

# INSPECTION REPORT

**Rustington Community Primary School**  
Rustington

LEA area: West Sussex

Unique Reference Number: 125851

Headteacher: Mr K Stedman

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Reporting inspector: Mr Nigel Bloodworth

Dates of inspection: 29th November – 2nd December 1999

Under OFSTED contract number: 707863

School Inspection number: 186976

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

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## INFORMATION ABOUT THE SCHOOL

Type of school:	Infant and Junior School
Type of control:	County
Age range of pupils:	4 - 11
Gender of pupils:	Mixed
School address:	North Lane Rustington West Sussex BN16 3PW
Telephone number:	01903 785271
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Appropriate authority:	Governing Body
Name of chair of governors:	Mrs Anne Lecuyer
Date of previous inspection:	4 <sup>th</sup> – 8 <sup>th</sup> March 1996

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Mrs Joan Fraser, Lay Inspector		Attendance Support, guidance and pupils' welfare Partnership with parents and the community
Mr Paddy Bradley	English	Special Educational Needs Early Years Leadership and management
Mr Brin Martin	Geography Art	Teaching Staffing, accommodation and resources
Mrs Kim Bergamasco	Physical Education Science	Curriculum and assessment Pupils' spiritual, moral, social and cultural development
Mr David Williams	Music	Equality of opportunity
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## MAIN FINDINGS

### What the school does well

- Attainment in Key Stage 1 is above the national average.
- Standards in reading are good across the school.
- Standards in number are good across the school.
- Progress for pupils under five is good.
- The quality of teaching is good.
- The quality of leadership by the headteacher is very good.
- Pupils' attitudes to learning are very good.
- The school promotes pupils' social development very well.
- The partnership with parents and the community is very good.
- The support and guidance pupils are given are very good.
- Behaviour in the school is good.
- Relationships between the pupils and adults in the school are good.
- The quality and use of the outside environment is very good.
- Attendance at the school is very good.

### • Where the school has weaknesses

- I. Standards achieved in writing in Key Stage 2 are not as high as the other core subjects.
- II. There are no schemes of work for art, music and geography.
- III. Monitoring of the curriculum, teaching and standards is insufficiently developed across the school.
- IV. The action plans in the development plan do not specify how the action to be taken will be monitored and evaluated.

**This is a good school where the many strengths clearly outweigh the weaknesses. The few 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

Since the previous inspection in March 1996 there have been significant improvements. Standards in the core subjects have risen and the partnership with parents and the community have improved dramatically. The school has taken effective action to address all critical comments from the last inspection with the exception that not all subjects have schemes of work. The very strong leadership and management provided by the headteacher, who was appointed shortly after the last inspection, and the support received from the staff and governing body, are now major strengths in the school. The school's capacity for further improvement is clearly demonstrated.

## 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	C	C	<i>below average</i>	D
Mathematics	C	C	<i>well below average</i>	E
Science	C	C		

Standards achieved in the Key Stage 2 national tests are in line with national averages and the averages for similar schools. The Key Stage 2 English results have remained constant over the last four years. During this time, however, the national results have improved, resulting in a decline in results compared with the national average. Over this period the percentage of pupils achieving Level 5 grades has improved and is well above the national averages. Results in mathematics have improved but the national results have improved faster. Results in science have declined over this period, moving from above the national average to broadly in line with it. Inspection evidence shows that standards in English and mathematics are broadly in line with national averages while standards in science are above national averages. Standards and progress are good in art, history and performing in music and are satisfactory in all other subjects.

Standards achieved in the Key Stage 1 national tests are above the national average in reading, writing, mathematics and science and above the average compared with similar schools. Inspection evidence supports this view. Standards are good in art and performing in music. Standards and progress are satisfactory in all other subjects. Progress for children under five is good. By the time they reach statutory school age they exceed the desirable learning outcomes in most areas.

## Quality of teaching

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

Overall the quality of teaching at the school is good. During the inspection the teaching was satisfactory or better in 98% of lessons. Teaching was good or better in 58% of lessons and very good or better in 19% of lessons. This is a significant improvement on the last inspection. Teaching was better at Key Stage 1, where nearly three quarters of lessons were good or better, and are very good or better in nearly one third of lessons. This compares to good or very good teaching in half of the lessons observed in Key Stage 2.

*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**

<b>Aspect</b>	<b>Comment</b>
Behaviour	Behaviour in lessons and around the school is good.
Attendance	Pupils' level of attendance is very good. There are rigorous procedures in place to ensure pupils' attendance and minimise absenteeism.
Ethos*	The school's aims are reflected in the very good ethos within the school. It is a happy and secure place for pupils and relationships are good. Pupils' attitudes to learning are very good and there is a strong commitment from all at the school to raise standards.
Leadership and management	The quality of leadership and management in the school is good. The leadership provided by the headteacher is very good. Good monitoring of teaching is carried out by the headteacher but many staff are insufficiently involved. There is a strong commitment to raise standards.
Curriculum	The school provides a broadly-based curriculum for pupils that covers all subjects and meets the statutory requirements. The provision for the under fives offers a good foundation for learning in later years. The curriculum provides a good level of intellectual challenge for all. Schemes of work are in place except for art, music and geography. Pupils' personal and social development is promoted well and the school makes appropriate provision for sex and health education.
Pupils with special educational needs	Provision for pupils with special educational needs is satisfactory. The school policy complies with the code of practice. Most pupils with special educational needs make satisfactory progress in relation to the targets set for them.
Spiritual, moral, social & cultural development	The arrangements the school makes to promote pupils' spiritual, moral and cultural development are good. There are specific strengths in the provision for pupils' social development which is promoted in all areas of activity.
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 water in some rooms. The outdoor environment is outstanding.
Value for money	Taking into account factors relating to pupils' attainment on entry, the pupils' good behaviour and attitudes to learning, their standards of attainment, the quality of teaching and the average unit costs for a school of this type, the school gives sound 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**

- V. That the school enables their children to achieve a good standard of work.
- VI. That the school gives the parents a clear understanding of what is taught.
- VII. That the school provides opportunities for pupils to get involved in more than just their daily lessons.

**What some parents are not happy about**

- X. The range and amount of homework their
- XI. Provision for more able pupils.

- VIII. Their children like school.
- IX. The development of the school by the current headteacher.

The parents are overwhelmingly happy with the school. Inspection evidence about homework confirms the view expressed by the parents that the setting of homework is at present inconsistent. The school has recently surveyed parents on homework and is planning to respond to any concerns as it revises its policy. The school successfully identifies the more able pupils in the school and has implemented strategies to support these pupils in their class. Further enrichment opportunities are needed. Both homework and provision for able pupils are identified in this year's school development plan.

## **KEY ISSUES FOR ACTION**

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

- XII. Raise the standards in writing in Key Stage 2 by:
- establishing raising the standards in writing as a priority within the school development plan;
  - improving the arrangements for assessing the standard of writing;
  - developing procedures to monitor the teaching of writing and the standards achieved;
  - establishing targets for improving the teaching programme for writing.

(paragraphs 14, 97.)

- Improve the monitoring of teaching and standards by:
  - reviewing the monitoring role of the senior management team;
  - developing the monitoring role of the subject co-ordinators;
  - developing strategies for using the outcome of the monitoring to raise standards by identifying the targeted action which needs to be taken.

(paragraph 68.)

-

In addition to the key issues above, the following less important aspects should be considered for inclusion in the school's action plan.

- complete and implement schemes of work for art, music and geography. (paragraphs 43, 143, 154, 165.)
- strengthen the action plan element of the development plan by developing processes for monitoring progress and for evaluating the impact of action taken on pupil progress. (paragraph 69).

## **INTRODUCTION**

### **Characteristics of the school**

1. Rustington Community Primary School is much larger than most other primary schools. It is situated in a residential area of Rustington which is near Littlehampton on the south coast. Over recent years the number of pupils in the school has risen significantly. Pupils come from a range of backgrounds. Their attainment on entry is broadly in line with the county average. The level of attainment on entry has improved in recent years. There are very few pupils from ethnic minority backgrounds. The number of pupils eligible for free school meals is below the national average. The number of pupils on Stage Two or above of the school's register for special educational needs is

also below the national average. The percentage of pupils with a statement of special educational needs is below the national average.

2. The school caters for pupils between the ages of 4 and 11. There are currently 453 full-time pupils, made up of 225 boys and 228 girls. There are 23 part-time pupils in the reception. This is broadly the same as at the time of the last inspection. There are four pupils who speak English as an additional language.
3. The school's main aims are:  
ETHOS: To provide a secure, caring and stimulating environment for staff and pupils.  
WHOLE SCHOOL POLICIES: To provide our children with a consistent educational experience.  
EQUAL ACCESS: To give each child access to the curriculum at their own level of ability.  
EQUAL OPPORTUNITY: To develop, as far as possible, each child's physical, mental, creative and spiritual capabilities regardless of background, religion, sex or race.  
PARTNERSHIP: To involve the children, teachers, parents and governors as partners in the educational enterprise and in the life of the school.  
COMMUNITY: To liaise with, and be part of, the local community, including neighbouring schools of various phases.
4. There are a number of areas for development identified this year by the school. These are: to develop mathematics, science and information technology; publish whole school policy and schemes of work for music, history and geography; develop the school's assessment, recording, reporting and monitoring policy and procedures; develop a new homework policy and procedures; and improve provision for able pupils.

3. **Key indicators**

**Attainment at Key Stage 1<sup>1</sup>**

Number of registered pupils in final year of Key Stage 1 for latest reporting year:	Year	Boys	Girls	Total
	1999	47	40	87

3. <b>National Curriculum Test/Task Results</b>		Reading	Writing	Mathematics
Number of pupils at NC Level 2 or above	Boys	42	39	45
	Girls	37	35	38
	Total	79	74	83
Percentage at NC Level 2 or above	School	90 (91)	85 (88)	95 (91)
	National	82 (80)	83 (81)	87 (84)

3. <b>Teacher Assessments</b>		English	Mathematics	Science
Number of pupils at NC Level 2 or above	Boys	42	44	46
	Girls	36	36	35
	Total	78	80	81
Percentage at NC Level 2 or above	School	90 (90)	92 (94)	93 (88)
	National	82 (81)	80 (85)	86 (86)

<sup>1</sup>

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

## Attainment at Key Stage 2<sup>2</sup>

Number of registered pupils in final year of Key Stage 2 for latest reporting year:	Year	Boys	Girls	Total
	1999	37	40	87

<b>3. National Curriculum Test Results</b>		English	Mathematics	Science
Number of pupils at NC Level 4 or above	Boys	23	27	30
	Girls	22	20	24
	Total	45	47	54
Percentage at NC Level 4 or above	School	69 (69)	72 (67)	83 (89)
	National	70 (65)	69 (59)	78 (69)

<b>3. Teacher Assessments</b>		English	Mathematics	Science
Number of pupils at NC Level 4 or above	Boys	29	30	34
	Girls	21	24	24
	Total	50	54	58
Percentage at NC Level 4 or above	School	69 (69)	72 (67)	83 (89)
	National	68 (65)	69 (65)	75 (72)

### 3. Attendance

Percentage of half days (sessions) missed through absence for the latest complete reporting year:			%
	Authorised	School	4.5
	Absence	National comparative data	5.7
	Unauthorised	School	0.1
	Absence	National comparative data	0.5

3.

### 3. Exclusions

Number of exclusions of pupils (of statutory school age) during the previous year:		Number
	Fixed period	3
	Permanent	0

### 3. Quality of teaching

Percentage of teaching observed which is:		%
	Very good or better	58
	Satisfactory or better	98
	Less than satisfactory	2

2

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

### 3. **PART A: ASPECTS OF THE SCHOOL**

#### 3. **EDUCATIONAL STANDARDS ACHIEVED BY PUPILS AT THE SCHOOL**

##### 3. **Attainment and progress**

1. In the 1999 end of Key Stage 2 statutory tests for English, pupils' attainment was in line with the national average and the average of similar schools. The number of pupils achieving Level 4 and higher was in line with the national average and was above for those achieving Level 5. Over the last three years the average performance of pupils has slightly reduced whilst the national average has increased. Girls achieve better results than boys by the same percentage seen nationally.
2. In the 1999 end of Key Stage 2 statutory tests for mathematics pupils' attainment was in line with the national average and the average for similar schools. The number of pupils achieving Level 4 and higher and for those achieving Level 5 was in line with the national average. Over the last three years the performance of pupils has been improved whilst the national average has increased faster. In 1999 the achievement of boys and girls was similar.
3. In the 1999 end of Key Stage 2 statutory tests for science, pupils' attainment was in line with the national average and average for similar schools. In 1999 the percentage of pupils achieving Level 4 and higher was in line with the national average as it was for those achieving Level 5. Over the last three years the percentage of pupils achieving Level 4 has gone down. The achievement of boys and girls was similar.
4. The results in the end of Key Stage 1 tests in 1999 were above the national average in reading and in writing. Over the past three years, the pupils' performance in reading has improved compared with the national average while the results in writing have been steady for the last two years after an initial improvement. The percentage of boys and girls attaining the expected Level 2 has been similar. A higher proportion of girls than boys achieved Level 3 in reading and writing.
5. In the 1999 end of Key Stage 1 tests for mathematics results were above the national average and the average for similar schools. The percentage of pupils achieving Level 2 or above was above the national average and was in line with the average for those reaching Level 3. Over the last three years attainment in the Key Stage 1 mathematics tests have been above the national average. The attainment of boys and girls is broadly similar with girls doing slightly better in achieving the higher Level 3 grades.
6. Teachers' assessments in science for 1999 indicate that attainment by the end of Key Stage 1 is above the national average for pupils achieving Level 2 and in line with the average for similar schools. The three-year trend in attainment in the Key Stage 1 teacher assessments here show that standards are above the national average.
7. In English pupils make good progress in Key Stage 1 and satisfactory progress in Key Stage 2 with the rate improving in Years 5 and 6. They make good progress in mathematics at Key Stage 1 and satisfactory progress in Key Stage 2. Pupils across the school make good progress in developing numeracy skills. Progress in science is good across the school. Inspection evidence indicates that the ability of the pupils is greater lower down the school. The difference in the standards at Key Stage 1 and Key Stage 2 is explained by this ability difference. The school sets challenging targets for the pupils and is successful in meeting these challenges. Most pupils with special educational needs make satisfactory progress towards the targets set in the individual educational plans.

8. Standards of attainment in speaking and listening are in line with the levels expected nationally at the end of Key Stages 1 and 2. Pupils speak clearly and most listen carefully. They are still at an early stage of constructive, perceptive evaluations of their own and other pupils' work because they often lack the appropriate vocabulary to express their own views.
9. Throughout the school pupils make good progress in reading. Most read fluently, accurately and with understanding, and by the end of Key Stage 1 their methods of tackling unknown words are developing appropriately. The more competent readers are capable of reading short novels. Lower attaining pupils are keen to read and increase their strategies for working out new words. Pupils in Key Stage 2 build well on this foundation and the highest attaining pupils read longer novels and reference books with ease. Their range of reading matter comes from school and home and the pupils' reading preferences are well defined. They have a good grasp of themes, character development and main events.
10. During Key Stage 1 pupils make good progress in writing. They write with fluency and ideas are developed through appropriately sequenced and ordered sentences. Their use of punctuation and their skills in spelling develop well. Their handwriting is clear and legible. Pupils' skills in reviewing their work and checking for spelling errors develop appropriately, aided by their familiarity with the use of dictionaries and word banks. Pupils in Key Stage 2 make satisfactory progress overall and good progress in developing handwriting and presentation skills. Standards of spelling are average but punctuation is not used accurately enough within sentences. By the end of Key Stage 2, although ideas are sequenced appropriately, few pupils apply the full breadth of their reading experience to employ interesting vocabulary in their writing in order to capture or create atmosphere.
11. By the end of Key Stage 1 standards in using and applying mathematics are in line with the national expectations. This is the weakest area of mathematics. Pupils talk about their work using simple mathematical terms correctly. By the end of Key Stage 2 pupils' ability to use and apply mathematics is in line with the levels expected nationally but is still the weakest part of mathematics. Pupils find it difficult to apply the good number skills they acquire to mathematical problems.
12. Attainment in number is above national expectations. All pupils in Key Stage 1 add and subtract single digits and understand the relationship between tens and units. They recognise, write and order numbers to at least 100. More pupils than would be expected, based on their prior attainment, achieve the higher levels in this aspect of mathematics. In Key Stage 2 pupils have a well-developed ability with mental arithmetic. They use a wide range of mental methods of computation, including knowledge of multiplication facts.
13. In Key Stage 1 standards attained in shape, space and measures are above the national expectations. By the end of the key stage pupils use correct mathematical names for common 3-D and 2-D shapes. In Key Stage 2 standards attained in shape, space and measures are in line with the national expectations. The pupils understand and use standard units of measurement for length, time and mass well. They measure accurately.
14. Attainment in data handling and probability is in line with the national expectations. Most pupils collect and record data in frequency tables effectively. They have a satisfactory knowledge of a range of graphs and the circumstances to which they are most suited. The use of new computer equipment means that pupils are becoming familiar with recording their data electronically. They are, however, taking more care with the presentation and the finished product than the understanding and interpretation of the data.

15. At the end of Key Stage 1 attainment in science is above the national average and progress is good. Inspection evidence suggests that standards of achievement in some aspects, for example experimental and investigative science, are improving further. Pupils confidently draw symbols, which would be used in a circuit diagram, and can say why there is a need for standardisation. Younger pupils can work on investigations and say what will happen if a plant is deprived of light. Most pupils were able to give clear reasons based on prior knowledge, and were able to record their investigation, with adult support. Teachers' assessments of other aspects of science, for example forces, indicate that pupils' understanding is above national expectations.
16. Inspection evidence supports the school's view that at the present time in Key Stage 2 standards of achievement in experimental and investigative science, life and living processes, materials and forces are improving. From the evidence of lessons observed, standards at the end of the key stage are above national expectations in experimental and investigative science, and in line with expectations in other areas of the subject. The large majority of pupils plan their investigations effectively, recognising what is required to test fairly, making reasoned predictions and knowing how to record their results. All pupils are developing a good scientific vocabulary, which helps to express their learning more meaningfully.
17. In Key Stage 1 pupils make good progress in literacy and in Key Stage 2 they make satisfactory progress. 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 good standards and their skills in mental arithmetic are good.
18. Attainment in information technology is in line with the national expectation. By the time that they leave the school, most pupils can use computers and other equipment such as scanners and digital cameras confidently. Progress across the school is satisfactory and standards across the subject as a whole have risen since the last inspection. They know and use well a range of word processing, graphics and spreadsheet programmes, making good use of prior knowledge to learn how to use new resources.
19. Attainment in religious education is in line with the expectations set by the locally Agreed Syllabus. Pupils make satisfactory progress throughout the school. By the time they leave the school 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 good in Key Stage 1 and satisfactory in Key Stage 2.
20. Pupils make at least satisfactory progress in all other subjects. Standards in art are above expectations in both attainment targets and progress is good. In history at Key Stage 2, standards are good and pupils' progress is good. Attainment in Key Stage 1 in history, design and technology, and physical education is in line with expectations and in these subjects progress is satisfactory. Satisfactory progress is being achieved in geography where pupils demonstrate good geographical skills and a satisfactory knowledge and understanding of places. In music standards in performance are good and are satisfactory in composing.
21. Progress for children under five is good overall and by the time they reach statutory school age most achieve standards expected in all areas of learning. In physical development and in creative development children exceed expected levels. Children make good progress in the development of personal and social skills. Children work independently at their chosen activities with good levels of concentration and they interact with other pupils well. Children make good progress in language and



literacy skills. They talk to each other whilst they are playing and there is good provision for role-play. Progress in mathematics is good. Most children are confident in the composition of numbers up to ten. Children's knowledge and understanding of the world meet expectations for their age. Children sort and describe materials according to their basic properties, for example, soft and hard. They identify sea and land on a globe. They use the mouse to paint pictures on the computer screen and use simple programs to help them learn initial sounds of letters. Children's physical development exceeds what is expected for their age. In both outdoor and indoor physical education lessons children use space sensibly. They run, hop, skip and jump in a safe and controlled way and make good progress during their lessons. Children's creative development exceeds the standard expected for their age. They mix paints well and achieve good effects through the use of oil pastels. Children respond well to music through dance and listen and compare different sounds using simple vocabulary, such as loud, quiet, fast and slow.

## **25. Attitudes, behaviour and personal development**

1. Positive pupil attitudes and good behaviour are a strength of the school. In the early years and in both Key Stages pupils show a good level of interest in their work. For example, Key Stage 1 pupils exhibit real excitement when handling resources. They listen attentively and show maturity in explaining their learning during the plenary in literacy lessons. They enjoy the challenges set and focus well on learning from mistakes. In the Early Years children work independently with good levels of concentration and interact with other pupils well. In Key Stage 2 they sustain concentration and extend their capacity for personal study. They are eager to present their poems to the class, who listen carefully and offer constructive comments. They want to improve their work and have pride in the finished product. Older pupils are willing to react to emotional elements in story and show sympathy for the characters. They work attentively and are focused when involved in investigations in science. They are attentive and responsive in the information technology suite, keen to use the computers and try hard to follow instructions.
2. Pupils throughout the school behave well in lessons, in assembly, and around the school. In classrooms, pupils' behaviour has a positive impact on learning. A behaviour policy is well established and the school's five simple rules are displayed in every classroom. Over the last year there were three examples of temporary exclusion from the school. This was unusual for the school and was well handled. Key Stage 1 pupils co-operate happily and support each other well in numeracy tasks and in structured imaginative play. In Key Stage 2, pupils compete well and successfully in physical education. In science they respect each others' suggestions. When using information technology, some pairs collaborate well, taking turns without needing to be prompted. Brain gym helps most pupils to be calm and focused, ready to work. Most teachers do not need to spend much time establishing and maintaining order.
3. Pupil relationships are good. The respect pupils show for one another's feelings, beliefs and values are very good. In assembly they reflect on the effect that ill-considered actions may have on others, and offer thoughtful responses. They are courteous with staff and visitors, and trustworthy. Older pupils have responsibility for setting up the hall for assembly, using the overhead projector for hymn sheets and playing recorded music for entry and exit. Pupils respond well to the opportunity to show initiative and take good care of expensive resources. A group of Year 6 pupils worked responsibly and independently with a digital camera, taking portraits of each other which they processed using image manipulation software. They explained their work in a mature and sensible way and took pride in their results.

## **28. Attendance**

1. Pupils' level of attendance is very good and has improved slightly since the last inspection. Most

children arrive punctually and are happy to come to school. Lessons begin promptly with the minimum time taken in lesson changeover. There are rigorous procedures in place to ensure pupils' attendance and minimise absenteeism. The school works hard to maintain its high levels of attendance and has taken effective action to reduce the level of authorised absences. Registers are marked efficiently and in accordance with statutory requirements.

## 29. **QUALITY OF EDUCATION PROVIDED**

### 29. **Teaching**

2. Overall the quality of teaching at the school is good. During the inspection the teaching was satisfactory or better in 98% of lessons. Teaching was good or better in 58% of lessons and very good or better in 19% of lessons. This is a significant improvement on the last inspection where teaching was satisfactory or better in approximately 80% of lessons. Teaching was better at Key Stage 1, where nearly three quarters of lessons were good or better, and was very good in nearly one third of lessons. This compares to good or very good teaching in half of lessons observed in Key Stage 2.
3. The quality of teaching for the under-5s is good and all lessons are at least satisfactory. In the very good teaching there are well chosen activities which capture children's imagination and teachers maintain a brisk pace and a clear overview of all activities. All reception teachers manage children well and have good organisational skills. This results in well established routines and good behaviour which has a positive impact on the standards achieved. Classroom assistants and voluntary helpers make valuable contributions to teaching and progress.
4. Teachers' knowledge and understanding of the subjects they teach is good. Additionally, teachers combine this with a good knowledge of the pupils and, in many cases, a good understanding of how children learn. Their knowledge and understanding is good in English and music across the school. In many lessons teachers use technical language and terms well and at an appropriate level. Teachers' understanding of the literacy hour and numeracy strategy is used well to inform their lessons.
5. In the majority of cases teachers set high and challenging yet attainable expectations for the standards pupils should reach, indicating an improvement since the previous inspection. In all cases, the expectations teachers have of the pupils' responses are good. In many lessons teachers' expectations are tailored to match the needs of particular ability groups, combined with either sensitive intervention or effective deployment of resources. In the best cases, additional activities were planned which succeeded in challenging further groups of pupils. Very occasionally, teachers' expectations were wrongly pitched and inappropriate for the particular age group of pupils. In some cases this could be attributed to classes where teachers had recently changed year groups.
6. Planning throughout the school is good. Medium-term planning is thorough and provides a good basis for teachers' short-term planning. Learning objectives are linked appropriately to National Curriculum levels of attainment and in the early years are based upon the full range of desirable outcomes. In the best cases, planning clearly identifies what it is that pupils of particular abilities should learn as a result of the lesson. Where planning was less strong expectations were inappropriate and learning objectives were insufficiently precise to help the pupils make good

progress. Most activities are usually clearly structured and sequenced. However, on occasions, activities either failed to build sufficiently on what had been learnt in previous sessions or lacked clear progression within the lesson. In some English and ICT lessons, planning failed to take account of the knowledge and understanding of the pupils and the activities were too demanding.

7. The range and use of methods and organisational strategies are satisfactory. During the inspection teachers employed a narrow but appropriate range of teaching strategies. Where teaching methods were satisfactory, pupils' attitudes to their learning were only satisfactory. One of the key issues from the previous inspection was to provide greater opportunity for pupils to make their own decisions and develop their own lines of enquiry. The school has made satisfactory progress in addressing this key issue. However, there is scope to develop independence still further by allowing pupils the opportunity in a greater range of activities. The teaching and learning policy sets an effective framework for strategies for teaching and learning, including a high priority on developing pupils' skills to become more independent. During the inspection several good examples were observed of pupils developing their knowledge and understanding without direct teacher supervision. For example, in science pupils followed their own lines of enquiry to solve problems and the teacher enabled them to make appropriate decisions concerning the use of equipment. Pupils are given clear guidance about what they have to do and how long they have to do it. Frequently this approach is supported by good exposition and targeted questioning to confirm pupils' prior knowledge and understanding or to highlight a new area of learning.
8. Teachers' good management of pupils contributes effectively to the achievement of high standards of behaviour. Teachers have good and productive relationships with pupils and this contributes very well to pupils' positive attitudes towards one another and to their work. They employ a varied, but generally effective, range of reinforcement strategies that are successful in motivating pupils. Where they were less successful, greater consistency in the number and frequency of techniques would make their impact more effective.
9. The pace of lessons is good. Clear interim deadlines were set by teachers, which ensured that pupils made rapid progress. In a Year 6 art lesson, this factor contributed significantly to the pupils' overall achievement. The briefing and deployment of support staff is a strong feature of all teachers' classroom preparations. The learning support assistants work well with class teachers in a variety of different contexts. Where they listen to children read, they are skilled at using questions to assess comprehension levels. The school makes very good use of a variety of outside agencies to enhance opportunities for pupils to learn, such as within history during a Tudor Day, or in the early years looking at people who help us. A good variety of appropriate resources is readily available and accessible to the pupils. Teachers make effective use of materials, targeted at particular needs or abilities.
10. Teachers use questioning effectively to identify levels of understanding of individuals. This contributes significantly to their knowledge of individual pupils within their class and is a strong feature of all teaching. Additionally they make very good use of their own lesson evaluations to help them plan activities for future lessons based upon the pupils' progress. Day to day interventions to correct misunderstanding or to develop pupils' work further are good. Teachers effectively balance pupils' own contributions with the need to identify correct solutions. The setting and marking of homework was raised as an issue by the parents. Evidence from lessons indicates that, where set, homework successfully extends work covered in lessons, including that for those pupils with Special Educational Needs. This is particularly true of homework involving reading and homework set in Years 5 and 6. In other areas the amount and quality of homework set is inconsistent.

### 38. **The curriculum and assessment**

1. The school provides a broadly-based curriculum for pupils that covers all subjects and meets the statutory requirements of the National Curriculum. Work in religious education meets the requirements of the West Sussex Agreed Syllabus. The provision for the under-fives offers a good foundation for learning in later years, reflects national expectations and links well with the National Curriculum programmes of study. The curriculum provides a good level of intellectual challenge for all pupils, particularly in subjects such as mathematics and science. Pupils' personal and social development is promoted well and the school makes appropriate provision for sex and health education.
2. The curriculum for children in the early years offers a good, broad balance of learning activities which meets the Desirable Outcomes for Children's Learning. It provides children with a wide range of appropriate activities which contribute effectively to their intellectual, social and physical development. It is well supported by effective use of time for whole class, teacher-directed inputs to raise levels of challenge. Children have good opportunities for talking and listening, experimenting and investigating and for engagement in directed and self-chosen activities both indoors and outdoors.
3. The total teaching time in Key Stage 1 and Key Stage 2 is in line with that recommended by the Department for Education and Employment. Appropriate time is allocated to English, mathematics and science. Class timetables give a clearly focused time for teaching literacy and this time is used effectively for the development of reading though less well for writing. The school also places a strong emphasis upon the development of pupils' numeracy skills including mental calculations, and the time is well used. Work in science is well planned and offers very good opportunities for practical investigation. The time allocated to registration is used consistently well to develop high expectations for pupils' behaviour and work.
4. All pupils have equal access to the subjects of the curriculum. There is appropriate progress for lower attaining pupils and those with special educational needs and the school policy complies with the Code of Practice. Arrangements for the monitoring of those pupils with special educational needs are well established and the learning targets in their individual education plans contain appropriate detail. Able pupils are well catered for through teachers' planning and the school is planning to develop this further.
5. The school has made satisfactory progress since the last inspection in ensuring that statutory requirements are met in design and technology and information technology. It has been less successful in building on the previous curriculum development work to ensure that schemes of work are in place for all subjects. There are currently no schemes of work for art, music and geography. The school is aware of this and intends to adapt nationally produced schemes to the needs of the school. There has been good progress in medium term planning and the impact of this on the day to day teaching of most subjects. Considered evaluations are built in to the short-term planning to aid the assessment of pupils and to identify the implications for revisions to the subject scheme of work.
6. Pupils have access to an appropriate range of extra curricular activities including music, sport and social events. The school provides an appropriate range of visits to local museums and other places to support pupils' work in, for example, religious education, science, geography and history. There are regular residential visits for Years 5 and 6 which offer pupils good opportunities for personal and social development. Visitors support subjects such as history most effectively. The school provides a wealth of experiences for pupils through its own grounds and this greatly enhances the curriculum offered. Pupils are able to plant bulbs, using them as a stimulus for poetry. They also use food grown by themselves to offer at harvest or to support their work in the curriculum. The school is currently consulting with parents about to the appropriateness of the present homework policy and the amount of homework set.

7. Assessment procedures meet statutory requirements. There is a very good policy which offers effective and detailed guidance to teachers on both the day to day assessment of pupils and on the development of procedures for ensuring consistency in teachers' judgements.
8. Pupils' work is assessed on a regular basis and there is a systematic programme of assessment tasks, especially for reading, mathematics and science. Assessment is less well developed for pupils' writing. Teachers know their pupils well and there is effective assessment during lessons, with many pupils being given good guidance about what they have achieved and what they need to do to improve. Teachers are beginning to make criteria for assessment clear to pupils and this contributes to improved attainment in some subjects.
9. Teachers collect examples of pupils' work in all subjects for assessment. There have been opportunities for teachers to moderate work against National Curriculum standards and this is helpful in ensuring progression and continuity of learning within the school. Teachers' evaluations enable senior members of staff to have information about the progress of individual pupils. Records of pupils' progress are passed to new teachers at the beginning of the academic year, with some samples of work. The school is establishing a comprehensive analysis of test results to inform curriculum development.

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

1. The arrangements the school makes to promote pupils' spiritual, moral, social and cultural development are good and show improvement in cultural and social development since the last inspection. The importance of these aspects of pupils' development is clearly emphasised in the school's policies for teaching and learning and behaviour, and all staff show a good understanding of these policies in their day to day work.
2. The provision for pupils' spiritual development is good. Assemblies make a good contribution to pupils' spiritual development, where discussion of beliefs, values and feelings offers pupils useful opportunities to reflect on their own lives and those of others. In religious education, pupils consider beliefs from different religious traditions and reflect on their own experiences. This makes a good contribution to their spiritual development. Regular links with local churches, including members of these churches leading collective worship, provides good opportunities for pupils to share the values of Christian worship. Pupils reflect on values in circle time. There are opportunities planned within the curriculum for pupils to develop spiritual insights. The school grounds provide good opportunities for pupils to reflect on values and beliefs.
3. The school makes good arrangements for developing pupils' moral awareness. The clear behaviour policy is put into practice very well by staff who have high expectations and actively reinforce positive behaviour and values. Staff 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. The open access that pupils have to classrooms and other areas of the school successfully requires that pupils show respect for others' property and demonstrate honesty. Assemblies and the use of 'circle time', where pupils discuss their own feelings and attitudes, give very productive opportunities to consider moral issues.
4. Pupils' social development is a strength of the school and is promoted in all areas of school life. 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 discussion. Pupils are encouraged to share ideas with the rest of the class and are given opportunities to work with small and large groups within the class. All pupils have regular opportunities to relate to a range of visitors to the school, such as the local policeman, school nurse or representative of a local museum. They also

have opportunities to work with other adults on school trips to places of educational interest such as Fishbourne Roman Palace or South Wales. Pupils have good opportunities to show responsibility such as preparing the hall for assemblies and in presenting group work within the classroom.

5. Pupils are offered a good range of experiences to develop their cultural understanding. Celebrations of religious festivals and discussions in assembly and religious education lessons enable pupils to understand a range of cultures. Work in religious education and English informs pupils about a way of life other than their own. Music and art are effectively planned to develop pupils' cultural awareness. Events such as visits to museums, to the Houses of Parliament, and displays and presentations made by visiting music groups contribute to broadening pupils' cultural awareness and raising standards. The school curriculum includes planned opportunities for pupils to explore other European cultures. Strong links have been made with Sweden and Italy and these are used well in National Curriculum-based topics. Pupils have less opportunity to study cultures other than their own, though the school is developing links with Mali, in an effort to redress this imbalance.

## 52. **Support, guidance and pupils' welfare**

1. The previous inspection found that the school's arrangements to promote the welfare, health and safety of its pupils were satisfactory. There has been significant improvement in a number of areas including safety measures. The measures implemented, such as the entry key pad and the electronic vehicle and pedestrian gate, have significantly increased security and ensured the greater safety of all who use the school. Teachers know their pupils well and give a high level of support. Procedures for monitoring academic progress are in place and good use is being made of data to monitor literacy and numeracy.
2. Personal support and guidance for pupils is very good and provision for pupils with special educational needs is good and enhances their levels of attainment. Effective educational support is provided and class teachers closely monitor pupils' work and personal development and this impacts positively on the standards of attainment and progress. The school places strong emphasis on values of courtesy and caring for each other, exemplified by the good relationships observed throughout the school.
3. Well-established structures are in place for ensuring that pupils attend school regularly and procedures for recording absences are adhered to rigorously. The school makes every effort to address lateness and regular reminders are sent to parents to ensure that they are aware of the expectations for their children's attendance.
4. The behaviour policy has been strengthened and underpins the strategies employed to promote a high level of discipline and good behaviour. There are well-structured procedures for dealing with any inappropriate behaviour. Incidents of bullying are rare and dealt with swiftly. A system of mediation between the aggrieved and the perpetrator has been implemented with considerable success.
5. Effective Child Protection procedures are in place and follow county guidelines. All staff are made aware of any action to be taken where concerns arise. The school has a designated medical room and there is good provision for first-aid and other medical support. Regular refresher training is undertaken by first-aiders. The premises officer has the responsibility for the overall safety of the site and routinely and systematically inspects the site and reports on action to be taken. There are regular fire-drills and all electrical equipment is regularly checked to ensure maximum safety.
6. Staff and governors work closely together to provide a well-maintained and safe environment to

protect pupils and to ensure their health and safety at all times.

7. The philosophy of the personal and social education programme is reflected throughout the curriculum with a strong emphasis on Christian ethics, giving moral and social guidance to the children which impacts positively on the caring ethos evident within the school.

#### 59. **Partnership with parents and the community**

1. The quality of the partnership with parents is very good and is being continually strengthened. This area of work has shown a significant improvement since the last inspection. The aim of the school to promote an open partnership between children, parents, teachers and governors is promoted successfully. It enhances the range of pupils' experiences and makes a valuable contribution to their attainment and personal and social development.
2. Parents are kept regularly informed about the curriculum and events in the school with the weekly newsletter and are very positive about their level of involvement with the school and the information they receive. The school values highly the many skills parents bring to the school when helping in school or with off-site activities, from which the school benefits greatly.
3. The Friends of Rustington enjoy good support both from parents and staff and are innovative and energetic in their fund-raising. The school has benefited significantly from the additional resources provided, one instance being the attractive courtyard with its log cabin which adds to the children's enjoyment and interest at break times. The Friends play an important role in the life of the school and further the good relationships evident not only in school but also within the local community.
4. Parents find the annual reports on children's progress helpful and informative. They are detailed and well presented. Pupils with special educational needs are given good support and parents are encouraged to be fully involved in helping their children to make progress which impacts positively on standards achieved and levels of attainment.
5. Comprehensive arrangements are in place for transfer of pupils when they join and leave the school. Routine cross-curricular consultations and visits between schools take place to ensure a smooth transfer and provide good support for the children.
6. Visits to places of interest and a regular programme of visitors to the school support the curriculum and enrich the quality of learning. Most recently a willow sculptor created, with the pupils, the school's own Millennium dome made from willow, giving the children the opportunity to be more aware of their environment and to enjoy watching the willow grow.
7. A strength of the school is the very extensive links with the community where children are offered a variety of opportunities to learn about the wider world around them. The school is working hard to establish strong European links with schools in Italy and Sweden. Reciprocal communication is leading to joint projects to provide an additional dimension to pupils' education and a greater understanding of other cultures and societies and of the wider meaning of citizenship.

#### 66. **THE MANAGEMENT AND EFFICIENCY OF THE SCHOOL**

## 66. Leadership and management

1. Since the previous inspection, when leadership and management was judged to be satisfactory, there have been significant improvements. The school has taken effective action to address all critical comments from the last inspection. The very strong leadership and management provided by the headteacher, who was appointed shortly after the last inspection, and the support received from the staff and governing body are now major strengths of the school. All members of staff work effectively as a team and show concern for the pupils' well-being and success. The school's aims are reflected in the very good ethos within the school. It is a happy and secure place for pupils and relationships are very good. The school's capacity for further improvement is clearly demonstrated.
2. The school's commitment to raise standards is evident in its plans for development. Raising the quality of teaching and learning is central to its drive for improvement. To this end, there has been an appropriate emphasis on raising expectations of achievement for all in an atmosphere in which both adults and pupils seek to learn. The headteacher regularly observes teaching and is rigorous in his monitoring of teachers' planning. He provides strong support to help teachers develop their practice and expertise. This monitoring role is gradually being extended to the co-ordinators for English, mathematics and then onwards to other subjects. Currently the monitoring of assessment data and of coverage is good but the monitoring of teaching and standards to identify weaknesses is underdeveloped. Good progress has been made in extending leadership roles to a wider group of teachers. The management team has a positive impact on the development, implementation and monitoring of policy. Its role in evaluating attainment and progress is not yet realised as the school is just beginning to make effective use of assessment data to analyse its performance. There are good plans to extend the strategic work of the team.
3. The criticisms of the school's development plan mentioned in the last inspection have been addressed almost entirely. The plan now provides a good framework for improvement. The plan identifies clear priorities and the targets are clear. Costs, staff development needs and longer-term targets are clearly identified. Action plans are determined annually following a meeting between each subject co-ordinator and the headteacher. These are satisfactory working documents, although insufficient attention is given to monitoring progress and evaluating the impact of action taken on pupil achievement. The school development plan is regularly reviewed and is sufficiently flexible to adjust to any further priorities that may arise.
4. The interested and well-informed governing body works within an effective committee structure and deals satisfactorily with the responsibilities and statutory duties it carries. The different strengths and skills of individual governors are used to the benefit of the school. They have satisfactory links with curriculum areas and share in the analysis of test data. The majority of governors are in regular contact with the school. They play a good part in managing appointments and, consequently, have contributed well to the improved quality of education at the school. The finance committee maintains a good overview of the budget. Committees have contributed positively to improvements, especially to the enhanced provision for information technology and with regard to extending buildings and the very good improvements to the school grounds.
5. All pupils have equal access to the full curriculum and there is no bias towards any individuals or groups of pupils. The school analyses and compares the performances of girls and boys and has an effective policy for equality of opportunity. The school is aware of its responsibilities towards those children who are capable of achieving above average levels and there are procedures in place to provide the support they need. Overall, the management of the provision for pupils with special educational needs is satisfactory. Liaison between the co-ordinator and the learning support assistants (LSA) and with class teachers is effective. The LSAs work well with individuals and



groups of pupils on specific tasks and contribute successfully to pupils' progress. Links with outside agencies are satisfactory although the impact of their advice is not always seen in pupils' individual education plans. The policy is in line with the Code of Practice and a named governor has responsibility for special educational needs. Although the governors' annual report to parents comments on the provision, it does not meet statutory requirements to report the level of funding allocated to pupils with special educational needs, nor does it provide sufficient information about the effectiveness of the school's policy. With this exception, the governing body fully meets its statutory responsibilities for delivery of the curriculum, the provision of religious education and acts of collective worship and other legal requirements that influence the welfare and progress of pupils.

#### 71. **Staffing, accommodation and learning resources**

1. There is an adequate number of teachers and non-teaching staff to meet the demands of the National Curriculum and religious education. They have appropriate qualifications for their teaching commitments and other responsibilities. There is a good balance of age and experience within the teaching staff. Significant changes to teaching staff have occurred since the previous inspection which has had a positive impact on the quality of attainment. Teachers are deployed effectively within year teams.
2. Teaching assistants and other additional literacy support staff are well briefed and involved in lessons and they effectively support teachers and pupils' learning. Administrative and other staff work hard to ensure that teachers and classroom assistants are effectively supported.
3. The school has acted on the comments in the previous report concerning job descriptions. All teaching and non-teaching staff have appropriate job descriptions and the school has plans to extend this into more detailed job profiles. All staff participate in professional interviews with the Headteacher, which leads to clear targets and priorities for the individual and the school which, in turn, informs their work for the coming year. This process is also linked to identifying continuing professional development needs through the school development planning process, an issue at the time of the previous report. Other aspects of professional development are well managed. There is a strong learning culture within the school that includes all staff and governors. The school increasingly draws upon its own strengths to share good practice and has recognised the need to ensure that this process is effectively co-ordinated through a coherent policy. Present appraisal arrangements meet statutory requirements and the school has made positive steps to move towards new DfEE requirements. Induction procedures for new members of staff are sound but are less effective in supporting staff with new responsibilities or changes in situation.
4. The quality and range of accommodation is good. The school has made good progress in ensuring that classrooms and public areas are bright, spacious and attractive and create a positive learning environment for pupils. They are enhanced by the very good levels of display around the school, which act as a learning resource for pupils and teachers. The buildings are well cared for by teachers, pupils and maintenance staff. At the time of the previous report, the school suffered from a poor range of huted accommodation which lacked essential services, and from inadequate play space. The Headteacher and governing body have made significant progress in addressing the issues that are within their direct control. Much of the six older huted accommodation has been improved with two removed and the rest renovated but several classes still have no immediate access to water, which is adversely affecting standards. One year 1 class has a small and difficult classroom space. The use of this space is managed well by the use of communal areas. The outside environment of the school has been significantly enhanced through a range of self-help measures and now forms a very good learning resource, with plans for further development.
5. Resources for most areas of the curriculum are satisfactory with weaknesses in design and

technology. Resources are accessible centrally and in classrooms. The range of fiction and non-fiction books in the library and in classrooms is good. The school has recently addressed the issue of outdated ICT equipment from the previous report and provision for the subject across the curriculum is at least sound, with a good range of software.

## **76. The efficiency of the school**

1. The quality of financial planning is good. There is a very good cycle of budget planning and review that has been successfully implemented since the last inspection. The governing body is appropriately involved in decisions about budgeting and has taken good steps to manage the staffing implications relating to changing pupil numbers. The previous report made the improvement of the development plan a key issue, requiring that the plan identified the time and financial implications of each development. This has been very effective. The current development plan identifies how financial resources are allocated to each action plan.
2. Co-ordinators have responsibility for a budget which they use appropriately to manage the range and quality of resources for learning. This has also been a successful development since the last inspection. Governors are aware of the need to evaluate the effectiveness of spending decisions and have developed strategies for this.
3. Teachers and other staff are deployed effectively. The slightly high spending on non-teaching staff is a deliberate policy to provide support for a range of pupils and priorities and this is successful. Additional funds for pupils with special educational needs are used efficiently and effectively to enable 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.
4. The arrangements for financial control are good and there is an excellent commitment to improve further these high standards. This is an improvement on the last inspection when arrangements were sound. Day-to-day administration is 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 required only minor recommendations for improvement. All funds available to the school are appropriately and efficiently administered.
5. Taking into account factors relating to pupils' attainment on entry, the pupils' good behaviour and attitudes to learning, their standards of attainment, the quality of teaching and the average unit costs for a school of this type, the school gives sound value for money.

## 81. **PART B: CURRICULUM AREAS AND SUBJECTS**

### 81. **AREAS OF LEARNING FOR CHILDREN UNDER FIVE**

1. Children join the reception class in the September before their fifth birthday. Those whose birthdays fall in the autumn term attend full-time, the others part-time until the spring term. At the time of the inspection 23 children attended part-time. There are 50 children in two classes that share a common area with two Year 1 classes. Results of baseline assessment and inspection evidence show that children's attainment on entry is similar to that found nationally. Children have good personal and social skills, satisfactory knowledge of language and literacy and slightly below average levels of understanding of mathematics.
2. The arrangements for induction are good and result in the children settling quickly into the routines of the school. Parents comment favourably on the children's video depicting life in the Early Years Unit. Children readily take part in both structured play and teacher-led activities. Progress is good overall and by the time they reach statutory school age most achieve standards expected in all areas of learning. In physical development and in creative development children exceed expected levels.
3. The quality of teaching is good and all lessons are at least satisfactory in the reception classes. There is some very good teaching that is characterised by well-chosen activities which capture children's imagination, a brisk pace and a clear overview of all activities. Where teaching is less successful children spend too long on an activity, or sitting on the mat, and interest wanders. All reception teachers manage children well and have good organisational skills. This results in well-established routines and good behaviour which has a positive impact on the standards achieved. Classroom assistants and voluntary helpers make valuable contributions to teaching and progress. Assessment information is used well to plan what children need to learn in subsequent lessons. Children are well prepared for the National Curriculum and there is a smooth transfer as soon as they reach appropriate standards. This is assisted by the close co-operation between the teachers of the reception and Year 1 classes. The co-ordinator provides good leadership and has managed initiatives that have produced significant improvements since the last inspection. The quality and range of resources is greatly enhanced and the improvements to the quality of accommodation are very effective. The standards of children's achievements in creative and physical development have improved. Weaknesses in planning have been addressed and in both classes it is good. There is a good balance between well-structured play activities and teacher direction. There is an effective policy that guides practice in the Early Years area.

### 84. **Personal and social development**

1. Children make good progress in the development of personal and social skills. Behaviour is good during lessons and around the school. Children work independently at their chosen activities with good levels of concentration and they interact with other pupils well: for example to build construction models. Children help to set out and put away play equipment indoors and outdoors. There is good social play in the outdoor area where children take turns and negotiate roles appropriately. They gain an understanding of people who help us and types of jobs, such as police officers, 'lollipop' people and doctors. Teachers and classroom assistants set a good example for children and relationships are good. Teachers listen well to children and value their contributions. The learning atmosphere in the reception bases is positive and there is good use of praise and encouragement.

### 85. **Language and literacy**

2. Children make good progress in language and literacy skills. They talk to each other whilst they are playing in the home corner. There is good provision for role-play. Children listen carefully in class discussions and talk readily about their own experiences and ideas. Children take part in structured sessions for the teaching of literacy skills in which they discuss a good range of fiction and non-fiction texts, letters and sounds. Most recognise their names and some can write them. The more able know a number of familiar words and individual letters and some use them in their writing. There are a very good range of opportunities to write both indoors and outside. Children take words and books home and this helps them develop good habits for the future. The children gain from the good emphasis on the development of early literacy skills. The teaching of reading and writing skills is good. Tasks are carefully structured and engage children's interest well. For example, teachers use the rhyme, "Dr. Foster", to learn about traditional rhymes, the sound, "u" and the simple science of rain and puddles.

#### 86. **Mathematics**

3. Progress in mathematics is good. Most children are confident in the composition of numbers up to ten. They are familiar with number rhymes, know the value of coins and, by the end of the year, can add single digit numbers correctly. They use mathematical language such as bigger, smaller, taller and shorter confidently and begin to develop the skill of estimation when measuring the height of tables and the width of doorways. They begin to understand the need for standardised units of measurement. Through their play with the water trough they investigate which container holds most and use the scales to discover whether larger objects weigh more than smaller ones. The quality of mathematics teaching is good. Learning intentions are clear, tasks are well matched to children's prior attainment levels and practical activities are well chosen to support learning.

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

4. Children's knowledge and understanding of the world meets expectations for their age. Children sort and describe materials according to their basic properties, for example, soft and hard. They explain why the police officer needs reflective fabric on his or her coat. They identify sea and land on a globe when discussing a friend's journey to Sri Lanka. Children learn about simple requirements for life when they grow sunflower seeds. They use the mouse to paint pictures on the computer screen and use simple programs to help them learn initial sounds of letters. One child was seen to confidently remove a CD from the computer and reload an alternative program. The teaching for this area of learning is satisfactory. In science, staff lead discussions well, although in geography, lessons are not as well planned and teaching lacks precision.

#### 88. **Physical development**

5. Children's physical development exceeds what is expected for their age. This is due to the very good provision and opportunities given to develop these skills. In both outdoor and indoor physical education lessons children use space sensibly. They run, hop, skip and jump in a safe and controlled way and make good progress during their lessons. They move to music independently, listening and following instructions well. Children make satisfactory progress at balancing and controlling wheeled toys. They follow the play roadway track, steering carefully and generally stopping safely with a correct response to the 'traffic lights' and the lollipop person. Children handle play-dough, scissors and small apparatus, such as construction kits, regularly to develop their manipulative skills. Staff organise activities well and expect children to work with high levels of discipline. Teachers' planning indicates that a good range of progressively challenging activities is provided.

## 89. **Creative development**

6. Children's creative development exceeds the standard expected for their age. All children use a variety of materials to produce pictures of themselves and recognisable observational drawings of objects around them. They mix paints well and achieve good effects through the use of oil pastels. They display good levels of maturation in their paintings completed in the style of Gauguin. Children respond to music through dance and listen and compare different sounds using simple vocabulary, such as loud, quiet, fast and slow. They record their musical compositions using simple notation depicting simple 2D shapes. They join in with singing action songs and nursery rhymes, which they memorise, usually keeping in time with their teacher and the pianist. Children join in these activities with enthusiasm and pleasure. Teachers use spare moments effectively for singing and action rhymes. For instance, staff recognise when children show signs of tiredness or flagging concentration levels and they sometimes respond by initiating a brief singing activity. Songs are used well to bring children together on the carpet.

## 90. **ENGLISH, MATHEMATICS AND SCIENCE**

### 90. **English**

7. The results for pupils in the national tests for English at the end of Key Stage 2 in 1999 show that the proportion reaching the expected standard for eleven year olds was in line with the average for schools nationally and with similar schools. Over the last three years, the percentage of pupils attaining Level 4 and higher has declined whilst the national average has increased over this time. Girls achieve better results than boys at Level 4 or higher by the same percentage we see nationally. The percentage of pupils attaining Level 5 was above the national average in 1999 and, over three years, the pupils' performance at this higher level has improved faster than that seen nationally. The attainment of boys and girls was similar at Level 5 and for boys these results were above the national average.
8. The results in the end of Key Stage 1 tests in 1999 were above the national average in reading and in writing. Over the past three years, the pupils' performance in reading has improved compared with the national average while the results in writing have been steady for the last two years after an initial improvement. The percentage of boys and girls attaining the expected Level 2 has been similar. A higher proportion of girls achieve Level 3 in reading and writing.
9. The inspection findings reflect the results in the statutory assessments. The current Year 2 pupils attain above average standards in reading and writing. By the end of Key Stage 2, pupils attain average standards overall, but standards in reading are slightly above average. Pupils do less well in writing, where attainment is broadly in line with that expected by the age of eleven. Since the last inspection, the high standards have been maintained in Key Stage 1. The percentage of pupils achieving Level 4 has been maintained and there has been an improvement in the performance of higher attaining pupils by the end of Key Stage 2 with more achieving Level 5 in statutory assessments.
10. Progress in Key Stage 1 is good and in Key Stage 2 it is satisfactory overall, with the rate improving in Years 5 and 6 where pupils are presented with well-structured lessons supported by an established programme of homework. In Key Stage 1 and in most lessons in Key Stage 2, higher attaining pupils are challenged by tasks closely matched to their abilities and they make good progress. Lower attaining pupils make satisfactory progress overall and in Year 3 their literacy skills improve rapidly through a well-planned additional literacy support programme. Average attainers make their best progress in Key Stage 1 and in their later years at the school.

Girls out-perform boys and the gap remains about the same throughout the school. Pupils with special educational needs make good progress in improving their handwriting and satisfactory progress in reading, spelling, grammar and punctuation.

11. Standards of attainment in speaking and listening are in line with the levels expected nationally at the ends of Key Stages 1 and 2. Pupils speak clearly and most listen carefully. Across a range of subjects pupils describe events effectively and make sensible observations but they have less experience in developing, exploring and clarifying ideas. They are confident in providing information and many readily share ideas and insights. They are still at an early stage of constructive, perceptive evaluations of their own and other pupils' work because they often lack the appropriate vocabulary to express their own views.
12. Throughout the school pupils make good progress in reading. Most read fluently, accurately and with understanding and by the end of Key Stage 1 their methods of tackling unknown words are developing appropriately. They can find information in reference books, using the index correctly. The more competent readers by this stage are capable of reading short novels. Lower attaining pupils are keen to read and increase their strategies for working out new words but there are instances where the books for such readers contain vocabulary beyond the pupils' understanding and this limits their progress. Pupils in Key Stage 2 build well on the good foundation provided in Key Stage 1. The highest attaining pupils read longer novels and reference books with ease. Their range of reading matter comes from school and home and the pupils' reading preferences are well-defined. They have a good grasp of themes, character development and main events. Teachers use homework well to extend these skills and personal interests: for example, by asking one pupil to identify similarities and differences in two novels by Frances Hodgson Burnett. In other subjects pupils use their reading skills well. They make satisfactory use of the library and effectively deploy their research skills to find out information on a range of topics.
13. During Key Stage 1 pupils make good progress in writing. They write with fluency and ideas are developed through appropriately sequenced and ordered sentences. Their use of punctuation and their skills in spelling are well-developed. Their handwriting is clear and legible. They plan stories with clear beginnings, middles and ends. Pupils' skills in reviewing their work and checking for spelling errors are satisfactory. These are aided by their familiarity with the use of dictionaries and word banks. Pupils in Key Stage 2 make satisfactory progress by the time they are 11 and good progress in developing handwriting and presentation skills. Their handwriting is carefully shaped, positioned, and combined very effectively with good illustrations to present work very well. They plot their writing, define characters, plan, draft and refine their work and write full accounts of events. Standards of spelling are average but punctuation is not used accurately enough within sentences. There are few examples where clauses and phrases are used confidently and sentence structure is varied in a range of ways to improve the impact of the writing. Pupils produce some imaginative narrative and non-narrative writing but do little that shows an awareness of a range of readers. By the end of Key Stage 2, although ideas are sequenced appropriately, few pupils apply the full breadth of their reading experience to employ interesting vocabulary in their writing in order to capture or create atmosphere.
14. In subjects other than English pupils' literacy skills are developed well. Pupils learn and use technical vocabulary in science. They write factual accounts in history and there is a satisfactory range of opportunities for pupils to produce empathetic writing, argument and dialogue. Pupils make satisfactory use of word processors to present work across a range of subjects. They manipulate fonts and correct spellings as they redraft their work. They frequently use advanced presentation software when a simpler word processor would be more appropriate.
15. Most pupils respond positively to the teaching methods used in the literacy hour and many

demonstrate appropriate levels of self-discipline and application. They listen carefully to their teachers and respond appropriately to instructions and questions. When required to work together, for example when studying a reading text, working on word building or editing writing with a response partner, and when they share what they have done with others, they co-operate well. When working individually a small minority of pupils in Key Stage 2 is slow to settle with the result that the pupils' work rate and amount they produce are not always good enough.

16. Overall, the quality of teaching is satisfactory. It is good in Key Stage 1 and satisfactory in Key Stage 2. Very good teaching was observed in both key stages and some outstanding teaching was seen in Year 2. In this instance, the teacher's enthusiasm for the subject was clearly apparent and pupils worked tirelessly at creative and thoughtfully planned activities that provided a very high degree of challenge. The small percentage of unsatisfactory teaching occurred in classes in both key stages. Teachers have a good knowledge of the subject and set high expectations for pupil achievement. Lessons are carefully structured and recommendations of the National Literacy Strategy are implemented well. Teachers' use of time and resources is managed effectively in most classes to allow adequate incorporation of all the elements of the literacy hour. Key teaching points are clearly explained and the explanations are suited to the levels of the pupils' interests and stages of development. Review sessions in which pupils' work is evaluated are not consistent throughout the school, and insufficient attention is given to developing pupils' skills to help them to know what to do better next time. Similarly, although marking is regular, it is only in the very best practice that comments to pupils focus on how they might improve. The amount and frequency of homework varies throughout the school. In Year 6, it is sufficiently well planned to play a significant part in pupils' learning. Teaching assistants are well briefed and make a good contribution to pupils' progress. Since the last inspection, the quality of teaching in Key Stage 1 has improved and higher attaining pupils work on tasks which are suitably matched to their needs.
1. The quality of the curriculum is good and is enhanced by the provision for drama and frequent visits and visitors. The scheme of work is in draft and there are good plans for development. This is an improvement since the last inspection. Assessment procedures are satisfactory and trials are in place for new and more informative systems. Record cards are used well to keep track of what pupils are reading and they provide effective guidance for parents in how to help their children at home. The key stage co-ordinators for English provide satisfactory leadership for the subject. They give satisfactory guidance and support to all staff. They have managed an effective training programme for the Literacy Strategy and developed a good range of resources to support it, including the extensive collection of non-fiction texts in the school library. They have improved provision for boys' reading and recently introduced a system to track pupils' progress based on reading data, although it is too early to judge its effectiveness. The current priority to improve writing is appropriate, although the action plan to reach this target is not precise enough in stating exactly what needs to improve, how it will be done and how progress will be monitored and evaluated.

#### 101. **Mathematics**

1. The results of the 1999 National Curriculum tests at the end of Key Stage 2 for mathematics were in line with the national average and the average for similar schools. Over the three years to 1999 the results were above the national average except for 1999. In 1999 the school average improved but the national average improved by more. The results achieved by boys and girls were similar. The results of the 1999 Key Stage 1 tests were above both the national average and the average for similar schools. Taking the three years 1996 to 1998 together, the pupils' performance in Key Stage 1 tests was above the national average. The 1999 results maintain these high standards. In comparison with the results reported in the previous inspection report standards have improved across both key stages.

2. Inspection evidence indicates that by the end of Key Stage 1 pupils attain standards which are above the national expectation. To achieve this pupils make good progress. By the end of Key Stage 2 attainment is in line with national expectation. Pupils progress at a satisfactory rate. Pupils make particularly good progress in developing numeracy skills. By the time they leave the school pupils' skills in mental and written arithmetic are good. Since the last inspection standards have improved by the end of Key Stage 1 and although standards have also improved in Key Stage 2, the comparative level in relation to the national average is the same.
3. By the end of Key Stage 1 standards in using and applying mathematics are in line with the national expectations. This is the weakest area of mathematics. 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.
4. 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 given systematic, daily opportunities to practise their mental recall of number facts involving the four rules. This results in more pupils than would be expected, based on their prior attainment, achieving the higher levels in this aspect of mathematics.
5. The standards attained in shape, space and measures are 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.
6. By the end of Key Stage 2 pupils' ability to use and apply mathematics is broadly in line with the levels expected nationally although this is the weakest area of mathematics. Year 6 pupils are regularly asked to talk about their methods of calculation and this has an impact on the standards they achieve. However, pupils find it difficult to apply the good number skills they acquire to mathematical problems.
7. Attainment in number and algebra is 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 and to check the results of their calculations.
8. The standards attained in shape, space and measures are in line with the 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 satisfactory standard.
9. Attainment in data handling and probability is in line with the 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 sound 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. The use of new computer equipment means that pupils are becoming familiar with recording their data electronically. They are, however, taking more care with the presentation and the finished product than the understanding and interpretation of the data.



10. Pupils' attitudes towards the subject are always good and often very good. They show good levels of interest and concentration, particularly when faced with challenging mental mathematics. 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. Pupils of all abilities are confident with their mental mathematics and are willing to take risks. They respond positively when asked to work together and they co-operate effectively.
11. The quality of teaching is good with no examples of teaching less than satisfactory and examples in both key stages of very good teaching. 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. Teachers analyse misconceptions, particularly in the mental mathematics, and provide pupils with sensitive feedback and strategies for improvement.
12. There are, however, fewer examples of effective written feedback. In the few lessons when teaching is less effective, the session on mental strategies took too long and did not provide enough opportunities for pupils to reinforce their understanding and the plenary session was rushed and did not provide sufficient opportunity for the learning to be consolidated. Support by teaching assistants is good. 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 good effect on standards in Years 5 and 6.
13. The quality of curriculum leadership in mathematics is very good. Assessment data has been used very well to track the progress of individual pupils and to help set targets for improvement. This has contributed positively to the improvement in standards of attainment since the last inspection. The co-ordinator has arranged a good programme of staff training to support the implementation of the National Numeracy Strategy. The quality of learning resources is satisfactory with the basic resources in place to support the good scheme of work. The co-ordinator is aligning the school's curriculum guidance effectively with the recently introduced Framework for Numeracy. The current scheme of work is good where it has been fully developed.

#### 114. Science

1. In the 1999 end of Key Stage 2 statutory tests, pupils' attainment was in line with the national average and the average for similar schools. Over the past three years, the percentage of those pupils achieving Level 4 has gone down. In relation to other schools, therefore, the standards have dropped. The percentage of pupils achieving Level 5 was below the national average in 1999 and has been reducing over three years. Girls do slightly better than boys by about the same percentage that is found nationally. Inspection evidence supports the school's view that at the present time standards of achievement are improving. From the evidence of lessons observed, standards at the end of the key stage are above national expectations in experimental and investigative science, and in line with expectations in other areas of the subject.
2. Results of teachers' assessments at Key Stage 1 over the last three years indicate that standards are above the national average and the average for similar schools and have improved slightly. Overall attainment remains above the national average compared with all schools and in line with the average for similar schools. In 1999 the percentage of pupils achieving Level 3 improved significantly and now it is in line with the national average. Inspection evidence suggests that, at the present time, standards of achievement in some aspects, for example experimental and investigative science, are improving further.

3. Pupils at the end of Key Stage 1 confidently draw symbols, which would be used in a circuit diagram, and can say why there is a need for standardisation. Younger pupils can work on investigations and say what will happen if a plant is deprived of light. Most pupils were able to give clear reasons based on prior knowledge and were able to record their investigation, with adult support. Teachers' assessments of other aspects of science, for example forces, indicate that pupils' understanding is above expectations.
4. The majority of pupils in Year 6 are currently studying evaporation and condensation. Pupils plan their investigations effectively, recognising what is required to test fairly, make reasoned predictions and know how to record their results. In carrying out their investigations, average and more able pupils demonstrate good practical skills, including the ability to read accurately the scale of a force meter. Results are correctly tabulated then displayed as graphs, in a variety of formats. Conclusions are reached, based on appropriately collected evidence. Less able pupils achieve well as a result of appropriate teacher support. All pupils are developing a good scientific vocabulary, which helps them to express their ideas well.
5. The progress pupils make in Key Stage 1 is good. Frequently good progress can be related closely to the quality of the teaching and to the curriculum taught. In all lessons where the teaching is stimulating and appropriately planned to the abilities of the pupils, and where there are appropriate expectations of pupil attainment, pupils make good progress.
6. Progress in Key Stage 2 is good overall and very good at the end of the key stage. In their work about the absorbency of materials, pupils successfully investigate the equipment and methods they will need to use to conduct a fair test. In their work on sound, pupils can describe pitch and vibration and record predictions for an investigation. All pupils are aware of what they need to make a test fair. Pupils in Year 6 observe and record changes with precision. They are aware of the need to work safely and are developing a scientific vocabulary to discuss and explain their findings.
7. Pupils' attitudes to learning are never less than satisfactory and frequently good in both key stages. In all lessons pupils are enthusiastic, concentrate well, and respond readily to questions. When working in groups, or in presenting information to the rest of the class, they require minimal supervision and co-operate with others in the group. Pupils use resources safely and sensibly.
8. The quality of teaching in both key stages is good. Detailed preparation is made for all lessons. Resources are used appropriately to the task and suitable teaching strategies are used. Expectations of pupils' attainment are high and teachers manage practical sessions well. Planning, based on evaluations of the previous lessons, is very good and generally results in a close match of teaching to pupils' abilities. It is less good when expectations are too high and pupils do not understand the task. Teachers display a good knowledge of the subject and confidence in their delivery of it. When available, classroom assistance is used well to provide effective learning support.
9. Since the last inspection, the school has established a clear framework for curriculum development based upon experimental and investigative science, and a constructive role for the subject co-ordinators. This, linked to good subject knowledge, skills and enthusiasm of the present science co-ordinators, underpins the good progress being made in this subject. Clear direction is provided for the subject, specifically in experimental and investigative science, and this results in pupils making significant gains in their knowledge and understanding of materials, life process and physical forces. The curriculum for the subject is based upon a very comprehensive policy document and scheme of work. These clearly provide a good foundation for the continuity of pupils' experience and progression in their learning throughout the school. The delivery of the curriculum is monitored by the co-ordinators through involvement with, and scrutiny of, teachers' planning and

the written work of pupils.

10. Assessment procedures are good. Long and medium progress by pupils is carefully monitored by a series of end of topic tests. These are supported in the short term by the oral feedback which pupils receive from teachers during most lessons. In addition teachers assess attainment in some practical activities by effective questioning. The needs of individual pupils are thus clearly recognised and planning appropriately informed.
11. The resources available to teachers are good for all areas of science. All are in an acceptable or good condition, appropriately stored and readily accessible by staff. The subject has had a high level of funding over the past year linked to the school development planning cycle.

125.

## 125. **OTHER SUBJECTS OR COURSES**

### 125. **Information Technology**

1. Attainment in information technology is in line with the national expectation. By the time that they leave the school, most pupils can use computers and other equipment such as scanners and digital cameras confidently. Progress across the school is satisfactory and standards across the subject as a whole have risen since the last inspection. They know and use well a range of word processing, graphics and spreadsheet programmes, making good use of prior knowledge to learn how to use new resources. Recent improvements in resource provision and high expectations will promote good progress.

2. By the age of five, pupils are confident to use the computer, mouse and software. Some pupils are able to select, insert and use a CD ROM without help. Little direct teaching of information technology was observed in Key Stage 1 during the inspection. Judgements are based on the activities seen, discussions with pupils and staff, scrutiny of planning and examples of pupils' work. Pupils use the mouse to enter and assemble text and graphics and can paint on screen, accurately selecting colours and tools. They enter information and produce bar charts. They enter simple commands to control the movement of a 'Roamer' and higher attaining pupils explain clearly how their instructions have an effect on the equipment. Pupils enjoy using simple simulation and modelling programmes and make good progress with these. They use software to support their work in literacy. They can save their work with help.

3. In Key Stage 2 pupils use a range of software to combine and present information in text, graphs and pictures using a range of subject contexts and writing for different audiences. Pupils successfully develop their knowledge of angle and shape through using logo and use spreadsheets to record information and to produce graphs. They use digital cameras and scanners to capture images which they then manipulate with a variety of effects. Some pupils are hampered by poorly developed basic skills with the keyboard. They have limited skill and knowledge of using computers to monitor and control events.
4. Pupils are very positive about learning with information technology. Working in groups or pairs they support one another and sensibly discuss their work and the techniques to use, for example in choosing which is the best tool to draw a lantern. They are confident, enthusiastic and enjoy using the equipment. Most can explain clearly what they are doing and are happy to demonstrate techniques.

5. The quality of teaching is satisfactory. Planning is satisfactory and the interim QCA scheme of work is to be developed to fit more closely with the school's particular situation and resources. The subject co-ordinator is leading a successful programme of training for staff and parent helpers. 'Computer monitors' are being trained in each class to support teachers with simple troubleshooting and keeping computer areas in good condition. Satisfactory arrangements for assessment and recording are in place.
6. The school has, in responding to the last inspection, begun to develop good strategies for improving standards in information technology. A recently installed suite of five computers in the library is beginning to enable good progress to be made. Access to email and the internet is new to the school. In the best teaching care is taken to establish what the pupils already know, and new words and concepts are explained and demonstrated clearly by the teacher.
7. In Key Stage 1 there are good strategies to encourage independence: clear instructions and displays including examples of desired outcomes are prominent, words to type in are printed individually and laminated so that they can easily be copied. In Key Stage 2 there is an over-emphasis on product outcomes and software used, for example multi-coloured backgrounds to printouts of simple bar charts. Attention is not currently being given to the development and mastery of essential process skills. The quality of tasks being set in the subject context is sometimes overlooked.

### 132. **Religious Education**

1. By the end of both the key stages attainment is in line with the expectations set by the locally Agreed Syllabus. Pupils make satisfactory progress throughout the school. By the time they leave the school 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 good in Key Stage 1 and satisfactory in Key Stage 2.
2. In Key Stage 1 pupils develop a satisfactory understanding of Christianity through stories from the Old and New Testament and a satisfactory 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 includes work on celebrations in other religions. During the inspection work was observed relating to Diwali 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 exploring and responding to life experiences. Pupils are beginning to understand how for some people a moral code and a sense of values are related to their religious belief.
3. 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, during the inspection a class was observed exploring the use of frankincense to understand why it was one of the gifts brought to Jesus by the wise men.
4. 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.

5. Pupils' attitudes to their work are good. From the 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 good. Teachers' grasp of the subject matter is adequate. Short and medium term planning identifies what is to be taught. It is supported by a scheme of work that provides a clear guide to what is to be taught. It is being developed further in order to enrich the detail and give more detailed guidance. Good use is made of local places of worship and of speakers who come in to school. Assessment procedures are unsatisfactory and do not provide a clear view on what is being learnt or give a clear view to pupils on how to improve. Good use is made of a range of religious artefacts and other resources are satisfactory. Since the last inspection the standard of teaching has improved and weaknesses relating to the balance of approaches to learning, the over use of oral responses and the inadequate resources have been overcome.

## **Art**

1. Firsthand evidence of direct observation was limited during the inspection but was supplemented by scrutiny of pupils' work and display around the school. The standard of pupils' work in both investigating and making and in knowledge and understanding is above expectations in both key stages, and for some pupils very high. They make good progress. This indicates significant improvement on the standards reported at the time of the previous inspection.
2. In Key Stage 1 pupils produce work of a high quality. They observe and record in a full range of media with increasing control and detail. All pupils have established effective colour mixing techniques in painting, and use paint sensitively and with a developing understanding of texture and style. Good links are made with design and technology to produce simple prints for greetings cards. The school makes good use of local visits and artists and an understanding of different styles and traditions to inform their work, such as paintings influenced by Mondrian.
3. Pupils work in a variety of media to a high standard in Key Stage 2. Observational drawings are detailed, including work in ink. Pupils use textiles well. In painting, pupils use a variety of paint techniques to develop their work well. Unlike the previous report, pupils have access to a range of opportunities within three-dimensional work ranging, for example, from sensitive sculptures inspired by field visits to South Wales to large-scale community projects such as totem poles in public places. Pupils' knowledge and understanding of the work of famous artists, such as Picasso, is used to develop high quality work in the Cubist manner. More able pupils use these techniques to interpret and inform their own sketches in oil pastels and on computer-generated images. However, other pupils do not make sufficient reference to their own studies sufficiently. Images of famous works of art are complemented by the very high standard of display throughout the school, such as those pieces on the theme of sunflowers.
4. Pupils show very positive attitudes to the subject. They apply themselves well, with commitment and enthusiasm to the full range of activities. They work co-operatively in a range of different groupings. However, pupils do not make full use of their sketchbooks to record their ideas and experiment with different approaches and media.
5. Teaching was consistently good, with some very good examples. Teachers detailed subject knowledge is used very well to guide pupils to understand a particular artistic style. Expectations are high, combined with skilful management of activities and of pupils. This provides good models for pupils to follow and effective feedback about their results. In one Year 6 lesson, outstanding use of pace challenged pupils to achieve rapid progress in their work on portraits.

6. Planning for the subject includes a wide range of media and stimuli and with an appropriate balance between the attainment targets. The school recognises the need to formalise progression through a scheme of work. The subject benefits from clear direction and a positive ethos, which has resulted in the achievement of high standards throughout the school.

## **Design and Technology**

1. Little teaching of design and technology was observed during the inspection. However, the examination of pupils' past work, photographic evidence, teachers' plans, and discussions with staff and pupils indicated that pupils' attainment in both key stages is in line with national standards. This is an improvement in Key Stage 2 from the last inspection.
2. Under-fives make a satisfactory start on designing and making. They cut and join materials, carefully using adhesives to make a figure. They use hammers and nails to attach shapes to cork boards to design a picture. By the end of Key Stage 1, pupils produce more detailed designs and process notes. In producing simple models, pupils successfully draw on their knowledge of materials and their work in history and geography. Older pupils construct models of vehicles, joining rigid materials with increased skill and using their knowledge of structures and mechanisms.
3. By the end of Key Stage 2 pupils make use of effective structured sketches to describe materials and components they intend to use and how they propose to make their models. They evaluate their work, making critical comments and using appropriate vocabulary. They make good use of everyday materials, appropriate joining techniques, tools and adhesives to construct good quality products including siege engines, more sophisticated house models and battery-powered windmills and vehicles. They make books and use word processing and graphics for the titles, to a satisfactory standard.
4. Throughout the school pupils make satisfactory progress. Independence and self-reliance are encouraged. They share resources and help one another. They talk about their work with enthusiasm, confidently describing the techniques used and the success of their designs. The quality of teaching is sound and appropriate links are made with work in science, art, history and geography.
5. Adequate resources have not been developed fully and need to be reviewed. The QCA scheme of work is being adopted and should be adapted to support teachers' ability to plan for progression in pupils' work through the school's own curriculum. More work needs to be undertaken in food, although current facilities are unsatisfactory in the upper years' teaching area. Assessment is used to inform future planning but is not linked sufficiently to the National Curriculum levels.

## **148. Geography**

1. A small amount of geography teaching was observed in Key Stage 2 during the inspection. Additional evidence included scrutiny of pupils' work, interviews with the subject leader and scrutiny of teachers' planning.
2. In both key stages, pupils' work in developing geographical skills is good, and their knowledge and understanding of places and themes is satisfactory. This is similar to those found at the time of the previous inspection. Pupils make satisfactory progress.

3. Pupils in Key Stage 1 have developed good mapping skills. They use simple representational maps well to plan routes, and indicate salient features of their route to school using geographical terms. Photographic evidence indicates that they use maps for orienteering around the school site. They experience locations at firsthand through field visits and are beginning to express their views of the places they study. Evidence of pupils' knowledge and understanding of places is more limited. In one example pupils were able to talk about the environmental effects of population on towns.
4. In Key Stage 2, pupils draw and describe features of maps well. More able pupils can use appropriate symbols and scales. In the work observed, a small number of pupils found difficulty in developing more formal mapping skills. All pupils use simple co-ordinates well to locate features on a map. Their knowledge of places from field visits and residential trips is good. They use this knowledge to draw out the main physical differences between differing localities, for example through traffic surveys contrasting locations or speculating on differences in retail provision. Their knowledge and understanding of places outside the United Kingdom is satisfactory. The school has made appropriate progress since the last inspection in integrating themes with the study of places.
5. In those lessons seen, pupils' responses to geography are good. When they are working in groups they are enthusiastic about the activities and cooperate well.
6. The quality of teaching is satisfactory with some good features. Teachers managed pupils well and used questions effectively to ensure they understood tasks. In a lesson on co-ordinates the teacher targeted activities well to meet the needs of different ability groups. Teachers' explanations did not always clearly focus pupils' attention on the specific tasks and skills required for them to make good progress.
7. The subject leader has made sound progress in addressing the issues from the previous inspection. The school has developed an effective curriculum plan but this should now be supported by more detailed plans which include all areas of study in appropriate depth. Curricular provision is enriched by a good range of opportunities for field visits.

## **History**

1. History was only being taught in Key Stage 2 during the inspection period. However, there was sufficient evidence from teachers' planning, displays, talking to children and from previous work, to indicate that attainment in Key Stage 1 is in line with national expectations and that progress is satisfactory.
2. By the end of Key Stage 1, pupils have developed a sense of their own and their families' past and know how people used to live compared to the present day. They are able to use artefacts to understand the history of the locality and of their own school. In their local studies topic pupils were able to visit Arundel and see the castle and other historical buildings to enrich their knowledge and understanding.
3. By the end of Key Stage 2, most pupils achieve above national expectations. They know about ancient Egypt, life in Britain during World War 2, life in Shakespeare's time and Victorian Britain. They can describe the main events and changes in the periods. Living history days enrich the curriculum, and parents give support by providing period costumes and supervising in-school activities such as making 'Tudor broth' with vegetables from the school's own garden. When learning about life in Shakespeare's time, pupils are able to sample foods of the time, write with quill pens and take part in dramatic performances based on the plays of Shakespeare. They empathise with people who lived in the past and have some idea how different conditions were for

people.

4. Pupils' range of historical skills is extended as they move through the school. They develop a sound understanding of the passing of time and effectively use skills of observation and questioning to carry out historical enquiry. Able pupils extend their studies independently and can tell the class details of the life of Lady Jane Grey and the travels of Drake and Raleigh. They are able to undertake research through the use of artefacts, photographs, books, maps and CD Roms and have a good understanding of the differences between primary and secondary sources.
5. The pupils respond well and show enthusiasm when discussing the subject. They communicate their ideas about history well, listen attentively and have consideration for others' views. They like learning about the past and particularly enjoy the living history days and visits to sites of historical interest.
6. The interim QCA scheme of work ensures continuity and progression. It provides a good structure for teachers, where key elements, learning intentions and activities are identified. The subject co-ordinator plans to adapt it more closely to the school's particular situation and resources. Artefacts and published resources have been carefully arranged and clearly catalogued. There are good links with other subjects, in particular drama, design and technology, art and information technology.

## **Music**

1. In Key stage 2 standards in performing are good and are satisfactory in composing. Music plays an important part in the life of the school and many pupils are very involved in music making, especially in performing where there are a number of strengths. Pupils sing confidently, with a good sense of rhythm and clear words. Their vocal tone quality is sometimes unrefined and the accuracy of tuning suffers when singing high notes. Many pupils play instruments well. Those who learn an instrument, such as the violin, cello, flute, clarinet, trumpet or recorder, perform confidently and accurately in a variety of different circumstances. For example, they perform well as soloists and as members of the school orchestra in concerts and assemblies. Their playing is generally accurate although some less advanced players are less confident in dealing with some of the technically more demanding music.
2. Pupils in Key Stage 1 make good progress in performing. They develop a sense of and feeling for the pulse in music. They perform rhythmic patterns accurately, for example correctly repeating patterns they hear the teacher or other pupils perform. Individuals confidently lead their class in simple rhythmic sequences. Pupils in Year 2 perform accurately while reading from simple musical notation. They also explore different sound sources to select sounds that are appropriate for simple composing tasks. Pupils' compositions in Key Stage 2 are generally under-developed and they do not develop musical ideas beyond simple starting points. This area of their work is less well developed. Most pupils listen carefully to music. Pupils in Year 6, for example, described, in simple terms, the mood of the music. They are less confident, however, in explaining how the composer achieved the mood or effects heard in the music.
3. Pupils' attitudes to music are very good. They respond well to their teachers and to the activities planned. They listen carefully and join in activities willingly. Many are confident in leading activities or in performing on their own, for example in assemblies.
4. The quality of teaching in music lessons is good. Teachers use their subject knowledge well to develop pupils' skills as musicians. In Key Stage 1, there is a direct, appropriate focus on developing pupils' listening skills through involving them in practical activities although lessons do



not always place skill development within the context of a real musical activity. Singing lessons are used effectively to develop pupils' repertoire of songs, although insufficient emphasis is placed on developing their vocal techniques, including tone quality and tuning. Planning identifies the focus of what pupils are intended to learn and is well supported by appropriate activities. The previous inspection identified that the scheme of work was incomplete. This is still the case, although there are good quality and detailed units of work for each year group. These, however, have not been co-ordinated or sequenced to ensure that the curriculum taught ensures appropriate progression and continuity or to ensure that the music curriculum appropriately integrates the activities of composing, performing and listening and appraising. As a result, opportunities for pupils to develop musical understanding are not planned in a sufficiently coherent way. The development of a scheme of work for music is identified in the school development plan.

## **Physical Education**

1. Attainment of pupils in both key stages is in line with expectations and they make satisfactory progress. This is similar to the standards reported at the time of the previous inspection.
2. In Key Stage 1 it was only possible to observe pupils' work in dance. Plans and photographic records indicate that they follow an appropriate curriculum. In dance, pupils plan and perform simple movement phrases individually and in pairs. Their performances have a good focus on the quality of the movements, and many have a good understanding of simple choreographic elements such as levels and flow. Pupils' ability to plan and repeat longer phrases of movements is more limited.
3. In Key Stage 2 in games, pupils' skills are satisfactory in sending and receiving in hockey. About half of the pupils pass and stop the ball with confidence and control, whilst the remainder are less secure, especially within small-sided games. More able pupils have a satisfactory understanding of the principles underpinning invasive games and apply these in their performances. Pupils' application of simple strategies within small games is less secure. Overall attainment in games is similar to the standards reported in the previous inspection. In swimming, all ability groups perform to a good standard. More able pupils use good stroke techniques and co-ordination, whilst less able use effective, appropriate actions.
4. In both key stages, pupils make good progress compared with standards reported in the previous report, particularly in planning and evaluating their own work. For example, in a dance lesson on the theme of electrical circuits, pupils' comments based on observations helped them make better progress.
5. Pupils respond well to physical education activities. They enjoy participating and co-operate well in pairs and in small groups.
6. The quality of teaching is at least satisfactory with good features, especially at Key Stage 1. Teachers use their subject knowledge well to include all aspects of physical education. Teachers' relationships with pupils are good, and they manage activities well. The pace of lessons at times becomes protracted, for example where pupils remained for too long on one activity. In the best lessons activities clearly focus on what it is pupils will learn. However, in several lessons, activities encouraged participation rather than building on previous work in a progressive way. Teachers' assessments have an appropriate focus on improving performances. In a dance lesson for example, the teacher used the pupils' knowledge well to recap on what they had learnt at the end of the lesson.

7. Good progress has been made in developing a scheme of work for all activities and the school has begun the task of writing units of work for some activities. Assessment procedures are good. More effective use should be made of the curriculum time available. Extra-curricular provision in physical education is good.

## PART C: INSPECTION DATA

### 172. SUMMARY OF INSPECTION EVIDENCE

1. A team of 7 inspectors spent a total of 24 days at the school gathering first-hand evidence. During the inspection 103 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 and two other members 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.

### 174. DATA AND INDICATORS

#### 174. 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	464	4	49	50

#### 174. Teachers and classes

##### 174. Qualified teachers (YR – Y6)

Total number of qualified teachers (full-time equivalent):	20
Number of pupils per qualified teacher:	24.32

##### 174. Education support staff (YR – Y6)

Total number of education support staff:	14
Total aggregate hours worked each week:	276.5

174. **Financial data**

Financial year:	1998 – 99
	£
Total Income	740180
Total Expenditure	724260
Expenditure per pupil	1472.07
Balance brought forward from previous year	- 580
Balance carried forward to next year	15340

174. **PARENTAL SURVEY**

Number of questionnaires sent out: 275

Number of questionnaires returned: 119

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	48.7	45.4	2.5	3.4	
I would find it easy to approach the school with questions or problems to do with my child(ren)	46.2	48.7	0.8	3.4	0.8
The school handles complaints from parents well	20.7	47.7	28.8	1.8	0.9
The school gives me a clear understanding of what is taught	32.2	60.2	6.8	0.8	
The school keeps me well informed about my child(ren)'s progress	23.7	56.8	14.4	5.1	
The school enables my child(ren) to achieve a good standard of work	34.5	60.3	5.2		
The school encourages children to get involved in more than just their daily lessons	33.0	55.7	10.4	0.9	
I am satisfied with the work that my child(ren) is/are expected to do at home	29.9	47.9	12.0	10.3	
The school's values and attitudes have a positive effect on my child(ren)	39.5	51.3	7.6	1.7	
The school achieves high standards of good behaviour	35.3	52.1	9.2	3.4	
My child(ren) like(s) school	52.1	40.3	5.9	0.8	0.8