type of school:	First
School category:	Community
Age range of pupils:	4 to 8 years
Gender of pupils:	Mixed
Number on roll:	344
School address:	Crawley Lane Pound Hill Crawley West Sussex
Postcode:	RH10 7EB
Telephone number:	01293 873975
Fax number:	01293 873976
Appropriate authority:	The governing body
Name of chair of governors:	Mrs C Hadden
Date of previous inspection:	27 April 1998

## **CHARACTERISTICS OF THE SCHOOL**

The school is situated in the outskirts of Crawley and is larger than other schools of its type. Children's attainment on entry is much the same as found nationally among most four-year-olds. The school's catchment area has changed since the last inspection. A new estate of private housing, with new schools, has removed a fair portion of it to the south, while the school no longer shares with a neighbouring school the area of private housing to the north. The school now makes up its numbers with children from across the town. In September, the school will change to an infant school, with pupils aged four to seven.

Most pupils come from homes whose socio-economic circumstances are average. However, the recorded proportion of pupils entitled to receive a free school meal is below average because the county no longer offers hot lunches; the school has found it impossible to establish actual entitlement. The proportion of pupils on the special educational needs register is average but the proportion with statements is above. Pupils' needs include specific and moderate learning difficulties, social, emotional and behavioural problems, speech, hearing and physical difficulties and autism. The percentage of pupils from ethnic minorities (21 per cent) is higher than found in most schools nationally. Twenty-two pupils (6.4 per cent) are at the early stages of learning English, though a further 29 are given additional help. The proportion of pupils who join or leave the school at other than the usual times is average.

## INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
21037	Christopher Gray	Lead inspector	Mathematics Information and communication technology
9769	Margaret Morrissey	Lay inspector	
23054	Graham Johnson	Team inspector	Special educational needs English Geography History
8534	David Price	Team inspector	Science Art and design Design and technology Religious education
32153	Maureen Panichelli	Team inspector	English as an additional language Foundation Stage Music Physical education

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## PART A: SUMMARY OF THE REPORT

### OVERALL EVALUATION

**This is a very good school** which gives very good value for money. Pupils achieve very well, overall, and standards are high. The quality of teaching is very good, overall, and the school's management is very effective.

The school's main strengths and weaknesses are:

- Pupils attain well above average standards by Year 2 in English, mathematics and science and above average standards in religious education and information and communication technology (ICT)
- The school is very well led and managed
- Pupils learn very well because of very good teaching
- Pupils are developing very good personal qualities; they have very good attitudes to learning and behave very well
- The curriculum is very well planned, interesting and matched effectively to all pupils' needs
- The standard of care and welfare given to pupils is high
- The school uses self-evaluation very effectively to bring about improvement and has no important weaknesses

The school has made very good improvement since the last inspection. Standards are higher in core subjects and the amount of very good teaching has increased. The key issues in the last report were dealt with successfully. Assessment procedures are now very good and are used very well as a foundation for the successful teaching and learning. Lessons in all subjects are much better planned to make effective use of the time. The provision for ICT is now good and pupils achieve well.

### STANDARDS ACHIEVED

Results in National Curriculum tests at the end of Year 2, compared with:	all schools			similar schools
	2001	2002	2003	2003
reading	B	B	B	C
writing	A	A	A	B
mathematics	A	A	A	B

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

**Pupils' overall achievement is very good.** The table above compares the Year 2 test results with those of all schools and with those of similar schools. It can be seen that pupils' attainment in writing and mathematics was well above the national average and better than that of pupils in similar schools. Results in reading were not quite as high. These results are more than a year out of date; since then, the school has worked hard to raise attainment in reading, with considerable success. The provisional results of the 2004 tests show that standards in all three subjects are equally high, and higher than those of 2003. The inspection corroborates these results, finding that standards in English, mathematics and science are well above the national average. Standards in ICT and religious education exceed national expectations. Children in the Foundation Stage exceed the goals children are expected to reach by the end of Reception. Boys and girls, children of different levels of ability, and those from minority ethnic backgrounds, achieve equally well.

**Pupils' personal qualities are very good, including their spiritual, moral, social and cultural development.** Children behave very well and develop very good attitudes to school and to learning. The school is an exciting and rewarding place for all, children and adults, to work. Pupils'

attendance was not as good as the national average in the last full school year, though it has improved in the current year. Parents who take their children on holidays in term-time are the main cause of the only satisfactory levels of attendance figures.

## **QUALITY OF EDUCATION**

**The overall quality of education provided by the school is very good. Teaching is very good.** Pupils learn very well because they enjoy school and because teachers tailor the lessons to the needs of pupils of all levels of ability. Each lesson leads on from previous learning and even goes over it again if the teacher's marking shows that it needs reinforcement. Pupils with special educational needs and those for whom English is an additional language receive very good support, as do higher-attaining pupils and those identified as gifted or talented. Classroom assistants give very good support. Now that the content of pupils' writing is of good quality, there is the opportunity to get its appearance better more often.

The school provides a very good and interesting curriculum, which is considerably enriched by visitors, trips and extra-curricular activities. The care, guidance and welfare offered to pupils are very good. The school has good links with parents and with the community. Links with other schools are very good.

## **LEADERSHIP AND MANAGEMENT**

**Overall, leadership and management are very good.** The headteacher is a very able leader and has created a hard-working staff team who are committed to, and successful in, increasing pupils' achievement. She is very well assisted by the teaching for learning manager. Subject leaders have not played a large part in evaluating the teaching and learning as they happen, though they have a clear understanding of standards of attainment. The governance of the school is very good and all statutory requirements are met. Governors are very closely involved in the life and work of the school. Their wide range of expertise and experience is used very effectively for the benefit of the school.

## **PARENTS' AND PUPILS' VIEWS OF THE SCHOOL**

The response to the parents' questionnaire was good, with nearly 40 per cent of parents replying. Almost all parents were in agreement with all the statements contained in it. The parents' meeting was poorly attended by comparison (16 parents). There was no echo in the questionnaires of the negative comments expressed by a very small number of parents at that meeting.

Pupils are very enthusiastic about their school and spoke eagerly of what they like best about it. There are no significant areas which they would like to see changed - indeed, many of them said they like it just as it is.

## **IMPROVEMENTS NEEDED**

There are no significant weaknesses. Two minor points for development concern increasing the part played by subject leaders in assessing the impact of their management roles, and achieving greater consistency in pupils' presentation of their written work.

## **PART B: COMMENTARY ON THE INSPECTION FINDINGS**

### **STANDARDS ACHIEVED BY PUPILS**

#### **Standards achieved in areas of learning, subjects and courses**

Pupils achieve very well in the Foundation Stage and in Years 1 and 2 and well in Year 3. Standards are high by Year 2 and are broadly maintained in Year 3, except in writing, where progress is not as good as in reading.

#### **Main strengths and weaknesses**

- Standards in English, mathematics and science are well above average by Year 2
- Attainment in ICT and religious education by Year 2 exceeds expectations
- Pupils of all abilities and backgrounds achieve similarly

#### **Commentary**

1. Children in the Foundation Stage achieve very well. Overall standards exceed what is expected for children of this age; very good teaching enables children to make very good progress.
2. In the 2003 national tests and teacher assessments, results were average at the expected level (Level 2 and above) in reading, writing and science and above average in mathematics. At the higher stage (Level 3), results were above average in reading and well above average in writing, mathematics and science. The average point scores (which take into account attainment at all levels) were above average in reading and well above average in writing and mathematics, compared with all schools nationally; compared with those of schools with a similar proportion of free school meals, results were average in reading and above average in writing and mathematics.

#### ***Standards in national tests at the end of Year 2 – average point scores in 2003***

Standards in:	School results	National results
reading	16.7 (16.9)	15.7 (15.8)
writing	16.1 (16.2)	14.6 (14.4)
mathematics	17.9 (18.1)	16.3 (16.5)

*There were 81 pupils in the year group. Figures in brackets are for the previous year.*

3. The overall trend is below the national trend; however, this disguises trends in individual subjects. The trend in writing has been significantly upward since 2000; that in mathematics has been steady at high levels; reading had a very high year in 1999, not repeated - the trend since has been steady, but at lower levels than writing or mathematics. It is this that affects the overall trend. This picture is likely to have been improved by the 2004 results.
4. The table above shows last year's results. Interim results for 2004 are higher, especially in reading, the subject of a special focus aimed at getting reading results as good as those in writing; this initiative has been very successful. The inspection finds standards in the current Year 2 to be well above average in reading, writing, mathematics and science. In Year 3, standards in reading, mathematics and science are also well above average; standards in writing have not kept up quite so a hot pace and are above average rather than well above.

5. Gifted and talented pupils achieve very well. The school's register gives details of the specific provision for each child; examples are in mathematics and art. Higher-attaining pupils work at their own level without the need for initial work at lower levels; teachers know exactly where to start them. Pupils with special educational needs receive very good support that enables them to achieve as well as other pupils, measured against the targets in their individual education plans. There are no significant differences in the performance of boys and girls or of those from ethnic minorities.
6. Pupils whose first language is not English achieve very well; some are high attainers and six are on the gifted and talented register. Those who are in the early stages of learning English are targeted and supported very effectively by a specialist teacher. The achievement of pupils is recorded and tracked across the school and assessments show that their attainment is as good as that of other pupils.

### **Pupils' attitudes, values and other personal qualities**

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

### **Main strengths and weaknesses**

- The impact of very good behaviour on learning is considerable
- The overall attitudes of pupils towards the school make for a very good school ethos
- Attendance has improved in this school year

### **Commentary**

7. Pupils have very positive attitudes to school; in lessons and in discussion they display an open enthusiasm for learning from Reception class onwards. They have a keen interest and involvement in activities. Pupils in all years make a significant contribution to class discussion; they are able to sustain concentration and to persevere and, by Year 3, are beginning to organise their own work with growing independence.
8. The school is vibrant and exciting but still quietly industrious; a happy working atmosphere promotes very good behaviour and has a positive impact on pupils' learning. Pupils are very responsive to the behaviour and sanction policies; they are very pleased to be praised and are keen self-monitors of the Golden Rules, all wanting to reach recognition on the Golden Tree. Promoting harmony, including racial harmony, is a priority of the school and is very effective. Bullying is not an issue for the school; adults and children are confident that any problem will be resolved.
9. Relationships are very good. Pupils have respect for teachers, other adults in school and for other pupils. They respond well to the good examples set by all staff and treat each other with care, kindness and tolerance. Parents say their children enjoy coming to school and pupils speak enthusiastically about their work. Through opportunities provided, particularly in circle time, pupils are developing a good sense of care and responsibility; their views are listened to and mostly acted on. Children in the Foundation Stage achieve very well in their personal development.
10. Pupils' spiritual awareness is very evident in lessons and in assemblies. There are good opportunities for pupils to develop self-knowledge and understanding. Children in Reception who had watched butterfly chrysalises develop took them into the garden and looked on in total awe as the butterflies dropped into the lavender bush, shook their wings and began to fly. Year 3 pupils listened whilst the teacher explained how the world looked to their autistic colleague and then with love and care shared the child's joy as she played the xylophone for them. Moral development is very good; pupils have a clear understanding of right and wrong and they

demonstrate this in their daily actions. Pupils have a good awareness of their own culture and traditions; a range of activities ensures that pupils' multicultural understanding is developing, particularly through links with the community and the Caribbean festival.

## Attendance

### *Attendance in the latest complete reporting year (%)*

Authorised absence		Unauthorised absence	
School data	5.7	School data	0.6
National data	5.4	National data	0.4

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

11. Attendance overall is satisfactory, though last year's figures were slightly below the national average. Since September 2003 there has been improvement and current figures show 94.4 per cent attendance, which is in line with the national average. Parents receive information on attendance procedures and are aware of the school's expectations.

## Exclusions

There were no permanent exclusions in the last academic year.

## QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

The overall quality of education is very good. Teaching is very good. The school provides a very good curriculum, which is enriched very effectively by visits and extra-curricular activities. The care, guidance and support given to pupils are very good. The partnership with parents is good. Links between the school and the community are good and those with other schools are very good.

## Teaching and learning

Teaching and learning are very good, overall. It is very good in the Foundation Stage and in Years 1 and 2, and good in Year 3. Assessment is very well used.

## Main strengths and weaknesses

- Teachers have very good relationships with pupils, which produce a very good ethos for learning
- Lessons are well planned and build progressively on what pupils already know
- Through regular assessments, pupils' progress is monitored very efficiently so that all teachers know what individual pupils need to learn next
- Expectations of how neatly pupils will present their written work are not consistent

## Commentary

### *Summary of teaching observed during the inspection in 45 lessons*

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
1 (2%)	21 (47%)	19 (42%)	3 (7%)	1 (2%)	0	0

*The table gives the number of lessons observed in each of the seven categories used to make judgements about lessons; figures in brackets show percentages.*

12. Pupils clearly enjoy their learning. This is clear from watching them in lessons and from what they say when asked. Some even claim to prefer school-time to holidays. This enjoyment is based on the very good relationships that exist between teachers and children. This was evident in a very good English lesson for Year 2 pupils, when the teacher and the two other adults in the room acted out the parts ('hot seating') in the class novel, *The Owl Who Was Afraid of the Dark*. The children were engrossed in listening to the baby owl's complaints, and when pupil volunteers were asked to play the same parts, the level of involvement and imagination was high.
13. The school has successfully cut teachers' work load in the amount of written planning which is required. This has the added advantage that teachers have a greater flexibility to react to how well pupils performed on the previous day. An example of the effectiveness of this flexibility is given in paragraph 57. Teachers must still be clear as to what they want pupils to learn (called 'lesson objectives') in each lesson, and this is guided by thorough long- and medium-term planning. Pupils are always clear about the lesson objective and teachers make known to them how it fits in with what has already been learnt and where it will lead in future lessons. For example, when Year 1 pupils were learning how to import pictures into a word processing document, it was made clear to them that the resulting work would form part of their topic books about the visit to Goring-by-Sea.
14. Pupils of different abilities receive well-judged challenges at their own level. An example of very good provision for gifted and talented pupils in mathematics is given in paragraph 58. This refers to a small group of Year 2 pupils in one class. Higher-attaining pupils are also given good challenge. For example, in another mathematics lesson for Year 2 pupils, the children were constructing graphs to show their favourite animals. Higher-attaining pupils were asked to construct theirs to the scale of one square to two people. The teacher had high expectations of the standard of interpretation of the data thus displayed and of how pupils would express this. As a result, they noted not only the least and most popular creatures, but the margins of difference in between.
15. Teachers and classroom assistants collaborate closely to ensure that those with special needs receive the right kind and level of support. They have high expectations for the achievements of these pupils, with the result that many attain the national average in English, mathematics and science by the end of Year 2. Teachers frequently focus their teaching precisely on those areas where pupils are experiencing particular difficulty, offering concentrated support until it is overcome. Individual education plans help teachers to decide how pupils will meet their future targets, and to choose the right strategies and resources to help them move forwards.
16. The quality of support provided for pupils for whom English is an additional language is very good, overall, resulting in their very good achievement. A specialist teacher and two teaching assistants focus on the development of the speaking and listening skills of these pupils, and also work with their parents. All pupils have access to the National Curriculum and teachers have undertaken training in order to be able to meet their needs. Teachers consistently consider ways in which work is matched to such pupils.
17. The school has worked hard to raise the quality of pupils' written work over recent years; the impressive results in the 2004 National Curriculum tests show just how successfully. In the interim, the standard of presentation has not kept pace and pupils write more neatly in some classes or in some pieces of work than in others. In Year 3, this inconsistency extends to the presentation of mathematical work.
18. The use of ongoing assessment of pupils' achievements in lessons is very good. Time is well spent at the beginning and end of lessons as teachers question pupils' understanding of what has been achieved in previous lessons and what has been learned during the lesson.

19. At the end of each half-term, assessments for each pupil, and for every subject are recorded. These figures are then continually monitored to ensure that every pupil receives the necessary help to raise their achievement. These detailed assessment files are also used to monitor the progress that the pupils are making and ensure that there is good coverage of the National Curriculum and the agreed syllabus for religious education.
20. Assessments are also well used for future planning. The school improvement plan is largely based on the analysis of assessments both from national tests and the school's internal assessment system.

## **The curriculum**

The school provides a very good curriculum, with a broad range of learning opportunities, very well enriched and matched to the interests, aptitudes and specific needs of pupils.

## **Main strengths and weaknesses**

- The curriculum is reviewed and adapted on a regular basis
- The school provides pupils with good opportunities to learn from out-of-school activities and visitors to the school
- There is very good provision for children with special educational needs and those for whom English is an additional language
- The accommodation and resources are very good

## **Commentary**

21. The curriculum is well planned to ensure that all pupils are given a curriculum that meets their needs and covers the National Curriculum requirements and those for religious education. Provision for ICT and music has improved since the last inspection and is now good. Planning has been adapted to incorporate several curriculum areas where possible and interesting themes are followed. Flexible planning allows teachers to concentrate on specific areas of interest and the balance of the curriculum is overseen by the headteacher. Governors are also involved with monitoring the effectiveness of the curriculum. There are regular reviews of the curriculum by all staff and governors and a current review is being undertaken because of the redesignation of the school.
22. Provision for pupils with special educational needs is very good and teachers produce good individual education plans to support their learning and to ensure that they have access to an appropriate curriculum and take part in all school activities. Pupils are supported by a part-time teacher and a teaching assistant. The inclusion of pupils with disabilities is very good and the access policy is reviewed regularly. Pupils for whom English is an additional language are integrated very well into the school and they achieve well.
23. Personal, social and health education is good, as at the time of the last inspection. It is given high priority in the Foundation Stage to prepare pupils for effective learning. There is an updated policy, which is followed by all teachers, and topics are taught through specific lessons, circle time or as part of the integrated curriculum. The inclusive nature of the school makes all pupils welcome and diversity is celebrated, so that all pupils are treated with respect. There is very good liaison between playgroups and Reception teachers before pupils start school and also with the middle school, to enable smooth transition to the next phase of learning.
24. The curriculum is enriched very effectively by a range of after-school clubs, which are run by teachers, and sports and music lessons are offered by outside agencies. There are many visitors to the school and special weeks such as culture week, pirate week and art week enhance learning. Musicians, artists and dancers perform for pupils and pupils take part in the

local carnival and town festival. Visits take place on a regular basis and are linked to the class topics.

25. Teachers have a good range of experience that is matched well to the needs of the pupils. There is no deputy headteacher at the present time and there is not a musician who plays the piano; however, pupils are taught to sing well unaccompanied. Teaching assistants are very effective and are very well trained by the school. The accommodation is very good and designed well to match the curriculum. The role-play areas outside the classrooms and the spacious library are used effectively and are well maintained and resourced. Resources are very good and the outside area for the Reception classes is imaginatively planned.

### **Care, guidance and support**

Pupils' care, welfare, health and safety are very good. The provision of support advice and guidance is very good.

### **Main strengths and weaknesses**

- This is a very well cared for school where health and safety are very good
- Very good child protection procedures ensure pupils' care and welfare
- Pupils' views and ideas are important to the school and are acted on

### **Commentary**

26. The care, guidance and support provided for pupils are very good. Procedures for pupils' safety and welfare are very good and well established. Care and monitoring are very well supported by the governing body and the designated governor for health and safety. Risk assessment procedures are well established and the site manager reviews safe working procedures efficiently.
27. Child protection procedures are very good. The school has an agreed policy that is well known to the staff and there are good working relationships with all relevant support agencies; overall, this provides very good protection for pupils. First aid provision is very good and was seen to be administered safely and sensitively with care and kindness in the well-equipped medical room.
28. Through their everyday learning and through the personal, social and health programme, pupils are learning to care for their own health and safety and those of others. Pupils' personal health and safety and those of staff working in the school are very good.
29. The procedures and practice for the induction into school of Reception children are very good, enhanced by the very good liaison between the school and local playgroups. Transition to the middle school is very good; the shared site enables close working practices and availability for pupils to take part in many events prior to transition, which is a benefit.
30. Pupils' personal welfare, support and guidance are very good; pupils are well cared for and feel safe and secure in school. All are confident as to whom they should ask for help and respond well to class teacher, learning assistants and other staff; when asked, they say they like school and enjoy lessons. Pupils receive very good academic guidance. Teachers are aware of and sensitive to pupils' individual needs. Pupils' wishes and opinions are carefully considered by the school and acted on by the headteacher wherever feasible.

### **Partnership with parents, other schools and the community**

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

## **Main strengths and weaknesses**

- Parental involvement in the life of the school is good
- Parents receive a good quantity of written and verbal information

### **Commentary**

31. The school's partnership with parents is good and the good parental support is beneficial to pupils' progress. The majority of parents say that pupils are happy and confident in the school and teachers know the children well; this is confirmed by the inspection's findings.
32. Parents receive good information from the school, allowing them to support home learning; their views are sought to inform school decisions. Parental support in the classroom is welcomed by the school. A large number of parents and grandparents provide invaluable support for the curriculum by helping with cooking, reading and school visits.
33. Parents receive all information necessary to meet statutory requirements. The school has consulted parents so as to improve this further and all will have an opportunity to debate the outcome of the consultation at the governors' annual meeting. The school provides good opportunities for parents to discuss pupils' progress with teachers, and parents are pleased with the annual written reports.
34. Parents make a good contribution to the school, overall, and particularly through the Friends of the School; they raise good amounts of money to resource the curriculum and other school events, including social events for pupils.
35. Links with other schools, colleges and playgroups are very good. Regular curriculum liaison and teacher in-service training between staff work effectively. Pupils share joint events and learning experiences, both with the middle school and, in Year 3, through a music workshop where they have opportunities to play with the secondary school orchestra.
36. There are good links with the local community and this is an improvement since the last inspection. Members of the community visit the school to support the curriculum, broaden pupils' learning and extend their wider environmental awareness. Community links are further strengthened by the liaison with the local parish churches that work in school and invite pupils to visit the churches; this helps extend learning and develops spiritual awareness of other beliefs and cultures. Through the local authority scheme of business support, volunteers from a nearby firm work with pupils as mentors to improve reading.

## **LEADERSHIP AND MANAGEMENT**

The school is very well led and managed. The headteacher leads a very able senior management team, highly committed to raising pupils' achievement. Subject management is good. The governance of the school is very good.

### **Main strengths and weaknesses**

- The headteacher provides very good leadership because she has high aspirations for the success of the school and its pupils, and knows how to achieve them
- The teaching for learning manager has offered very strong leadership in improving the quality of teaching
- The management of special educational needs is very good
- Subjects are well managed, but their leaders need to monitor for themselves the impact of the initiatives they have introduced
- Governors of the school are very conscientious, knowledgeable, and well placed to support and challenge the work of the school

## Commentary

37. The headteacher gives very clear and purposeful direction to the work of the school. As a result, it has improved even on the good standards reported at the last inspection. She is very well supported by the teaching for learning manager; together, they have provided clear advice and guidance for other members of staff. This has ensured that teachers are working towards a common goal and share an understanding of practice and priorities for improvement. An example of this is the way in which the teaching for learning manager, formerly designated as deputy head, has led the development of the clearly defined procedures for assessment. As a result, each teacher has a close understanding of her pupils' achievements and plans her work precisely to match their learning needs.
38. Equally, the school's management is very good. The small senior management team, consisting of the headteacher and the teaching for learning manager, is a cohesive team in which each complements effectively the work of the other. Since the last inspection, the headteacher and senior staff have carefully and successfully managed the upheavals of opening a new building, discussions about amalgamation, uncertainties over the future of staff and the eventual change of status of the school. The school has continued to improve despite these difficulties because the work of its staff has remained closely focused on maintaining the quality of teaching and learning. Subject managers have a good understanding of strengths and weaknesses in the various curriculum areas because they monitor pupils' work, lead staff development and oversee planning and assessment procedures. Currently, members of the senior management team are primarily responsible for monitoring the quality of teaching, and subject managers do not have sufficient opportunity to monitor for themselves the impact of this aspect of their initiatives; however, there are plans to remedy this.
39. The Foundation Stage is well managed. Teachers collaborate closely and have uniformly high expectations, so that children achieve very well by the time they are five. Procedures for the early identification and support of pupils with special educational needs are very well managed. Evaluation of pupils' needs is thorough, and there are clear and effective systems for recording their targets and achievement. Individual education plans could be improved by containing information about pupils' progress towards their targets, rather than just a record of when they are achieved. The provision for pupils for whom English is an additional language is very good. The co-ordinator liaises with relevant staff effectively and raises awareness of the circumstances and cultural issues of pupils with all staff.
40. The school's governors are very closely involved in the life and work of the school. They offer a wide range of expertise and experience that broaden the management's perspectives on possibilities for development. They challenge and extend the work of the school - for example, they recently improved the tracking of pupils' progress by asking the school to break down data into how pupils in different classes in the same year group achieved. Governors share the headteacher's vision for school improvement; their meetings and activities are strongly focused on making the right decisions to meet the needs of pupils and staff, and many have a firm grasp of how to plan prudently for development and change. The well-informed clerk regularly briefs the governing body on its legal responsibilities, so that all statutory obligations are met.

## Financial information

### *Financial information for the year April 2003 to March 2004*

Income and expenditure (£)		Balances (£)	
Total income	824,875	Balance from previous year	16,989
Total expenditure	805,292	Balance carried forward to the	36,572

Expenditure per pupil	2,341

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41. The governors' finance sub-committee receives sufficient information from the school's bursar to enable it to make prudent decisions about expenditure. Its policies for development and saving are closely dictated by the school's improvement plan. Its members are well briefed, with the result that it has budgeted wisely for the change to infant status, and the school is well placed to deal with contingencies that occur. The school's improvement plan is succinct and sharply defined. It is well founded on an analysis of future needs and previous achievements, but could specify more clearly the cost implications of the time needed to achieve certain objectives. Spending priorities mirror very well the school's development

needs; for example, to improve book provision in the Foundation Stage, to increase the number of teaching assistants to reflect changes in the school's population and to provide specialist training for the monitoring of teaching.

42. The school makes good arrangements for the day-to-day administration of its budget. The finance officer keeps the headteacher fully informed on the school's budgetary provision and receives good support from external agencies if this is required. Care is taken to ensure that bulk supplies are purchased at advantageous rates, and the school seeks the appropriate advice when securing major improvements. Good use is made of the principles of best value. The school constantly evaluates its own performance and offers very good value for money.

## **PART C: THE QUALITY OF EDUCATION IN AREAS OF LEARNING, SUBJECTS AND COURSES**

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

The high standards of provision reported at the last inspection have been maintained and improvements have been made in outside provision and the overall quality of teaching. Children's achievements are assessed and recorded regularly so that the progress children are making can be checked to ensure that they are achieving well. Children are prepared well for starting in Year 1. The co-ordinator leads the team very well and the adults succeed in providing a consistent approach to children's learning. Accommodation is very good, with good use made of the role-play areas outside the classrooms and the imaginative outside area. The Foundation Stage is very well resourced and this helps teachers provide a good range of different activities to help children learn.

### **PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT**

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

#### **Main strengths and weaknesses**

- Supportive relationships and high expectations encourage children's development
- Very good opportunities are provided for children to develop independence

#### **Commentary**

43. Some children have poorly developed personal, social and emotional skills on entry and teachers and support staff work hard to instil confidence and to provide suitable role models for good social skills. The teachers and teaching assistants have good relationships with the children and they are given a supportive structure in which they learn how to interact together and with adults. Children are taught to respect and accept the differences between them and this is evident with special needs children and children for whom English is an additional language. Circle time is used appropriately to promote thinking skills and the development of care for all living things and the good questioning of teachers leads to very effective learning. Activities are planned to support independent learning and children demonstrate motivation and willingness to learn. They sustain concentration well and take turns in groups. The very good teaching leads to very good achievement, with all pupils achieving the Early Learning Goals by the end of the year and a large number exceeding them.

### **COMMUNICATION, LANGUAGE AND LITERACY**

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

#### **Main strengths and weaknesses**

- Very good opportunities for communication and language skills are developed across the curriculum
- A thorough approach to planning and assessment enables teachers to meet the needs of all children

#### **Commentary**

44. Children are given every opportunity to develop skills in speaking and listening, and adults use questioning very well. When following a "Bug Hunt" in the outside area, the children were encouraged to look carefully for clues and their vocabulary was extended appropriately. This was also the case in the role-play area where there was good interaction between adults and

children in the Vet's Surgery. When reviewing activities, children show confidence in their explanations and answers. Tasks are matched to levels of ability and when writing sentences on mini-beasts, many children demonstrate very good knowledge of linking sounds to letters and identify initial, middle and final sounds in words. They make very good attempts at spelling words and some children use simple punctuation. Teachers have high expectations of children and provide suitable challenges when teaching spelling skills. There are opportunities for reading in all lessons and shared and guided reading sessions monitor the progress of individuals and groups. Teaching is very good and all children achieve well. Most children will meet the Early Learning Goals at the end of the year and a good percentage will exceed these.

## **MATHEMATICAL DEVELOPMENT**

Provision in mathematical development is **very good**.

### **Main strengths and weaknesses**

- Planning ensures a range of opportunities to develop mathematical understanding and skills
- Children are encouraged to apply their knowledge in problem-solving

### **Commentary**

45. Teaching and learning are very good and the tasks set are interesting and appropriate for the children's ages and abilities. Activities are challenging and children are encouraged to count to 20 and recognise numbers and number values. Some children count in tens and children of higher ability tackle simple subtraction. They work independently when creating number sentences in addition, sustaining concentration and working accurately. ICT is used well to reinforce new skills and to introduce ways of recording data - for example, when creating pictograms to show children's preferences with regard to mini-beasts. Children achieve well and the teachers make links to the current theme, providing attractive resources. Practical activities stimulate children's interest and help them to learn effectively. Most of the children will achieve the Early Learning Goals by the end of the year and approximately a quarter of the year group will exceed them.

## **KNOWLEDGE AND UNDERSTANDING OF THE WORLD**

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

### **Main strengths and weaknesses**

- Activities are very well planned within a range of interesting themes
- The use of computers is encouraged across the curriculum

### **Commentary**

46. Teaching of the current topic on mini-beasts and other work seen in children's books and assessment files is very good. Activities are planned to stimulate children's interest and there is an emphasis on first-hand experience. Good links are made between all curricular areas, such as literacy, numeracy and creative development. Visitors enhance the learning; for example, by leading discussion on pets and caring for animals. The outside area is prepared thoughtfully to maximise learning experiences. The hatching of butterflies and their subsequent release led to very good discussion, learning about life cycles and opportunities for spiritual development. Teachers handled the sensitive issues very well and children's response was enthusiastic. They talk about insects knowledgeably and discuss their different characteristics. Children use drawing programs on the computer very well when creating ladybirds, and demonstrate good mouse control and ability when selecting colours and sizing.

Computers are used to reinforce skills in literacy and numeracy and children demonstrate confidence and developing knowledge of using remote controlled equipment such as the roamer. Overall, attainment exceeds what is expected and children achieve very well.

## **PHYSICAL DEVELOPMENT**

Provision in physical development is **very good**.

### **Main strengths and weaknesses**

- Activities are planned across the curriculum
- Outdoor provision is very good

#### **Commentary**

47. Children develop their manipulative skills well by the use of pencils, scissors and paint-brushes and use materials such as play-doh very well. They demonstrate ability in building, using small bricks and interlocking blocks and have access to a wide range of materials both in the classrooms and outside area. When wheeled toys and bikes are used outside children, show good control and co-ordination and this is also the case when they use the climbing equipment, stepping-stones and small apparatus. Most children will achieve the Early Learning Goals by the end of the year and a good percentage will exceed them. Achievement is very good.

## **CREATIVE DEVELOPMENT**

Provision in creative development is **very good**.

### **Main strengths and weaknesses**

- Opportunities are planned for the use of a range of media
- Development of music and role-play activities is good

#### **Commentary**

48. Teaching and learning are very good and children benefit from the varied activities that are planned around the current theme. The children work confidently with a range of media and demonstrate competence in mixing paints and using space when painting butterflies. They select materials for collage work and make caterpillars with moving parts. When modelling with play-doh, they create insects which show attention to detail. The role-play area is used very well to reinforce learning and the children are guided towards writing and considering a range of play situations. Children are taught to use percussion instruments effectively and learn about dynamics when playing and singing. Shakers and drums were made to accompany singing at the carnival, incorporating learning on sound and design. Achievement is very good and attainment exceeds expected levels.

## **SUBJECTS IN KEY STAGES 1 AND 2**

### **ENGLISH**

Provision in English is **very good**.

### **Main strengths and weaknesses**

- Overall, pupils achieve very well because teachers' expectations are high
- Standards across the school have improved since the last inspection

- Teaching is very good in Years 1 and 2
- The subject is very well managed
- Speaking and writing are used well to support learning in other subjects
- Standards of handwriting and presentation vary in consistency

#### **Commentary**

49. Standards are well above average by the end of Year 2 and above average by Year 3. Pupils achieve very well in all aspects of the subject in Years 1 and 2 because teachers have high expectations and because they match the level of work they offer to pupils' learning needs accurately. In Year 3, pupils continue to achieve very well in reading, but their achievement in writing is only satisfactory because teachers' expectations here are a little lower. Overall, standards have improved well since the last inspection because the school constantly evaluates its practice and tests the impact of the measures that it introduces. Teaching has also improved with the support of the subject leader and the teaching for learning manager; it is now consistently very good over time in Years 1 and 2, and good in Year 3.
50. Standards in speaking and listening are well above average across the school. Pupils are articulate and speak well in class discussion. They are encouraged to speak at length through role-play and drama that also support learning in other subjects, such as history. Pupils also develop their confidence to speak because they have frequent opportunities to read out their writing or share their experiences or opinions with the class. Pupils generally listen very well; they heed the views of others when working in small groups, and listen closely in class discussions. Teachers develop a climate for learning in which the view of each pupil is valued, and this fosters attentive listening.
51. Reading standards are also well above average across the school because pupils are taught thoroughly and carefully. By the end of Year 1, many pupils have a good grasp of the sounds usually suggested by letters used singly or in combination, while higher-attaining pupils already read fluently and expressively. By Year 2, many read for enjoyment and try to predict the plot of a story. Lower-attaining pupils read hesitantly, but, nevertheless, have a range of strategies to attempt unknown words. By Year 3, the best readers retell a story confidently and begin to discuss characters and their motives. However, a few do not read at home with sufficient regularity. The school has successfully improved standards in reading by teaching the values of sounds more systematically and by actively enlisting parents' support. There is scope to track pupils' progress in their individual reading more closely by extending the existing good practice to other groups.
52. Differences in pupils' achievement in writing between Years 2 and 3 result primarily from differences in teachers' expectations. Pupils in Years 1 and 2 achieve very well because they are encouraged to write at length and for a variety of purposes. Pupils recount events and express their ideas in a logical sequence, and punctuation and spelling are generally good. In Year 3, pupils build satisfactorily on previously acquired skills, but teachers do not always expect work of sufficient detail and complexity given their previous achievement. Punctuation sometimes varies according to the amount of care the pupil has taken. Standards of spelling across the school are good, but handwriting and presentation vary in consistency and do not do justice to the quality of the content of pupils' writing.
53. Teaching is very good in Years 1 and 2 because teachers have high expectations of their pupils' success. Across the school, teachers understand the learning needs of their pupils very well because they constantly evaluate their performance and use the information well to plan the next stage of their learning. This was well exemplified in an excellent Year 1 lesson where the teacher skilfully linked her introduction and the tasks she had prepared to both previous and future learning. As a result, the pupils displayed an unusually clear understanding of the purpose of their work and of what they hoped to achieve. Teaching in Year 3 is good, and differs from that for younger pupils only in the degree of insistence on high standards in the quality of writing; in other respects, it is similar. Teachers across the school organise and

pace their lessons well, allowing sufficient time for discussion and individual work. Pupils with special educational needs generally receive good support, and achieve as well as others.

54. Leadership and management are very good. The leader is a very able practitioner who has introduced the right initiatives to raise standards. She has a good understanding of the subject's strengths as the result of monitoring some teaching, learning and assessment, and there are plans for her to evaluate teaching more systematically so that she can more fully assess the impact of her role.

### **Language and literacy across the curriculum**

55. Speaking and writing are used imaginatively to support learning in other areas. Role-play enhances pupils' understanding of history across the school, and writing is used extensively for geography in Years 2 and 3. Pupils use literacy when they develop their word processing skills in ICT, and the judicious use of English skills in other subjects helps staff to use time efficiently and adds relevance to pupils' learning.

## **MATHEMATICS**

Provision in mathematics is **very good**.

### **Main strengths and weaknesses**

- Standards are high
- Thorough assessment is used very well in reacting to pupils' learning needs
- Teachers' detailed marking of pupils' work enables them to know how to improve

### **Commentary**

56. Standards are well above average by Year 2 and in Year 3. Pupils achieve very well because teachers respond to pupils' learning on a daily basis; teachers are willing to alter a planned lesson to strengthen any weaker points before building on them in a subsequent lesson. A good example was seen in a Year 3 lesson. On the previous day, pupils had been learning how to estimate to the nearest hundred; the lesson in question had been planned to take this skill into problem-solving. When the teacher marked pupils' work, she realised that many pupils had not grasped the essential skill in estimating - namely, of considering the high value columns rather than the units. This lesson was altered to allow the teacher to teach those skills directly, which she did clearly and successfully.
57. Pupils of all abilities and backgrounds achieve at similar rates because of this responsive planning and also because of the care taken by teachers in commenting on pupils' written work. This allows higher-attaining pupils, those pupils with special educational needs and those in between, to understand what they need to do to progress. The provision for a group of gifted and talented pupils in Year 2 is very good. In a group investigation into the nature of numbers, directed at discovering square numbers, these pupils attained very highly in their investigative skills and in their ability to discuss and record their hypotheses.
58. Teaching is very good in Years 1 and 2 and good in Year 3. The strength of teaching discussed above is common to all classes. Teachers track the individual progress of all pupils effectively by a series of termly assessment tasks. However, the amount of recorded work in Year 3 pupils' books is smaller than that in those of pupils in Years 1 and 2. Additionally, pupils' presentation of written work is not so consistently neat.
59. The subject is well led and managed. Standards are higher than they were at the last inspection and improvement has been good. This is based on the work of successive co-ordinators in analysing the results of tests in all years, spotting common weaknesses and acting to improve on them. A good example is the change of the use of final sessions in

lessons from a mere review of the day's learning to helping pupils see how it will fit in with tomorrow's learning. The co-ordinator has a very clear understanding of standards in every

class from her thorough monitoring of teachers' assessment files. She has not been greatly involved in evaluating teaching and learning as they happen, since this has hitherto been the role of senior management.

### **Mathematics across the curriculum**

60. Pupils practise their counting skills well throughout the day - for example, when subtracting the number of absent children to find how many are present. In ICT, they use their knowledge of angles accurately when programming a boat to sail along a canal or a tortoise to crawl through a maze. They also use their skills carefully in estimating length to try to ensure that the object does not crash into the sides. In science, they measure their pulse rates before and after exercise and calculate the increase.

## **SCIENCE**

Provision in science is **very good**.

### **Main strengths and weaknesses**

- Standards are well above average at the end of Year 2 and Year 3
- Detailed assessments are well used in targeting pupils and raising standards
- The quality of teaching and learning is very good so that pupils achieve very well

### **Commentary**

61. The high standards and achievement of the pupils throughout the school show a marked improvement since the last inspection when standards were reported as above average. The work covered and teachers' planning take full account of the abilities of the pupils. Teachers' planning is based on detailed assessments, which are very well used to track individual pupils' progress and identify those who need additional help or more challenging work. In this way, all pupils achieve very well, including those with special educational needs, who are provided with very effective support in lessons. Pupils have a good level of knowledge and their investigative skills are developing well.
62. It is evident, from a careful scrutiny of pupils' work and from the sample of lessons seen in Years 1 and 2, that, overall, teaching is very good and this results in very good learning. No lessons were seen in Year 3 classes as science is not taught this half-term. Lessons are well organised and clear learning objectives are identified. Scientific vocabulary is very well promoted. Following up a visit to the British Wildlife Centre, pupils in Year 2 classes learn such words as *habitat*, *camouflage* and *amphibians*. Teachers have very high expectations of their pupils, both in behaviour and performance. This they transmit to the pupils and it motivates them. All pupils are included very well in lessons and they clearly enjoy their work in science.
63. The curriculum is well-structured to provide good subject coverage and progression. The leadership and management of the subject are good. The co-ordinator is keen to see that the high standards already achieved by the pupils are maintained. She has not had the opportunity to monitor teaching.

## **INFORMATION AND COMMUNICATION TECHNOLOGY**

Provision in information and communication technology is **good**.

## Main strengths and weaknesses

- The subject has improved very well since the last inspection
- Standards exceed expectations by Year 2 and in Year 3
- Teachers have a good understanding of the technology and use it well in their work
- Pupils' underdeveloped keyboard skills slow them down

### Commentary

64. Pupils achieve well in all years because they enjoy the subject and because it is well taught. Pupils of all backgrounds and levels of attainment achieve at similar rates. Improving ICT was a key issue in the last inspection, when standards were below expectations. The school now has a new computer suite and teachers have undertaken much professional development, with the result that standards are now higher than expected nationally. There is evidence from lessons observed that standards in the current Year 1 are even higher - perhaps indicating that an increased number of children have experience of computers at home. Even so, pupils are not as quick at mastering the layout of the keyboard as their other ICT skills suggest. This slows down word processing work; even logging on at the start of lessons takes many pupils a disproportionate amount of time, not helped by the length of some of the class names.
65. Teaching and learning are good. Teachers are up to date with all the software they teach and use computer technology well, not only in their teaching - for instance, the interactive whiteboard - but also in their own work, as in the reports about to be sent to parents. The ICT suite currently lacks a screen for projection, which makes it difficult for pupils to see demonstrations clearly; this is earmarked for improvement before long.
66. Leadership and management are good. The co-ordinator has been key to the improvements made since the last inspection, not least in helping teachers overcome diffidence and unfamiliarity. She evaluates standards by means of teachers' assessment files, which all contain regular measurement of pupils' attainment. She has been less involved in evaluating teaching and learning in the classroom, though a small amount has been undertaken in previous years.

### Information and communication technology across the curriculum

67. Pupils make good use of their ICT skills in a range of subjects. In science, Year 2 pupils learn to construct a branching tree database to identify animals or fruits. In mathematics, they construct graphs to show children's favourite animals, using appropriate software. In geography, Year 1 pupils import photographs taken by teachers on a trip to Goring-by-Sea into text. Pupils also learn to use the camera themselves. In art, they use repeat and flip tools to create a wallpaper pattern and, in religious education, they use a graphics program to create Rangoli patterns. In history, they search the Internet for information about The Great Fire of London and Samuel Pepys.

## HUMANITIES

No overall judgement may be made about teaching and provision in geography or history, as neither subject was a focus for inspection. No lessons were observed in these subjects, although pupils' work was analysed and teachers' assessment files were examined.

### Religious education

Provision in religious education is **good**.

## Main strengths and weaknesses

- Standards are above those expected for pupils by the end of Year 2
- Pupils have a good knowledge of Christianity and also of the beliefs and similarities of world religions

### Commentary

68. No lessons were seen in Years 1 and 2 so it is not possible to make a judgement on teaching and learning. It is clear from the scrutiny of teachers' files and displays around the school that the standards are above those expected for pupils of this age. From lessons seen and samples of work in Year 3, the standards are as expected. By Year 2, pupils have a good knowledge of Christianity. They study the Ten Commandments and make their own rules from them, such as 'Do be gentle and don't hurt anybody' and 'Do be honest and don't cover up the truth'. In looking at similarities and differences in world religions, Year 1 pupils' classrooms are 'transformed' into a church, a synagogue and a mosque. Pupils visit each of these and discover how members of these faiths worship, and what holy books are used. In Year 3, pupils consider, in some depth, the birth, life and death of Jesus. In the lessons seen, pupils used texts from the four Gospels to find out more about Jesus and what he said.
69. Teachers use resources very well to enhance pupils' learning. These include visits to places of worship such as churches. Teachers keep detailed assessments and these are very well used to inform planning. The subject contributes very well to pupils' spiritual, moral, social and cultural education as they learn with wonder about various aspects of religious traditions. They widen their knowledge and understanding of different cultures by learning about world faiths. The subject is well led and managed. The subject leader ensures that, in adapting the use of national guidelines to suit the school's needs, there is very good coverage of the agreed syllabus. She combines this role very well with her responsibilities for pupils with English as an additional language and for racial issues.
70. In **geography**, pupils in Year 1 examine some of the amenities of the locality and record them on simple sketch-maps. They begin to understand that certain facilities, such as car parks and supermarkets, are of benefit to the community, and are aware that maps may be used conveniently to record the relative position and distance of different objects. In Year 2, pupils begin to learn about more distant peoples and locations. They compare life on St Lucia with that in Crawley effectively, and understand that the lives of other children differ from their own experience. Geography is used well to support the development of skills in drawing and writing. For example, pupils create advertising brochures that extol the attractions of St Lucia. Some pupils achieve very highly, producing descriptions of the island that are lucid, appealing, and well punctuated. Pupils know that climate varies in different parts of the world; some locate successfully on an outline map the different countries of the British Isles. In Year 3, pupils make more detailed comparisons between Crawley and a village in India. They draw four or five telling contrasts between the two localities, writing about them in the expected level of detail. Sometimes, however, untidy handwriting and presentation mar the appearance of work of good quality.
71. The evidence of pupils' work in **history** suggests that many achieve well and that teachers' subject knowledge is good. By the end of Year 1, pupils understand that people change in appearance over time, and that the lives and circumstances of children of the past were very different from their own. They attempt to gauge the age of teddy bears from their appearance, and consider why some historical figures are considered famous. In Year 2, pupils compare the features of old and new objects. Average- and higher-attaining pupils write at length about The Great Fire of London. The standard of the limited sample of work examined was above that expected. Pupils in Year 3 learn about life in Victorian England, recording differences in the lives of rich and homeless children and imagining the plight of chimney boys and those attending a ragged school. Many pupils consistently record their work neatly, but some varies in quality and appearance from piece to piece. Overall, the reports pupils write on the life of Florence Nightingale are of the expected quality, but some higher-attaining pupils produce work of well above average standard. Assessment procedures are good, with the result that work

across the school appears much more closely matched to pupils' learning needs than it was at the time of the last inspection.

## CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

Art, design and technology and physical education were not foci for inspection and were sampled. One lesson was seen in each of design and technology and physical education. Judgements about teaching in all three subjects are thus not possible, or about standards in physical education.

### Music

Provision in music is **good**.

### Main strengths and weaknesses

- Teaching is good
- Good links are made with other areas of the curriculum

### Commentary

72. Standards are above average; this is an improvement since the last inspection, when they were reported to be below the national expectations. Although there is not a musician on the staff who plays the piano, good use is made of taped music to accompany singing.
73. Teachers' planning is effective and in the lessons seen, they demonstrated good subject knowledge and had high expectations of the pupils. Pupils responded well to the challenges set and, in Year 2, they improved their group compositions successfully and played percussion instruments well. They were able critically to appraise the work of others, give ideas for improvement and describe their emotions when listening to the very good piano playing of two pupils. Pupils co-operate very well: in a Year 1 lesson, working on compositions on the weather, they matched effectively sounds made by the instruments to weather conditions. Their compositions showed good rhythm and timing. Pupils demonstrate a developing knowledge of musical terminology.
74. Pupils sing very tunefully in assemblies and lessons, with good diction, pitch and dynamics. Singing is taught effectively; Year 2 pupils compose songs to link with themes such as the recent St Lucia topic. Pupils enjoy listening to music before and after assembly and the different pieces of music contribute to pupils' cultural and spiritual development. Pupils are asked to appraise music and identify which instruments are being played. Music is also played in the library area to good effect. The subject is well led and managed by the headteacher who monitors and evaluates lessons and has a clear idea of development issues.
75. In **art and design**, the scrutiny of pupils' work and teachers' planning and assessment show that standards have improved since the last inspection and are now above that expected for pupils at the end of Year 2 and Year 3. All aspects of the subject are well covered to meet the requirements of the National Curriculum. Examples of pupils' work show that teachers use ICT effectively to support learning in the subject. There are very good examples of observational drawing, as well as sculptures, which have been designed and made using natural materials.
76. In **design technology**, the lesson observed and the scrutiny of pupils' work and teachers' files indicate that standards have been maintained since the last inspection and remain above age-related expectations by the end of Year 2 and Year 3. Pupils in Year 2 classes had designed and were making moving toys. These four-wheeled toys were being well-developed into animals using papier mâché covered in a variety of materials. In the lesson seen, on food

technology, the teaching was very good. Resources were well-prepared and used very effectively to support learning. The teacher had secure subject knowledge and used demonstration techniques effectively to develop pupils' skills. Pupils' safety, while working with kitchen tools, was paramount and the very good use of a number of helpers ensured that this aspect was addressed successfully.

77. In the **physical education** lesson observed, the pupils were given opportunities to practise and learn new skills. The good subject knowledge and high expectations of the teacher led pupils to achieve well, although the session was overlong. The policy and programme of work is comprehensive, with clear lesson plans and assessment opportunities. Physical education has recently been a focus for the school and teachers have received useful input from the local education authority; demonstration lessons have been effective in promoting enthusiasm and expertise in the school. Coaching and extra-curricular sports clubs have enhanced the curriculum.

### **PERSONAL, SOCIAL AND HEALTH EDUCATION**

78. Only one lesson was seen in this area of the school's work, so no judgements are made about overall provision. There is a programme for **personal, social and health education**, which is followed by all staff, either during circle time each week or as issues arise. This programme helps pupils develop a safe and healthy life style, gain confidence and interact effectively with others. It is well supported by visits from outside agencies. Staff provide good role models for the pupils and the Golden Rules are followed, with Golden Time being awarded each week. Assemblies reinforce the moral themes introduced in classes and inclusion of all pupils and respect for one another is promoted.

## PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

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

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