

INSPECTION REPORT

Lavant CE Primary School.

Chichester.

LEA area: West Sussex.

Unique reference number: 125986

Headteacher: Mrs S. Cooper.

Reporting inspector: Mrs Christine Huard
27290

Dates of inspection: 27-30 March 2000

Inspection number: 188619

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

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INFORMATION ABOUT THE SCHOOL

Type of school:	Primary
School category:	Voluntary Controlled
Age range of pupils:	4 - 11
Gender of pupils:	Mixed
School address:	West Stoke Road Lavant, Chichester, West Sussex,
Postcode:	PO18 0BW
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Appropriate authority:	The governing body
Name of chair of governors:	Mrs Brigid Whyte
Date of previous inspection:	July 1996

INFORMATION ABOUT THE INSPECTION TEAM

Team members		Subject responsibilities	Aspect responsibilities
Mrs Christine Huard	Registered inspector	English	What sort of school is it?
		Religious education	How high are standards?
		Art	How well are pupils taught?
		Music	How well is the school led and managed?
		Physical education	What should the school do to improve further?
Mrs Vivienne Phillips	Lay Inspector		Pupils' attitudes, values and personal development
			How well does the school care for its pupils?
			How well does the school work in partnership with parents?
Mrs Robina Scahill	Team inspector	Mathematics	How good are the curricular and other opportunities offered to pupils?
		Science	
		Information technology	
		History	
		Special educational needs	
Mr Peter McGregor	Team inspector	Design and technology	
		Geography	
		Equal opportunities	

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The Registrar
Inspection Quality Division
The Office for Standards in Education
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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Lavant Church of England Primary School is a village school with 97 pupils on roll. This is much smaller than most primary schools. Most of the pupils attend the school from the village and surrounding area. There are very few pupils from ethnic minority groups attending the school. There are 47 (49%) pupils on the school's register of pupils with special educational needs (well above the national average) and 4 pupils (4.1%) have statements, (well above the national average). Just over 20% of pupils are eligible for free school meals. The attainment of children on entry to the school is below average overall and well below average in writing. The school is divided into three mixed age group classes, (R/Yr1, Yrs 2/3, Yrs 5/6) and one class comprising Year 4 pupils only. The Year 5/6 class is split twice a week to allow separate age group teaching in literacy and numeracy. The headteacher has been in post for just over a year.

HOW GOOD THE SCHOOL IS

Lavant CE Primary School is a good and improving school. The main priority over the last twelve months has been to raise standards in the main core subjects. In this it has largely succeeded. Last summer pupils achieved standards in English and science that were above the national average and standards in mathematics close to the

national average. Standards in information technology and religious education are above average. In the other subjects, standards overall are close to what is expected, although they range from below to above average. The overall quality of teaching is good. Teachers ensure pupils' attention in lessons and aid their learning by planning

interesting tasks that are often matched to pupils' abilities. The overall leadership and management of the school

is good. The headteacher's leadership is outstanding. She has achieved a great deal in a short space of time. She

has worked hard to raise staff morale and is enabling teachers to carry out their roles as subject co-ordinators effectively. The governors are very supportive of the school and have increased their knowledge and understanding so that they are now more able to fulfil their function as 'critical friend'. The school staff all work

hard to create an interesting and stimulating learning environment. Pupils' attainments are monitored carefully to

ensure that standards are maintained and improved. The school provides very sound value for money.

What the school does well

- The leadership of the headteacher is outstanding.
- The quality of teaching is good overall, which enables pupils to learn effectively.
- The pupils' attitudes to their work and their behaviour are generally good.
- The overall provision for pupils spiritual, moral, social and cultural education is very good.
- The school's care of its pupils is very good. All staff know the pupils extremely well.
- The school is making good progress in its efforts to involve parents more in the life of the school.

What could be improved

- The match of task to pupils' abilities, particularly in the mixed age group classes.
- The consistency in the implementation of the numeracy strategy in Key Stage 2.
- The deployment of staff in classes ensuring that this is matched to experience and expertise.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school was last inspected in July 1996. Since then it has made good progress, particularly over the last twelve months. In 1996 **the standards achieved by pupils were good**. In the two years following the inspection results dropped significantly. With the advent of the new headteacher they showed a considerable upturn in 1999 to levels at least as high as 1996 levels in English and science although still below them in mathematics. **The quality of education provided by the school was good**. This is still so and encompasses the pupils personal development as well as their academic knowledge. **The school's climate for learning was very good**. This judgement still applies. The school's Christian ethos permeates all that it undertakes. It manifests itself in the care that is shown for and by the pupils, and in the enthusiasm and dedication that the

staff show towards their charges. **The management and efficiency of the school were requiring some improvement.** This is where the greatest improvements have been made. The headteacher's leadership is excellent. She has a clear and simple vision for the school which the staff and governors share. They are all working together towards a common aim. Staff and governors alike have gained an increased understanding of their roles and responsibilities. They are working to develop these further through appropriate training. With this up-turn in morale, determination to succeed and practical efforts being made to increase knowledge and understanding, the school has a very good capacity to make further improvements

STANDARDS

The table shows the standards achieved by 11 year olds based on average point scores in National Curriculum tests.

Performance in:	Compared with			
	All schools			Similar schools
	1997	1998	1999	1999
English	D	D	B	A
Mathematics	D	B	C	C
Science	C	A	B	A

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

There was a relatively small number of pupils taking the tests which means each pupil is worth about 5 percentage points when grades are calculated. The school has set very challenging targets for this year's tests bearing in mind the high number of pupils in Year 6 who are on the register of pupils with special educational needs. Standards of work in information technology are above average and pupils have wide experience of all areas of study. Standards in religious education are also good. In music and physical education standards are above those expected, those in art are in line with expectations. Standards in design and technology, geography and history are below those expected although pupils are making appropriate progress for their abilities.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Pupils' attitudes towards their work and the school are good. They are generally well motivated and want to learn especially when lessons are made interesting and stimulating and tasks are well matched to their abilities. They are mostly attentive and responsive and enjoy school
Behaviour, in and out of classrooms	Behaviour is good overall. Pupils are polite to their teachers and each other. They mostly concentrate well and get on with their work sensibly and independently. They are trustworthy and move around the school showing due care for others. Behaviour sometimes deteriorates when tasks set are not matched closely enough to their abilities.
Personal development and relationships	Pupils have developed good learning skills and are beginning to work independently in class. They take responsibility for a number of tasks around the classroom and school. Relationships between pupils and adults are good.
Attendance	Attendance is good. Pupils are eager to attend school. They arrive on time and sessions start promptly.

TEACHING AND LEARNING

Teaching of pupils:	Aged up to 5 years	aged 5-7 years	aged 7-11 years
Lessons seen overall	N/A	Good	Good

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

The quality of teaching overall is good. All lessons observed were of at least a satisfactory standard. 74% of lessons were at least good and 19% were very good. One excellent lesson was observed. The teaching of English and mathematics is good overall. Teachers have a good understanding of the literacy strategy and generally try to provide tasks that are challenging and inspire the pupils. This enables them to do their best and learn effectively because their interest is aroused and maintained. Occasionally tasks are given that do not meet the abilities of all the pupils closely enough and this results in pupils either finishing work too quickly or being unsure what to do. The teaching of the numeracy strategy has been successfully implemented in most classes. There is good coverage of the mathematics curriculum but it is not always taught in the most effective way. The strategies, particularly that in literacy, have been adapted appropriately to meet the needs of the school. For example, the school has identified a need to improve reading and writing. Pupils' attitudes help them learn effectively because they usually concentrate well, and work independently. They listen carefully to the teacher and each other. They show enthusiasm for the tasks set.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	The school provides a good quality, broad curriculum. It has quite rightly concentrated on the main core subjects in order to raise standards, this means that coverage of some of the foundation subjects is a little thin. There is a good programme of personal and social education. The school provides a wide range of good quality extra curricular activities. Curriculum planning is sound and based on termly topics. Implementation of the literacy strategy is good, that of the numeracy strategy is satisfactory.
Provision for pupils with special educational needs	Provision for pupils with special educational needs is very good. Individual education plans are of a high quality, specific to each pupil and set relevant and achievable targets.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Very good overall provision. Pupils have time to reflect on wider spiritual issues during high quality assemblies, in lessons and through drama. The provision for moral and social development are very strong. The staff are very good role models and pupils are developing a strong understanding of right and wrong. Very good provision is made for pupils' cultural development with good opportunities for pupils to appreciate a range of music and art as well as exploring the multi-cultural aspects of our society.
How well the school cares for its pupils	Very good overall. Very good child protection procedures are in place. Regular health and safety checks are made. Good quality behaviour and discipline policies are in place and consistently applied by all staff and adults. They are geared to getting children in the right frame of mind to learn. The house system works very well. There are good procedures for monitoring and promoting good attendance.

The school works very hard to involve parents through a range of projects. It is trying very hard to help them feel part of the school community. Their help and participation in school is encouraged.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The headteacher has a quiet dynamism and her leadership is outstanding. She has insight and vision for the future of the school. She is well supported by her deputy and staff. They are responding well to the opportunity to make a greater contribution to the smooth running of the school by taking greater responsibility for their subjects. Literacy and numeracy lessons have appropriately been the priority for monitoring of lessons. All share the commitment to on-going improvement.
How well the governors fulfil their responsibilities	Committed governors support the Headteacher and school effectively. They are enthusiastic and aware of their responsibilities, which they carry out efficiently. They are beginning to play a more active part in the school's development and improvement.
The school's evaluation of its performance	On taking up her appointment the headteacher carried out an exhaustive audit of the school's functions in order to identify and prioritise areas of strength and weakness. The school now has a good overall monitoring and evaluation strategy. Pupils' performance is carefully tracked and monitored on an individual and year group basis. The implementation of the literacy and numeracy strategies has been well monitored through classroom observations.
The strategic use of resources	Good use is made of all resources – staff, financial and material. The installation of a small suite of computers for information technology is of great value to the school and is used well. All financial resources are carefully used and monitoring of the budget is good. The school consistently aims for the best value possible. The accommodation is very good, light and airy. It is made attractive by the displays of pupils' work. It is well used.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • Their children like school. • They make good progress. • The school has high expectations and enables their children to do well. • The teaching is good. • There are a lot of activities for their children after school. 	<ul style="list-style-type: none"> • Some parents feel that the behaviour of the pupils is poor.

The inspection team endorses the parents' positive views. When the headteacher arrived at the school her first priority was to put in place behaviour and discipline policies in order to improve behaviour. This strategy has been largely successful. It is evident that the potential is still there for poor behaviour but it is usually well contained and if it does occur it is usually effectively and consistently managed.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and achievements

1. Attainment on entry to the school, which takes place during the year in which children are 5, is below average overall based on baseline assessment. However, assessments show that writing skills and personal development are well below the expected levels. At the present time there are no pupils under five in the school and all pupils are working to the National Curriculum Programmes of study.
2. At the end of Key Stage 1, the numbers of pupils achieving the national average (Level 2) in the national tests for 1999 in reading, writing and mathematics were very high. However, the numbers of pupils achieving the higher Level 3 in reading were well below average, and in writing were below average, although the number of pupils achieving Level 3 in mathematics was close to the national average. When compared to similar schools pupils' achievements in reading were below average. They were close to the average in mathematics and writing. Teacher assessments were similar to test results, although more pupils achieved Level 3 in reading. The number of pupils taking the tests was relatively small and a quarter of these were statemented. The school concentrated on ensuring that all pupils achieved the national average, which meant that higher attaining pupils did not necessarily reach their full potential. Over the last four years the results have shown a downward trend which indicates that the school had been in a position of underachieving. However the results of 1999 showed an upturn in reading and writing well above the national trend of improvement. Results in mathematics continued to drop but showed only a very slight fall over the previous year with an increased number of pupils achieving the national average.
3. At the end of Key Stage 2, results in the national tests in 1999 were above the national average in English and science and close to the national average in mathematics. When compared to similar schools, results were well above average in English and science and close to the average in mathematics. The results show a marked improvement over the previous year in English and science, although results in mathematics slipped back slightly in 1999 after better results in 1998. The overall trend of improvement over time is in line with that shown nationally.
4. In the last inspection, standards were judged to have been good. However, standards in all the core subjects dropped significantly in 1997 and although there was a slight recovery in 1998 it was not until 1999 that any significant improvement occurred. Standards have improved considerably in both English and science, although those for mathematics have shown greater fluctuation. On further investigation it seems likely that this is partly because the school has been taking in a significantly higher number of pupils with special educational needs in recent years. These have been very well provided for. However, the school has concentrated its efforts on all pupils achieving the national averages, which has meant that higher attaining pupils have not always been sufficiently challenged. This is a situation that the school is making a determined effort to rectify, for example, by providing split age group teaching in literacy and numeracy for Years 5 and 6, and taking

advantage of enrichment days provided by the cluster group of which the school is part, and the local authority.

5. The school has set very challenging targets for standards to be reached in this years Standard Assessment Tests. (SATs), in both English and mathematics. Great efforts are being made to achieve these by both staff and pupils and there is a reasonable chance of success.
6. The inspection evidence shows that pupils make good progress as they move through the school and standards do improve in relation to pupils' attainment on entry. From an examination of pupils' work, overall standards achieved in Year 6 in the core subjects of English and mathematics are generally below the national expectation. This is due to there being a very high percentage of pupils with special educational needs in the year group - 75% are on the school's register of pupils with special educational needs. However, the work also shows that the standards of learning are generally sound and in all of the lessons observed progress made was at least satisfactory. Pupils show a sound general knowledge and understanding of work being covered, for example when solving problems in mathematics or scanning text for specific information in literacy. Orally they show good recall, and sound writing and literacy skills enables much written recording to be of a satisfactory standard.
7. In English pupils make good progress particularly in reading and writing. In the lessons observed during the inspection pupils made at least satisfactory progress particularly when teaching was stimulating and effective. Pupils develop good speaking and listening skills. They are confident and have a wide vocabulary and good language skills. They learn well through discussion activities in English and other subjects, such as science and music. Pupils in Key Stage 1 enjoy reading and show confidence when reading aloud. They have a good range of reading opportunities and have sound strategies for tackling new or unknown vocabulary. Very good records are kept of progress made and daily reading activities promote effective learning. In Key Stage 2 pupils make good progress. Speaking and listening skills further improve and are advanced by participating in school productions such as *The Lion The witch and The Wardrobe*. Their literacy skills are increasing and many older readers can successfully skim and scan texts for information. Pupils' confidence in reading independently aids their progress in English and other subjects, such as mathematics. The school's efforts in promoting reading for pleasure through the distribution of story sacks for the youngest pupils, and books, tapes and videos for older pupils has had a significant impact on standards. This is borne out by the great improvement in the results of standardised reading tests over the last year. Standards are close to average in writing at the end of Key Stage 1. Pupils write neatly in a joined script; common words are generally spelled correctly and pupils use their knowledge of phonics to help them with this. By the end of Key Stage 2, although many pupils are working at the expected level, the high number of pupils with special educational needs means that standards overall are below average. Pupils with special needs receive highly effective support from support assistants. Higher attaining pupils are developing more advanced writing skills and use more advanced writing strategies such as subordinate clauses when writing their stories and accounts.
8. In mathematics the standard of work of the pupils currently in Year 6 is below what is expected for pupils of their age because of the number of pupils with special educational needs in the year group. Pupils in Year 2 attain average standards. In the lessons seen during the inspection, pupils in both key stages made good progress overall. Pupils with special educational needs made good progress because appropriate yet challenging tasks were prepared for them. However higher attaining pupils were not always set tasks which challenged them sufficiently. The evidence of their previously completed work shows that pupils have made good progress over time. In the classes where the numeracy strategy has been consistently implemented it has been of positive benefit. Pupils practice

mental mathematics regularly and this helps their progress particularly with number and applying those skills.

9. In science, results of teacher assessments at the end of Key Stage 1 in 1999 were well above average when compared to all schools nationally, and when compared to similar schools. Pupils make good progress through Key Stage 1 and most are achieving standards in line with national expectations. A few pupils are on course to achieve the higher Level 3. Overall, pupils' progress in Key Stage 2 continues to be good. This is aided by consistently good teaching, which enables pupils to experiment and investigate scientifically across all the National Curriculum Programmes of Study and record their work in a variety of ways.
10. Pupils make good progress in information technology and attainment at the end of both key stages is above expectations. Pupils have many opportunities to use computers to cover the whole range of the required curriculum. The provision of a small computer suite has been of particular benefit when teaching basic computer skills. Pupils make satisfactory progress in religious education at Key Stage 1 and good progress in Key Stage 2. They follow the locally agreed syllabus for religious education and much of this work is explored through cross-curricular topics.
11. The school has, quite rightly, been concentrating its efforts on raising standards in the three main core subjects. In the other areas of the curriculum, pupils make good progress and achieve good standards in music and physical education. They achieve satisfactory standards in art. Although sound progress is made, standards in geography, history and design and technology are currently below those expected.
12. Pupils with special educational needs make good progress. Pupils with statements of special educational need make good progress because of one-to-one support from the classroom assistants who are particularly well briefed by their class teachers and the special needs co-ordinator. The provision of withdrawal support for pupils with special needs is beneficial and tasks for pupils in these small groups are very well matched to their needs. The school makes appropriate use of its baseline assessment to clearly identify pupils who require additional support.
13. Higher attaining pupils are receiving some extra support and the school makes good use of county and cluster group enrichment days in a range of subjects in order to provide more challenging activities for as many pupils as possible. However, higher attaining pupils are not always sufficiently challenged within the classroom situation particularly when mixed age group teaching is taking place.
14. Overall, pupils are achieving standards in excess of what might be expected in relation to their prior attainment because a stimulating and interesting learning atmosphere is created for them. Teachers know their pupils and try to match work to their individual needs. Their progress is assessed and mapped effectively so that the next steps of learning are appropriate. Very good support is provided in the classroom from support staff and voluntary helpers alike.

Pupils' attitudes, values and personal development

15. In response to the priority given recently to better standards of behaviour, there has been a significant improvement in pupils' attitudes, values and personal development since the last inspection.
16. Pupils' attitudes to school and learning are good. Their enthusiasm for school is evident in their eagerness to discuss their work with visitors. Their interest in other people's ideas and experiences is great as seen in their fascination with the lives of grandparents who spent an afternoon in school

with them. They are keen to take part in different activities in lessons and at play. They enjoy being involved and absorbed in challenging work such as problem solving in mathematics.

17. Most pupils behave very well most of the time. The overall standard of behaviour is good. There are a few pupils whose particular circumstances and difficulties make it harder for them than for others to sit still and concentrate in lessons. Occasionally this results in restlessness within the classroom. The positive and consistent approach of teachers leads to quick resolution of any problems with discipline. Teachers' skill and effort usually produces a positive response from pupils so that behaviour is generally good enough to enable everyone to benefit from learning opportunities provided. Exclusions are very rare because of the school's constructive approach to managing challenging behaviour. Pupils get on well together in school and bullying is not part of the school culture. If any oppressive behaviour occurs, it is dealt with promptly.
18. Personal development and relationships are good. Pupils respond well to all the encouragement given in assemblies, lessons and school routines to consider other people's views and feelings. As a result, they understand the effect of their actions on others. They show genuine pleasure in other pupils' successes as evident in the achievement assembly. Pupils relate well to each other and to adults so that lunchtime and playtime are pleasant and sociable occasions. They enjoy the responsibilities they are given, for instance as house captains and monitors. Pupils are alert to what needs to be done and good at using initiative to get things ready or show visitors round the school.
19. Attendance is slightly above the national average, and the percentage of pupils taking unauthorised absence is below average. Most pupils come to school regularly and arrive on time. One or two pupils attend erratically and their punctuality is not as good as that of the vast majority, in spite of all the encouragement and support offered by the school. Attendance overall is good.

HOW WELL ARE PUPILS TAUGHT?

20. The previous inspection reported that teaching was good overall. The good quality of teaching has been maintained. In the current inspection 31 lessons or parts of lessons were observed. The quality of teaching was good overall with all teaching observed being satisfactory or better. Of these lessons, 75% were good or better with 20% being very good or excellent.
21. The teaching of literacy and numeracy is good with some very good teaching in both of these curriculum areas and that of science is good overall. The structure of the literacy and numeracy lessons has improved the overall quality of teaching and learning and pupils particularly benefit from the group tasks when they are well matched to their abilities. Group teaching by support staff and volunteers is also highly effective because they have been very well prepared by the class teachers. For example, support assistants were helping pupils compose and send letters by e-mail. The quality of teaching was good. They had been well briefed by the class teachers and the use of questions greatly enhanced pupils' ability to understand the order of procedures and what they had to do. A limited amount of teaching in other subjects was observed, but because of the comparatively short duration of the inspection it is not possible to give definitive teaching judgements on all subjects. However inspectors gathered evidence from looking at pupils' past and present work, classroom displays, photographs and talking to pupils. The small amount of teaching observed in religious education, physical education and music was good, and that in art, design and technology, and geography was satisfactory. No lessons in history were observed during the inspection.
22. There are some notable strengths in teaching and it is the main reason for the improvements in standards in English and science, and in maintaining or improving standards in other subjects. In literacy and numeracy, where skills are well taught in all classes, the practice in Class 4 of dividing the pupils according to age twice a week is having a positive effect on raising standards for pupils of all abilities, especially those with special educational needs. Teachers make good use of the time by

focusing their activities even more closely to the ability and ages of the pupils involved. However, when the class is taught as a whole, the numeracy strategy is not consistently applied and teaching is less effective because tasks are not as well matched to pupils' abilities.

23. Teaching is generally very effective because teachers' high expectations are usually well matched to tasks and teaching strategies are used which challenge pupils appropriately. The best teaching is planned well and identifies clearly what pupils are to learn. Lesson objectives are displayed prominently and discussed, referred to during the lesson and reinforced in the plenary session at the end of the lesson, so that pupils and teacher leave, knowing what has been learned. Sometimes the teacher will go further and tell pupils how their learning will develop in the next lesson.
24. In some subjects, such as physical education, some pupils have the benefit of expert tuition. The teaching is of very high quality and the pupils benefit greatly from these sessions. All teachers are generally confident and have at least sound subject knowledge in all areas of the national curriculum. They have high expectations of their pupils, in both academic performance and conduct. Teachers usually set challenging tasks and encourage pupils to seek solutions for themselves. For example, in a music lesson observed pupils had to explore the use of pitch and dynamics through investigating the range of their own voices. They enhanced their own performing skills by using tonal variations in speech rather than music. Older pupils worked successfully discovering the properties of a solution and the solubility of a range of household products. They learn for themselves the meaning of terminology involved such as saturated solution, solute, soluble and insoluble. Teachers are technically competent in literacy skills, positively seeking opportunities to reinforce knowledge. For example, in Year 6 where pupils were skimming and scanning texts in order to decide on the nature of a character in the passage they had just read. The teachers make good use of effective open-ended questions, for example, in a literacy lesson "Why do you think he was making it up..." which required pupils to produce a carefully considered response.
25. Teachers plan effectively. The subject co-ordinators map out the requirements for what is to be learned each term and teachers devise their own individual lesson plans. They generally use methods to meet the needs of all pupils. However, tasks are not always set appropriately for pupils of different abilities, although provision for pupils with special educational needs is generally good. Work provided for pupils with statements of special educational needs is well matched to targets identified in their statements, which results in good progress. Teachers are very aware of pupils with special educational needs in their classes and pupils receive very good support from the classroom support assistants.
26. Teachers know their pupils very well and classroom management is generally good. However less than good behaviour is not always treated consistently in all lessons. Rarely during the inspection did a teacher have to censure a pupil, but when incidents did occur they were usually handled positively, although there is evidence that not all teachers deal as effectively with recalcitrant students as others. Strategies used are not always appropriate. Teachers positively seek to raise pupils' morale and self-esteem, by the effective use of praise, and relationships are good. These factors contribute significantly to a good ethos for learning in the classroom.
27. Teachers make good use of time, and lessons generally start and finish on time. Lessons take place at an appropriately brisk pace and maintain pupils' interest. On many occasions teachers reminded pupils of the amount of time left in which to complete a task – "You have two more minutes" and "Finish the sentence you are writing before you stop." Support staff are well used, especially in the literacy and numeracy lessons, to work with specific pupils or groups. Their presence in a lesson has a positive impact on the quality of the learning and they work well with teachers in all classes. Good use is made of all resources, including computers, to support pupils' skills in information technology within all subjects of the curriculum.
28. The marking of pupils' work is sound and some constructive comments are made. Teachers are generally good in assessing pupils' performance during a lesson through the use of focused questioning which helps pupils recall what they have learned. More formal assessments are made

and recorded in all subjects and teachers employ a useful record sheet which gives an instant picture as to how a pupils is progressing. Homework is used to reinforce and extend earlier learning from lessons. Most parents are happy with the homework provision.

29. Pupils' learning is of a good quality because of the good teaching. Lesson observations revealed the closeness between the quality of teaching and the quality of learning. Over time pupils make good progress in learning and raise levels of attainment as they progress through the school. They mostly show high levels of concentration and work at a good pace. Through effective use of the plenary session at the end of lessons pupils show they have a good understanding of what they have learned. Teachers relate new work well to previous learning so that pupils' knowledge and skills develop progressively as they move through the school.

HOW GOOD ARE THE CURRICULAR AND OTHER OPPORTUNITIES OFFERED TO PUPILS?

30. The school provides a broad and balanced curriculum which includes all the subjects of the National Curriculum and religious education. It places an appropriate emphasis on the basic skills of literacy and numeracy and is successful in helping to raise standards. Other subjects, such as science, history, geography and design technology are planned termly as whole school topics and receive appropriate coverage over the school year. Planning is being revised and updated using the new Curriculum 2000 and recommended schemes, which will focus more specifically on the skills, knowledge and understanding in each subject. Time allocated to religious education is good and the local agreed syllabus is well covered. The requirements for information technology are met and it is well used in other subjects of the curriculum.

31. Good use is made of teaching assistants and this contributes to the good progress made by pupils with special educational needs. The work planned for pupils with special educational needs focuses well on the targets set out in their individual education plans, which are reviewed termly. Pupils are sometimes withdrawn from mainstream class work. Where it is felt they receive the best support, they work outside the classroom with a teaching assistant for part of the lesson. When pupils are withdrawn from class the teachers and assistants plan closely together to ensure all pupils cover the same curriculum.

32. The curriculum is enriched by a range of extra curricular activities that take place at different times of the year. These include board games, origami, drama, recorders, a brass ensemble and a variety of sports. Some more able pupils have the opportunity to attend local authority enrichment courses. The local Goodwood area schools also arrange such events and recently more able pupils attended a history mystery day. An appropriate range of educational visits and visitors supports pupils' learning. These include presentations by a local museum, a Victorian day and a residential visit for the older pupils. Visitors to the school include representatives from the Police and Fire services as well as pupils' grandparents.

33. The provision for pupils' personal development is good overall, which makes a good contribution to the quality of the pupils' education and the standards they achieve. Adults provide good role models and encourage courtesy and kindness. They value the pupils' ideas and have a good rapport with them. There are regular lessons for personal, social and health education, suitable provision is made for sex education and pupils are made aware of the dangers of drugs.

34. Links with the community are good and the school is working hard to develop these. The school is making very good use of information technology to communicate with other schools and friends using e-mail. For example, Year 1 pupils sent a message to a friend who had left the school. Pupils

took part in local sports tournaments where they met pupils from other primary schools and renewed friendships they made on their history day. There are good links with the local church.

35. The provision for pupils' spiritual, moral, social and cultural development is very good. The Christian ethos of the school is reflected throughout all its activities and its motto of 'Aiming for the Best' applies to all areas of school life not just the academic. Pupils are encouraged to consider the spiritual aspects of life through well planned and delivered assemblies. In addition to a story and a hymn, they contain a time of quiet reflection and a prayer. Religious education lessons contribute well to pupils spiritual development and pupils are taught to respect the values and beliefs of others. For example, pupils were told that The Torah is very special to the Jews and, out of respect, the written scroll is never touched. Pupils passed a replica round the class with the greatest care. Pupils' spiritual development is fostered in other subjects of the curriculum such as in art, music and dance. For example, in a lesson where pupils danced to Buddhist music and chants, they were totally captivated. This shows a considerable improvement since the last inspection where this aspect was reported to be underdeveloped.
36. The provision for pupils' moral and social development is very good. There is a very good behaviour and discipline policy which is understood by the pupils and consistently applied by the staff. The headteacher has developed a very positive ethos in which everyone is valued. The pupils have a good understanding of right and wrong. Individual achievements are rewarded, especially at the assembly at the beginning of the week in which achievements are celebrated. All pupils are asked to consider what they achieved during the previous week and what targets they are setting for themselves in the coming week. The house system helps to promote good moral and social development and the house captains are chosen by the pupils. They are encouraged to take responsibility and given tasks around the school, which they respond to well and perform without having to be asked. Pupils are encouraged to support different charities and some older pupils have arranged their own Blue Peter Bring and Buy Sale.
37. The school's provision for cultural development is very good. Music is played on entry and on exit from assembly and pupils are encouraged to listen and take an interest in what is being played. In liaison with an international partnership the school has a Japanese teaching assistant. This further enriches the pupils' cultural development. Pupils learn about their own and other cultures through art, music, history, geography and religious education. These lessons are enhanced by a number of visits and visitors to the school.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

38. The positive approach to welfare and guidance identified in the previous inspection report has been maintained well. The school's caring approach has been harnessed successfully to its determination to raise standards through a sharper focus on monitoring academic progress.
39. The school takes very careful steps to ensure pupils' welfare, health and safety, including very effective arrangements for child protection. Teaching and non-teaching staff know pupils very well. Adults build very good relationships with pupils to help them feel safe, secure and ready to learn. Staff make observations in and out of lessons and record information about pupils' responses and behaviour. This helps to ensure that personal development and behaviour are monitored very effectively. It results in help being directed to those pupils who need extra guidance with their behaviour or approach to work. Recently, the school has given a high priority to behaviour management because the inappropriate behaviour of a minority of pupils had been a cause for concern. As the result of a policy review and agreed approach, which is used consistently, the school has developed very effective procedures for monitoring and promoting good behaviour. Bullying and

conflict are firmly discouraged because of these procedures and the warm, supportive climate fostered by the school.

40. Attendance is monitored well, which helps to maintain and where necessary improve the attendance and punctuality of the vast majority of pupils. Good monitoring procedures allow easy identification of individuals whose attendance causes concern. In conjunction with outside agencies, the school does all it reasonably can to improve the attendance of these individuals. It provides good support to encourage them back into school after periods of absence and to help them cope in the classroom.
41. Assessment procedures are good. During the school's last inspection, there were weaknesses noted in assessment. The school has addressed these weaknesses satisfactorily and now utilises a wide range of procedures to assess pupils' attainment and progress. These include a variety of commercially produced tests and through these assessments teachers gain a detailed profile of pupils' attainment. Children are formally assessed on entry to the reception class and then in national tests at the end of Year 2 and Year 6. They use the same reading and mathematics tests as other local schools so they can measure progress against the average. These tests are analysed for strengths and weaknesses and are used to aid planning and the grouping of pupils. Record sheets have been designed so teachers can see at a glance how each pupil is progressing. Portfolios of work are kept and samples of pupils' work are kept in a special book and passed from one teacher to the next. The marking of pupils' work is sound overall but inconsistent. A few teachers give detailed feedback to pupils, set targets for them and show them how to improve. Other teachers indicate if work is correct or not and give praise where it is due.
42. Assessment for pupils who have special educational needs is good. The targets set for each pupil are specific and success is easily measured to help plan future work. Teachers keep records of spelling and mental mathematics tests and, in some classes, records of what work pupils have covered is indicated with a national curriculum level. Reading records are comprehensive giving positive guidance and ideas for improvement. Pupils know what stage they are at and which books they have read. Teachers' planning includes an evaluation of the work covered during the week. This is used for future planning and indicates what the pupils have learned and where extra help will be needed. Teachers encourage pupils to evaluate their own work and progress and set their own targets for improvement.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

43. Relationships with parents have improved since the last inspection as the result of a concerted effort by the headteacher, staff and governors to work constructively with families and involve them more in the school's life.
44. Parents' views of the school are generally positive. A few parents have slight reservations about homework, extra-curricular activities and behaviour. Most parents appreciate the efforts made by a small school to provide an interesting range of activities outside lessons even if they would like more of these ideally. One or two parents are not fully aware of the school's introduction of clear guidelines on homework and improved behaviour management. One or two comments about misbehaviour refer to events outside school, which are not the school's responsibility. The school's own approach to development of good behaviour is highly effective.
45. The school has worked hard to build bridges with parents and develop constructive relationships that benefit their children. As a result of the school's efforts to be more open and welcoming, links with parents are generally good. There is good attendance at events and open evenings. Parents who, in

the past, would not have kept the school informed about their concerns now ring up or come in to school to discuss their children's difficulties with staff.

46. Gradually, parents are becoming more involved in the work of the school and with their children's learning. They all signed the home-school agreement. A few of them come into school regularly to help in the library or classrooms. They enjoy using the story sacks provided by the school to encourage families to enjoy sharing books with children at home. Parents take an interest in their children's progress and successes as a result of letters home to celebrate achievement. Their involvement in and contribution to the school's work and their children's learning is satisfactory overall.

47. The school gives good quality information to parents. The prospectus is clear and readable. Other information, including curriculum outlines and homework guidelines are very useful and easy to read. The school is very aware of the need to review and improve the style of reports and other information for parents. Progress reports give parents a good idea of what their children know, understand and can do. The addition of pupils' own comments, targets for the future and space for parents to comment, has improved the design of progress reports.

HOW WELL IS THE SCHOOL LED AND MANAGED?

48. The leadership of the headteacher is excellent. She has been in post for a little over a year. In that time she has carried out an exhaustive audit to identify the school's strengths and weaknesses and prioritise the most pressing needs of the school. She has worked very hard to address the issues arising from the last inspection particularly in regard to planning and the overall leadership and management of the school. She has also worked hard, and is beginning to succeed in her aim, to make the school the heart of the village community. She has introduced monitoring systems which should ensure the school maintains a steady improvement in standards. The aims of the school are at the heart of its mission and well reflected in what the school is trying to achieve.

49. The role of the subject co-ordinators has been expanded and all subjects are now managed by staff members. Co-ordinators have recently undertaken an evaluation of the progress made in their own subjects over the last twelve months and devised a programme for their own subjects within the school development plan. They have identified improvements made and set new targets for further development. The headteacher has worked together with her staff to enable them to manage their subjects more effectively. Co-ordinators write the schemes of work and plans for each area and the headteacher monitors all weekly planning. A programme has been put into place and every co-ordinator is timetabled to monitor the teaching of their own subjects. All co-ordinators manage their own budgets. They have responded positively to the additional responsibilities and are enthusiastic about the developments that are taking place.

50. The headteacher has provided clear guidance for the governing body and has ensured they are much more involved in the strategic management of the school. She provides full and informative reports for governing body meetings. As a result the governors are now developing sufficient knowledge and understanding of their role and are more involved in target setting and development planning. This was a key issue at the previous inspection and has been effectively addressed. There are effective committees for the curriculum, finance, personnel, premises and health and safety in place and regular meetings are held and minuted. All finance matters are monitored very carefully. There are named governors for literacy, numeracy and special needs. All governors have responsibility for a curricular area as well as links with a particular class. Governors make regular monitoring visits, and are now able to ask pertinent questions and offer informed advice on policy-making decisions. They have a much better understanding of their role as the school's 'critical friend'.

51. There are effective systems in place for monitoring the quality of education the school provides. Information gained from monitoring is used to review and change procedures and practice. The headteacher and subject co-ordinators monitor the quality of teaching in the school. The headteacher monitors weekly planning and appropriate systems are in place for the continuous evaluation of standards achieved in the school. The teachers know the pupils extremely well and the school is able to assess the potential of each child and compare this with test results. These systems are used to inform the school development plan and target setting. The school development plan has prioritised areas for improvement which are realistic, have appropriate time scales, costings and success criteria. The main priorities are for the development of whole school planning and the development and implementation of the literacy and numeracy strategies. The plan is a useful and manageable working document which allows for annotation and scope for review and revision as the year progresses. It is of good value to the school.
52. The provision for pupils with special educational needs is well managed. The special educational needs co-ordinator, who is also the headteacher, works closely with the class teachers and teaching assistants. The governor for special educational needs is involved, supportive and very well informed about developments. The school development plan clearly identifies priorities, sets out activities to be carried out and provides a good focus for continuing development. Staff are well trained and effective use is made of outside agencies. There is a dedicated room for teaching pupils with special educational needs and the best use is made of other areas in the school for teaching small groups or individuals. Resources are good and good use is made of appropriate information technology programs, such as a program related to a reading scheme.
53. The governors have a statement of aims and objectives with regard to the use of school finances. The main priority is providing enough teaching staff, of high quality, to maintain reasonable class sizes. Another is to ensure there are enough staff to cater for pupils with special educational needs. Governors ensure there are sufficient clerical staff to ensure the smooth day to day running of the school and management of its financial resources. The efficiency of financial control and school administration is very good. The school's finances are managed very competently by the school bursar and are monitored effectively by the finance committee of the governing body. Resource options are discussed and carefully monitored. The most practical solutions to problems do not always require extra finance. For example, it was noted that there was insufficient equipment for the implementation of the numeracy strategy. It was decided that each class should cover numeracy at a different time each day to allow equipment to be shared equitably.
54. Specific funding allocated to the school for provision for pupils with special educational needs is used appropriately and funds allocated for the professional development of staff have been used wisely and according to areas defined in the school development plan. Most of the funding has been taken up in training for national initiatives such as the numeracy and Literacy strategies.
55. Day to day administration is very good; office procedures are very efficient, run smoothly and support teaching and learning effectively. The school office is a welcoming place and gives a very good first impression; parents find the staff very helpful and approachable. Staff always respond positively to requests for help however they are made.
56. The school is well staffed with appropriately qualified and experienced teachers to meet the demands of the curriculum. Teachers who share responsibility for a class work well together and the pupils benefit from this. All teachers are responsible for at least one area of the curriculum and have undertaken an evaluation in each of their subjects. Staff are deployed effectively but it is clear that some staff have been placed in classes where their experience and expertise is not being best used. Teaching assistants work closely with teachers to ensure that pupils with special educational needs

are well supported and that all pupils receive help when needed. Together with a good number of volunteer helpers, the assistants make a valuable contribution to pupils' progress.

57. All staff have job descriptions and arrangements for continuing professional development are good. The Headteacher has a professional interview with each member of staff each term to discuss both subject and personal development. They have set targets, which they are all working to achieve. Co-ordinators support their colleagues well and are involved in leading whole staff training. The school engages the help of Local Education Authority advisers, with much of the recent focus being on literacy, numeracy and information technology. The whole staff work as an effective team, which is having a significant impact on the progress that pupils are making.
58. The school buildings and grounds provide a welcoming and interesting environment for the pupils. Classrooms are a good size and well cared for. Display is very good, celebrating pupils' successes, such as the 'Fashion 3000' clothing designed and made by the pupils. Weather charts to be completed were on display in one room and all rooms include important helpful information such as number lines and squares, and rules on presentation of work. The substantial school grounds with quiet area, school pond, playground and field, are a very good facility that can support learning in many areas of the curriculum. The very good accommodation and learning environment referred to in the last report have been maintained very successfully.
59. The last inspection report indicated that resources were generally good, although some books were outdated and needed replacement. The school has successfully addressed this concern with the development of a good library area and the provision of story sacks and a range of tapes and videos to increase reading for pleasure. Resources overall are good and make a significant contribution to pupils' learning. Many additional resources have been bought to support the introduction of the Literacy and numeracy strategies.
60. The governors, headteacher and staff ensure that the principles of 'best value' are applied within the school. They are aware of the standards and costs compared with other schools and are also aware of the specific nature of this village school and how best it can be improved. The use of all funding is considered carefully before allocation. They challenge both themselves in curriculum planning in order to extend learning experiences both in school – for example by involving pupils in such dramatic productions as 'The Lion The Witch and The Wardrobe' - and by the provision of an excellent range of extra-curricular activities. This together with on going efforts to develop good parent/school partnerships adds to the school's effectiveness. The introduction of the home school agreement and the development of the homework policy increased understanding and partnership between the two. Because of the abilities and commitment by all involved, and the practical implementation of new and effective monitoring systems the school's capacity for further improvement is very good.
61. The management and efficiency were found to be in need of some improvement during the previous inspection. The issues concerning the co-ordinators role and that of the governors have been successfully addressed and the overall leadership and management of the school is now good.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

62. The governors, headteacher and staff have appropriately and clearly outlined priorities in curriculum planning, literacy and numeracy in the school development plan. In addition to these and in order to raise standards further, the governors, headteacher and staff should further improve the quality of teaching by :

- ensuring that tasks are matched more closely to pupils' abilities, particularly in the mixed age group classes (paras : 4,18, 13, 22, 25, 89, 94.)

- implementing the numeracy strategy effectively and consistently throughout the school (paras : 8, 22, 94, 97)
- deploying staff appropriately in order that their experience and expertise may be best utilised. (paras : 26, 56.)

PART C: SCHOOL DATA AND INDICATORS

63. Summary of the sources of evidence for the inspection

Number of lessons observed	31
Number of discussions with staff, governors, other adults and pupils	16

64. Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
3	17	55	25	0	0	0

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

65. Information about the school's pupils

Pupils on the school's roll	Nursery	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)		97
Number of full-time pupils eligible for free school meals		21

FTE means full-time equivalent.

Special educational needs	Nursery	YR – Y6
Number of pupils with statements of special educational needs		4
Number of pupils on the school's special educational needs register		47

English as an additional language	No of pupils
Number of pupils with English as an additional language	0

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	8
Pupils who left the school other than at the usual time of leaving	2

66. Attendance

Authorised absence	%
School data	4.7
National comparative data	5.4

Unauthorised absence	%
School data	0.2
National comparative data	0.5

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

67. Attainment at the end of Key Stage 1

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	1999	7	9	16

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	7	7	7
	Girls	9	9	9
	Total	16	16	16
Percentage of pupils at NC level 2 or above	School	100 (77)	100 (71)	100 (84)
	National	82 (80)	83 (81)	87(85)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	7	7	7
	Girls	9	9	9
	Total	16	16	16
Percentage of pupils at NC level 2 or above	School	100 (81)	100 (85)	100 (85)
	National	82 (81)	86 (85)	87 (86)

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

Attainment at the end of Key Stage 2

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
	1999	9	12	21

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	8	7	9
	Girls	11	7	12
	Total	19	14	21
Percentage of pupils at NC level 4 or above	School	90 (65)	67 (59)	100 (69)
	National	70 (65)	69 (59)	78 (69)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	8	8	9
	Girls	11	10	12
	Total	19	18	21
Percentage of pupils at NC level 4 or above	School	90 (65)	86 (65)	100 (71)
	National	68	69	75

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

68. Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	
Black – African heritage	
Black – other	
Indian	
Pakistani	
Bangladeshi	
Chinese	
White	96.7
Any other minority ethnic group	3.3

This table refers to pupils of compulsory school age only.

70. Teachers and classes

Qualified teachers and classes: YR – Y6

Total number of qualified teachers (FTE)	5.2
Number of pupils per qualified teacher	18.5
Average class size	24

FTE means full-time equivalent.

Education support staff: YR – Y6

Total number of education support staff	4
Total aggregate hours worked per week	53

69. Exclusions in the last school year

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

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

71. Financial information

Financial year	1998/99
	£
Total income	247009
Total expenditure	245027
Expenditure per pupil	2403
Balance brought forward from previous year	15449
Balance carried forward to next year	17431

72. Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	97
Number of questionnaires returned	32

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	53	44	3	0	0
My child is making good progress in school.	35	59	3	3	0
Behaviour in the school is good.	22	59	13	0	6
My child gets the right amount of work to do at home.	32	56	9	3	0
The teaching is good.	47	47	0	3	3
I am kept well informed about how my child is getting on.	38	56	3	3	0
I would feel comfortable about approaching the school with questions or a problem.	75	19	6	0	0
The school expects my child to work hard and achieve his or her best.	66	31	3	0	0
The school works closely with parents.	32	59	3	3	3
The school is well led and managed.	47	41	0	3	9
The school is helping my child become mature and responsible.	41	56	0	0	3
The school provides an interesting range of activities outside lessons.	47	31	13	3	6

Other issues raised by parents

Some parents raised issues about the behaviour of pupils outside school which did not come within the remit of either the school or the inspection.

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

ENGLISH

73. National Curriculum test results for seven-year-olds were below average in comparison to the national average in reading and close to the national average in writing. The tests for eleven-year-olds showed results above the national average. In comparison with similar schools, the results for 1999 for seven-year-olds were below average, and for eleven-year-olds were well above the national average. Several factors influence these results, the variation in the attainment of cohorts year on year and numbers of pupils with special educational needs. Three quarters of the current Year 6 group are on the school's register of pupils with special educational needs.
74. The comparatively small number of pupils taking the tests makes year on year comparisons somewhat unreliable. The trend over time in the school's average National Curriculum scores for English indicate that the school is broadly in line with the national trend for eleven-year-olds. At the last inspection in 1996, standards were judged to be in line with the national average at the end of Key Stage 1 and above it at the end of Key Stage 2.
75. Judgements for this inspection show that attainment in English is in line with the national average for seven-year-olds at the end of Key Stage 1. Children enter Class 1 with standards below the national average and make good progress. They are well motivated and ready to learn and make good progress in speaking and listening, reading and writing. This makes a significant contribution towards the standards achieved by the end of Key Stage 1.
76. The attainment of eleven-year-old pupils in Year 6 is currently below the national average, because of the high number of pupils with special educational needs. The few pupils capable of higher attainment achieve above average levels. The school has set realistic but challenging targets for its current Year 6 and is well placed to achieve these.
77. Pupils develop good speaking and listening skills in Key Stage 1. They listen attentively to their teachers and to each other. They answer questions enthusiastically and share their ideas confidently. For example, when discussing the shared text, "Alex and the Glass Slipper" pupils clearly and confidently discussed aspects of the text identifying similarities and differences between it and Cinderella.
78. Many pupils in Key Stage 2 are confident and articulate. Pupils in Year 4 take part confidently in discussions and can clearly explain the difference between two versions of St George and the Dragon, correctly identifying that all the adjectives have been left out of one. Year 6 pupils constantly referred to the text they were using for revision when expressing opinions. For example, one pupil said that the boy in the text still had feelings deep down for his favourite stone because although it was returned to the garden he still visited it a lot.
79. Pupils make good progress in developing their speaking and listening skills. Opportunities to use these skills were evident in many curriculum areas, for example religious education, geography and mathematics, as well as in drama. Pupils are given good opportunities to demonstrate these skills in acts of collective worship and school productions, where they are all invited to participate in reading and drama activities.
80. The school has made the improvement of reading a priority. Pupils make good progress in reading throughout the school. Most pupils are now reading at an appropriate level by the time that they are

seven years old. They are developing an appropriate range of reading strategies. Their progress is assessed carefully and good, informative records are kept. Pupils have a wide range of reading opportunities, for instance, they read individually to an adult, and take part in group, whole class and individual reading in the literacy hour.

81. Reading is managed well in Key Stage 2 and by Year 6, most pupils are reading at the expected level, with a small minority of pupils reading at the higher level. Those pupils with statements of special educational needs read every day to their support assistants and reach standards which are below the national average but indicate that they have made good progress in relation to previous attainment. Pupils' progress is regularly assessed and recorded. Pupils' improved reading skills have an impact on all other curriculum areas, for example when reading word problems in mathematics.
82. Pupils are encouraged to practise their reading at home every day and many older pupils read for sheer enjoyment, and this makes a significant contribution to progress. The introduction of story sacks for the younger pupils and books, videos and tapes for the older pupils has made a positive impact on the standards reached. Home and school reading diaries are filled in conscientiously and are a useful means of communication between school and home.
83. Pupils' attainment in writing at the end of Key Stage 1 is in line with that expected nationally. Pupils write in a neat joined script, some common words are spelt correctly and pupils use their knowledge of phonics well in their writing. They use full stops and capital letters correctly. Presentation of work is strength of the school at both key stages. Pupils in Year 2 clearly understand alphabetical order and undertake a range of writing including story writing, poetry and handwriting.
84. By the end of Key Stage 2 although most pupils in Year 6 are working at the expected level a significant minority are achieving below average levels for their age. The higher attaining pupils are challenged to reach the higher level. Spelling is generally weak and several examples of pupils' writing whilst very good in content were poorly spelled.
85. Pupils with special educational needs receive extra withdrawal support as well as support from the class teacher and classroom support assistants. This helps create effective learning opportunities for these pupils and makes a real contribution to their progress. Literacy skills are developed well; for example, pupils in Year 6 were skimming and scanning text to answer comprehension questions within strict time limits. When writing letters pupils understand the need to write in 'standard English', and not use colloquialisms.
86. The booster literacy classes for Year 6 pupils focus on raising confidence and providing familiarity with test papers so that pupils know what to expect in the standards assessment tests in the summer term. These sessions provide focused learning opportunities and enable pupils to consolidate their comprehension skills.
87. Spelling is often weak although it is taught systematically through the school. Pupils are encouraged to learn both from word lists and from mistakes which occur in their work. Pupils make good progress in handwriting. By the end of Year 2, some pupils are using joined script in their work. By Year 4, some pupils are using a pen and by Year 6, most pupils use clear legible handwriting in most subjects. Presentation is a strength of the school and pupils are regularly reminded to use a ruler, write the date and to leave appropriate spaces.
88. Pupils' behaviour is good in lessons. Teachers set high expectations for behaviour. Pupils are expected to listen, to work hard and to do their best. If a pupil is not meeting these expectations, a look or a word is often sufficient to bring the pupil back on task. Pupils share their ideas confidently, listen to each other respectfully and work independently with sustained concentration.

- Pupils have very positive attitudes to reading. Many discuss favourite books confidently and give thoughtful reasons why they enjoyed a particular book.
89. The teaching of English overall is good. Some very good teaching was observed. The strength of the good teaching in both Key Stages is the very effective planning for different ranges of ability which ensures that there is sufficient challenge for all pupils. This is most effective when single age group lessons are being taught. It is not always effective across mixed age range classes. Teachers inspire pupils with their own enthusiasm for literature and are very good role models with their own clear diction and neat handwriting. Their good management of pupils ensures that time is used effectively.
90. The school has enthusiastically implemented the literacy hour. The teachers have good subject knowledge of teaching the various elements and create an effective learning environment. Assessment is used well in English to set individual targets and targets for pupils to attain in national tests. Pupils' progress is tracked as they move through the school and well-targeted support is given to pupils with statements of special educational needs to enable all pupils to reach the highest standards possible.
91. The school has invested a substantial amount of money on resources for literacy. They have spent money wisely and there are sufficient high quality resources to teach reading, writing, spelling and handwriting effectively. There is a small but good quality school library and there is a good range of fiction and non-fiction books in both classrooms. This is an improvement from the previous inspection. Information technology is used very well in the and there is a suitable range of programs to support pupils' learning.

MATHEMATICS

92. The pupils' results in the 1999 national tests at the end of Key Stage 1 were close to the national average. The results of pupils attaining Level 2 were very high in comparison with the national average and those attaining the higher level 3 were close to the national average. This was broadly in line with similar schools. The difference in boys' and girls' results vary from year to year with boys performing better than girls overall. The work of present Year 2 pupils is in line with national expectations and they are achieving appropriate standards for their age.
93. At Key Stage 2, pupils' results in the 1999 national tests were in line with the national average. Those attaining the higher Level 5 were close to the national average but below that of similar schools. When compared with similar schools the results overall are average. The percentage of pupils attaining the required Level 4 is greater than the previous year. The school has identified that pupils in the present Year 6 are below national expectations because 75% of them are on the register for special educational needs. Throughout the year, pupils have covered a good amount of work with examples of frequent reinforcement and they are achieving appropriate standards. The majority are competent at basic calculation. They can measure angles accurately and calculate area and perimeter. They are confident in handling data and record their answers in a variety of graphs and charts.
94. The implementation of the National Numeracy Strategy is having a positive effect on standards, especially in the development of oral skills. Overall, teaching is good and ranges from satisfactory to very good. The youngest pupils make a good start when they come into the school. They are learning well because teachers plan lessons carefully and resources are well prepared. Very good use is made of teaching assistants who support small groups, so that all pupils are purposefully occupied for the whole lesson. They respond well to the teachers' high expectations in both work and behaviour and make good progress. They can double numbers up to ten by showing them with their fingers and can count confidently. At the end of the key stage, teachers are careful to include

- all pupils by asking appropriately challenging questions. The use of games, such as cards to recognise simple fractions, motivates pupils well. The pace of lessons is good and there is a good balance between direct teaching and pupils' activity. In some lessons, the tasks, or the times allowed to complete them, are not sufficiently challenging for the more able pupils.
95. In Key Stage 2, pupils make good progress because of the brisk start to the lessons and the high expectations of the teachers. Lessons are well organised and the needs of pupils of different abilities are taken into account in the planning, so most pupils are working at an appropriate level and achieve well. For example, when constructing bar charts, pupils worked with different data they had collected. All pupils learned that bar charts have a title and labelled axes. Some pupils worked with a scale marked in ones and the more able pupils marked the axis in multiples of four. Good evaluation at the end of the lesson reinforced what the pupils had learned. Older pupils make good progress especially when they are well supported by teachers and assistants who take different ability groups. Teachers encourage a questioning, investigative approach and there is a strong emphasis on pupils thinking for themselves. When recording work in their books, pupils work is generally well organised and well presented, but pupils do not always show different strategies for finding answers.
96. Teachers check pupils' understanding during lessons and work is discussed and marked with the pupils. More general misconceptions are addressed at the end of the lesson or in subsequent lessons. Work is marked and praise is given for effort, but not all teachers suggest points for development. Weekly planning identifies pupils who have a particular aptitude or problem and this is taken into account in future planning. Teachers keep a record of the annual test results, which are used to track pupils' overall progress and identify their strengths and weaknesses. A whole school investigation has been marked and National Curriculum levels identified. This shows clearly the direct relationship between the number of pupils on the special educational needs register in each class and the levels attained. It has enabled the school to identify where extra help is needed.
97. The curriculum for mathematics is good. It covers all statutory requirements and good use is made of information technology. Numeracy is well used in other subjects. For example, younger pupils could see that the life cycle of a butterfly was a repeating pattern like those they had been learning about in mathematics. This led on to seeing the seasons as another pattern and led into a geography lesson. Year 3 pupils record the data they have collected about the weather on a chart and then a bar graph. Year 6 pupils record the results of a science experiment on saturated solutions as a line graph. The co-ordinator has written an evaluative report on the subject and has monitored each teacher's planning and the teaching, focusing on the mental session at the beginning of lessons. She is refining the planning to the particular needs of the school. Teachers are following this format of the strategy, but not always the recommended work of the framework. There is a good emphasis on mental mathematics and developing pupils' mathematical vocabulary. This whole school co-ordination of the subject has improved since the last inspection.

SCIENCE

98. In the 1999 teacher assessments for science, attainment by pupils at the end of Key Stage 1 was well above the national average for the expected level 2. However, fewer pupils than the national average attained the higher level 3. Compared with similar schools, attainment was above average. Pupils in the current Year 2 are in line with the national average. Their books show they have covered a good range of work and have learned basic skills. For example, they have learned about the parts of the body and the senses. They show they understand how to sort different materials using different criteria and have studied sources of light and shadows.

99. At Key Stage 2, in the 1999 national tests, the percentage of pupils attaining level 4 was very high, but the percentage of those reaching the higher level 5 was below average. The results were above average overall nationally and well above average when compared with similar schools. Evidence from work seen during the inspection shows that standards of attainment are at least in line with the national average, with nearly all pupils working at the expected level.
100. In their current work about changing materials, Year 4 pupils understand that some solids dissolve in water and some do not. Year 6 pupils have a good understanding of the terminology related to solutions and find out that there is a limit to how much solute a solvent can take. Pupils know how to conduct a fair test and how to record their work graphically. Year 6 pupils' past work shows good factual knowledge and scientific enquiry is an integral part of all their work. They make good progress as their recorded work becomes more detailed and experimental work is more rigorous. Throughout the school there is good emphasis placed on the correct scientific vocabulary. Pupils with special educational needs make good progress and are well supported by teaching assistants.
101. The quality of teaching was good or better in all the lessons observed. Teachers have a good knowledge of the subject. Very effective questioning and clear explanations enabled pupils to understand new ideas and learn new scientific vocabulary, such as the work older pupils were involved in investigating saturated solutions. Teachers give helpful demonstrations to illustrate different concepts. For example, in a Year 2 lesson pupils were shown how to conduct a fair test when establishing whether a substance was soluble or not. Good use is made of resources to demonstrate principles clearly and older pupils are given the opportunity to organise their own experiments. Literacy, numeracy and information technology skills are taught effectively in science lessons. Pupils are encouraged to take measurements accurately and present their findings using a range of tables and graphs. Younger pupils look at patterns in science to reinforce their understanding of patterns in mathematics. Pupils are enthusiastic about science. They work hard, co-operate during investigations and behave very sensibly. For example, Year 1 pupils talked to each other about which materials stretched and which broke when they tested them.
102. The co-ordinator has a clear idea for the direction of the subject as outlined in the science action plan for development. This includes reviewing the curriculum in the light of new national guidance. She has produced good planning to guide teachers and discusses their planning with them. She monitors teaching and learning in the classroom and has raised teachers' confidence, which has had a direct impact on the progress pupils are making.

ART

103. At the time of the last inspection pupils' attainment in art was satisfactory and they made sound progress. This has been maintained overall and pupils make good progress in understanding the work of famous artists.
104. Pupils make sound progress in their skills and understanding of art craft and design. They successfully learn a wide range of techniques and incorporate this knowledge into imaginative, lively and vibrant work. Younger pupils have been exploring print techniques and a large colourful hand printed dragon adorns one wall. They have printed colourful butterflies making symmetrical patterns from paper. Spring pictures using tissue and different papers and card to give the effect of blossom on the trees show a developing understanding of collage techniques.
105. All pupils make good progress in understanding the work of famous artists. For example, pupils in Years 2 and 3 have been studying the work of Paul Klee. They have reproduced his techniques in their own paintings imaginatively and show a good understanding of the artists own ideas. They have explored his ideas using other media such as collage and have successfully incorporated his use of line in their own highly individual work. Pupils in Year 4 have successfully experimented with tie

dyeing and made the effects more interesting by adding stitching to enhance the work. Literacy sessions and the writing of detailed instructions have led to the creation of delightful Chinese style papier mache masks. Pupils in Years 5 and 6 have made observational drawings of historical artefacts and are developing a good sense of shade and tone. They have painted beautiful water colour scenes of Lavant to show the changing seasons. Delicate use of black ink effectively highlights specific detail.

106. Only one lesson was observed during the inspection. It was well planned and involved the youngest pupils in making symmetrical prints of butterflies. The work was well linked to mathematics sessions and also increased pupils' colour mixing skills. Some pupils use the opportunities to use their sketchbooks to draw butterflies of their own. They show good pencil control and colour work carefully. All pupils were well employed and a good range of appropriate resources was provided. Pupils' language skills were well supported within the lesson by clear and focused questions about what they were doing and what they had achieved.

107. The subject co-ordinator is learning to manage the subject with considerable assistance from the headteacher. At present she has a limited understanding of what the role entails and doesn't fully understand the importance of continuity and progression within the curriculum. The subject is generally well resourced and a range of different media are available for the pupils to use.

DESIGN AND TECHNOLOGY

108. Pupils' achievements in Key Stages 1 and 2 are sound in the areas the school is teaching, considering their prior attainment. In lessons and in recorded work, however, the standards of pupils' work are below those expected nationally for their ages. At the time of the last inspection, standards were above those expected at Key Stage 1 and pupils made good progress. At Key Stage 2 pupils made sound progress and achieved standards in line with expectations.

109. Pupils have made their own fabric purses in Year 6, working to their own designs, including careful measurements, but few evaluations of what had been achieved were carried out. A very effective project on 'Future fashions – 3000' has involved pupils in making their own plastic clothes. A 'cat-walk' presentation, with local press coverage, enabled pupils to appreciate the full technological process of designing, making and then evaluating their clothes. In Key Stage 1, pupils have opportunities to use a good range of constructional apparatus and this was seen in use during wet lunchtimes as well as during lessons. There are few records of the work carried out by pupils in Key Stage 1.

110. In a Key Stage 2 lesson observed, where pupils designed and made textile animal logos for their T shirts, they made sound progress. Teacher knowledge and understanding was good and pupil behaviour management very good, but clearer targets would have increased the rate of working. Pupils enjoy technological activities. A new scheme of work, based on a national programme, is effectively introducing pupils to a good range of materials and is improving progressively pupils' skills in the use of tools. A good subject handbook provides useful guidance for all staff. The subject is effectively managed.

GEOGRAPHY

111. Little geography has been taught so far this year as the school has focused, appropriately, on improving attainment in literacy and numeracy. No lessons were observed in Key Stage 2 and standards in the pupils' books are below national expectations. Comparisons are made with distant locations such as India, with well presented bar charts indicating rainfall, and trade and industry

information. Some technical language is used well in pupils writing, such as the effect of monsoons on farming, but, overall, achievements are below average considering the pupils' prior achievements. In Key Stage 1 too little recorded information was available in pupils' files and books to make a judgement about their standards and achievements.

112. The quality of teaching in a Key Stage 1 lesson observed was good. Seasonal changes were related to work on patterns in mathematics and tasks were demanding for all pupils. The pace was good and support assistants helped those pupils with special educational needs very effectively as they discussed clothing for keeping warm in the winter. Pupils' behaviour was very well managed. The clear current focus on higher standards, through better curriculum planning, improved continuity, and more time allocated to learning specific geographical skills and knowledge, is having a good impact on achievement. Subject co-ordination is effective.

HISTORY

113. No lessons were observed during the inspection and judgements are made from examination of pupils' work and discussion with the pupils. In the work seen, pupils are attaining standards below those expected for their age. However, in talking to the pupils, they show interest in the subject and much of the work carried out has been in the form of visits to a local museum and places of interest. Planning shows that the whole school follows the same topic and this shows a good progression. For example, the youngest pupils studied Victorian schools and compared them with the present day. The oldest pupils studied this in greater depth. They have studied school log books and registers and data was collected on families now. The work on Victorians was continued in literacy where they studied Jane Eyre. In connection with the topic the whole school experienced a Victorian school day where they dressed in costume. Pupils wrote an evaluation of the day which reinforced what they had learned.

114. Four more able pupils were given the opportunity to attend a course run by the Goodwood area schools. The task was to solve a historical murder mystery. They examined historical evidence and presented what they had found in a simulated court case. Very good use is made of visitors to the school, such as a local resident who gave a practical demonstration of spinning. During the week of the inspection, grandparents were invited to the school to talk about their experiences. The pupils showed great interest and asked searching questions. This made a valuable contribution to pupils' social and cultural development.

INFORMATION TECHNOLOGY

115. Standards in information technology are above those expected nationally at both key stages. By the end of Key Stage 1 pupils can enter, save and retrieve their work. They can send and reply to e-mails and develop and refine text messages. By the end of Year 6, pupils confidently use computers to communicate information. For example, they select different typefaces and combine pictures, including those produced with a digital camera, with text. E-mails sent and received from another local school and friends of the school are particularly helpful in supporting pupils' social development. In other aspects of the subject, pupils' skills are sound. For example, most Year 6 pupils have learnt how to question and sort information in a database. Younger pupils use instructions to control a floor turtle and older pupils use these techniques to instruct a screen Logo in order to draw simple shapes.

116. Pupils of all levels of attainment, including those with special educational needs, make good progress. The successful use of the excellent computer suite, developed during the past year, has had a significant impact on the quality of pupils' learning. Pupils acquire new skills and progress in

lessons in the suite is good. Pupils have access to four high quality machines, one of which includes a scanner and digital camera. There are computers in each class so pupils can practise the skills they have learned. The co-ordinator has trained a teaching assistant who works from detailed plans with small groups of pupils. Working with these groups ensures pupils' active learning during the whole session. Pupils consequently maintain concentration and their pace of learning is good. Younger pupils each have a 30 minute sessions each week, while pupils in Key Stage 2 have two sessions. Teachers follow up the work in the classroom. For example, pupils were composing their e-mail messages to another school in the classroom, ready to send it when it was their turn to use the computer. In a few classes, opportunities are missed for using computers in lessons as another tool for learning. Pupils are very interested in their work, share tasks sensibly and discuss their decisions with a partner. Occasionally pupils have to be reminded to focus on their work but most have high levels of concentration and behave well.

117. The curriculum is appropriately planned using national guidelines. It is made particularly relevant to the pupils as it is linked to work in other subjects. For example, in geography pupils record the results of their weather survey on a database. Older pupils record the results of their science experiment as a line graph. The procedures for assessing pupils' attainment and for tracking their progress are simple but effective. A record of what work has been covered is recorded with the National curriculum level. The subject is well led and managed and plans for the future are clearly aimed at raising standards. There have been many improvements in provision and standards compared with those described in the last inspection.

MUSIC

118. Only two lessons were observed during the inspection, however pupils played recorders during assembly, sang hymns and took part in extra curricular recorder clubs. From this evidence it is clear that pupils, including those with special educational needs, make good progress in music.

119. Pupils build on their previous musical experiences and make good progress in all areas of the music curriculum. The quality of their singing is good and they sing tunefully and with due regard to rhythm and pitch during assemblies.

120. In the lessons observed the youngest pupils show they have a growing sense of audience and an awareness of fellow performers when making their own metallic sounds using a range of instruments and playing them to each other. They can identify a tuber and know it is a brass instrument. They understand that it requires a mouthpiece and one pupil can explain what the valves are for. They listen to 'Putting on the Ritz' with great enthusiasm and show a good sense of rhythm. They are learning to make critical appraisal of the music they hear and can identify the parts that they particularly like, and give their reasons. Pupils have a growing understanding of beat and tempo and recognise the pitch of a variety of notes, Older pupils explore pitch and dynamics through the use of their own voices. They recognise their vocal range of sound and can change the dynamics of their own voices appropriately.

121. Pupils have positive attitudes to music; they enjoy the opportunities they have to perform and listen to music. Behaviour is generally good.

122. Too few lessons were observed to make an overall judgement about teaching. The lessons observed were characterised by careful planning, good class control and a brisk pace of teaching. It is evident that the teaching of recorder playing has been good and pupils perform confidently. The teachers plan work to build carefully on musical skills that have been practised in an earlier lesson.

123. Some pupils participate in peripatetic brass lessons which enlarges those pupils' musical curriculum. The teaching is of very good quality and enriches the school's provision.
124. The quality of provision and resourcing has been maintained since the last inspection. The subject is well managed and the co-ordinator has a realistic and practical approach to the subject which takes due account of teachers' capabilities and expertise. A realistic development plan has been drawn up and the commercial scheme the school is using is appropriate although it has not yet been modified sufficiently to meet the school's requirements. There is a wide range of good quality resources including musical instruments, tapes, compact discs and music.

PHYSICAL EDUCATION

125. Few physical education lessons were observed during the inspection. Discussions with pupils and staff indicate that pupils experience a broad and balanced physical education curriculum. Pupils in Years 4 and 5 have swimming lessons and the majority of them achieve standards in swimming which are in line with those expected in the National Curriculum. The school provides a good range of extra curricular sports activities including football and athletics.
126. In the Year 5/6 games lesson, a national coach from the combined auspices of the Ford/England partnership was teaching pupils. They performed ball-passing skills with increasing accuracy and control. They were particularly adept at chest passes. The pupils have very positive attitudes towards physical education. They showed a real interest in the lesson observed. They listened attentively to instructions and responded with enthusiasm and effort. Pupils particularly valued feedback and encouragement from their teacher, which they recognised supported their progress. They handled resources well. They worked purposefully in pairs and groups and approached activities with a strong determination to succeed. Pupils with statements of special educational needs took a full and active part in the lesson.
127. Younger pupils in Key Stage 1 were learning to put together a sequence of movements in gymnastics. They were able to start well, sequence a turn a roll and a stepping movement and finish in a controlled manner. They worked well to refine and improve their performances. Class members evaluated each other's performances in a mature and sensible way.
128. The quality of teaching was excellent in the rugby lesson. It began purposefully with a well-structured series of activities to encourage pupils to be conscious of the need to "warm-up." The necessity to "cool down" at the end of lessons was also taught. Pupils were given clear instructions about what was expected of them and were warmly encouraged to achieve high standards. There was a strong emphasis on giving of one's best. The teacher gave specific feedback to pupils, which helps them to improve their movements. The teacher emphasised the importance of fair play at all times and gave pupils the opportunity to evaluate each other's performances, which further aided their personal and social development.
129. At the time of the last inspection standards in physical education were judged to be sound at Key Stage 1 and above average at Key Stage 2. There has been an improvement in performance particularly at Key Stage 2. The subject is well managed and the subject has undergone considerable change in the last 12 months with an appropriate reduction in the amount of swimming time in order to be able to accommodate other curricular priorities.

RELIGIOUS EDUCATION

130. Only one lesson was observed during the course of the inspection and judgements made are based on this and the examination of pupils' work. Attainment in religious education is in line with the requirements of the Locally Agreed Syllabus at Key Stage 1 and above requirements at Key stage 2. Pupils are making good progress in their understanding of religious and moral issues and are developing detailed knowledge of different world faiths. At the time of the last inspection pupils were attaining similar standards in this subject.
131. Pupils in Key Stage 1 have pursued a varied and interesting programme of work. They have studied various festivals within their studies of world religions and explored Diwali, harvest and Christmas as part of their work last term. They have explored a number of Old Testament Stories – especially that of Joseph. As part of their studies about different places of worship they have visited the local church and can identify artefacts used and the function of specific places within the church, for example the altar, organ, pews etc.
132. Coverage of the curriculum in Key Stage 2 is extensive. Work has been carried out on a good systematic basis. It has been very well planned and thought through. Pupils have made detailed studies of a number of world faiths. They have studied Hinduism extensively and know about and can explain the significance of several of the traditions and rituals, for example, the wearing of a red sari by the bride at her wedding. Pupils are studying Judaism at the present time and understand the importance of the Passover meal and the significance of each element of it. . As befits a Church of England school the emphasis of the religious education curriculum is on Christianity. Pupils have studied the Christian way of life including worship and the creed. They have learned about many festivals such as Shrove Tuesday, Ash Wednesday, Easter and Ascension. They have studied the lives of those who have dedicated themselves wholly to the service of God – such as monks and nuns.
133. Pupils throughout the school celebrate different festivals connected with the main religions such as Diwali. The school were rehearsing a production of 'The Lion The Witch and the Wardrobe' during the inspection and many pupils understood the allegory.
134. Religious education is supplemented by good quality, meaningful assemblies and the local vicar is a regular visitor to the school. Pupils contribute to assemblies by writing prayers and providing thoughts on which to reflect. These assemblies make a positive contribution to the pupils' spiritual and cultural development and positively encourage a tolerance and understanding of different races and religions. In assemblies pupils listened avidly and they were conducted in a manner which was easy enough for the youngest to understand whilst still catering for the older pupils. Pupils were thoughtful and responsive, eager to answer questions and listened carefully to the answers of others.