

INSPECTION REPORT

West Dean C E School
Chichester

LEA area: West Sussex

Unique Reference Number: 126004

Headteacher: Mrs J M Craib

Reporting inspector: Mr Nigel Bloodworth

Dates of inspection: 27 – 29 September 1999

Under OFSTED contract number: 707877

School Inspection number: 186681

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

© Crown Copyright 1997

This report may be reproduced in whole or in part for non-commercial educational purposes, provided that all extracts quoted are reproduced verbatim without adaptation and on condition that the source and date thereof are stated. Further copies of this report are obtainable from the school.

Under the Education (Schools) Act 1992 and the Education Act 1993, the school must provide a copy of this report and/or its summary free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

INFORMATION ABOUT THE SCHOOL

Type of school:	Infant and Junior
Type of control:	Voluntary Controlled
Age range of pupils:	4 - 11
Gender of pupils:	Mixed
School address:	West Dean CHICHESTER West Sussex PO18 0RJ
Telephone number:	01243 811247
Fax number:	01243 811247
Appropriate authority:	West Sussex County Council
Name of chair of governors:	Mrs Fiona Miles
Date of previous inspection:	15 – 17 January 1996

INFORMATION ABOUT THE INSPECTION TEAM

Team members	Subject responsibilities	Aspect responsibilities
Mr Nigel Bloodworth, RgI	Science PE RE	Attainment and progress The curriculum and assessment Pupils' spiritual, moral, social and cultural development
Mrs Frances Hurd, Lay Inspector	Special Educational Needs	Attendance Partnership with parents and the community
Mr Patrick Bradley	Mathematics History Geography Music Under fives	Leadership and management Staffing, accommodation and learning resources The efficiency of the school
Mrs Sylvia Kopecek	English Design Technology Information Technology Art Equal opportunities	Attitudes, behaviour and personal development Teaching Support, guidance and pupils' welfare

The inspection contractor was:

West Sussex County Council
Education Department
County Hall
CHICHESTER
PO19 1RF

Telephone No: 01243 777100

Any concerns or complaints about the inspection or the report should be raised with the inspection contractor. Complaints which are not satisfactorily resolved by the contractor should be raised with OFSTED by writing to:

The Registrar
The Office for Standards in Education
Alexandra House
33 Kingsway
London WC2B 6SE

REPORT CONTENTS

Paragraph

MAIN FINDINGS

- What the school does well
- Where the school has weaknesses
- How the school has improved since the last inspection
- Standards in subjects
- Quality of teaching
- Other aspects of the school
- The parents' views of the school

KEY ISSUES FOR ACTION

INTRODUCTION

1

- Characteristics of the school
- Key indicators

PART A: ASPECTS OF THE SCHOOL

Educational standards achieved by pupils at the school

5

- Attainment and progress
- Attitudes, behaviour and personal development
- Attendance

Quality of education provided

31

- Teaching
- The curriculum and assessment
- Pupils' spiritual, moral, social and cultural development
- Support, guidance and pupils' welfare
- Partnership with parents and the community

The management and efficiency of the school

64

- Leadership and management
- Staffing, accommodation and learning resources
- The efficiency of the school

PART B: CURRICULUM AREAS AND SUBJECTS

Areas of learning for children under five

78

English, mathematics and science

88

Other subjects or courses

114

PART C: INSPECTION DATA

Summary of inspection evidence

151

Data and indicators

152

MAIN FINDINGS

What the school does well

- The school achieves high standards in the core subjects of English, mathematics and science.
- The strong leadership in the school provides a clear vision and very strong ethos.
- The quality of teaching is good.
- The quality of relationships in the school is very good.
- Behaviour in the school is excellent.
- The link with parents and the community is very strong.
- The school's provision for pupils' spiritual, moral and social development is very good and the pupils respond very well to it.
- Pupils' attitudes to learning are very good.
- The school develops pupils' ability to work independently very well.
- The day to day management of the school is very good.
- Financial planning is good.

Where the school has weaknesses

- I. Insufficient use is made of weekly assessments to inform teachers' planning and to provide information to pupils on how to improve.
- II. The medium term planning does not provide clear learning intentions, and schemes of work for foundation subjects are incomplete.
- III. The classroom for the reception children has no access to a secure outdoor play area.

This is a good school where the many strengths clearly outweigh the weaknesses. The identified weaknesses will form the basis of the governors' action plan that will be sent to all parents or guardians of pupils at the school.

How the school has improved since the last inspection

The school's previous inspection was carried out in January 1996. The school drew up an appropriate post-inspection action plan that took clear account of the three key issues and showed how these issues were to be addressed. Satisfactory progress has been made in the delegation of curriculum responsibilities. Very good progress has been made in enabling pupils to operate independently and demonstrate appropriate initiative. The progress in developing further curriculum planning to ensure that there is appropriate progression of pupils' skills and understanding is unsatisfactory in some foundation subjects. Since the last inspection standards of attainment and the quality of teaching have risen. In the last inspection the management and administration of the school were described as very good. Many aspects of these high standards have been maintained or even improved. The developments, taken with the shared determination of the headteacher and the governors to move forward, demonstrate that the school has a satisfactory capacity for further improvement.

Standards in subjects

This table shows the standards achieved by 11 year olds in 1999 based on the National Curriculum tests:

Performance in	Compared with all schools	Compared with similar schools		Key
			<i>well above average</i>	A
			<i>above average</i>	B
			<i>average</i>	C
English	A*	A*		

Mathematics	A	A	<i>below average</i>	D
Science	A	A	<i>well below average</i>	E

The results of the 1999 end of Key Stage 2 tests are very high compared to the national average in English and were similar to the standards achieved in the top 5% of schools in the country. They were well above the average in science and mathematics. There was no significant difference in attainment between boys and girls. Over three years pupils' attainment has been above the national average in mathematics, English and science although results for 1998 were lower. Overall, results have improved over the last three years.

Standards of attainment in the 1999 Key Stage 1 national tests were well above average compared to the national average for mathematics, reading. Over three years attainment at Key Stage 1 has been consistently very high.

Children under five are on course to exceed the national objectives. They make sound progress. Children make a positive start and quickly settle into school.

- **Quality of teaching**

Teaching in	Under 5	5 – 7 years	7 – 11 years
English	Satisfactory	Satisfactory	Good
Mathematics	Satisfactory	Good	Good
Science	Insufficient evidence	Insufficient evidence	Good
Information technology		Satisfactory	Satisfactory
Religious education		Good	Insufficient evidence
Other subjects		Good	Good

The overall quality of teaching is good which represents an improvement since the last inspection. Teaching makes a positive contribution to the standards achieved and the progress which pupils make across the school. Teaching has a positive impact upon the behaviour and attitudes of pupils. There is a marked improvement in pupils' independence in learning as they progress through the school, which is attributable to teachers' high expectations and methods of teaching.

During the inspection the quality of teaching was satisfactory or better in 97 per cent of lessons seen. It was good or very good in 60 per cent of lessons.

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

- **Other aspects of the school**

Aspect	Comment
Behaviour	Behaviour in the school is excellent and a strength of the school.
Attendance	Attendance is very good. Pupils arrive punctually and lessons start promptly.
Ethos*	Pupils have very good attitudes to their work and relationships are very good. The school creates a positive ethos and a caring environment and there is a strong commitment to high standards in all the school does.
Leadership and management	The quality of leadership and management is good. The leadership provides a clear vision for the school and ensures a strong ethos.

Curriculum	The curriculum is broadly based and meets statutory requirements. Pupils' personal and physical development is promoted well and they are well prepared for the next stage of education. Provision for health education is good. The school provides very good opportunities for pupils to work independently.
	The long and medium term planning does not provide clear learning intentions. Arrangements for the assessment of pupils' progress and attainment are good in English, mathematics and science but are not as good across the rest of the curriculum.
Pupils with special educational needs	Pupils with SEN are well supported by the school. The provision is organised efficiently and has a positive impact on the progress pupils make.
Spiritual, moral, social & cultural development	The school's provision for pupils' spiritual, moral and social development is very good. The provision for developing pupils' understanding of their own culture is very good and satisfactory for developing understanding of other cultures.
Staffing, resources and accommodation	There is a sufficient number of well-qualified and experienced staff. Resources are satisfactory. The quality and range of the accommodation is very good except for the lack of a secure outdoor environment for the youngest children.
Value for money	Taking into account factors relating to pupils' attainment on entry, the pupils' very good behaviour and attitudes to learning, their good standards of attainment, the good quality of teaching and the high unit costs for a school of this type, the school gives good value for money.

**Ethos is the climate for learning: attitudes to work, relationships and the commitment to high standards.*

.

The parents' views of the school

What most parents like about the school

- IV. The attitudes and values promoted by the school.
- V. How approachable the staff are.
- VI. The high standards the school achieves in the core subjects.
- VII. How much their children enjoy the school.
- VIII. The way the school encourages parents to play an active role in the school.

What some parents are not happy about

- IX.
- X.
- XI.
- XII.
- XIII.

The parents were overwhelmingly positive about the school.

.

KEY ISSUES FOR ACTION

In order to raise attainment and improve further the quality of education, the governors, headteacher and staff should:

- XIV. improve planning for the foundation subjects and religious education by:
 - specifying clearly defined learning intentions in medium term plans;

- developing schemes of work in history, geography, religious education, information technology and physical education.

(Paragraphs 43, 117, 121, 135, 140, 154)

- improve the arrangements for regular assessments of pupils' work in foundation subjects and religious education by:

- providing more clearly defined learning intentions against which to assess progress;
- building regular opportunities for assessment into the planning;

(Paragraphs 46, 117, 121.)

- provide a secure outdoor play environment for the reception children.

(Paragraphs 66, 72, 75, 81)

INTRODUCTION

Characteristics of the school

1. West Dean Primary School is a smaller than average school, situated in a rural area north of Chichester. Over recent years the number of pupils in the school has grown. Pupils come from a range of backgrounds and average attainment on entry is above the County average. There are no pupils from ethnic minority backgrounds. The number of pupils eligible for free school meals is well below the national average. The number of pupils on Stage Two or above of the school's register for special educational needs is also well below the national average.
2. The school caters for pupils between the ages of 4 and 11. There are currently 67 full-time pupils, made up of 27 boys and 40 girls. This is broadly the same as at the last inspection. There are no pupils who speak English as an additional language. Most pupils have attended pre-school education; many at the play group which operates on the same site.
3. The school's main aims are: to help the pupils develop lively inquiring minds, the ability to question and argue rationally and to apply themselves to tasks, and physical skills; to help pupils to develop responsibility for their own learning and behaviour; to provide a broad and balanced curriculum which will help pupils to acquire knowledge and skills which can be built on to prepare them for a full adult life; to foster an understanding of the nature of God and man in accordance with the beliefs and traditions of the Church of England, and to gain knowledge and respect for other religions; and to help pupils understand the world in which they live and to value their own and others place within it, as well as the interdependence of individuals, groups and nations.
4. The principal areas for development identified by the school for this year in relation to the curriculum are to implement the Numeracy Strategy; set up the national grid for learning; and to produce a revised scheme of work for religious education. In relation to organisation and management the school's priorities are to involve curriculum co-ordinators in monitoring and evaluating pupils' learning; to develop assessment further; and to develop a Home School Agreement. In addition there were priorities identified in relation to premises and maintenance and the school in the community. In conjunction with the LEA the school has set challenging targets for attainment in English and mathematics.

4. **Key indicators**

Attainment at Key Stage 1¹

Number of registered pupils in final year of Key Stage 1 for latest reporting year:	Year	Boys	Girls	Total
	1999	6	7	13

4. National Curriculum Test/Task Results		Reading	Writing	Mathematics
Number of pupils at NC Level 2 or above	Boys	5	5	5
	Girls	7	7	7
	Total	12	12	12
Percentage at NC Level 2 or above	School	92 (100)	92 (100)	92 (100)
	National	82 (80)	83 (81)	87 (84)

4. Teacher Assessments		English	Mathematics	Science
Number of pupils at NC Level 2 or above	Boys	5	5	5
	Girls	7	7	7
	Total	12	12	12
Percentage at NC Level 2 or above	School	92 (100)	92(100)	92(100)
	National	82 (81)	80 (85)	86 (86)

Attainment at Key Stage 2²

Number of registered pupils in final year of Key Stage 2 for latest reporting year:	Year	Boys	Girls	Total
	1999	6	6	12

4. National Curriculum Test Results		English	Mathematics	Science
Number of pupils at NC Level 4 or above	Boys	6	6	6
	Girls	6	6	6
	Total	12	12	12
Percentage at NC Level 4 or above	School	100 (64)	100 (55)	100 (82)
	National	70 (65)	69 (59)	78 (69)

4. Teacher Assessments		English	Mathematics	Science
Number of pupils at NC Level 4 or above	Boys	6	6	6
	Girls	6	6	6
	Total	12	12	12
Percentage at NC Level 4 or above	School	100 (82)	100 (73)	100 (91)
	National	68 (65)	69 (65)	75 (72)

2

Percentages in parentheses refer to the year before the latest reporting year

4. Attendance

Percentage of half days (sessions) missed through absence for the latest complete reporting year:	Authorised	School	4.3
	Absence	National comparative data	5.7

Unauthorised	School	0
Absence	National comparative data	0.5

4.

4. **Exclusions**

Number of exclusions of pupils (of statutory school age) during the previous year:		Number
	Fixed period	0
	Permanent	0

4. **Quality of teaching**

Percentage of teaching observed which is:		%
	Very good or better	12
	Satisfactory or better	97
	Less than satisfactory	3

4. **PART A: ASPECTS OF THE SCHOOL**

4. **EDUCATIONAL STANDARDS ACHIEVED BY PUPILS AT THE SCHOOL**

4. **Attainment and progress**

1. In the 1999 end of Key Stage 2 statutory tests for English pupils' attainment was very high compared with the national average and in comparison to the average for similar schools. Over the last three years the performance of pupils has improved although 1998 results were weaker. The number of pupils achieving Level 4 and higher was very high compared to the national average as was those achieving Level 5.
2. In the 1999 end of Key Stage 2 statutory tests for mathematics pupils' attainment was well above the national average and well above the average for similar schools. Over the last three years the performance of pupils has improved although the results for 1998 were lower. The number of pupils achieving Level 4 and higher and for those achieving Level 5 was well above the national average.
1. In the 1999 end of Key Stage 2 statutory tests for science, pupils attainment was well above the national average and well above the national average for similar schools. Over the last three years the performance of pupils has been above the national average except for 1998 where the standards dropped below the average. The number of pupils achieving Level 4 and higher was well above the national average as it was for those achieving Level 5.
2. In the 1999 end of Key Stage 1 tests for reading results were very high compared to the national average for pupils reaching Level 2 or above and for those reaching Level 3 or above. The results for the national tests for writing were very high compared to the national average for pupils reaching Level 2 or above and for those reaching Level 3. In comparison to similar schools the standards in writing were very high and the standards in reading were well above. Over the past four years results in reading and writing have been very high compared to the national average. During this time the attainment of both boys and girls has been well above the national average.

3. In the 1999 end of Key Stage 1 mathematics tests the percentage of pupils achieving Level 2 or above was well above the national average and below the average for those reaching Level 3. In comparison to similar schools the results in mathematics were very high. Over the last four years attainment in the Key Stage 1 mathematics tests was well above the national average. Over that period the attainment of boys exceeded the level achieved by girls.
4. Teachers' assessments for 1999 indicate that attainment by the end of Key Stage 1 in science is well above the national average. Over the last four years attainment in the Key Stage 1 science teacher assessments was well above the national average.
5. In English pupils make good progress. They make good progress in mathematics at both key stages with particularly rapid progress towards the end of Key Stage 2. Progress in science is good across the school. The school sets challenging targets for the pupils and is successful in meeting these challenges. Pupils with special educational needs make good progress towards the targets set in the individual educational plans.
6. Standards of attainment in speaking and listening in both key stages are well above the national expectations and pupils make good progress throughout the school. In Key Stage 1 pupils listen attentively to the teachers' instructions. The majority of pupils speak clearly and with confidence to each other and to adults during group work and many pupils have a good vocabulary. In Key Stage 2 pupils listen very well to whole class presentations. They demonstrate a clear understanding of the texts they study through their response to questioning and their contributions to discussion. They speak confidently in a range of individual and group situations. The majority of pupils use a good range of vocabulary to express their ideas. Pupils contribute very well orally during literacy lessons and listen well when others are speaking.
7. Standards of attainment in reading in both key stages are very high. Pupils show a good level of independence in selecting their own choice of fiction from the class and school library. They also show a particular interest and achieve high standards in reading poetry. The majority read accurately, fluently and with interest from a good range of published schemes and high quality children's literature. By the end of Key Stage 1 most pupils understand what they read. They recall what happened in a story, describe characters and most predict what might happen next. By the age of 11 pupils use inference and deduction well when reading a range of texts.
8. Standards of attainment in writing in Key Stage 1 are very high. Pupils write with accuracy and are developing a legible joined style. Pupils use a good range of vocabulary, though their spelling is not always accurate. In Key Stage 2 pupils write accurately for a range of audiences. They understand that poetry can make use of different patterns of rhyme. In Year 6 the standard of pupils' writing is often very high with examples of extensive well presented written work. Pupils' independence in their writing is well established and this is a significant improvement since the last inspection. The small number of pupils with special educational needs make especially good progress.
9. By the end of Key Stage 1 standards in using and applying mathematics are well above national expectations. Pupils talk about their work using simple mathematical terms correctly. Attainment in number is above national expectations. All pupils add and subtract single digits and understand the relationship between tens and units. They recognise, write and order numbers to at least 100. The standards attained in shape, space and measures are well above the national expectations. Year 2 pupils use correct mathematical names for common 3-D and 2-D shapes and more able pupils in Year 1 and Year 2 use standard units of measurement such as centimetre and kilogram.

10. By the end of Key Stage 2 pupils' ability to use and apply mathematics is above the level expected nationally. Pupils are particularly adept at using their literacy skills to write good explanations of their solutions to problems. Year 6 pupils regularly discuss their methods of calculation and this has a good impact on the standards they achieve. Attainment in number and algebra is well above national expectations. Pupils have a well-developed ability with mental arithmetic. They use a wide range of mental methods of computation, including knowledge of multiplication facts. Higher attaining pupils add negative numbers and in a range of calculations, check the reasonableness of their answers against their expectations. The standards attained in shape, space and measures are well above national expectations. The pupils understand and make good use of standard units of measurement for length, time and mass. Attainment in data handling and probability is well above national expectations. Pupils understand terms such as "mean", "likely" and "uncertain" which they apply in practical situations appropriately. Most pupils collect and record data in frequency tables effectively. They have a good knowledge of a range of graphs and the circumstances to which they are most suited.
11. By the end of Key Stage 1 pupils' achievements in science are very high in comparison to national expectations. Pupils make simple predictions, for example, when investigating whether plants need water and light. They carry out fair tests competently to determine the correctness of their predictions. In their work on habitats and animals they are able to identify common locations and environments and key features of animals and their by-products. They describe materials and distinguish clearly between man-made and natural materials using simple characteristics such as smooth, hard and soft.
12. By the end of Key Stage 2 attainment in science is well above national expectations. Pupils are very confident in their use of scientific language and they plan their own investigations well. Pupils extend their knowledge and understanding of plants, have a good understanding of the main functions of the petal, stamen and stigma. They conduct tests well to check their predictions. They understand and explain clearly the key functions of the human body, and identify, compare and record varying growth rates. By the end of the key stage pupils conduct tests fairly and rigorously to achieve reliable results which they analyse and record well.
13. Pupils make good progress in literacy. The implementation of the Literacy Strategy is effective. Whole-class teaching in the Literacy Hour is pitched appropriately to the needs of different pupils in the mixed age classes. The Literacy Strategy has had a good impact on standards in English and other subjects. Pupils make good progress in numeracy in both key stages. By the time they leave the school they achieve high standards and their skills in mental arithmetic are good.
14. Attainment and progress are satisfactory in information technology and religious education. Progress is good in physical education and art at Key Stage 1 where pupils acquire good levels of skill. Progress in all other subjects is satisfactory.
15. Almost all the children in the reception are on course to exceed the desirable learning outcomes in personal and social development, in language and literacy, in mathematics and in knowledge and understanding of the world. They make good progress in knowledge and understanding of the world and satisfactory progress in other areas. Children start the school with higher than average knowledge and skills. Since the last inspection there has been a rising trend in the attainment of children as they start school. They have good opportunities to develop literacy and numeracy skills in other areas of learning and the standards they achieve are good.
21. **Attitudes, behaviour and personal development**

16. The quality of pupils' attitudes to learning and of their behaviour and personal development is very good. Pupils' willingness to apply themselves to learning is good throughout the school. In over eight out of ten lessons pupils show good, very good or excellent attitudes to learning and in the remainder their responses are never less than satisfactory. Pupils sustain their concentration well and their capacity for personal study is very good. In Key Stage 2 pupils demonstrated very good responses to learning. Pupils in Key Stage 1 show good attitudes to learning in seven out of ten lessons and satisfactory attitudes in the remainder of lessons seen. Pupils often show a high level of independence in their learning.
17. The under-fives make satisfactory progress in developing their personal and social skills. Children come to school happily and behave well. They learn to share and take turns and are developing a good understanding of why certain behaviour is right or wrong. They listen carefully to teachers and other adults and follow instructions well. Their attitudes to learning are good. They are keen to be involved in a range of activities.
18. The school provides a positive ethos, which fosters good attitudes to work. In Key Stage 1 pupils' attitudes are good overall. Most are keen to learn and listen to the teacher well, learning how to take turns to answer questions and how to respect what others have to say. Pupils arrive at lessons promptly and ready to work. They work with enthusiasm and play an active part in class discussions. Pupils respond well to challenge, for example in a physical education lesson where they concentrated well on designing and refining their own game.
19. In Key Stage 2 pupils in Years 5 and 6 show a high level of concentration and independence in their Literacy Hour lessons. Year 4 pupils listen intently and contribute enthusiastically to whole class discussion. Pupils work well together in groups. In a personal and social education lesson, for example, pupils made positive contributions to discussions of how to improve the school. They work sensitively with other pupils in different year groups. Pupils' attitudes have a positive effect upon their learning and the standards they achieve.
20. Pupils' behaviour is excellent throughout the school. They respond well to high expectations for behaviour and conduct in lessons. At other times of the day, during playtime, pupils act responsibly and constructively. They behave well and enjoy the games they devise in the playground and in the structured play area. Pupils rarely behave badly and the instances of bullying are very few and are always dealt with swiftly and effectively. There have been no exclusions.
21. Relationships in the school between pupils and between pupils and adults are very good and at times excellent. Pupils show respect for their teachers and are polite to adults. In turn, teachers often thank pupils for their efforts and ensure that respect is mutual. Older pupils establish good relationships with younger pupils and positively support pupils new to the school during playtimes and at lunchtime. Most pupils work well in group activities and during assemblies. They enjoy making music together, work on computers well in pairs and make group textiles and paintings co-operatively. The small numbers of pupils with special educational needs are well integrated into the school and fully contribute to the life of the school.
22. Pupils have a good understanding about how others feel and the beliefs they hold. Older pupils have a formal opportunity to be elected by their peers to the school council. The council meetings are chaired by the headteacher and pupils contribute well and take very good opportunities to influence aspects of school life. Pupils report back effectively to their peers on issues they have discussed at the council.

23. There are many opportunities for pupils to exercise their initiative and take responsibility and pupils respond to them very well. Younger pupils take day-to-day responsibilities for aspects of classroom management. They are also responsible for personal organisation including homework. Older pupils take on prefectorial responsibilities and act as mentors for younger pupils. Pupils take responsibility for the selection and organisation of music and presentations during assemblies. Older pupils arrange events at the school to raise money for charity. School Council representatives from Year 3 to Year 6 are responsible for representing other pupils' views at the council meetings and some take on additional responsibilities as a result of decisions taken. Pupils make a good contribution to school life through the additional responsibilities they take on.

29. **Attendance**

24. The previous inspection report noted that attendance was excellent, registers fulfilled legal requirements, parents complied with the clear guidelines given by the school and the EWO gave support as required. All these comments still apply. During the inspection all classes observed made a prompt start and children arrived punctually in the morning.

30.

QUALITY OF EDUCATION PROVIDED

30. **Teaching**

25. The overall quality of teaching is good and represents an improvement since the last inspection. This makes a positive contribution to pupils' attainment and the progress that they make across the school. The quality of teaching is also an important factor in contributing to the good behaviour and attitudes of pupils. The good progress pupils make in developing independence in their learning is attributable to teachers' high expectations and methods of teaching.

26. During the inspection the quality of teaching was satisfactory or better in 97 per cent of lessons seen. It was good or very good in 60 per cent of lessons. The quality of teaching was excellent in one literacy hour lesson.

27. In Key Stage 1 very good teaching was evident in physical education and good teaching was observed in English, mathematics art, music and religious education. In Key Stage 2 teaching was very good in music and good in English, mathematics, science, personal and social education and physical education.

28. The teaching of literacy is good and overall, teachers make good use of the Literacy Strategy to plan their lessons. Particular strengths in the teaching of literacy are teachers' knowledge and understanding of the subject, their high expectations of what pupils can achieve, their good use of questioning and their planning for mixed age groups and abilities. The management of pupil behaviour is a strength of the teaching. In a few cases the pace of lessons is too slow and plenary sessions are not used effectively to assess what pupils have learned.

29. The teaching of numeracy is good. Teachers have a secure knowledge of the subject. Lessons usually start briskly and maintain a good pace. The pupils use of mental mathematics is often challenging and teachers' expectations are high. Explanations are clear and in the best lessons assessment is used well to monitor pupils' progress. Overall, however, assessment is not used sufficiently to monitor pupils' progress and, particularly, to identify where the work has been pitched at too high a level.

30. The teaching of under fives, including the work of teaching assistants and volunteers, is satisfactory. Teachers' knowledge of the curriculum for the under fives is good. The staff have improved their knowledge and understanding of the needs of young children since the last inspection. In particular, greater consideration is now given to the type of classroom activities that are appropriate for the under fives. The teaching of pupils with special educational needs is good and is well focused on the specific needs of the children.
31. Strong features of the teaching in all lessons were the very good management of behaviour, the establishment of good relationships and very good pupil attitudes, which resulted from firm, fair expectations. In addition, the expectations of pupils' achievement was almost always high and resulted in pupils concentrating on their work and achieving sound or better standards. Teachers' knowledge and understanding of the subjects they teach were especially good in literacy and numeracy and in music and physical education. In aspects of information technology, design and technology, and in the skills and knowledge aspects of art in Key Stage2, teachers are less secure.
32. Planning is sound overall, though it varies from very good to weak. In the few cases where it is weak, the plans focus on filling time with activities rather than making progress towards key learning objectives. Overall, teachers are skilled at planning for the needs of different ages and abilities. Many lessons start well and maintain a brisk pace. They are well structured and employ an appropriate range of teaching methods. Particularly effective is teachers' good use of questioning. The assessment of the progress which pupils make is, however, less rigorous.
33. Most lessons are paced well and in the best lessons tasks are completed within strict time deadlines. In a minority of lessons pupils spent too long on tasks and concentration falters. Resources, especially the use of books and information technology, are used very well and made easily accessible to pupils. Teachers have well established routines for the setting of homework and this has a positive impact upon the standards achieved.
- 39.

The curriculum and assessment

34. The school provides a broadly based and balanced curriculum which covers all the subjects of the National Curriculum plus religious education at both key stages and meets statutory requirements. Pupils' personal and physical development is promoted well and they are well prepared for the next stage of education. The curriculum is supplemented by the study of French in Key Stage 2. The school makes good provision for health and sex education. Appropriate teaching time is allocated to all subjects at each key stage. The curriculum for the under fives is broad and balanced except for the outdoor curriculum.
35. The school has made satisfactory progress with the key issues related to the curriculum from the last inspection. The school now provides very good opportunities in lessons to enable pupils to operate independently and to demonstrate appropriate initiative. This is very good and is now a strength of the school. Some progress has been made in the curriculum planning but this is still a weakness with insufficient planning in foundation subjects to ensure progression and few schemes of work to support this.
36. The total weekly teaching time allocated for the National Curriculum complies with the time recommended by the Department for Education and Employment guidelines for both key stages. Time used for Literacy and Numeracy in the mornings is inefficient as the blocks of time are too long with the result that the pace of some lessons is inappropriate.

37. In mathematics and English the planning is based on the literacy and numeracy strategies and is well- structured and provides a very good basis for continuity and progression. Science is well planned. In other subjects, however, it is not as secure. There are no schemes of work in history, geography, religious education, information technology or physical education and the schemes for the other subjects would benefit from being revised. The long-term topic plans provide a broad outline but there is insufficient clarity to inform the medium-term planning, leaving them largely activity based and providing an insufficient basis for ensuring progression or for clear monitoring.
38. All pupils have equal access to the whole curriculum. As this is a small school the pupils are taught in mixed age classes. However, Year 4 pupils are taught separately for literacy and numeracy and extra support is provided for Year 6 pupils. This extra provision is very successful in raising standards. The curriculum meets the overall needs of all pupils. There is very good provision for the higher and lower attaining pupils and those with special educational needs are well catered for. There are good procedures for the early identification of pupils with special educational needs and, where necessary, good arrangements are made to secure specialist advice and to plan appropriate work and support. The provision fully meets the legal requirements for pupils on the register of special educational needs. Individual education plans are clear, with appropriate and measurable targets. They are reviewed termly. The school participates in locally provided events for able pupils and supports very able pupils within school effectively.
39. Pupils have access to a satisfactory range of extra curricular activities in music and sport. In addition pupils take part in a wide range of team fixtures against other schools. The school provides a good range of day and residential visits. The village and church, museums, residential centres and other localities support pupils' work in, for example, history and geography. These provide valuable enrichment to the curriculum and contribute well to pupils' achievements and personal development.
40. The school's arrangements for the assessment of pupils' attainment and progress are good in the core subjects and satisfactory overall in the foundation subjects. However, the day-to-day assessments do not provide adequate information to the teachers. In the early years, procedures for the assessment of pupils' baseline achievements and their progress are good. Progress is noted on a clear assessment chart and individual pupil records are updated regularly. In Key Stages 1 and 2 the arrangements for statutory assessment and reporting of pupils' progress and attainment in the core subjects meet statutory requirements. Assessments in English, mathematics and science are accurate, and are well supported by moderation procedures and backed up by cross-school moderation. The school's recording and assessment policy sets outline expectations and procedures. However, it gives insufficient specific guidance to teachers on day-to-day practice and the quality of assessment is inconsistent. Teachers do not always assess progress in sufficient detail to give them information to plan what they will do next. In the foundation subjects assessment and recording practices are less secure.
41. Annual summaries of attainment are transferred between teachers at the end of the year to ensure that pupils start the new term at the appropriate level. Reports to parents are well written and detail pupils' personal development and subject-specific achievements. Pupils with special educational needs are assessed regularly and their progress is reviewed termly. Statements of special needs are reviewed annually and individual education plans are updated regularly.

47. **Pupils' spiritual, moral, social and cultural development**

42. The school's arrangements to promote pupils' spiritual, moral, and social development are very good. The provision for pupils' cultural development is sound. The school's aims and principles place a very strong emphasis on these aspects of pupils' development. There is a very clear and

consistent set of values, shared by the school community, which contributes significantly to the personal development of all pupils. The school has maintained the high standards reported at the previous inspection.

43. Opportunities for spiritual development are provided particularly well through religious education and collective worship and are placed at the centre of the life of the school. Every opportunity is taken to develop pupils spiritually across the rest of the curriculum, although the planning for this is not always made formal. Good links with the Church support the work that is firmly embedded in the life of the school. The daily act of collective worship provides good opportunities for reflection and relates well to pupils' experiences and understanding. During the inspection three acts of collective worship were observed. They were all whole-school assemblies and pitched appropriately for the pupils.
44. The school makes very good arrangements for developing pupils' moral awareness. Teachers have high expectations and actively reinforce positive behaviour and values. Values relating to right and wrong are promoted strongly and are reflected in the caring atmosphere, mutual trust and openness evident in the school, as well as in the clear codes of conduct which have been agreed with staff and pupils. Teachers provide very good models in the way they behave towards each other and to the pupils. Teachers make good use of issues as they arise in the classroom and playground to give very valuable reminders to pupils about appropriate attitudes and how to tell right from wrong. Assemblies give very useful opportunities to consider moral issues. There are clear expectations of pupils to behave responsibly.
45. Pupils' social development is a strength of the school and is promoted in all areas of activity. They learn to co-operate and show initiative in group activities, to take turns carefully in practical work and to collaborate productively in whole-class work such as singing and discussion. All pupils have regular opportunities to develop social skills with a range of adults. Pupils have sound opportunities to show responsibility through serving as helpers in their classrooms, at lunch, in assembly and in the playground. A school council provides a good opportunity for pupils to take responsibility for the life of the school. There is a strong sense of community and pride in the school. Pupils under five make a positive start and quickly settle into school. They quickly learn how to behave in school, to work well with each other and to take turns. Very good opportunities are taken to extend pupils' social education beyond the school through visits and links with the local community. The opportunity for social development was enhanced by the opportunity for residential experiences.
46. The school's curriculum contributes well to pupils' understanding of their own cultural heritage and provides a sound contribution to the pupils' understanding of other cultures. Some opportunities are taken to promote pupils' understanding of other cultures but the extent of this is limited to a few subjects and is insufficient to balance the lack of personal experience. Visits locally and further afield contribute well to pupils' understanding of their own culture. The school provides cultural insights for its pupils through the curriculum and special events. For example, the school has been visited by a drama company for an exploration of the Easter story.

52.

Support, guidance and pupils' welfare

47. The school makes good arrangements for the welfare, health and safety of pupils. The school has effectively increased its level of security since the last inspection. Relationships in the school are very good and teachers are very well informed about pupils' individual needs. Class teachers know

their pupils well and give a high level of care and support. Parents are very supportive of the school and commend the caring and supportive environment provided for their children. Procedures for monitoring academic progress are in place and good use is made of annual assessment data to monitor literacy and numeracy.

48. Very good procedures are in place for promoting discipline and good behaviour and this has a very positive effect on the quality of pupils' learning in lessons and their behaviour at other times of the day. The behaviour policy is rooted in helping pupils to develop responsibility for their own behaviour. The policy contains clear rules and codes of conduct which all pupils understand. There are clear procedures for rewards. Praise is given for good behaviour in class and assemblies. Certificates are presented monthly for good standards of work and behaviour. Poor behaviour is dealt with in stages, with opportunities given to make amends. Teachers and adults all positively support the behaviour policy, give praise for good behaviour and politeness and commend pupils for their positive actions and consideration for others. This creates a positive environment in which adults and pupils work co-operatively. Pupils understand how they are expected to behave and respond well. All teachers contribute to creating a good working environment in which respect for others is a central consideration. Bullying is not an issue in the school but there are clear procedures should the need arise.
49. Provision for those pupils who enter and leave the school is very good, including those pupils with special educational needs. The school caters for the local village community very well with a playgroup on the school site that enables pupils to make a smooth transition to the primary school. Liaison with other schools is good and some pupils already know the school site from attending music events at one of the secondary schools. In addition a variety of meetings and visits take place to ensure that transfer to the secondary school is effective.
50. Procedures for monitoring and promoting good attendance and punctuality are efficient. All staff are aware of the procedures for child protection and the school policy complies with national guidelines. The playground and external environment are well supervised and minor incidents are dealt with efficiently.
51. First aid procedures are effective and incidents are recorded. The headteacher is a qualified first aider and all staff have undertaken some training in first aid. Medical equipment and resources are safely stored. There is no dedicated medical room but adequate arrangements are made for the care of pupils who are ill at school. The nurse visits the school regularly.
52. Emergency procedures for fire drills are displayed in the school and staff are familiar with these procedures. Fire drills are carried out regularly.
53. Liaison with outside agencies is good. The school is very well supported by members of the local community, which includes the local college and museum. Parents support the school very well and during the week of the inspection parents contributed to support in lessons for design and technology and music. In addition, regular visitors include the police and psychological support service. Attendance is well monitored.
- 59.

Partnership with parents and the community

54. The previous inspection report stated that parental support for the school was very strong. Parents felt the school's ethos had a strong beneficial effect on their children, and that standards of behaviour were high. All these comments still hold true: parents were overwhelmingly supportive of the school at the pre-inspection parents' meeting and in the comments and responses on the pre-

inspection questionnaires. These were items that were reported strongly at the previous inspection and have been improved on since.

55. The school currently provides parents with a range of information of a very good standard. It includes brief details of the work to be covered by each class given at the start of term. When outside visits are undertaken, their relation to the curriculum is explained. Relevant local and village events are advertised, as are PTA activities, and there are even details of items for sale, such as musical instruments. Annual reports are clearly laid out and fulfil statutory requirements. The comments are generally of high quality and give parents a clear picture of their children's academic progress and targets for improvement.
56. Parents are given every encouragement to become involved in the life of the school, particularly through use of any specialist skills they have to offer. During the inspection a number of parents were seen assisting in this way, for instance in music. The PTA makes a major contribution to school funds each year (of about £2000). Events are well supported by the vast majority of parents. The school's swimming pool is made available for use in the summer holidays through the efforts of a team of parents who assist with necessary supervisory and cleaning duties.
57. The fact that the school provides the meeting-place for many village activities (including the Brownie pack, a dancing class, the Women's Institute, and the Parish Council) also strengthens its links with parents and the local community. The school has close links with the parish church. It participates in the monthly family service as well as in those for the major church festivals and the vicar takes assemblies and assists with RE. The school also has a well-established connection with West Dean College. It has free access to its extensive grounds, which provide an invaluable means of enriching the curriculum in many different ways. The College always hosts a Christmas party for the whole school and invites them to attend special events such as art exhibitions. The school has membership of the Weald and Downland Museum (paid for by the PTA) and makes extensive use of its facilities and educational services. It is difficult to see how relations with parents and the community could be improved upon and they greatly enhance the quality of learning at the school.

63. **THE MANAGEMENT AND EFFICIENCY OF THE SCHOOL**

63. **Leadership and management**

58. The quality of leadership and management is good. Strong leadership provides a clear educational direction for the school. This is a key factor in supporting pupils to make good progress and achieve high standards, in particular in English, mathematics and science. The school provides a supportive environment in which the pupils' good attitudes and very good behaviour make a significant contribution to their learning and progress. The aims of the school are clearly evident in daily activities. Pupils say they feel at home in the school community and parents share this view. There is a very positive ethos which reflects the school's commitment to high achievement. The quality of relationships is of a very high standard and all pupils enjoy equality of opportunity. Provision for pupils with special educational needs is good.
59. The headteacher manages the day-to-day running of the school very well. She works effectively with governors and staff to manage the process of development and improvement. The headteacher is involved regularly in scrutiny of teachers' planning. Test results in English, mathematics and science are analysed in order to monitor progress and to set targets for pupil achievement. Samples of work from two core subjects are taken each term and the staff agrees the level of

attainment. This has a satisfactory impact on the quality of teaching. The monitoring of the effectiveness of the curriculum and achievement in subjects other than English, mathematics and science is not systematic. This has contributed to inconsistencies in aspects of curriculum planning. Co-ordinators are provided with time to carry out the responsibilities outlined in their job descriptions. They focus on managing resources and provide informal support for teaching. This is a useful model to develop further in order to provide teachers with clear guidance on what they could do to improve practice further. The work of co-ordinators does not yet involve a rigorous process of monitoring standards and quality of teaching in their subjects. The school recognises this as an area for development.

60. The school has a satisfactory process for development planning, which is carried out with the involvement of the headteacher, teachers and governors. The identification of priorities is satisfactory, with the exception of necessary improvements to the accommodation for the under fives. The development plan document provides a good framework for school improvement. There is a good separation between improvement and maintenance activities that helps the school to focus on its priorities. The linking of finance to the objectives of the plan is effective. Progress in the implementation of the plan is regularly discussed with governors. However, the planned outcomes in the action plans are not specific and some are not easily measurable. This impedes the governors' ability to evaluate the impact of initiatives.
61. The governing body is committed to the school and is involved regularly and closely in its life. The governing body takes its role as employer seriously and deals with staffing matters effectively. Roles and responsibilities are clearly defined and new governors benefit from a good induction programme. Governors are developing strategies for monitoring the quality of education within the school, aided by effective documentation produced by the headteacher. Link governors for literacy and numeracy and the "governor of the term" have reported back to the governing body with useful insights into the quality of education provided. The governing body receives regular reports from the headteacher and these provide helpful information about current developments. The governing body is clearly supportive but, to ensure that improvement continues, needs to extend its role as critical friend. The system of committees ensures that there is adequate time for discussion and decision making on important issues. The terms of reference for the finance and building committees are good. The framework for the curriculum committee does not focus sufficiently on the quality of provision.
62. The governing body has drawn up appropriate policies and procedures for aspects where they have statutory responsibility, including special educational needs and pay. They have included all relevant information in the school's prospectus but do not meet the statutory requirements for the Annual Report to Parents, in respect of the name and address of the Chair of Governors; arrangements for admission of pupils with disabilities; comment on the effectiveness of the policy for special educational needs; the professional development of staff and changes to the school prospectus. All other statutory requirements are met.
63. The school's previous inspection was carried out in January 1996. The school drew up an appropriate post-inspection action plan that took clear account of the three key issues and showed how these issues were to be addressed. Satisfactory progress has been made in the delegation of curriculum responsibilities, although there remains work to do in this area. Very good progress has been made in enabling pupils to operate independently and demonstrate appropriate initiative. The progress in developing further curriculum planning to ensure that there is appropriate progression of pupils' skills and understanding is unsatisfactory. Since the last inspection standards of attainment have risen. Coincidentally, the level of attainment of pupils on entry has also risen. These developments, taken with the shared determination of the headteacher and the governors to move forward, demonstrate that the school has a satisfactory capacity for further improvement. In the last inspection the management and administration of the school was

described as very good. Many aspects of these high standards have been maintained or even improved. The evidence of general improvement shows that the school's leadership has had a positive impact on the school.

69. Staffing, accommodation and learning resources

64. There is a sufficient number of well-qualified and experienced teachers to meet the demands of the National Curriculum and religious education. Teachers are deployed effectively. Good standards of attainment are promoted through the use of specialist teaching of music throughout the school and the arrangements for teaching English and mathematics in Year 4 and Year 6. Voluntary helpers, with specific knowledge and skills, make a valuable contribution to the life of the school and specialist teachers make a good contribution to the teaching of music and French. The contribution of classroom assistants to the progress that pupils make is satisfactory. Good examples of effective support were observed in mathematics in the Upper School and in a range of activities throughout the school for pupils with special educational needs. The quality of support for pupils with special educational needs, including resources provided by the school and the LEA, is good. The very good skills of the administrative, maintenance and cleaning staff enable the school to operate effectively on a day-to-day basis.
65. Arrangements for the induction of new and supply teachers, and for the professional development and training of teachers, are good. Training opportunities are well received by staff and contribute effectively to individual needs and school priorities. Regular workshops for ICT and the opportunities to work with a specialist music teacher have improved teachers' subject knowledge. Procedures for the appraisal of teachers are well established and meet statutory requirements. The work of classroom assistants is also subject to an annual review.
66. The accommodation is good. The school grounds enhance the curriculum in art, food technology, geography, physical education and science. Good improvements have been made since the last inspection to car parking facilities and the addition of an adventure play area. Throughout the school attractive, interactive displays make a stimulating working environment. The accommodation is in good order and maintained well. The library encroaches on the hall, although both spaces are adequate for the number and ages of the pupils on roll. Since the last inspection the internal accommodation for the reception children has improved. Weaknesses in the accommodation are the lack of a secure outdoor play area and the absence of practical areas in each classroom which restricts provision in art.
67. The quality, range and quantity of resources are satisfactory. Access to resources is also satisfactory and this has a positive impact on learning. Resources are appropriately stored and labelled to provide ease of access by pupils and staff and have been carefully chosen to be appropriate to the ages and abilities of pupils in the school. Resources for English, information and communications technology, music, physical education and science are good. Provision is satisfactory in art, design and technology, geography, history, mathematics and religious education. Resources for the outdoor environment for the under fives are unsatisfactory. Library provision is satisfactory overall with the exception of outdated books for geography, which fail to present cultural diversity in a positive way. There is a good ratio of computers to pupils, in particular in the Upper School. The software is good and enhances the learning in English, art and geography. It contributes well to the development of numeracy and literacy across the curriculum. The school makes very effective use of resources beyond the school to enhance the curriculum, such as West Dean College, The Weald and Downland Museum, the local church and members of the local community.

73. The efficiency of the school

68. The quality of financial planning is good. There is a very good cycle of budget planning and review. The governing body is involved well in decisions about budgeting and has taken good steps to manage the staffing implications of fluctuations in the number of pupils on roll. The current development plan identifies how financial resources are allocated to each action plan. In an improvement since the last inspection, curriculum responsibilities have been delegated to members of the teaching staff. Co-ordinators have responsibility for a budget that they use appropriately to manage a range and quality of resources for learning. However, weaknesses in the schemes of work for the foundation subjects mean that there is an inadequate basis on which to target the allocation of funding to meet specific subject needs. Governors are aware of the need to evaluate the effectiveness of spending decisions and to develop strategies for this.
69. Teachers and other staff are deployed effectively. The use of specialist teachers in music and for Year 4 and Year 6 has a good impact on the standards attained by pupils. Additional funds for pupils with special educational needs are used efficiently and effectively to enable the pupils to make good progress. Other specific grants, such as those for staff development, are used appropriately. Accommodation and resources, including the school grounds, the library and the hall are used effectively with the exception of outside resources for the reception class. The Literacy and Numeracy strategies have been implemented without a revision to the structure of the school day, which has resulted in inefficient use of time.
70. The arrangements for financial control are very good and there is an excellent commitment to improve further these high standards. This is an improvement on the last inspection when arrangements were good. Day-to-day administration is very good. The Bursar works very efficiently to carry out the day-to-day financial administration of the school under the supervision of the headteacher. The auditors' reports for the last three years have not required any recommendations for improvement. All funds available to the school are appropriately and efficiently administered.
71. Taking into account factors relating to pupils' attainment on entry, the pupils' very good behaviour and attitudes to learning, their standards of attainment, the good quality of teaching and the high unit costs for a school of this type, the school gives good value for money.

77. **PART B: CURRICULUM AREAS AND SUBJECTS**

77. **AREAS OF LEARNING FOR CHILDREN UNDER FIVE**

72. Almost all the children are on course to exceed the desirable learning outcomes in personal and social development, in language and literacy, in mathematics and in knowledge and understanding of the world. They make good progress in knowledge and understanding of the world and satisfactory progress in other areas. The school uses effectively an accredited baseline assessment scheme. Children start the school with higher than average knowledge and skills. Since the last inspection there has been a rising trend in the attainment of children as they start school. They have good opportunities to develop literacy and numeracy skills in other areas of learning.
73. Provision for the under fives is satisfactory. At the time of the inspection the children had only been in school for three weeks. The 14 children in reception, 12 of who are under five, share a classroom with five Year 1 pupils. When they start school the youngest children in the age group attend on a part-time basis prior to full-time attendance. The arrangements for induction are good and result in the children settling quickly into the routines of the school. The quality of teaching, including the work of teaching assistants and volunteers, is satisfactory with examples of good

teaching. Teachers' knowledge of the curriculum for the under fives is good. The staff have improved their knowledge and understanding of the needs of young children since the last inspection. In particular, greater consideration is now given to the type of classroom activities that are appropriate for the under fives.

74. Teaching plans make clear what is to be learned in reading, writing and mathematics. The intentions are less specific in the other areas of learning and this restricts opportunities for children to make the progress of which they are capable in physical development and creative development. The range of activities to which children have access is not well balanced and does not contribute effectively to their creative and physical development. There are satisfactory procedures for observing children's learning and recording their achievements. This information is not used sufficiently to plan what children need to do next. The school's policy for the under fives provides a clear rationale for work with children of this age although it needs updating to reflect current curriculum requirements.
75. Children under five have recently been located in a large room. This accommodation has no access to a secure outdoor play area and this has a detrimental effect upon the breadth of the curriculum. The range and quality of resources are satisfactory.

Personal and social development

76. Children make satisfactory progress in developing their personal and social skills. Children come to school happily and behave well. They learn to share and take turns and are developing a good understanding of why certain behaviour is right or wrong. They listen carefully to teachers and other adults and follow instructions well. Their attitudes to learning are good. They are keen to be involved in a range of activities. Many children bring in artefacts from home to support their current topic at school; for example, following shared reading of "Not now, Bernard" and in response to the teacher's request, children bring in books by the same author. On those occasions when children have opportunities to make their own choices, they respond positively. They change for physical activities with little assistance.

82. Language and literacy

77. Children make satisfactory progress in this area of learning and almost all are on target to exceed the standards expected nationally by the time that they are five, especially in reading. Children talk about their experiences and respond with interest to stories and books read to them. They respond positively to opportunities to share and enjoy books with each other and with adults. Children take part in structured sessions for the teaching of literacy skills in which they discuss letters and sounds. The good procedures for self-registering in the morning ensure that most children recognise their names and some can write them. They know a number of familiar words and individual letters and some use them in their writing. The children gain from the good emphasis on the development of early reading skills. They take books home and this helps them develop good habits for the future. The home-school contact books are an effective means of communicating children's progress in reading. Handwriting is well developed although the progress of higher attaining children in writing is not as good as might be expected. They have too few opportunities to write unaided and they are too dependent on adult help when faced with writing unknown words. The quality of teaching in language and literacy is satisfactory. There is an appropriate emphasis on developing children's phonological awareness. There are insufficient opportunities for children to extend and enrich their language through role-play that is supported by an adult.

83. **Mathematics**

78. Children make satisfactory progress and almost all are on target to exceed the national expectation in this area of learning. Children read and order numbers to 10 and most write them correctly. Many rote count beyond 10 and the most able successfully add and subtract numbers within 10. Children recognise colours and most correctly name common 2-D shapes. Their mathematical vocabulary is good. Teaching of mathematics is satisfactory. Purposeful activities such as estimating and weighing crab apples to make jelly make an effective contribution to the development of children's measuring skills. Teaching, however, does not contain enough activities of this sort to demonstrate mathematical concepts through first-hand experience and to discuss with children what they have learned in their play.

Knowledge and understanding of the world

79. Children make good progress and almost all exceed the standards expected by the term after their fifth birthday, in particular in the scientific, technological and geographical aspects of this area of learning. They benefit from the wide range of first-hand experiences that are a strong feature of this area of learning. Children talk about events in their lives and know about the passing of time, for example when studying their position in their family. They learn about the school grounds, the local environment and further afield by visiting the village and travelling by train to Barnham. They make and follow maps of the journeys. In science children make good observations of the world around them. They name the main external body parts and understand that people change as they grow older. Children know how to use a mouse to produce a portrait using an art package on a computer.

Physical development

80. Children's progress in this area is satisfactory. Children manipulate objects in small construction activities and use simple tools effectively to make puppets. Their use of pencils, crayons and paintbrushes is satisfactory. During lessons in the school hall they use space well and run and jump with increasing skill. Children practise and develop their skills of balancing and travelling by using the large equipment in the school's adventure playground. However, there is no access to a dedicated, secure play area for the under fives. This restricts their access to sand and water and other play equipment that will develop further their fine manipulative skills, body control and co-ordination.

Creative development

81. Overall, children make satisfactory progress. They develop satisfactory skills in model making, drawing and painting, including how to mix colours. Children respond appropriately to music and interpret their feelings through movement, singing songs and rhymes in whole-class gatherings. There are insufficient opportunities for children to learn through imaginative play either planned and guided by adults or child initiated work supported by adult intervention.

87. **ENGLISH, MATHEMATICS AND SCIENCE**

87. **English**

82. In the 1999 end of Key Stage 2 statutory tests for English pupils' attainment was very high

compared with the national average and very high compared with the average for similar schools. Over the last three years the performance of pupils has been above the national average except for 1998. In 1999 the number of pupils achieving Level 4 and higher was very high compared to the national average and for those achieving Level 5 was also very high. The results achieved in 1999 showed all pupils achieving Level 4 or above and put the school in the top 5% of schools nationally.

83. The results of national assessments for seven-year-olds in 1999 show pupils' attainment to be well above the national average. When compared with the average for similar schools, attainment in writing and in reading was well above. The trend in attainment over the past four years, 1996-99, shows that both girls' and boys' attainment in reading and writing was very high in comparison with the national average.
84. Progress across the school in English is good. Since the last inspection standards in English have improved and consistency is now achieved in handwriting style throughout the school.
85. Standards of attainment in speaking and listening in both key stages are well above the national expectations and pupils make good progress throughout the school. In Key Stage 1 pupils listen attentively to the teachers' instructions. They are keen to answer questions and offer their own views. They listen with interest to stories and often raise their own questions. The majority of pupils speak clearly and with confidence to each other and to adults during group work with many pupils using a good vocabulary. In Key Stage 2 pupils listen extremely well to whole-class presentations. They demonstrate through their contributions to questioning and discussion their clear understanding of the texts they study. They understand how spellings and meanings have changed over time. They use clues in the illustrations and texts they study, to elicit an understanding of period and the different purposes of writing. They speak confidently in a range of individual and group situations. The majority of pupils use a good range of vocabulary to express their ideas. Pupils in Year 6 express themselves fluently, sometimes speaking at length to communicate their ideas to the teacher. Pupils contribute very well orally during literacy lessons and listen well when others are speaking. They often make very good contributions during plenary sessions, for example when presenting their work and reading poetry they have chosen themselves.
86. Standards of attainment in reading in both key stages are well above the national expectations. Pupils show a good level of independence in selecting their own choice of 19th and 20th century fiction from the class and school library. They know how to access reference sources including encyclopaedias, dictionaries, thesauruses and CD-ROMS. They show a particular interest and achieve high standards in reading poetry. The majority read accurately, fluently and with interest from a good range of reading sources and published schemes. They enjoy group reading and use a good range of strategies to improve their reading, including picture, word recognition and phonics when they encounter new or difficult words. By the end of Key Stage 1 most pupils understand what they read. They recall what happened in a story, describe characters and most predict what might happen next. By the age of 11 pupils use inference and deduction when reading a range of texts. All pupils, including those with special educational needs, make good progress in reading. Pupils across both key stages are very well supported in their reading at home.
87. Standards of attainment in writing in Key Stage 1 are well above the national expectations. Pupils make good progress in writing and by the end of the key stage most pupils write with accuracy and a legible joined style. Pupils use a good range of vocabulary, though their spelling is not always accurate. They structure sentences following a logical sequence. They plan and write stories with a clear beginning, middle and ending. They record their experiences of West Dean in a class guide to the village effectively. In Key Stage 2 pupils write accurately for a range of audiences. In Year 4 pupils write high quality poetry. They understand that poetry can make use of different patterns

of rhyme and demonstrate in their writing how adjectives can be used, for example, to create powerful images of a windy night. Pupils use word processing to good effect to draft and redraft their work. In Year 6 the standard of pupils' writing is often very high with examples of extensive well-presented written projects based on pupils' self-selected topics such as music and car racing. Pupils' independence in writing is well established and this represents a significant improvement since the last inspection Pupils take pride in the presentation of their writing and use word processing to a high standard. Though boys and girls write extensively and well by the time they reach the end of Key Stage 2, they do not pay enough attention to correcting their spellings despite the availability of dictionaries and regular spelling tests. The standard of writing in other subjects is good, for example, in reports of visits in geography, in letters, in diaries and in topic work about the Tudors. Pupils use word processing appropriately to present written work across a range of subjects. For example, they use different size and types of font to emphasise text on posters and newspaper articles. Pupils make good use of access to computers for their writing and show a high level of independence when undertaking this work. The small number of pupils with special educational needs make especially good progress.

88. Pupils' attitudes are very good. They concentrate very well and listen carefully to the teacher. The majority participate enthusiastically in shared reading and in writing activities in the literacy lessons. They enjoy reading to classroom assistants and voluntary reading helpers and especially enjoy the group reading session with the teacher. Their behaviour is very good in lessons. Their ability to carry out instructions is especially good and the level of independence of older pupils is notable.
89. The quality of teaching is good overall. A strength of the teaching in all lessons is the very good management of pupils' behaviour. Teaching is especially strong and effective in Years 4, 5 and 6. In these lessons teachers demonstrate good subject knowledge and communicate their knowledge and enthusiasm for the subject to the pupils well. A further strength of the teaching is the well-timed use of whole-class teaching, group and individual work. Teachers are particularly skilled at questioning and responding positively to pupils' responses. The teaching of phonics, word building skills and the rules of grammar and punctuation is good. A weakness of the teaching in both key stages is the lack of systematic feedback to pupils about how they might improve their work and make further progress. Teachers know their pupils very well and discuss their strengths and weaknesses, but they do not keep systematic written records of the progress which pupils make. Work is well matched to the needs of pupils and great care is taken to respond to, and address, the wide ability range. This is particularly effective in Years 4 and 6. Classroom assistants provide good support during the group sessions. Reading records are used well to record what pupils are reading and there is a very good rapport with parents who support pupils well with regularly set homework tasks. Teachers encourage pupils to make daily use of the good book resource in the school and this has a positive impact upon standards of achievement.
90. The implementation of the Literacy Strategy is effective and has had a positive impact upon pupils' standards of reading and writing in particular. Whole-class teaching in the Literacy Hour is pitched appropriately to the needs of different pupils in the mixed age classes. Questioning to individual pupils is effective and teachers target questions well across the ability range. Guided group work is specifically planned for the needs and abilities of the individuals within the group and pupils make at least sound or better progress, though some tasks are over dependent on commercially produced worksheets. In the best teaching the plenary is used to identify the intended learning and further develop the work of the group. However, too often, little time remains to make good use of the plenary session to reinforce key points in the learning. The key stage co-ordinator for English communicates well with other teachers and provides good personal support and guidance for the subject. The scheme of work for English is not sufficiently detailed to help teachers plan their key objectives for lessons. Monitoring of the implementation of the Literacy Strategy has not yet been undertaken. Resources for literacy are good. There is a wide range of

both fiction and non-fiction books including reading scheme books.

96. **Mathematics**

91. The results of the 1999 National Curriculum tests at the end of Key Stage 2 for mathematics were well above the national average and well above the average for similar schools. Over the three years to 1999 the results were above the national average. Boys, on average, attained higher levels than girls over this time. Over three years the standards achieved have been above the national average. All pupils gained at least the level expected for their age with examples of achievement well beyond these expectations. The results of the 1999 Key Stage 1 tests were well above both the national average and the average for similar schools. This is an improvement on the results reported in the previous inspection. Taking the three years 1996 to 1998 together, the pupils' performance in Key Stage 1 tests was very high in comparison with the national average and was particularly good for girls. The 1999 results maintain these high standards.
92. Inspection evidence indicates that by the end of Key Stage 1 pupils attain standards which are well above the national expectation. Higher attaining pupils make satisfactory progress. All other pupils, including those with special educational needs, make good progress. By the end of Key Stage 2 attainment is well above the national expectation. Higher attaining pupils and those with special educational needs make good progress. All other pupils progress at a satisfactory rate. Overall, the rate of pupils' progress improves through Key Stage 2 and is particularly rapid in Year 6 due to the very effective teaching that the pupils receive. Pupils make good progress in developing numeracy skills. By the time they leave the school pupils' skills in mental and written arithmetic are very good. Since the last inspection standards have improved by the end of both Key Stage 1 and Key Stage 2.
93. By the end of Key Stage 1 standards in using and applying mathematics are well above national expectations. Pupils talk about their work using simple mathematical terms correctly. Higher attaining pupils explain clearly their findings from investigations, for example, when identifying patterns and combinations of numbers on dominoes.
94. Attainment in number is above national expectations. All pupils add and subtract single digits and understand the relationship between tens and units. They recognise, write and order numbers to at least 100. The more able show understanding of place value in numbers up to 1000. Pupils are not given systematic, daily opportunities to practise their mental recall of number facts involving the four rules. This results in fewer pupils than would be expected, based on their prior attainment, achieving the higher levels in this aspect of mathematics.
95. The standards attained in shape, space and measures are well above the national expectations. Year 2 pupils use correct mathematical names for common 3-D and 2-D shapes and more able pupils in Year 1 and Year 2 use standard units of measurement such as centimetre and kilogram competently.
96. By the end of Key Stage 2 pupils' ability to use and apply mathematics is above the level expected nationally. Pupils are particularly adept at using their literacy skills to write good explanations of their solutions to problems. Year 6 pupils are regularly asked to talk about their methods of calculation and this has a good impact on the standards they achieve.

97. Attainment in number and algebra is well above national expectations. Pupils have a well-developed ability with mental arithmetic. They use a wide range of mental methods of computation, including knowledge of multiplication facts. Higher attaining pupils add negative numbers and check the reasonableness of their answers against their expectations. They use calculators to manipulate large numbers well. Pupils' knowledge of geometry is good and higher attaining pupils use it well, for example, to explain Pythagoras' theorem.
98. The standards attained in shape, space and measures are above national expectations. The pupils understand and use standard units of measurement for length, time and mass well. They measure accurately, for example in design and technology to make three-dimensional models to a good standard. Pupils do not make enough use of computers to create and transform shapes.
99. Attainment in data handling and probability is well above national expectations. Pupils understand terms such as "mean", "likely" and "uncertain" which they apply in practical situations appropriately. Most pupils collect and record data in frequency tables effectively. They have a good knowledge of a range of graphs and the circumstances to which they are most suited, for example, plotting the relationship between Centigrade and Fahrenheit on a line graph.
100. Pupils' attitudes towards the subject are good. They show good levels of interest and concentration, particularly when faced with problems to solve and when tasks are well matched to their abilities. They particularly enjoy mental arithmetic sessions where they are very eager to respond. In lesson introductions they listen attentively and are willing to answer questions and contribute to discussions. They respond positively when asked to work together and they co-operate effectively.
101. The quality of teaching is good, which is an improvement on the last inspection when teaching was judged, overall, to be satisfactory. In those lessons when the Year 4 and Year 6 pupils are taught on their own, the teaching is often very good and, at times, outstanding. There are examples of good teaching in both key stages. The most effective teaching occurs when lessons start with a short session on mental strategies in which pupils are challenged to think, followed by group activities and completed by a plenary to share what has been learned. Teachers are good at providing clear instructions for what pupils are to do. The very good progress made, when pupils in Year 6 are taught together, is a result of the teacher's very good subject knowledge and her emphasis on pupils learning from mistakes. The teacher analyses misconceptions and provides pupils with sensitive feedback and strategies to improve. There are, however, fewer examples of good written feedback. In the few lessons when teaching is just satisfactory, teachers allow pupils too long to complete tasks and fail to sum up for pupils what they are able to do by the end of the lesson. Support by teaching assistants is sound. In the best examples of their practice, they question pupils well, focusing on key mathematical language and teaching points. Homework is used well to extend pupils' learning from lessons and has a particularly good effect on standards in Year 6.
102. The quality of curriculum leadership in mathematics is good. Assessment data has been used well to track the progress of individual pupils and to help set targets for improvement. This has contributed positively to the very good improvement in standards of attainment. The analysed data has also been used to establish the very successful arrangement by which Year 4 and Year 6 are taught separately. Mathematics is appropriately identified as a priority for development this year. The co-ordinator has arranged a satisfactory programme of staff training to support the implementation of the National Numeracy Strategy. The quality of learning resources is satisfactory. The co-ordinator is aligning the school's curriculum guidance effectively with the recently introduced Framework for Numeracy. The current scheme of work is unsatisfactory as it does not provide teachers with clear guidance about effective teaching methods or clear

expectations for what pupils will be able to know, understand and do by the end of each year. The school is beginning to use the national numeracy strategy to remedy this situation. Time is not used efficiently, in particular in the mornings, when the sessions either side of break are too long to include only a daily mathematics lesson.

108. **Science**

103. The results of the 1999 National Curriculum tests at the end of Key Stage 2 for science were well above the national average and well above the average for similar schools. In these tests the percentage of pupils reaching Level 4 or higher was well above the national average and the percentage reaching Level 5 was also well above the national average. The trend over the last four years indicates that the performance of pupils has been above the national average except for 1998 where it dropped below the national average. Pupils' attainment by the end of Key Stage 1 in 1999, as indicated by teacher assessments, were well above national expectations. Inspection evidence shows that the high standards achieved in 1999 are consistent with the standards observed in the school at both key stages. The high standards achieved in 1999 and observed in the inspection are in line with those reported in the previous Ofsted inspection at both key stages.
104. By the end of Key Stage 1 pupils' attainment is well above national expectation. Pupils make simple predictions well, for example, when investigating whether plants need air, water and light. They carry out fair tests competently to determine the correctness of their predictions. They make relevant observations and produce clearly labelled diagrams and effective records. Pupils explain their findings confidently. In their work on habitats and animals they are able to identify common locations and environments and key features of animals and their by-products. They describe materials and distinguish clearly the difference between man-made and natural materials using simple characteristics such as smooth, hard and soft. For example, as a result of work based on a local beach, pupils investigated the clay they found. From work related to a local river pupils investigate materials and predict if they would dissolve. They use basic scientific vocabulary well. Pupils carry out fair tests competently to determine the correctness of their predictions.
105. By the end of Key Stage 2 attainment is well above national expectations. Pupils are very confident in their use of scientific language and they plan their own investigations well. Pupils extend their knowledge and understanding of plants and have a good understanding of the main functions of the petal, stamen and stigma. They conduct tests well to check their predictions on the effects of air resistance and interpret variables such as shape and weight. In the topic on "Earth and Beyond" pupils explain the reasons for tides and seasons from their study of the phases of the moon. In their work on electricity pupils test conductivity through various saline solutions. They understand and explain clearly the key functions of the human body and identify, compare and record varying growth rates and limb sizes well. By the end of the Key Stage 2 pupils conduct tests fairly and rigorously to achieve reliable results which are analysed and recorded well.
106. Pupils make good progress throughout both key stages. Able pupils make very good progress in Key Stage 2 with particularly good progress being achieved towards the end of Key Stage 2. Pupils with special educational needs make very good progress. By Years 5 and 6 they are using increasingly systematic approaches to their investigations, which helps them to draw upon their prior knowledge and understanding of science. The levels of concentration are very good throughout the school. In all years pupils are keen and eager to work and show very positive attitudes towards the subject. They co-operate very effectively on common tasks and use safe working procedures when handling equipment and materials. By the end of Key Stage 2 pupils maintain good levels of interest, learn effectively from their mistakes, often repeating and checking their findings without being prompted by their teachers.

107. Little teaching was observed during the inspection, as the topics in two out of the three classes were not science based. From the lessons observed and the evidence from planning and pupils work, teaching is good throughout the school and is often very good with the older pupils. Teachers have a secure subject knowledge that contributes positively to standards of achievement. Lessons start well with clear introductions that set out the learning objectives and structure of each session. Teachers use an appropriate range of strategies to promote effective learning, including demonstrations, exposition, explanations, practical activities and discussions. Planning is detailed and contributes well to the standards achieved. The work in classes is monitored by the co-ordinator. Agreement trial arrangements ensure that teachers' assessments of scientific investigations are accurate and consistent with national standards. However, regular week to week assessment is a weakness and does not provide sufficient information for teachers to use to inform their planning. The subject has adequate resources and is co-ordinated well.

113. OTHER SUBJECTS OR COURSES

113. Information Technology

108. By the end of both key stages the majority of pupils attain standards in line with national expectations. Pupils make satisfactory progress overall and many make very good progress in using word processing to extend their literacy skills.

109. By the end of Key Stage 1 pupils make satisfactory use of information technology to support their work in other curriculum areas. They make especially good use of word processing to record news and draft and redraft their work on the computer. They take turns to work on items for a news book using star writer and develop their keyboard skills well. In their geography work they use information technology to write about an imaginary place and include ready-made images to illustrate their text. Pupils in the reception class gather and record information about party food preferences. They analyse the data and write about their findings based upon a chart they have produced and printed well. Pupils are extending their use of information technology to support their number work as new software becomes available. Pupils in Year 1 eagerly develop images for their portrait work in art, drawing their own images on screen, using colour to fill and manipulate images and print out their results. Standards in communicating and handling information are satisfactory. Pupils have a satisfactory understanding of the uses of information technology, including the use of photocopiers and audio and videotape machines. They understand that directional commands can control the movement to produce mathematical shapes.

110. By the end of Key Stage 2 the standard of attainment is in line with expectations and most pupils use information technology independently. Standards of achievement in word processing is good. They use a range of software confidently to extend their writing and reporting. The best work is to be found in Year 6, where pupils research personal topics using electronic encyclopaedias, information from the internet and draft and redraft their projects to a high standard, sometimes including images and text. They confidently change and adapt their work, experimenting with page layout, different types and size of font and save and print their work independently. The oldest pupils produced a West Dean school newspaper to a high standard and received a Daily Telegraph school newspaper award in which they were highly commended. They develop their skills in recording images with a digital camera to illustrate articles they had written. Pupils are also skilled at researching information from CD-ROMS. Pupils communicate with their peers at a neighbouring school using e-mail and retrieve replies. Year 3 and 4 pupils use information technology to gather data to compare and monitor different types of weather. They colour code their findings in a bar chart and print out the results. They follow up this study with the collection and analysis of data about wind direction and produce a three-dimensional chart. Pupils use a simple spreadsheet program to convert Fahrenheit to centigrade. Year 6 pupils use directional

controls to create mathematical shapes such as a hexagon. Overall, however, too few pupils sustain and develop the breadth of their experience in information technology with consistency across both key stages and, in Key Stage 1, girls are less confident than boys. Pupils enjoy using information technology to enhance their learning. They are keen to develop their word processing skills and to use information technology to present their work professionally. They infrequently use a spelling checker.

111. The quality of teaching is satisfactory across the school. Teachers have developed their skills in aspects of the technology and the school is now set for further development, especially in relation to extending the capacity for research through the Internet. The quality of subject leadership is sound and there are clear goals for the academic year. The quality and range of hardware and software are good and the school has a very good ratio of computers to the number of pupils in the school. There is good central access to computers as well as access in classrooms. However, the systematic recording of pupil access has only just begun and, as yet, there is no recording of pupils' capability in information technology. A detailed scheme of work would help teachers plan the inputs in lessons for work across the curriculum more effectively.

117. **Religious Education**

112. By the end of both the key stages attainment is in line with the expectations set by the locally Agreed Syllabus. Pupils make sound progress. They have a satisfactory knowledge of Christianity and other principal religions represented in Great Britain. Their understanding of how religion helps in the exploration of, and response to, life experiences is sound.

113. In Key Stage 1 pupils develop a satisfactory understanding of Christianity through stories from the Old and New Testament but do not have a secure grounding in religions other than Christianity. They are familiar with a local place of worship through visiting and studying the local church. They know that groups of people celebrate together to mark important Christian events and are able to describe some important religious features of the Christmas and Easter festivals. This work includes work on other celebrations. During the inspection work was observed relating to Sukkot where artefacts were well used to develop pupils' understanding. When hearing stories from the Bible pupils learn that religious traditions have special books that are very important to them. Attainment is higher in attainment target B, exploring and responding to life experiences. They are beginning to develop a moral code and sense of values.

114. In Key Stage 2 pupils' knowledge and understanding of the main features and principles of Christianity and of other religions is in line with the expectations for that age group. Pupils have a basic understanding of the beliefs and practices of Christianity, demonstrating a satisfactory grasp of the Biblical origins and how these are carried out in practice today. For example, pupils studied creation stories and developed their understanding of the importance of christenings and confirmation in the Church of England. A theatre company came into school and explored the Easter story through drama that was followed by an exploration of the message of Easter. Pupils are introduced to other principal religions represented in Great Britain and achieve a satisfactory knowledge and understanding of the importance of these religions to their followers. They know and appreciate the significance of the main features of places of worship and are able to describe the main features of the celebration of a number of different festivals. Pupils understand how religion is relevant to the everyday life of the believer.

115. Pupils' attitudes to their work are good. From the small amount of teaching observed in the course of the inspection and from the scrutiny of the planning and pupils' work, the quality of teaching was judged to be sound. Teachers' grasp of the subject matter is adequate. Short and medium term planning identifies what is to be taught but it is restricted by the lack of a comprehensive scheme of

work that provides a clear and detailed guide to what is to be taught. The school is aware of this and the review of religious education is identified in the school development plan. Evidence from the inspection indicates an over-emphasis on oral work with a limited amount of recorded work. Assessment procedures are unsatisfactory. Good use is made of a range of religious artefacts and other resources are satisfactory.

121. **Art**

122. Pupils make good progress in Key Stage 1 and satisfactory progress in Key Stage 2. The previous inspection found that almost all pupils achieved the national expectation. During this inspection pupils' skills in painting and textiles work from observation and imagination show improvement in Key Stage 1 and in the early years of Key Stage 2.

116. In Key Stage 1 pupils make good progress in investigating and making. They experiment with colour mixing using a variety of materials including acrylic paint and oil pastels and make vibrant, large-scale composite works based on portraiture and landscapes they have observed. They show good paint and brush control and create a variety of textures in their mixed media work, for example, in response to their visit to Felpham. The group textile pieces are well executed with bold imagery and sensitive use of colour. Pupils study the work of artists such as Picasso and Georgia O'Keeffe and respond well to the expression and colour in these works. They use the computer to generate simple portraits and manipulate colour to a satisfactory standard. Overall, pupils' knowledge and understanding of the work of other artists and art from other cultures are limited. They experiment well with three-dimensional forms in their wire and paper constructions based upon observations of local flint and the study of apples.

117. In Key Stage 2 the majority of pupils make satisfactory progress in drawing and painting. There are limited opportunities to develop sculpture, though the figurative work they make is satisfactory. Pupils in Years 5 and 6 study Tudor portraits carefully and respond to the patterns they find in the jewellery and clothing through satisfactory design work in their sketchbooks. They make simple clay motifs in response to patterns in the reproductions they study effectively. Overall, pupils' work in sketchbooks shows limited progression across the key stage and work often lacks depth. Pupils' knowledge of European art from the past and from other cultures is too limited.

118. Pupils enjoy practical work and concentrate well when painting and drawing from familiar subjects and experiences. They benefit from working on larger scale composite work, though they do not use their sketchbooks sufficiently regularly to be able to appreciate how their images can be used as source material for future work.

119. The overall quality of teaching is satisfactory. Teachers have a good knowledge of drawing and painting. Teaching is strong where knowledge and understanding are secure and pupils are encouraged to experiment and work energetically. Overall, teachers are insecure about the teaching of investigation work in sketchbooks and their knowledge and understanding of art are sometimes limited to a narrow range of artists. The art policy, which provides a basic framework of principles though the scheme of work, requires updating to provide clear guidance for lesson planning in key areas such as sketchbook work, sculpture and textiles. The co-ordinator provides a good level of practical help and support and leads by example. The co-ordinator's monitoring of work samples revealed weaknesses in investigation work in sketchbooks. Displays of pupils' artwork enhance the environment of the school and celebrate pupils' achievements well.

126. **Design and Technology**

120. Progress is satisfactory in both key stages though making is stronger than designing across the school. Evidence comes from a limited number of lesson observations and from pupils' artefacts, designs, and from teachers' planning. Since the last inspection the school has maintained a similar standard of achievement though less time is allocated to making in Key Stage 2.
121. In Key Stage 1 pupils make satisfactory progress in designing and making. For example, they plan and prepare food with satisfactory understanding and skills. They collect crab apples from the trees in the school grounds to make jelly and agree how the apples should be weighed. Both the process and the end product are satisfactory. The standard of making was constrained by the materials and methods pupils used, though all the pupils finished their work in the lesson.
122. In Key Stage 2 pupils make well-crafted, attractive model beach huts. Their work benefits from their research of beach huts and the seashore on a visit to Felpham. Pupils' observation skills, careful construction methods and decoration all contribute to a high quality of finish. In another example pupils made models of a section of a beach to show different structures and artefacts, including rocks, beach furniture and miniature people. Their understanding of scale and shape is good and their capability in achieving an attractive artefact is well established in this work. Pupils use information technology to support their graphic work, for example their poster making, and this work is satisfactory. Pupils have also worked with a visitor from the nearby Weald and Downland Museum. They made small wall panels from mud and straw with a woven structure, to support it. They know that buildings in the past were sometimes constructed in this way. They compared this building method with brickwork joined with mortar and some pupils helped lay bricks. These recent experiences had a positive impact upon pupils' understanding of construction methods.
123. Pupils enjoy their practical work. They show enthusiasm for working with a variety of materials and are interested in working with food. They respond well to visits. The quality of teaching and teachers' planning is satisfactory. There is a scheme of work to help teachers plan their lessons though this requires updating. The co-ordinator has sound knowledge and skills and is instrumental in developing a good standard of construction and finish in the practical work. Work is well displayed and an adequate range of tools and materials is readily available.

130. **Geography**

124. There were few opportunities to observe teaching in geography during the inspection. The evidence, which includes scrutiny of pupils' work and interviews with teachers and pupils, indicates that pupils of all abilities achieve a standard in line with national expectation and make satisfactory progress.
125. In Key Stage 1 pupils have a good knowledge of features in the school grounds and the village of West Dean. They have a satisfactory understanding of some of the simple differences between where they live and other towns and villages in West Sussex. They use geographical terminology accurately and this enhances their fieldwork, for example, collecting information using simple questionnaires and comparing samples of clay from West Dean and Felpham. Higher attaining pupils draw maps, using clear and accurate symbols and annotated pictures.
126. In Key Stage 2 pupils develop an appropriately detailed knowledge of the local area through well-planned guided walks. Their interpretation of Ordnance Survey maps, scales and co-ordinates is satisfactory. Pupils use globes and large maps with reasonable accuracy to locate places around the world, including those of current topical interest. This is an improvement since the last inspection when insufficient resources limited attainment in this area. Pupils do not have enough opportunities to use ICT to assist in handling and classifying evidence. They make satisfactory use

of word processing to enhance the presentation of their work.

127. Direct evidence of the quality of teaching and pupils' responses to the subject is limited. However, when talking to pupils, they showed enthusiasm and positive attitudes to geography. Pupils are motivated to learn and show particular interest in the practical activities associated with fieldwork, map-making and local visits. Their interest is sustained by the range of visitors, including farmers and shepherds, who provide effective support for the programme of work on the local environment. Geography makes a good contribution to the development of pupils' literacy skills, for example, in the comparative writing about the UK and Peru in Year 6. Pupils develop their mathematical skills well when studying map co-ordinates.

128. The co-ordinator has good knowledge of the subject and has ensured that there has been satisfactory improvement in the subject since the last inspection. The quality of resources is satisfactory. The school grounds are a good source of learning about geography and are used well by teachers. Weaknesses in the quality of texts in the school library adversely affect the development of pupils' multi-cultural understanding. A number of books are old and contain outdated or incorrect information. The scheme of work is unsatisfactory. The guidance lacks precise learning intentions, appropriate time allocation for each unit of work and expectations of what pupils will achieve. This limits the teacher's capacity to assess progress.

135.

135. **History**

129. It was not possible to observe any history lessons during the inspection period. Evidence includes scrutiny of pupils' recent work, interviews with pupils and teachers' planning. At the time of the last report pupils did not have sufficient opportunities to revisit skills as they moved through the school. There has been satisfactory improvement from this position. Pupils' knowledge of the key elements of the subject is now satisfactory.

130. Pupils' sense of chronology is developed effectively in Key Stage 1 by topics about the family. Such activities also enhance pupils' skills in using and applying mathematics by improving their knowledge of words associated with the passing of time. Pupils have a satisfactory knowledge and understanding of important events and personalities through stories about famous people. They identify similarities and differences from the past in comparison to today with reference to pictures, photographs and artefacts.

131. In Key Stage 2 pupils build appropriately on their knowledge of chronology by using timelines, for example, when describing the important events in the life of Queen Victoria. They have a satisfactory understanding of changes over time. Pupils' literacy skills are developed effectively by writing as a character in history, such as a farm girl who has been forced into domestic service by economic conditions. Older pupils produce good posters to persuade readers to take up certain jobs. Overall, pupils make satisfactory progress. Good use is made of pupils' knowledge and enjoyment of music to teach them about Tudor instruments and the purpose for which they will be played.

132. Direct evidence of the quality of teaching and pupils' responses to the subject is limited. However, when talking to pupils, they show enthusiasm and positive attitudes to history. Pupils are attentive to the views of others and are keen to contribute to discussions.

133. The co-ordinator has good subject knowledge and provides satisfactory leadership of the subject. Resources are satisfactory. The school's collection of artefacts is frequently enhanced by temporary loans from the community. Displays are used well to give information, extend historical vocabulary and encourage pupils to use research skills to develop further their knowledge and

understanding. The subject makes a good contribution to pupils' cultural development. The scheme of work has weaknesses. It lacks clear learning intentions, time allocations and expectations of achievement, which would make it possible to monitor the curriculum more effectively.

140. **Music**

134. The progress of pupils across the school is satisfactory, including those with special educational needs. Standards achieved are above national expectations. The high standards attained by a significant minority of pupils are an improvement since the last inspection. Pupils sing confidently, rhythmically and in tune. Almost all pupils achieve well when singing. Pupils throughout the school listen carefully and quietly to pre-recorded and live music. They respond with feeling to what they hear and can describe their impressions well. Older pupils identify changes in the character and mood of music. Their ability to compare music from different periods of history is limited by weaknesses in their musical vocabulary. The majority of pupils play the recorder and many learn a range of other instruments, including woodwind, brass, stringed and keyboard. They produce their own compositions and higher attaining pupils make critical and evaluative judgements about their own and others' music. Higher attaining pupils make good progress.

135. Pupils' attitudes to music are very good. They respond well to their teachers and to the classroom activities. More able pupils respond particularly well to some challenging pieces. They concentrate hard and persevere when difficulties arise. The pupils who learn to play instruments are especially enthusiastic and work hard to improve their performance standards.

136. The quality of teaching in music lessons is good. The teaching of recorder groups, especially of higher attaining pupils, is very good. In these lessons pupils make very good progress due to the teacher's very good subject knowledge and her accurate assessment of what each child needs to do to improve. Pupils are taught highly effective strategies to overcome difficult passages in challenging compositions.

137. Curriculum planning and the range of resources are satisfactory overall. There are weaknesses in the scheme of work. The guidance for staff lacks precise learning intentions and allocations of time for units of work. The policy requires review. The regular lesson time for music is enhanced through school assemblies and visits by a professional harpist whose excellent knowledge has a good impact on pupils' understanding and enjoyment of the subject. The subject contributes strongly to pupils' cultural development. Leadership and management by the co-ordinator are satisfactory.

144.

144. **Physical Education**

138. During the inspection pupils took part in games and dance and standards were above national expectations. They make good progress in acquiring physical skills and handle equipment safely and competently. Practically all pupils are agile and able to maintain sustained physical activity well.

139. In Key Stage 1 pupils make good progress in gymnastics. They show good balance and co-ordination. They make simple changes of direction with good control and use space well when they move. Teachers' plans show a good range of dance activities. They respond appropriately to the imaginative ideas they are offered. Pupils talk about their work with confidence. They observe each other carefully and are able to make constructive criticism sensitively. Pupils explore different ways of travelling using their upper body and their hands and feet. They experiment confidently on

their own and with a partner and make simple evaluations. They exercise appropriate levels of control, co-ordination and balance. They play simple games as individuals and in pairs and work hard to improve their skills of sending, receiving, striking and travelling with a ball.

140. In Key Stage 2 pupils engage enthusiastically in a range of activities which promote good sporting behaviour and positive attitudes to physical exercise, whether co-operative or competitive. They behave safely, co-operate well and use equipment appropriately. Swimming is organised in the school's own pool and at a local leisure centre and they achieve good standards. Pupils take part in outdoor and adventurous activities while on a residential visit in Year 5 and 6.
141. Pupils' attitudes to the subject are good. They show obvious enjoyment and their ability to organise themselves is good. Pupils are eager and many demonstrate confidently in front of their peers. They co-operate well together. Pupils are well motivated. They behave well and clearly enjoy their work. In all activities they show an awareness of safety and take turns well when working in pairs and small groups. Older pupils appreciate the need to warm up before activities and work effectively in larger teams for games. A large number of pupils show interests beyond the curriculum by attending after school clubs and teams.
142. The quality of teaching is good. The teachers successfully create an atmosphere where the pupils want to participate. A good feature of lessons is the use of time for practice, performance and evaluation. Teachers give feedback to pupils to ensure they understand the task in hand and to help them explore ways to improve their performance. Lessons are well planned and offer a range of opportunities for pupils to refine and develop their skills.
143. Pupils take part in a wide range of competitive experiences with other local schools. These include football, athletics, swimming and cross country running. The co-ordinator provides good leadership in this subject and provides support for colleagues. The school has already recognised the need to develop a formal scheme of work which will aid planning for assessment and the further development of pupils' skills in evaluating their own work. Resources to support practical activities are good and well organised and stored.

150. **PART C: INSPECTION DATA**

150. **SUMMARY OF INSPECTION EVIDENCE**

144. A team of four inspectors spent a total of 10 days at the school gathering first-hand evidence. During the inspection 32 teaching sessions were observed. Work in all subjects was inspected, including written and recorded work from three pupils in each year group. Inspectors listened to pupils of all ages read and discussed their work with them. Discussions were held with the headteacher and senior members of staff with regard to roles, responsibilities, management and planning. In addition, discussions were held with the chair of the governing body about governors' responsibilities in relation to the curriculum, management and finance. A questionnaire was sent to all parents and the Registered Inspector held a meeting during the week prior to the inspection so that parents could express their views on the education provided by the school. Documentation, including the school development plan, financial statements, policies, schemes of work, pupils' records and teachers' curriculum plans, was studied in detail.

152. **DATA AND INDICATORS**

152. **Pupil data**

	Number of pupils on roll (full-time equivalent)	Number of pupils with statements of SEN	Number of pupils on school's register of SEN	Number of full-time pupils eligible for free school meals
YR – Y6	70	1	1	1

152.

Teachers and classes

152. **Qualified teachers (YR – Y6)**

Total number of qualified teachers (full-time equivalent):	4.3
Number of pupils per qualified teacher:	16.28

152. **Education support staff (YR – Y6)**

Total number of education support staff:	6
Total aggregate hours worked each week:	73

152. **Financial data**

Financial year:	1998 – 99
	£
Total Income	203157
Total Expenditure	201806
Expenditure per pupil	2522
Balance brought forward from previous year	14433
Balance carried forward to next year	15784

152. **PARENTAL SURVEY**

Number of questionnaires sent out: 48
 Number of questionnaires returned: 28

Responses (percentage of answers in each category):

	Strongly agree	Agree	Neither	Disagree	Strongly disagree
I feel the school encourages parents to play an active part in the life of the school	48.1	48.1	3.7		
I would find it easy to approach the school with questions or problems to do with my child(ren)	67.9	32.1			
The school handles complaints from parents well	28	52	16	4	
The school gives me a clear understanding of what is taught	28.6	64.3	3.6	3.6	
The school keeps me well informed about my child(ren)'s progress	42.3	50	3.8	3.8	
The school enables my child(ren) to achieve a good standard of work	40.7	55.6	3.7		
The school encourages children to get involved in more than just their daily lessons	55.6	33.3	7.4	3.7	
I am satisfied with the work that my child(ren) is/are expected to do at home	33.3	63	3.7		
The school's values and attitudes have a positive effect on my child(ren)	69.2	26.9		3.8	
The school achieves high standards of good behaviour	42.9	53.6		3.6	
My child(ren) like(s) school	60.7	39.3			