

INSPECTION REPORT

EAST PRESTON INFANT SCHOOL

Littlehampton

LEA area: West Sussex

Unique reference number: 125919

Headteacher: Mrs B Berridge

Lead inspector: Mr Rod Sharman

Dates of inspection: 11th - 13th October 2004

Inspection number: 266769

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INFORMATION ABOUT THE SCHOOL

Type of school:	Infant
School category:	Community
Age range of pupils:	4 - 7
Gender of pupils:	Mixed
Number on roll:	190
School address:	Lashmar Road East Preston West Sussex BN16 1EZ
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Appropriate authority:	The governing body
Name of chair of governors:	Mr Gary Ettridge

Date of previous inspection: 11th January 1999

CHARACTERISTICS OF THE SCHOOL

The school is much smaller than most primary schools. There are 190 pupils on roll with the balance of boys and girls being broadly equal. The school mainly serves the local area with approximately a quarter coming from further afield. There is a broad mixture of housing in the area, including large detached houses, as well as public housing with a degree of social disadvantage. Ten per cent of the pupils have been identified as having special educational needs, including physical disability and specific learning difficulties, a proportion that is broadly average. Five pupils have a statement of special educational need. Few pupils come from minority ethnic backgrounds and very few of these are at an early stage of learning to speak English. Bengali and Russian are their first languages. Very few pupils are in public care. On entry, pupils show the full range of abilities but overall attainment is average. The school gained the Basic Skills Quality Mark in 2003.

INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
1696	Mr Rod Sharman	Lead inspector	Mathematics Art and design Information and communication technology (ICT) Religious education Special educational needs English as an additional language Personal, social and health education
11414	Mrs Anne Bennett	Lay inspector	
6169	Dr Melvyn Bradshaw	Team inspector	Foundation Stage Science Design and technology History Music
21090	Mr David Manuel	Team inspector	English Geography Physical education

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PART A: SUMMARY OF THE REPORT

OVERALL EVALUATION

This is a **good school** with considerable strengths. It provides its pupils with a good education. The very good leadership of the headteacher, together with effective teaching and teamwork, leads to good achievement for all its pupils. The school provides good value for money.

THE SCHOOL'S MAIN STRENGTHS AND WEAKNESSES ARE:

- Pupils attain above average standards in writing, mathematics, science, information and communication technology, and physical education.
- The very good leadership of the headteacher, supported well by governors, staff and parents, enables pupils to achieve well and provides pupils with very good care.
- Pupils have very positive attitudes to learning.
- Teaching is good and pupils make good gains in their learning.
- The arrangements for the concentrated development of reading are sound but could be improved.
- The curriculum is good and provides pupils with interesting and relevant opportunities for learning.
- Very good opportunities are made to seek the views of pupils through the school council and to take account of these views in the running of the school.
- Not enough use is made of mathematics and information and communication technology (ICT) in the other subjects in the curriculum.

Improvement since the last inspection has been good. The main issues identified have been addressed effectively. Standards in ICT have improved and the successful areas of the school's work have been maintained.

STANDARDS ACHIEVED

Results in National Curriculum tests at the end of Year 2, compared with:	all schools			similar schools
	2002	2003	2004	2004
reading	B	D	B	C
writing	A	A	A	A
mathematics	A	B	B	C

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. The school is in an area where school meals are not provided for all pupils.

Attainment at entry to the Reception classes is generally average, but covers an increasingly wide range. **Pupils' achievement is good**, both in the Foundation Stage and in Years 1 and 2. In Reception, children make good progress and are well on track to meet or exceed the goals children are expected to reach by the end of Reception in their communication, language and literacy, in their mathematical, creative and physical development and in their knowledge and understanding of the world. Standards are not as high in pupils' personal, social and emotional development but most are likely to reach the expected goals by the end of Reception. In Years 1 and 2, all pupils continue to make good progress and inspection evidence shows that pupils attain above average standards in writing, mathematics, science,

ICT and physical education. Standards in reading are broadly average. The attainment of boys and girls is similar. Pupils with special educational needs are well supported and make good progress, as do the very few pupils learning to speak English.

Pupils' personal development, including their spiritual, moral, social and cultural development, is good. Pupils are keen to learn. Behaviour in lessons and around the school is good. Attendance is average and punctuality is good.

QUALITY OF EDUCATION

The quality of education is good. Teaching is good. Teaching in Reception is good. The strengths in the teaching include teachers' good planning and in the way they make sure that pupils are clear about what they are to learn. Pupils respond well and are keen to learn. Good support is provided for pupils with special educational needs, especially by the dedicated teaching assistants, and these pupils are included fully in lessons and make good progress. Teachers and teaching assistants provide good support in lessons for the very few pupils who are learning to speak English. In the most successful teaching, children in Reception are highly involved in their activities: in Years 1 and 2, teachers give very good attention to pupils' ideas and provide them with good opportunities to explain their thinking. Fewer such opportunities are provided in the satisfactory teaching. Teachers know their pupils well and make effective use of the good arrangements for assessment to plan work that is suitably challenging. Very good arrangements are in place to track pupils' progress and to set targets for them to aim for. The curriculum is good but insufficient use is made of mathematics and ICT in other subjects. The success of the curriculum is seen in pupils' interest and enjoyment in lessons, together with the above average standards achieved in writing. Care, guidance and support are very good, and there are very good links with parents and good links with the community, as was seen in the 'under cover' development of the ICT suite and library.

LEADERSHIP AND MANAGEMENT

Leadership and management are good. The leadership of the headteacher is very good, with attention to detail and ambition for the school being hallmarks of this leadership. Governance is good, and the governors are involved in the drive for improvement as well as ensuring that statutory requirements are met. Staff with leadership and management responsibilities work hard and effectively lead and manage their subjects. The school manages its finances very well, and has very good procedures for checking on how well it is doing.

PARENTS' AND PUPILS' VIEWS OF THE SCHOOL

Parents are very supportive of the school. They particularly appreciate that their children like going to school, the management of the school, the way their children are treated and they are comfortable about approaching the school. A small minority had concerns about the amount of information they received about their children's progress. A particular strength of this school is the very good arrangements to seek the views of the pupils through the effective school council. In turn, the pupils speak well of their school, particularly of their teachers.

IMPROVEMENTS NEEDED

THE MOST IMPORTANT THINGS THE SCHOOL SHOULD DO TO IMPROVE FURTHER ARE:

- Ensure that the extra reading sessions provide sufficient challenge for all groups of pupils.
- Improve the use of mathematics and ICT across the curriculum, building on the good skills pupils already have in these subjects.

PART B: COMMENTARY ON THE MAIN INSPECTION FINDINGS

STANDARDS ACHIEVED BY PUPILS

STANDARDS ACHIEVED IN AREAS OF LEARNING AND SUBJECTS

Achievement is good overall. Children achieve well by the end of the Reception Year. Pupils in Year 2 have attained high standards in the national tests in writing over the past two years. Standards in mathematics have been above average or high during this period. In reading, standards have fluctuated and were below average in 2003 but have risen due to the extra emphasis placed by the school on reading. Pupils' achievement in reading is satisfactory. Parents are supportive of the standards their children attain.

MAIN STRENGTHS AND WEAKNESSES

- Children achieve well in the Reception classes.
- The standards achieved by the end of Year 2 in the national tests in 2004 were high in writing and above average in reading and mathematics when compared with schools nationally.
- In reading, the standards seen during the inspection are average.
- Standards in science, ICT and physical education are above average.
- Pupils with special educational needs make good progress and achieve well.

COMMENTARY

1. The table shows that in the national tests for Year 2 pupils, the pupils achieved high standards in writing, in the top quarter of schools nationally, as they have been for several years. Standards in mathematics were above the national average and in reading, standards had slipped and were below average, partly caused by an increase in numbers of pupils with special educational needs. Since then, the school has placed extra emphasis on reading. The comparison made with similar schools in the summary is based on proportions eligible for free school meals. The school is in an area where school meals are not provided for all pupils. The comparisons in the results in 2004 showed that standards in writing were high, and average in reading and mathematics.

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

Standards in:	School results	National results
reading	16.9 (15.2)	15.8 (15.7)
writing	16.6 (16.5)	14.6 (14.6)
mathematics	17.1 (17.0)	16.2 (16.3)

There were 64 pupils in the year group. Figures in brackets are for the previous year.

2. The results of the national tests in 2004 show that standards in reading have risen with pupils attaining an average points score of 16.9. Standards in writing and mathematics have been maintained. Standards seen during the inspection are above average in writing and mathematics. Good attention to the teaching of spelling and the provision of interesting opportunities for pupils to write contribute to the above average standards. In mathematics, good consistent teaching enables pupils to reach above average standards.

3. Standards in reading seen during the inspection are average. Good attention is paid to teaching pupils the sounds letters make (phonics) and pupils generally use these effectively to read words that are unfamiliar. Dedicated sessions are now devoted each day to the development of reading. These arrangements are sound but could be improved.
4. Pupils attain above average standards in science. Teachers' assessments in the 2003 national assessments showed that the proportion that reached the benchmark of level two or above was below the national picture, the proportion that reached the higher level three was high. The standards seen during the inspection are above average. The well-balanced science curriculum and the good teaching enables them to reach above average standards. The effective introduction of the ICT suite, together with the firm commitment of the headteacher and enthusiasm of teachers and pupils, has enabled pupils to make rapid progress in developing ICT skills and standards are above average. Standards in physical education are above average. The good leadership and management of the enthusiastic subject leaders and very good links with the local sports college enhance the good teaching.
5. Children in the Reception classes make good progress. They respond well to the good teaching and are keen to learn. The very good care they receive is enabling them to make a successful start to their school life. They are well on track to meet and exceed the nationally expected standards, known as Early Learning Goals, in their communication, language and literacy, in their mathematical, creative and physical development and in their knowledge and understanding of the world. Standards are not as high in pupils' personal, social and emotional development but most are likely to reach the expected goals by the end of Reception. A small minority find it difficult to settle in lessons and to listen attentively.
6. Pupils in Years 1 and 2 achieve well. The very good leadership of the headteacher, together with good teaching and effective assessment, enables them to make good progress. The attainment of boys and girls is broadly similar. Pupils with special educational needs are well supported by their teachers and by the dedicated and caring teaching assistants. Pupils' needs are effectively identified and work is carefully matched to their differing needs. More able pupils are suitably challenged and achieve well. The very few pupils with English as an additional language achieve standards similar to their peers.

PUPILS' ATTITUDES, VALUES AND OTHER PERSONAL QUALITIES

Pupils enjoy school and are keen to learn. They relate well to each other and their behaviour is good. The school provides effectively for their personal development, particularly their social development, through the operation of the school council. Attendance is average, as is the level of unauthorised absence. Pupils arrive punctually.

MAIN STRENGTHS AND WEAKNESSES

- Pupils have very good attitudes towards learning.
- Pupils behave well in lessons and around the school.
- Relationships are good.
- Pupils' personal development is good, particularly their social development.

- Attendance is average but has declined since the last inspection due mainly to the number of holidays taken in term time.

COMMENTARY

- Pupils and their parents confirm that they enjoy school. Pupils are enthusiastic because they find lessons interesting and like finding out new things and working hard. They have confidence in their teachers, and feel that they are listened to. Pupils work well together, for example, in the ICT suite, where they sit in pairs and readily take turns to use the computers. Children in Reception are on track to meet the goals children are expected to reach by the end of Reception in their personal, social and emotional development.
- Behaviour is good both in lessons and around the school. Pupils from different cultural backgrounds work and play well together. The inconsistency in using rewards and sanctions noted in the previous inspection has been resolved. However, a few parents felt that the good work and behaviour of their children was not always commented on. There have been no exclusions in recent years. Pupils play well at lunchtime, helped by being provided with a good range of equipment, which changes so that they have variety and choice. Relationships between pupils and with all the adults in the school are good. Pupils know what to do about unkind behaviour and are confident that they could find an adult to go to if they were worried.

Ethnic background of pupils

Exclusions in the last school year

Categories used in the Annual School Census	Number of pupils on roll	Number of fixed period exclusions	Number of permanent exclusions
White – British	121	0	0
White – any other White background	2	0	0
Mixed – White and Black Caribbean	1	0	0
Mixed – White and Black African	1	0	0
Mixed – any other mixed background	1	0	0
Asian or Asian British – Bangladeshi	1	0	0
Black or Black British – any other Black background	1	0	0
Any other ethnic group	2	0	0
No ethnic group recorded	7	0	0

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

- “I’m the class liaison officer” one school council post-holder proudly announced. School and class councils give pupils valuable opportunities to develop socially, by contributing to the school community and taking responsibility within it. This is very good provision for pupils of this age, helping them to realise that they can play their part in school life and that their views are valued. Personal, social, and health education (PSHE) lessons also make good contributions to pupils’ personal development. Pupils have a clear understanding of right and wrong, and they talk with pride about being mentioned in ‘celebration’ assemblies. They support a variety of charities enthusiastically and pupils understood the importance of the “shoe box” appeal in assemblies during the inspection.

10. Pupils speak easily and confidently to visitors. Assemblies and religious education lessons are used satisfactorily to enable pupils to learn and respect the beliefs of others. This shows improvement since the last inspection. Limited opportunities are provided in other lessons. Although the provision made for pupils' cultural development is satisfactory, more could be done to extend their awareness of other cultures.

Attendance

11. Attendance is in line with the national average, as is the rate of unauthorised absence. Attendance was better at the time of the previous inspection, and the school attributes the decline to an increase in term-time holidays. The local family of schools has agreed a new policy for attendance, which has been well publicised. Nevertheless, a significant number of parents are not supporting the school, by taking holidays in term time. Punctuality is good, with almost all pupils arriving at school on time.

Attendance in the latest complete reporting year (%)

Authorised absence		Unauthorised absence	
School data	5.6	School data	0.3
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.

QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

The quality of education is good. The good teaching leads to good progress in learning, based on a stimulating curriculum. Very good care is taken of the pupils. Links with parents are very good and those with the community are good. Effective links are made with local schools.

TEACHING AND LEARNING

Teaching and learning are good across the school. Assessment is good.

MAIN STRENGTHS AND WEAKNESSES

- Lessons are well planned and pupils know what they are going to learn.
- Good opportunities are provided in the most effective teaching for pupils to explain their ideas and thinking.
- Effective use is made of the teaching assistants, who work in close collaboration with teachers to the benefit of the pupils.
- Teaching in the lessons dedicated to reading is satisfactory.
- Pupils' progress in English and mathematics is very effectively tracked and the information is used well to set targets for pupils to aim for.
- Teachers mark work conscientiously and give pupils oral feedback, but this does not happen in a systematic way.

COMMENTARY

12. The quality of teaching is good, with no unsatisfactory teaching seen. This is an improvement since the last inspection. Teachers' planning is good. Lessons are well prepared and usually start briskly with the teacher carefully explaining what the lesson is

about and what pupils are to learn. Many teachers write this on the board using an acronym WALT (We are learning to...). Pupils respond well and their learning is purposeful. Good opportunities are provided for pupils to work independently. As a result of the good innovation in the curriculum, led by the headteacher and deputy and implemented effectively by subject leaders, teachers carefully plan their work to link subjects together. These arrangements are effective and make learning more meaningful for the pupils. For example, in a lesson in Year 1, the teacher effectively used a recently-installed interactive whiteboard to show a painting by Bruegel based on children's games. Pupils learnt skills in history and developed their own skills in drawing.

Summary of teaching observed during the inspection in 33 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very poor
0 (0%)	4 (12%)	19 (58%)	10 (30%)	0 (0%)	0 (0%)	0 (0%)

The table gives the number of lessons observed in each of the seven categories used to make judgements about lessons; figures in brackets show percentages where 30 or more lessons are seen.

13. In the very good teaching, teachers use their questioning well to provide good opportunities for pupils to explain their ideas and express their opinions, and propose solutions to problems. They respond well to questions such as 'How did you work that out?' and are keen to share their thinking. Where teaching is satisfactory, pupils do not have as many opportunities to express their ideas.
14. The effective teaching in the Foundation Stage provides children with a good balance of opportunities to make decisions for themselves and to follow suggestions from the adults. The children respond well and their learning is good.
15. Across the school, the collaboration between teachers and teaching assistants is very good and enhances pupils' learning, especially those with special educational needs. This effective collaboration ensures that all pupils are fully involved in lessons and make progress. Pupils with special educational needs make good progress as teachers and teaching assistants pay careful attention to the well-written individual education plans provided for these pupils. Both teachers and teaching assistants effectively assess how well pupils with special educational needs have got on in lessons and use their findings to plan work and to keep track of pupils' progress towards the targets in their plans. The needs of the very few pupils with English as an additional language are carefully identified and good support is provided by teachers and teaching assistants in line with their needs. Gifted and talented pupils are provided with suitably challenging work. Good use is made of the programme provided by the local education authority.
16. In the lessons specifically dedicated to the teaching of reading, teaching is satisfactory. A carousel of activities is provided, with pupils divided into groups based on their proficiency in reading. The teacher works specifically with one group while the remaining groups are engaged in reading activities. The teaching in the focus group is usually good and pupils make good progress. However, the tasks in the other activities are not always sufficiently challenging and well structured, and the pace of learning often slows. These lessons do not always start on time and pupils have less time on their reading. The arrangements need improvement.
17. Very good arrangements are in place to assess pupils' attainment in English and mathematics, and to track their progress. The very effective leadership of the

headteacher has led to pupils' progress being carefully monitored and, where necessary, action being taken, should the progress slow. Targets are set and regularly monitored. Following the lead of the headteacher, subject managers have now established good systems that are now being implemented in all subjects. This is a good improvement since the last inspection.

18. Pupils' work is regularly and conscientiously marked, broadly in line with the school's policy. Teachers provide pupils with oral feedback about what they need to do to improve their work. However, this is not undertaken in a systematic way, nor are pupils provided with a tangible reward for good effort or high standards in their work. These arrangements may partly account for a number of parents being concerned about the quality of information they receive. Overall, parents are very supportive of the teaching and pupils enjoy their lessons.

THE CURRICULUM

The school provides a good curriculum that is relevant to pupils of all abilities and meets their individual needs very well. The curriculum is enriched by a variety of visits and visitors. Accommodation and resources are good and are used well to support teaching and learning.

MAIN STRENGTHS AND WEAKNESSES

- Good innovation has improved the curriculum.
- Insufficient use is made of mathematics and ICT in other subjects.
- The school has a strong policy of inclusion, which is fully reflected in practice.
- The provision for pupils with special educational needs is good.
- Accommodation and resources are good overall.

COMMENTARY

19. The curriculum is firmly based on the National Curriculum and the West Sussex Agreed Syllabus for religious education. It has been effectively reviewed and improved since the previous inspection, with innovative strategies to bring greater interest and relevance to pupils' learning. These improvements encourage pupils to develop their curiosity, communication skills and problem-solving skills. All statutory requirements are met. The curriculum for the children in the Reception classes is good, and is well planned around the recommended areas of learning. Good arrangements are in place to enable children to make a smooth transition to the National Curriculum. The overall good quality of the curriculum prepares children effectively for the next stages in their education.
20. The headteacher, together with the deputy, provides very good leadership of the curriculum, regularly reviewing provision and making changes where necessary. The good innovations, arising from effective audit by subject managers, have made very good links between literacy and other subjects, particularly history and geography. However, insufficient links are made between mathematics and ICT in other subjects which hinders pupils from attaining even higher standards. The recently completed ICT suite has significantly improved provision for the teaching and learning of ICT. However, consistent use is not made of ICT to support learning in other subjects. This is particularly the case in the use of classroom computers, where insufficient use is made of them to build on the skills learnt in the ICT suite.

21. A good range of additional learning opportunities is provided for pupils of all ages and abilities, which has a positive impact on their learning, and on their personal and social development. Good use is made of the input of visiting speakers, theatre groups, musicians and the local Fire Brigade and Lifeboat Crew to enhance the pupils' learning. Good use is made of visits to the local area to support work in geography and history. The strong emphasis the school places on physical education has been enhanced by staff from the local specialist sports college. Extra-curricular activities are limited. The programme for personal, social and health education (PSHE) is very good and enhances pupils' personal development.
22. The school has a strong inclusion policy, which is implemented effectively, and the headteacher and staff value all pupils highly as individuals. Very good attention is paid to adjusting the curriculum to meet the needs of pupils of different abilities, thereby ensuring that everyone, including those with special educational needs, English as an additional language, and those who have special gifts and talents, are provided for very well. This strategy is having a positive effect on raising standards. Because of very good and well-targeted additional support from classroom assistants, pupils of all abilities have full and equal access to all elements of the curriculum. Teachers and teaching assistants carefully adapt work to meet the specific needs of individuals, including their academic, personal, social and physical needs.
23. The accommodation provided by the school is of good quality, and the school benefits greatly from the new information and communication technology suite and a good library. Good quality displays of pupils' work enhance the environment and the school is kept clean and tidy. The available space is used effectively. The grounds are attractive and are used well as a learning resource. Resources are well maintained and with a good range for most subjects. They are easily accessible to adults and pupils alike and used very well to promote learning.

CARE, GUIDANCE AND SUPPORT

The provision for pupils' care, welfare and safety is very good and the advice, support and guidance provided is good. The acting on, and valuing of, pupils' views is very good.

MAIN STRENGTHS AND WEAKNESSES

- Very good procedures are in place and implemented for welfare, health and safety.
- Pupils receive good support and guidance as they move through the school.
- The school council is a considerable strength and very effectively enables pupils' views to be sought and acted upon.

COMMENTARY

24. Pupils' wellbeing is central to the work of the school and this ethos contributes considerably to pupils' academic and personal development. Pupils speak well of the care they receive and that they have an adult to turn to if needed. The quality of care has been maintained since the last inspection. A mark of the school's leadership is the attention paid to detail. This effective leadership is seen in the thorough arrangements for child protection and health and safety matters. Comprehensive risk assessments are made of the accommodation and for educational visits. Arrangements for first aid are exemplary. A good number of first-aiders are well led by a teaching assistant. Pupils are cared for sensitively and properly when they need attention.
25. A very effective system is in place and used to inform parents of any injuries their children may have sustained. A number of different sheets are used to show parents exactly the nature of any injury, the action taken and what to look out for. An accident book is kept up to date and regularly monitored to see if action may be needed. Effective systems ensure adults are fully aware of individual pupils' special medical needs, for example, nut allergy. Parents are very appreciative of the care taken of their children.
26. Teachers and teaching assistants know their pupils well and keep a watchful eye on them. The adults are quick to notice any difficulties the pupils might experience and to take prompt and appropriate action. Pupils' academic progress and personal development are monitored effectively and, where necessary, action is taken. Regular lessons in personal, social and health education (PSHE) are used well to provide pupils with useful advice on their personal safety and health. Pupils are encouraged to bring healthy snacks to eat at break times. Good support is provided for pupils with special educational needs. The very few pupils with English as an additional language receive good support, tailor-made to their needs.
27. Very good arrangements are made to seek and act upon the views of pupils. The school council is run effectively, with pupils contributing to agendas. Minutes are taken, and once a month in PSHE lessons, pupils discuss the issues raised by the school council and make suggestions as to future action. For example, the council has discussed the school's risk assessment for 'wet playtimes' and made suggestions for improvement. The council played a large part in the 'under cover' project for the development of the new library and ICT suite.

PARTNERSHIP WITH PARENTS, OTHER SCHOOLS AND THE COMMUNITY

The school has very effective links with its parents who are very supportive of their children's education. It has been very successful in gaining the co-operation of the community in fundraising for the 'under cover' project for the new library and ICT suite. Good links have been established with other schools and providers of early years education.

MAIN STRENGTHS AND WEAKNESSES

- Very good involvement of parents in the life of the school contributes significantly to pupils' achievement and personal development.
- Good communication with parents, with good support for family learning.
- Reports do not tell parents clearly enough how their children are getting on.

- Good co-operation with the junior school, early years providers, and initial teacher training.
- Very effective contribution by the local sports college.

COMMENTARY

28. Parents value the school's work and find staff very approachable. The busy arrival period, when parents are encouraged to deliver their children into the classroom, allows ready contact between school and home. The headteacher works hard to resolve any concerns quickly. The school values parents' views, and annual questionnaires allow parents to have their say, and the school is very careful to report back on issues raised. Parents expressed support for almost all areas of the school's work, particularly the way the school is led and the good range of activities provided. They are confident that their children are treated fairly. The school has maintained the quality of its links with parents since the last inspection.
29. A small minority of parents expressed the view that they were not as well informed about their children's academic progress as they wish to be. Inspection evidence suggests that this may be partly due to two reasons. The home-school reading diaries have been discontinued, and replaced by half-termly targets set in mathematics and reading. Annual reports, although good because they clearly show parents what their child knows, understands and can do, have no clear statement about how this compares with the expectations for their age or ability.
30. Teachers clearly know their pupils well, and many reports contain useful help for parents to support learning at home. The school provides plenty of good written information keeping parents in touch with what their child is learning, and there are good family learning courses. These are open to any parent, but not yet targeted at the needs of specific pupils or families. Parents whose children have special educational needs are fully involved in the development and review of their children's individual education plans. Support for the very few pupils with English as an additional language takes account of parental wishes.
31. The 'under cover' project has galvanised the parents over recent years, and also proved to be a very successful way of involving the community. Many fundraising events took place with support from individuals and local businesses, and the ICT suite is now open and well used together with the new library. The organising group has evolved into a new parents' association, continuing their work for the benefit of the school.
32. Effective co-operation between the local family of schools enables a common message to be communicated over issues such as attendance and term-time holidays. Good links are in place with the adjacent junior school, and pupils are well prepared for transfer. Teachers visit those pre-school settings from which most pupils arrive. Although very recent, good arrangements have been established with the local sports college to support physical education and extend teachers' expertise to the benefit of the pupils. The school benefits from being used regularly by a local initial teacher training college.

LEADERSHIP AND MANAGEMENT

The leadership and management of the school are good overall. The headteacher provides very good leadership. Both the leadership and the management of the key staff, including subject leaders, are good overall. The governing body provides good governance.

MAIN STRENGTHS AND WEAKNESSES

- The headteacher has a very clear strategic vision and is very ambitious for the school.
- There is a strong commitment by all staff to achieve the school's priorities.
- The effective programme of self-evaluation involves all staff.
- Governors are well informed and supportive in monitoring the school's work.
- The school's finances are managed very well.

COMMENTARY

33. Overall, the school is well led and managed. Parents are very supportive of the management of the school. The headteacher provides very good leadership and is fully supported in her work by the effective deputy and a committed and conscientious staff. The school has a very positive ethos where every child matters and very good attention is paid to ensuring all pupils achieve as well as they can. The headteacher has been highly successful in the way in which she has led the school forward since the previous inspection, ensuring that each of the issues raised in the report has been fully addressed. In addition, the school has continued to move forward towards its own targets, and as a result of much hard work, has raised standards in a number of subjects. The headteacher has a very good understanding of the school's many significant strengths and minor weaknesses, through rigorous monitoring of teaching and learning, and that of key staff. She has a very clear vision and very high aspirations for the school's continued development that is shared by staff and the governing body. These are effectively articulated in the school development plan, but to a lesser extent, for the Foundation Stage.
34. The leadership and management of key staff are good overall. The deputy headteacher's role is clearly defined, and she works very closely with the headteacher to good effect. The senior management team is effective and meets frequently to discuss and review targeted aspects of the school's work. Very good self-evaluation is well established. Procedures to monitor the school's work have been developed very well since the previous inspection. These procedures are rigorous and focused, and provide critical information about how the school can improve its work still further. Staff are fully involved in drawing up and reviewing the school development plan, which provides a clear picture for continued improvement, and links well to the outcomes of monitoring exercises. Performance Management has been effective in bringing about these improvements, together with the setting and appraisal of individual targets for teachers and teaching assistants.
35. The governing body provides good governance. Governors are effective in carrying out their responsibilities and have a clear understanding of the strengths and weaknesses of the school. Their role in monitoring the school's work is well developed and securely established. Governors make frequent visits to the school and record the outcomes of their observations, noting future actions that need to be addressed. The full governing body discusses these proposed actions and appropriate action is taken. Governors have a good grasp of how high standards are in relation to the national picture and in comparison with similar schools, and educational priorities are firmly linked to raising

standards and the continuing improvement of provision. Relationships between governors and staff are very positive and contribute positively to the overall success of the school. The governing body complies fully with all statutory requirements.

Financial information for the year April 2003 to March 2004

Income and expenditure (£)	
Total income	578,063
Total expenditure	560,767
Expenditure per pupil	2,670

Balances (£)	
Balance from previous year	11,229
Balance carried forward to the next year	17,296

36. The school has developed well-structured financial procedures that effectively support the educational priorities. The school's finances are very well managed and monitored, and spending is clearly linked to the targets in the school development plan. Resources acquired are used effectively to support teaching and learning. The school takes care to ensure that best value for money is secured. Full consideration is given to alternative providers for services and resources in order to acquire cost effectiveness. Money is spent efficiently to improve the quality of education provided. The views of parents and pupils are regularly sought and acted upon. The school's day-to-day financial controls and procedures are very good, enabling the close monitoring and evaluation of spending decisions. The most recent financial audit made only one very minor recommendation, which has been implemented. Taking into account the good achievement by pupils, the good quality of education provided, the below average costs and the good improvement since the previous inspection, the school provides good value for money.

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

AREAS OF LEARNING IN THE FOUNDATION STAGE

Provision is **good** and has improved since the last inspection. The quality of teaching and children's good progress have been maintained. The assessment of children's knowledge and skills has improved significantly. Children usually enter school in the September of the school year in which they are five, either part-time for those born after Christmas or full-time for those born earlier. Children who attend part-time usually become full-time in either January or April, depending on age, maturity and parents' wishes. They come to school with broadly average levels of attainment, although this year the personal development of a significant minority is below this. Children make good progress so that, by the time they leave Reception, nearly all will reach the standards expected for their age, and a significant proportion will exceed them. The exception is their personal, social and emotional development, which is likely to meet the standard expected. Good progress is due to good teaching and good use of all adults in the classrooms. Individual needs are clearly identified and progress monitored very well. Effective arrangements are in place and implemented to identify and support children with special educational needs. The good-sized outdoor area is used well, but its usefulness is limited because of the lack of a cover. The leadership and management of Reception are good and ensure clear communication between staff and very effective teamwork. Good links are in place between Reception staff and governors. However, although the school recognises

that Reception is a valuable and important part of the school, little mention is made of the Foundation Stage in the school improvement plan. Good arrangements are made when children start school and links with parents are very positive.

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

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

MAIN STRENGTHS AND WEAKNESSES

- Adults encourage independence, and good relationships and behaviour.
- Good opportunities are provided for children to select activities.
- On occasions, a minority of children are inattentive and the teacher has to work hard to gain their attention.

COMMENTARY

37. Although early in their first year in school, children are beginning to respond well to daily routines. However, a significant minority of children do not settle quickly, especially when moving from one activity to another or when taking part in whole-class sessions. Children are likely to meet the levels expected by the time they enter Year 1. Children mix well with other children and adults. On occasions, they help each other, such as assisting in the completion of a jigsaw puzzle. They share resources and accept responsibility to clear away after a session. Children like to talk about what they are doing and mostly play together well. A few children have not yet adjusted to sharing and occasionally snatch items other children are using. The older children often join assembly, but a few of them are not always attentive. Teaching and learning are good. The start to the school day allows children to settle down, select equipment and work at it independently. During this session, parents are often dropping children off, chatting to adults in the classroom, and children like to show them what they are doing. The clear routines enable children to feel secure and understand what is expected of them. The teachers, their assistants and other helpers support individuals and groups well. Adult instructions are clear and consistent, and very good attention is given to the importance of listening and expectations of good behaviour. Personal development was promoted well when children were encouraged to vote for which books they wanted to read during story time.

COMMUNICATION, LANGUAGE AND LITERACY

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

MAIN STRENGTHS AND WEAKNESSES

- Children develop their English skills well.
- A strong focus aids the development of speaking and listening skills.
- Good progress is made in using books and developing early reading skills.

COMMENTARY

38. Teaching and learning are good. Owing to a clear focus on developing literacy skills, achievement is good, and by the time they leave Reception, all children should meet the expected goals, and many will exceed them. Children brought in objects representing 'c', 'k' and 'e' to display on the table of 'sounds of the week'. They were encouraged to say

the word and identify the sound correctly. Children were encouraged to listen carefully and to repeat the sound. Most children speak articulately and clearly, and are confident to chat to adults in the classroom. Books around the room and in the reading area are accessible and a very good session after lunch encouraged children to select books displayed on a variety of tables. The books included storybooks, nursery rhymes, letter and number books and non-fiction material. Children selected a book and settled down to look at it. Children's learning was further supported by good adult support. Children know how the pages are turned and that the words have meaning. They handle books with care and take them home regularly. Children enjoy listening to stories on a tape. Once settled, children listened avidly to the teacher reading a story. The writing of children who entered Year 1 this year was about average. Higher attaining children wrote recognisable sentences and their letters were well formed. The quality of some children's writing, however, suffered from poor pencil control. In Reception, good opportunities are provided to encourage mark making and develop early writing skills.

MATHEMATICAL DEVELOPMENT

Provision in mathematical development is **good**.

MAIN STRENGTHS AND WEAKNESSES

- Children achieve well, especially in number.
- Rhymes and other activities are used well for learning about numbers and patterns.

COMMENTARY

39. Teaching and learning are good, with a strong emphasis on developing number skills. Children achieve well and by the time they leave Reception, all should meet or exceed the expected goals. In both Reception classes, clear and well-organised activities helped children develop knowledge of numbers to 5, of the concept of zero and counting backwards to zero. Questions were used well, including extending some children to use numbers to 10. By the time children start in Year 1, they confidently work with numbers to 10, complete addition problems to 10 or greater and understand simple symmetry. A range of mathematical activities is available during independent activities, and good use was made of threading, using beads to develop recognition of patterns involving shapes and colours. Songs and rhymes are used well to extend and reinforce knowledge of numbers, as are discussion about the register and date.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD, PHYSICAL DEVELOPMENT AND CREATIVE DEVELOPMENT

Provision in knowledge and understanding of the world, physical development and creative development is **good**.

MAIN STRENGTHS AND WEAKNESSES

- Children achieve well.
- Children's skills when using computers are progressing well.
- Good links are made within themes to promote these areas of learning.

COMMENTARY

40. The quality of teaching and learning in all these areas is good. Children achieve well and, by the time they leave Reception, virtually all should meet the expected goals and many will exceed them. Good teaching helped children examine and describe what apples felt like, how they changed as they were heated to make apple sauce and then to describe its taste. The apple theme was used well to develop ICT skills. Using a paint program, children were taught effectively how to draw the outline of a tree by selecting the correct tool and colours. They were then successfully led to using the 'bucket' to colour in the large area of tree and to use a 'stamp' to add apples to the tree. Children also learnt how to change the size of the apples on the tree. All this work demonstrated, for most children, good progress in controlling the computer mouse. Good opportunities are provided to explore the properties of materials, such as water, sand and dough. They enjoy joining in singing nursery rhymes.
41. The role-play area makes a good contribution to children's creative development, although the resources supplied do not encourage a developing awareness of ethnic diversity. Inside the classrooms, many opportunities are provided to develop children's manipulative skills. These include painting, colouring, cutting, sticking, mark making and using the computer mouse. These activities help to improve children's control and accuracy. The outdoor area is used well to promote a wide range of areas of learning and is adequately resourced. Its usefulness is limited by the lack of a canopy, although the school plans to improve this. Specific physical education lessons take place in the hall to develop children's physical skills further. In a lesson observed involving a teacher from the local sports college, good teamwork with the teacher helped children improve movement, running, jumping and an awareness of space. At times, insufficient attention was given to ensuring all children listened closely enough. In another lesson, taken only by a teacher and an assistant, too much time had to be taken in ensuring certain children were attentive and listening. Despite the good planning and well-organised activities, learning was slowed because of the need to issue regular reminders. During the session, good attention was given to assessing children's skills and responses.

SUBJECTS IN KEY STAGE 1

ENGLISH

Provision in English is **good**.

MAIN STRENGTHS AND WEAKNESSES

- Pupils achieve well and attain high standards in writing and average standards in reading.
- Teachers make good links with most other subjects.
- Extra sessions devoted to reading do not provide consistent challenge to develop pupils' skills further.
- Teaching is good and enables pupils to make good progress.
- Very good use is made of assessment information to extend pupils' learning.
- The leadership and management of the subject are good.
- Satisfactory use is made of ICT in lessons in the ICT suite but limited use is made of the computers in the classroom.

COMMENTARY

42. By the end of Year 2, pupils attain above average standards in writing, speaking and listening and average standards in reading. The most recent test results in 2004, show that standards in writing are high and are above average in reading. Pupils achieve well in writing and in speaking and listening. Their achievement in reading is satisfactory. Lower-attaining pupils and those with special educational needs are supported well and their achievement is good. The attainment of boys and girls is broadly similar. Standards in writing have improved since the last inspection. In reading, standards had fallen back but have improved recently.
43. Teachers plan a wide range of opportunities to enable pupils to develop their writing skills, often linked to work in other subjects. Pupils effectively demonstrate different styles of writing, such as narrative writing, poetry, character descriptions and instructional text. Good attention is paid to spelling, with effective emphasis on the use of the sounds letters make (phonics). Most pupils use a neat joined handwriting style and use capital letters and punctuation correctly.
44. Pupils benefit from the many good opportunities that are provided for them to explain their work and ideas and to express their feelings. In response to the good provision, pupils speak and listen with confidence and make thoughtful contributions to discussions, as seen in Year 2 when discussing the fire-fighting equipment of the 17th century. All pupils, including higher-attaining pupils and those with special educational needs, are encouraged to contribute. They speak clearly and include details relevant to the current focus. Pupils express their views confidently knowing that their contributions will be listened to by adults and peers alike. The very few pupils who are learning to speak English are well supported and make good progress.
45. Following the National Curriculum test results in 2003, which the school found disappointing, extra emphasis has been placed on improving standards in reading. Teachers successfully promote reading as a pleasurable activity and pupils of all ages show good levels of interest and enthusiasm as they talk about their books. Higher-attaining pupils self-correct their errors and tackle unfamiliar words correctly using different strategies. Extra reading sessions are used to focus on key elements such as vocabulary, letter sounds and sentence structure. However, in most sessions, not all groups are sufficiently challenged to develop and extend their skills fully.

46. The procedures for implementing and adapting the National Literacy Strategy have been effective. Having identified the need to raise standards in reading, the school has focused successfully on this aspect. In Years 1 and 2, pupils begin to explore effectively the differences between written and spoken language and good links are made to all aspects of learning in language and communication. As a result, pupils of all abilities are developing a broader range of skills.
47. The quality of teaching and learning is good. Lessons are very well structured and have a clear sense of purpose. Good links are made with current work in other subjects and these make learning more meaningful to pupils. As a result, pupils have positive attitudes to learning. Relationships are very good and bring a happy and co-operative spirit to learning activities. Teachers use questions and prompts skilfully to promote further understanding of tasks and to stimulate different ways of thinking. One area for further improvement is to increase levels of adult participation in extra reading sessions to evaluate progress and extend pupils' reading skills as necessary. Limited use is made of classroom computers in lessons but useful links are made with English in lessons in the ICT suite.
48. Assessment procedures are very good and are used effectively to track pupils' progress and guide planning to meet the needs of all pupils. As a result of the regular use of assessment information, pupils achieve well and are involved in the evaluation of their own progress. The subject is well led and managed by the joint subject leaders. They carry out a good range of monitoring activities in order to bring about improvements in teaching and learning. The very good analysis of test data leads to the identification of whole-school issues for development and clarifies the strengths and relative weaknesses in pupils' learning. The quality of marking is satisfactory in showing pupils how they can improve their work further. Resources are of good quantity and quality. They include a newly created and well-stocked library. The school encourages parents to be involved in helping with pupils' homework, particularly reading.

LANGUAGE AND LITERACY ACROSS THE CURRICULUM

49. Teachers plan interesting activities in other curriculum subjects such as history and geography to consolidate and extend the full range of pupils' literacy skills. Teachers encourage all pupils to share and discuss how they have used their knowledge and skills to complete written tasks successfully. Pupils respond well with answers and their good relationships with each other are very evident. These experiences later help pupils to contribute, orally and in writing, their own responses relating to the different subjects involved.

MATHEMATICS

Provision in mathematics is **good**.

MAIN STRENGTHS AND WEAKNESSES

- Standards in mathematics are above average.
- Teaching is of good quality.
- Good arrangements are in place to track pupils' progress and to use the information to plan work.
- The leadership and management of the subject are good and contribute to the standards attained.

- Not enough use is made of mathematics in other subjects.
- Insufficient use is made of ICT.

COMMENTARY

50. The standards attained by the end of Year 2 in the national tests in 2001 and 2002 were high. The results in 2003 and 2004 dropped slightly and were above average, partly due to the increased number of pupils with special educational needs. The standards seen during the inspection were above average. Pupils confidently read and write numbers up to at least 100 and know what each digit represents,. They readily recall times-tables, for example, the two and ten times tables. They know the main properties of three-dimensional shapes. Detailed analysis by the subject leader has identified that pupils' attainment in solving problems is not as high as that in number, shape and measures. Inspection evidence confirms this. This aspect of the subject is targeted for improvement. Pupils' achievement is good and they make good progress in lessons. Pupils with special educational needs are well supported by teachers and teaching assistants and make good progress. Above average standards have been effectively maintained since the last inspection.
51. Teaching and learning are good. Effective use has been made of the advice from the National Numeracy Strategy. Emphasis is often placed on pupils developing their own ways of tackling calculations and on the provision of good opportunities for pupils to explain how they arrived at their answers. Pupils are very keen to share their ideas. These effective teaching strategies enhance pupils' learning and lead to the above average standards attained. Lessons are planned carefully and due account is taken of pupils' earlier successes or difficulties.
52. Lessons start briskly and pupils are encouraged to work quickly and accurately in their heads. Good use is beginning to be made of the recently installed electronic interactive whiteboards to enhance this aspect of the teaching. For example, a board was used effectively to keep track of pupils' progress in a game where, by asking questions, they identified a hidden number between 1 and 100. Sound provision is made for pupils to work at home on mathematical activities and this is an improvement since the last inspection.
53. Arrangements for assessment are very good and are used effectively. Good use is made of data to track pupils' progress. Pupils' attainment is carefully tracked against the school's prediction as to the standards expected for individual pupils. Targets are set and shared with parents. Where necessary, extra support or challenge is provided. This is a good improvement since the last inspection.
54. Good subject leadership ensures that standards are maintained. Lessons are observed to assess the quality of teaching and to make suggestions, should improvements be needed. Samples of pupils' work are periodically scrutinised to gauge how well pupils are doing. Resources are good and well organised and are used effectively to enhance pupils' learning.
55. Although aspects of ICT are used, for example, to make graphs of data pupils have collected, its use is not systematic in the curriculum and does not yet make a significant contribution to pupils' attainment and progress.

Mathematics across the curriculum

56. Overall, not enough use is made of mathematics in the curriculum. This is an area currently targeted for development.

SCIENCE

Provision in science is **good**.

MAIN STRENGTHS AND WEAKNESSES

- By the end of Year 2, attainment is above average.
- Teaching is good, so that pupils achieve well and make good progress in developing their scientific knowledge and skills.
- Pupils enjoy science and demonstrate good behaviour and attitudes.
- The curriculum is well planned, with a good balance between the development of pupils' skills and their acquisition of knowledge.
- Effective use is made of pupils' literacy skills, but the use of numeracy and ICT in science is limited.

COMMENTARY

57. Teacher assessments at the end of Year 2 indicate that pupils' attainment is above average because a good proportion of pupils reach high standards. Inspection evidence shows that attainment is currently above average in Year 2. Since the last inspection, good progress has been made in maintaining the quality of teaching and high standards, with increasing numbers of pupils attaining high standards. The above average standards reported at the last inspection have been maintained.
58. In lessons, pupils behave well and show good interest and concentration; these help learning. Pupils are keen to learn about science and enjoy being involved in practical activities. They respond well to opportunities to contribute to discussions, for example, when in Year 2 pupils explored different materials. The result was a good analysis of the distinction between natural and man-made materials. Good teaching helped many pupils to begin to appreciate the sequence from natural materials to man-made materials to objects manufactured from man-made materials. Teachers make good attempts to develop pupils' practical skills, including recording observations and making suggestions, such as how a toy car could be made to move during a lesson about forces. Literacy skills are used well, with good opportunities for writing simple reports or using labels. Pupils with special educational needs make good progress as they are well supported.
59. Teaching and learning are good overall. Lessons are well planned and a good range of activities used. Good management of pupils is always evident. Generally, teachers encourage pupils to share their ideas and explanations. Where teaching was satisfactory, teachers often answered the questions raised rather than encouraging pupils to give their own explanations. In all work seen, literacy skills were used effectively, but rarely was there use of numeracy or ICT skills. Teachers regularly give praise and encouragement but there is little written celebration of pupils' successes. The work challenges pupils well but at times not enough thought is always given to how pupils with low literacy skills can record their work in a variety of ways.

60. The subject leader has led the subject well, ensuring that good standards have been maintained and that the curriculum includes a good balance in both knowledge and skills. Provision has been monitored and evaluated effectively and appropriate areas to develop have been identified. Assessment, for instance, is satisfactory, but lacks detailed guidance. The subject leader has, therefore, devised a useful scheme of assessment, which will be used to record pupils' attainment regularly in each area of science, including the development of skills. This is being introduced and its success will be evaluated.

INFORMATION AND COMMUNICATION TECHNOLOGY (ICT)

Provision in information and communication technology is good.

MAIN STRENGTHS AND WEAKNESSES

- Pupils achieve well and are rapidly gaining ICT skills.
- The quality of teaching is good.
- The new ICT suite has a significant impact on the standards pupils attain.
- The leadership of the subject is very good.
- Insufficient use is made of ICT across the curriculum.

COMMENTARY

61. Standards in ICT by the end of Year 2 are above average and pupils achieve well throughout the school. Since the new ICT suite has been in operation, pupils have made rapid progress, and this is reflected in the rising standards. Pupils confidently make pictures, which they carefully manipulate. They word process their stories effectively and use ICT to find out information about animals, such as bats and giraffes. The effective monitoring by the subject leader has identified that pupils' knowledge, skills and understanding in developing ideas and making things happen - for example, programming a robotic toy to follow a prescribed path - are not as good as they are in the other aspects of ICT. Plans are well in hand to provide a focus in teaching to enable pupils to rapidly gain the necessary skills. Inspection evidence confirms this. Pupils with special educational needs are well supported by their teachers and teaching assistants and make good progress. Standards have risen significantly since the last inspection.
62. The quality of teaching and learning are good across the school and pupils quickly gain new skills. Teachers are enthusiastic and use the new ICT suite with confidence. Effective use is made of the interactive board in the suite to show pupils how to operate programs. Often, pupils operate the board themselves to show the rest of the class how they tackled their work. Such practice enhances learning. Teachers have made a sound start in using the interactive boards and projectors that have very recently been installed in their classrooms. Insufficient use is made of the computers in the classrooms, and to a degree, this contributes to the limited use of ICT in the other subjects of the curriculum.
63. The development of the ICT suite is a good example of the vision of the headteacher and governors, and the support of parents and the local community. The last inspection report commented on the difficulties posed by the location of the library. The response has been the development of the new suite and library in an area that was formerly an open courtyard. The ICT suite is a valuable asset and has already proved its worth, as seen in the rising standards. Both teachers and pupils enthusiastically use the suite. They very

much appreciate the facilities it provides, especially as they were so deeply involved in the fundraising and in the planning of the suite. Teachers use the suite regularly and are developing very effective strategies for its use. The drafting of protocols for use of the suite, based on the good practice being developed, is an area for development. The part-time technician provides very good support and guidance that is very much appreciated by teachers.

64. The leadership and management of ICT are very good. The very enthusiastic and knowledgeable subject leader, together with the headteacher, has ensured that the design of the suite was appropriate to the needs of young children. A detailed scheme of work has been drawn up and implemented effectively, which is an improvement since the last inspection. Effective systems have been established to assess the standards pupils attain and to track their progress. The subject leader has a comprehensive knowledge of the standards pupils attain and what is needed to improve further. A detailed action plan for development is in place and implemented.

INFORMATION AND COMMUNICATION TECHNOLOGY ACROSS THE CURRICULUM

65. At times, use is made of ICT in other subjects, for example, in art and history. However, insufficient systematic use is made of ICT to enhance learning across the curriculum.

HUMANITIES

66. In geography and religious education no lessons were taught during the period of the inspection in line with the school's planning. One lesson was seen in history.
67. Little work was seen in **geography**, and it is therefore not possible to make a judgment about the overall provision. Analysis of teachers' planning, pupils' completed work and displays around the school indicate that requirements of the National Curriculum are met. Planning is detailed and thorough. Work is supported effectively by a good range of learning opportunities, drawing well on the resources of the local area. Year 1 pupils learn about the features of their school and the local area, and skills are developed further in Year 2 when they look at local environmental and safety issues. Pupils also compare their local area with a different location further afield, comparing similarities and differences. For example, on a day devoted to enriching the curriculum, pupils explored a fictional island and compared it with life in their own village. Evidence indicates that pupils achieve at least satisfactorily.
68. **History** was not a major focus during the inspection and only one lesson was seen. Pupils in Year 2 have developed a good understanding of some aspects of fire fighting during their work on the 'Great Fire of London' and the work of the modern fire brigade. They have handled a fireman's helmet, which is about 100 years old, and compared it with modern day helmets. In Year 1, pupils know that toys have changed since their parents and grandparents were young, and have handled toys from the past 60 years. In a good lesson in Year 2, effective teaching, which included good explanations, helped pupils develop an understanding of change over a period of time. Strong links are established with literacy and also with art and design. Planning demonstrates suitable coverage of the nationally-prescribed programme of work for history within the context of the school's development of linking subjects together in themes. Improved systems to monitor how well pupils are progressing in their acquisition of historical knowledge and skills are being introduced to improve the current sound arrangements.

69. The teaching of **religious education** did not take place during the week of the inspection due to the school's planning arrangements where, instead of a weekly session, lessons are sometimes grouped together to provide pupils with a longer time in order to explore ideas in greater depth.
70. Improvement in religious education was a key issue following the last inspection, where standards were not high enough. Since then, good progress has been made. A detailed scheme of work is in place and implemented and the resultant planning ensures that the requirements of the West Sussex Agreed Syllabus are met. A scrutiny of teachers' planning in the long- and medium-term showed that planning is detailed and thorough and that the concerns mentioned in the previous report have been dealt with effectively. The work on display in classrooms shows that pupils are gaining knowledge and understanding of religious ideas and relating them to their everyday lives, for example when they learn about the notion of belonging.
71. The subject leader provides good leadership and management and has a good understanding of the standards pupils attain through the effective arrangements for the assessment of their work. Planning is checked to ensure that the requirements of the locally agreed syllabus are being met. Religious artefacts have been purchased and are used. Visits are made to places of religious worship such as the local Parish Church and the Synagogue in Brighton.

CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

72. Art and design, design and technology, and music were not the focus for the inspection. One lesson was seen in art and design and work in all these subjects was sampled where possible.
73. **Art and design** was not a focus for the inspection and only one lesson was seen. It is evident from the work on display, the organisation of materials and teachers' planning that the many strengths reported at the last inspection have been maintained. A display of portraits painted by pupils in Year 2 showed good skills in mixing colours and good attention to detail, for example, the way in which the portraits captured individual features such as hairstyles. Other completed work on display shows that the work planned is interesting and varied. The teaching in the lesson seen was good, with effective use of an interactive whiteboard. Pupils looked closely at a painting of pupils' games in the sixteenth century shown on the board and carefully drew themselves playing the games of today. Good use is made of art and design in other subjects, for example, in history.
74. **Design and technology** was not a major focus during the inspection and no lessons were seen. It is not possible to make a judgement on the quality of teaching and learning, standards or provision. A useful policy is in place, which highlights the importance of using pupils' literacy, numeracy and ICT skills within the subject. Planning indicates suitable coverage of the nationally-prescribed programme of work for design and technology.
75. **Music** was not a major focus and no lessons were seen. It is not possible to make a judgement on the quality of teaching and learning, standards or provision. A suitable policy, which is due to be reviewed, is in place and new commercial scheme of work has been introduced. This planning indicates suitable coverage of the nationally-prescribed

programme of work for music. New procedures to assess pupils' progress in music are being introduced.

PHYSICAL EDUCATION

Provision for physical education is **good**.

MAIN STRENGTHS AND WEAKNESSES

- Standards achieved are above average.
- A good variety of experiences are provided.
- The quality of teaching is good.
- Physical education makes a good contribution to pupils' personal development.
- The subject is led and managed very well.

COMMENTARY

76. Pupils of all ages and abilities achieve well, and their attainment is above average by the end of Year 2. The pupils' attainment and achievement are enhanced by the good emphasis the school places on the subject, and the links made with other subjects. Standards have been maintained since the previous inspection.
77. A good range of experiences is provided for all pupils. Teachers ensure that all pupils are fully and actively involved in lessons. Boys and girls respond equally well with great enthusiasm and they attain broadly similar standards. Pupils with special educational and other personal needs are supported well to enable them to participate at similar levels in individual and team activities.
78. Pupils achieve well in response to the good teaching. In gymnastics, pupils work well individually and together developing sequences that combine movements such as rolls, jumps and balances on the floor and on apparatus. In games, pupils in Year 1 explore basic skills of catching and throwing and concentrate hard to improve control and co-ordination. In dance, Year 2 pupils practise and develop a range of very expressive movements to music when they respond as flames, representing the extremes of a smouldering fire and blazing flames. Standards seen during the inspection were above average. In all lessons observed, very good relationships were evident as pupils worked confidently as individuals and collaboratively with partners. Social skills are developed very successfully, as a result.
79. Teaching and learning are good overall. All teachers have high expectations of behaviour and set very clear routines to promote safety. Activities are very well planned and prepared, and build effectively on what the pupils already know and can do. Where teaching is most effective, pupils are constantly challenged to achieve their personal best, and teachers give very good pointers for improvement. Teachers are very good role models and this helps them to establish very good relationships. Pupils are given every encouragement to plan and perform their movements and to discuss and evaluate their own and each other's performances to help them improve.
80. The joint subject leaders are knowledgeable and enthusiastic and provide good leadership and management. They have regularly identified priorities for further development and introduced good quality assessment procedures. Teaching and learning in lessons are regularly observed. Good links are made with the local specialist sports college, whereby a specialist makes regular visits to help further improve teaching and learning. There is a limited but popular range of extra-curricular activities that

encourages boys and girls to develop their own interests. The subject also benefits from the good facilities, accommodation and resources, a very supportive headteacher and enthusiastic staff.

PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP

Only two lessons were seen in this area of the school's work and so no judgements can be made about overall provision. The teaching in the lessons seen was good. In Year 2, pupils made good progress in learning to work co-operatively, and in Year 1, the lesson was a class council where the minutes of the school council were discussed and suggestions for improvements made. The school sees pupils' personal, social and health education as being central to its aims and ethos. The planned programme for personal, social, health education and citizenship, including sex and relationships, and drugs awareness, is good, and has a very positive impact on pupils' personal development. This aspect of the curriculum provision is enhanced by the very good relationships that exist between adults and pupils, ensuring that difficult or sensitive issues are handled appropriately.

PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

Inspection judgement

Grade

The overall effectiveness of the school	3
How inclusive the school is	3
How the school's effectiveness has changed since its last inspection	3
Value for money provided by the school	3

Overall standards achieved	3
Pupils' achievement	3

Pupils' attitudes, values and other personal qualities	3
Attendance	4
Attitudes	2
Behaviour, including the extent of exclusions	3
Pupils' spiritual, moral, social and cultural development	3

The quality of education provided by the school	3
The quality of teaching	3
How well pupils learn	3
The quality of assessment	3
How well the curriculum meets pupils' needs	3
Enrichment of the curriculum, including out-of-school activities	4
Accommodation and resources	3
Pupils' care, welfare, health and safety	2
Support, advice and guidance for pupils	3
How well the school seeks and acts on pupils' views	2
The effectiveness of the school's links with parents	2
The quality of the school's links with the community	3
The school's links with other schools and colleges	3

The leadership and management of the school	3
The governance of the school	3
The leadership of the headteacher	2
The leadership of other key staff	3
The effectiveness of management	3

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