

INSPECTION REPORT

WALBERTON AND BINSTED

CE PRIMARY SCHOOL

Walberton, Arundel

LEA area: West Sussex

Unique reference number: 125997

Headteacher: Mrs P Fuller

Reporting inspector: Mrs C Skinner
23160

Dates of inspection: 15th-17th January 2001

Inspection number: 189404

Full inspection carried out under section 10 of the School Inspections Act 1996

INFORMATION ABOUT THE SCHOOL

Type of school:	Infant and junior
School category:	Voluntary Controlled
Age range of pupils:	4 to 11
Gender of pupils:	Mixed
School address:	The Street Walberton Arundel West Sussex
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Appropriate authority:	The governing body, Walberton and Binsted CE Primary School
Name of chair of governors:	Mrs J Thom
Date of previous inspection:	30 th September 1996

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9977	Fran Luke	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?
14596	Tony Fiddian-Green	Team inspector	Mathematics, design and technology, physical education, equal opportunities, pupils with special educational needs.	
17766	Eira Gill	Team inspector	Science, history, information and communication technology	How good are the curricular and other opportunities offered to pupils?
18082	Judith Howell	Team inspector	English, geography, music, the Foundation Stage curriculum	

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Walberton and Binsted Church of England Primary School educates boys and girls between the ages of 4 and 11. There are 216 pupils on roll altogether, which is about the same size as other schools of the same type. There are 30 pupils in the Foundation Stage (Reception), all of whom attend school full-time. The school has 31 pupils on its register of special educational needs, which is below the national average. No pupil has a statement of special educational need. Although the numbers of boys and girls are very similar overall, there is an imbalance in Years 4 and 5. There are no pupils from ethnic minority backgrounds, which is low compared with most schools. All pupils speak English as their first language. Only two per cent of the pupils are eligible for free school meals, which is well below the national average. During the last school year, three pupils joined the school other than at the usual time of first admission and seven left it at times which were not those of the normal leaving or transfer for most pupils. Pupils enter the school at above average levels of attainment.

HOW GOOD THE SCHOOL IS

This is a very good school. The leadership and management of the school are very good and the quality of teaching is consistently good. These factors have contributed to a significant rise in standards over the past four years. The findings of the inspection show that standards in English and mathematics are well above average in Year 6 and in science, they are above average. Although the pupils' results in national tests are very good, the school's detailed analysis of the pupils' work has highlighted areas for further improvement in reading and writing, and strategies have already been put in place to raise standards still further. The school gives very good value for money.

What the school does well

- The very good leadership and management of the school by the headteacher, deputy headteacher, other staff with management responsibilities and the governors, promote high and improving standards for the pupils.
- The quality of teaching is consistently good throughout the school and this greatly assists pupils to make good progress.
- The very good provision for the pupils' spiritual, moral and social development promotes very positive attitudes to school, and very good behaviour, relationships and personal development.
- The school's very good provision for pupils with special educational needs helps them to reach good standards relative to their previous attainment.
- The procedures for monitoring and supporting the pupils' academic progress and personal development are excellent and contribute significantly to the high standards they achieve.
- The school's good relationships with parents greatly assist the progress which pupils make.

What could be improved

- Although standards in English are well above average compared with most schools, standards in reading at Key Stage 1 and in writing at Key Stage 2 do not fully reflect the pupils' potential.

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 October 1996, since when it has made a very good improvement. The pupils' results in national tests have improved at a much faster rate than most schools and standards are now high. This is reflected in the pupils' work seen during the inspection, and results

from marked improvements in the quality of teaching throughout the school and rigorous analysis of assessment information, which is then used to set specific targets for all pupils. The proportion of good and very good teaching seen during the inspection has increased significantly, as a result of careful monitoring and support by the headteacher and her deputy, and well-planned in-service training. The national strategies for literacy and numeracy have been embraced with enthusiasm and implemented very well, and these have also contributed to rising standards. The leadership and management of the school have also improved. Teachers who have responsibility for subjects, and governors, are much more involved in planning and evaluating school improvement, and in monitoring the quality of education provided by the school and the standards achieved by the pupils. All work together as a highly committed and efficient team. The key issues from the previous inspection have been addressed very well. For example, curricular planning is now of a very high standard, and assessment information is used very effectively to track pupils' progress and plan appropriately challenging work for them. There has been very good improvement in the pupils' achievements in mathematics and design and technology. The school has an excellent capacity to continue to improve because of its very high quality leadership and management and the shared commitment to improvement amongst all staff and governors.

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
	1998	1999	2000	2000
English	B	A	B	D
mathematics	C	B	A	C
science	B	B	B	C

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

The information shows that standards have been consistently above average in English and science, whilst, in mathematics, standards have risen from year to year to their present high level. This reflects the very good quality of teaching in mathematics and the very successful implementation of the National Numeracy Strategy. The pupils' results in English were lower in 2000 than in 1999 because of some underachievement in writing, which the school is addressing through a variety of effective methods. The comparisons of the pupils' results with those of similar schools are based on comparable levels of eligibility for free school meals. The pupils who were in Year 6 in 2000 had actually made very good progress since 1996, when their results in the tests for seven year olds were below average in writing and mathematics. Compared with pupils who achieved similar results in other schools, the performance of these pupils was well above average. The school met its targets for the pupils' performance in mathematics in the tests in 2000, but just failed to do so in English. The targets for 2001 represent a moderate degree of challenge compared with those for 2000. The findings of the inspection are that, in Year 6, standards are well above average in English, including literacy, and mathematics, including numeracy. They are above average in science, religious education, art, geography, history and music, and average in all other subjects. The inspection judgements reflect the school's national test results except in English, where the inspection also takes pupils' speaking and listening skills into account. Overall, pupils make good progress and achieve well during their time in school. Pupils with special educational needs achieve well relative to their previous attainment.

In Year 2, the findings of the inspection are that standards are well above average in writing and mathematics, above average in reading, science, art, history and religious education and average in all other subjects, except in music, where there was insufficient evidence to make a judgement. Children in the Foundation Stage are on course to exceed the standards expected of them in communication, language and literacy, mathematics, knowledge and understanding of the world and personal, social and emotional development. In creative development and physical development, standards are as expected for their age.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Very good. Pupils are keen to learn and show great interest in all they do. They concentrate very well and take a pride in their work. The pupils' attitudes to school support their learning very well.
Behaviour, in and out of classrooms	Very good. The pupils behave very well in class, around the school and on school visits. They are polite and courteous to visitors and show consideration towards others.
Personal development and relationships	Very good. Pupils and staff form mutually respectful relationships, which creates a harmonious atmosphere for learning. Pupils enjoy taking responsibility and show initiative in lessons and when carrying out tasks around the school.
Attendance	Satisfactory. Attendance is in line with national averages, lessons start promptly and few pupils are late. These factors have a positive impact on pupils' learning.

TEACHING AND LEARNING

Teaching of pupils:	aged up to 5 years	aged 5-7 years	aged 7-11 years
Lessons seen overall	Good	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.

During the inspection, 35 per cent of the teaching seen was very good and, of the rest, all but one lesson was good. There was no unsatisfactory teaching. The strongest teaching was seen in Year 6, where 75 per cent of the lessons were very good, and in Year 1, where 67 per cent of the teaching seen was very good. The best qualities of the teaching throughout the school are the way in which pupils are managed, the quality of teachers' planning, the effectiveness of the teaching methods used and the teachers' high expectations of what the pupils are able to achieve. The quality of teaching in English, including literacy, is good throughout the school, and is getting better all the time as teachers work with underachieving pupils to raise their standards of attainment still higher. The quality of teaching in mathematics and numeracy is very good as teachers are implementing the National Numeracy Strategy very effectively. The quality of teaching for pupils with special educational needs is good and helps them to make good progress in their learning. Teachers and assistants work very well together to ensure that all pupils receive good support with their learning. The school meets the needs of all pupils well.

The quality of the pupils' learning is good throughout the school and they make good progress. Strong features of the pupils' learning are their ability to concentrate fully on their work, the interest they show

in all activities and their ability to think for themselves. Pupils work at a very good pace and produce a substantial amount of work in a relatively short time.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Good. The school offers a varied and interesting range of opportunities and learning experiences for all pupils. These are enhanced by a very good range of extracurricular activities and very good provision for the pupils' personal, social and health education. The National Numeracy Strategy is being implemented very effectively and has contributed to a significant rise in standards in the subject. The National Literacy Strategy is being implemented well, but the school has introduced additional activities to raise standards still further in reading and writing. Equality of opportunity is good and the relative needs of boys and girls are taken into consideration. Curricular planning is of a very high standard.
Provision for pupils with special educational needs	Very good. The school has improved its procedures to ensure that pupils' needs are identified at a very early stage. Clear targets for improvement are set for all pupils and their progress is reviewed frequently. The teacher with responsibility for special educational needs co-ordinates the school's provision very efficiently. Learning support assistants are very well trained and provide valuable support for pupils in lessons.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Very good overall. Pupils' spiritual awareness is fostered very well through collective worship, religious education and opportunities to appreciate the beauty of nature, music and art. Pupils are taught very well to respect and value the views of others and to act according to moral principles. Initiatives such as the school council, and learning to live and work together on a residential trip, contribute very well to the pupils' social development. Although the school makes very good provision to develop the pupils' appreciation of their own heritage and culture, there are insufficient opportunities to increase pupils' awareness of the cultural diversity of British society.
How well the school cares for its pupils	The school cares for its pupils well. Teachers know the pupils very well and take good care to ensure their welfare. This gives pupils confidence and security, which greatly assist their learning. Assessment procedures are very good and the procedures for tracking pupils' academic progress and personal development are excellent. Teachers make very good use of assessment information when planning future work for pupils.

The school works well with parents to support their children's learning. The school provides very good information for parents and there is an open and welcoming atmosphere.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The headteacher and deputy headteacher provide excellent leadership for the school and very clear direction for its development. They are very well supported by other staff with management responsibilities, and there is a strong team spirit amongst the staff, which ensures that the school's aims and values are very clearly reflected in all areas of school life.

How well the governors fulfil their responsibilities	The governors fulfil their responsibilities very well. They have a very good understanding of the strong features of the school, where improvement is required and how to bring this about. They are actively involved in planning for school improvement, evaluating the effectiveness of the action that is taken to bring about improvement, and monitoring the quality of education provided by the school. This helps them to play a very effective role in shaping the future direction of the school.
The school's evaluation of its performance	Excellent. The analysis of assessment data is very detailed and the information gained is used successfully to raise standards. There is very rigorous monitoring of the quality of teaching and of the standards achieved by pupils in all areas of the curriculum. The headteacher and her deputy have a very good overview of the curriculum and its implementation. This is a self-critical school where all involved are constantly striving to offer the highest quality of education possible for the pupils.
The strategic use of resources	Very good. The school's financial resources are used very efficiently to promote the pupils' progress. Spending priorities are determined by the school development plan, and the governors keep a close eye on how effective financial decisions have been in raising standards. Staff and governors ensure that best value is obtained when purchasing goods and services.

The school is well staffed and has a good range of resources to support teaching and learning. The accommodation is adequate overall, but the hall is too small for whole school assemblies and physical education lessons for large classes. The building currently occupied by Year 4 pupils is of an inferior standard to the rest of the school and is bleak by comparison.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • The fact that their children like school. • The high expectations which the school has of their children. • The way the school helps their children to become mature and responsible. • The high quality of the behaviour in the school • The good progress which their children make. • The good quality of the teaching. 	<ul style="list-style-type: none"> • The amount of homework their children receive. • A small number of parents feel that the school does not work closely enough with them and does not keep them well informed about their children's progress. • A significant minority of the parents of pupils in Year 4 expressed serious concern about the fact that their children had been taught by three different teachers in the autumn term.

The findings of the inspection agree with the positive views of the parents. They also show that a suitable amount of homework is provided for pupils, although this was not the case for Year 4 pupils in the first half of the autumn term. Parents are given appropriate information about their children's progress and they are welcomed into school to talk to staff about their concerns. A careful analysis of the pupils' work in Year 4 shows that they have continued to make good progress in their learning, although a few may have found the situation unsettling. The school has now employed a teacher for the spring term to give the pupils stability and continuity. The quality of teaching for these pupils was consistently good during the inspection.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and pupils' achievements

1. Children enter the Foundation Stage at above average levels of attainment, particularly in communication, language and literacy, mathematics and personal and social development. The quality of teaching and the quality of learning are good and they are making good progress. By the end of the Reception year, most children are on course to exceed the recommendations for the end of the Foundation Stage in their personal, social and emotional development, communication, language and literacy, mathematical development and knowledge and understanding of the world. Standards in their physical and creative development are similar to those found most in most schools. No judgements were made about the standards achieved by children aged under five in the school's previous inspection, as the majority of children were already five years old. A high proportion of the children in the Reception class are already working within the early stages of the National Curriculum for Key Stage 1, which was also the case at the time of the school's previous OFSTED inspection. The children are becoming more independent and are organising themselves in a responsible way. They socialise well, listen to the contributions of others and offer their own when necessary. They have a keen interest in stories and can listen for extended periods of time. Their love of books is very evident. Children are confident and take part in discussions eagerly. Most children dress and undress independently and manage their own personal hygiene capably. They are very aware of the need to behave well and do so both in the classroom, during physical education lessons and while in the hall for whole school assemblies. The quality of personal, social and emotional development in the Reception class is good because the staff work hard to promote good attitudes and motivate the children to participate in all activities.

2. In the end of Key Stage 1 tests in 2000, standards were well above average compared with all schools in reading, writing and mathematics. When compared with similar schools, they were above average in reading and writing and well above average in mathematics. In the national tests, there has been a modest rise in standards in reading since 1996, and a significant rise in writing and mathematics. In science, the assessments made by teachers in 2000 were above average.

3. The findings of the inspection are that, in Year 2, standards are well above average in English and mathematics, and above average in science, history, art and religious education. In design and technology, information and communication technology, geography and physical education, standards are average. There was insufficient evidence to make a judgement about standards in music. Within English, standards in reading are above average and standards in writing are well above average. Standards in reading are lower than the pupils' results in the national tests in 2000, and the school has identified that some pupils are not reaching high enough standards. Compared with the findings of the previous inspection, standards are higher in English, mathematics and design and technology, lower in geography and similar in science, information and communication technology, art, physical education and religious education. It is not possible to make comparisons in history and music. Overall, pupils achieve well at Key Stage 1, maintaining high standards and building effectively on the good foundations that are laid in the Reception year.

4. At Key Stage 1, standards in speaking and listening are well above average, as was illustrated in a literacy lesson in Year 2. When pupils discussed the text of *The Three Billy Goats Gruff*, they spoke confidently and used a wide range of vocabulary to express their opinions. Pupils enjoyed using their voices expressively when reading aloud from the text. They enjoy reading and are able to draw upon a range of strategies when tackling unfamiliar words. Although pupils' research skills are satisfactorily

developed, they are not sure of how they can locate books in the library. In writing, pupils in Year 2 develop their ideas imaginatively through writing stories. They write in a lively and interesting style, choosing descriptive words thoughtfully and imaginatively. In mathematics, pupils show a very good ability to recognise number patterns and make mental calculations involving numbers to 100 or beyond. They apply their knowledge very well when solving everyday problems and work independently to set problems for each other. Pupils have a good understanding of the properties of three-dimensional shapes and produce graphs to show the results of a survey about birthdays. In science, pupils have a good understanding of basic scientific principles, such as how electricity travels round a circuit and that some changes in materials, such as freezing water, can be reversed. They have good investigative skills and can make predictions about the outcome of an experiment before deciding how to conduct a fair test.

5. In information and communication technology, pupils' skills are as expected for their age in Year 2. They control the mouse satisfactorily and know which icons to click on to operate a program. Pupils know how to search an encyclopaedia program using the index, menus and key words. In religious education, pupils in Year 2 have a good understanding of the different traditions and festivals of Christianity, Judaism and Hinduism and know the significance of some symbols, such as the Christingle. In geography, pupils have a sound ability to compare the village of Walberton with the nearby town of Chichester and to identify some features that give them their character. In history, pupils have a good understanding of how people lived in Victorian times and demonstrate high levels of interest and curiosity when handling Victorian objects. In design and technology, pupils in Year 2 design wheeled vehicles that incorporate axles and have a good understanding of how levers and pivots work. In art, pupils demonstrate high levels of skill in drawing intricate designs and show a good understanding of different artists' techniques. In music, they sing tunefully during assemblies, but it was not possible to gain a full picture of their attainment in the subject due to timetabling arrangements. In physical education, pupils in Year 2 pass the ball to each other and throw at a target with reasonable accuracy, but demonstrate variable levels of skill in catching.

6. In the end of Key Stage 2 national tests in 2000, standards were above the average for all schools in English and science, and well above average in mathematics. When compared with those schools that have a similar percentage of pupils who are eligible for free school meals, the pupils' test results were below average in English, and average in mathematics and science. However, when the school's results for 2000 are compared with those schools that achieved similar results in the end of Key Stage 1 tests in 1996, they are well above average. This shows that the pupils in Year 6 who took the national tests in 2000 made very good progress during their four years in Key Stage 2. The standards achieved in national tests in all three subjects have improved significantly since 1996. The trend of improvement is greater than that seen nationally and is particularly high in mathematics. The school set moderately challenging targets for the percentage of pupils expected to reach Level 4 and above in English and mathematics in 2000, which were met in mathematics, but not in English. The school has been quick to identify the reasons for this, notably some underachievement in writing, and has put a number of effective strategies in place to raise standards in this aspect of the pupils' work. The targets that have been set for 2001 present an appropriate level of challenge for the pupils in Year 6.

7. The findings of the inspection are that, in Year 6, standards in English, including literacy, and mathematics, including numeracy, are well above average; in science, they are above average. Within English, standards in reading are well above average, whilst those in writing are above average. These judgements reflect the pupils' performance in the national tests in 2000 in mathematics and science, but show an improvement in English, where teachers are implementing very effective strategies to address underachievement in writing. Pupils achieve above average standards in art, geography, history, music and religious education. Standards are average in design and technology, information and communication technology and physical education. Since the school's previous inspection, standards

have improved in English, mathematics, science and art. Standards are lower in information and communication technology, and similar in religious education, geography, music and physical education. It is not possible to make comparisons in design and technology and history. Overall, pupils continue to achieve well at Key Stage 2.

8. In English, at Key Stage 2, pupils achieve standards that are well above average in speaking and listening. They listen thoughtfully and show respect for the views of others. Pupils express their ideas confidently and articulately and respond precisely to the point being made using a well-developed vocabulary and complex sentences. In Year 6, pupils read with fluency and accuracy and evaluate the texts that they read with growing competence. Many give a concise summary of events and discuss characters in detail. In writing, pupils organise their ideas well, paying attention to the sequence of paragraphs, and use appropriate connectives to link one paragraph to the next. Pupils' descriptive writing is imaginative and they make adventurous choices of words to create a particular effect. In mathematics, pupils in Year 6 make good use of estimation when dealing with very large numbers and are very competent in developing their own strategies to solve mathematical problems. They have a very good understanding of shape, symmetry, and measures. In science, pupils in Year 6 are very competent in carrying out investigations and present their findings clearly and concisely. They know how to separate materials by filtration and predict which changes in materials are reversible and which are irreversible. Pupils show a good understanding of the different forces acting upon objects.

9. In information and communication technology, pupils have keyboard skills that are appropriate for their age and make sound use of CD-ROMS and the Internet for research purposes. Although pupils acquire new skills quickly, they have limited opportunities to practise them with only one or two computers in each classroom. In religious education, pupils demonstrate insight and perceptiveness when discussing the relevance of Bible stories to their own lives and experience. In art, they use the work of a range of artists and craftspeople effectively to inspire their own work, which is imaginative and thoughtful. In geography, pupils name and locate a number of mountain ranges, and suggest various reasons why people visit the mountains, the effects of tourism and how weather conditions can influence the way houses are built and the clothes people need to wear. In history, pupils in Year 6 talk knowledgeably about life in Ancient Greece and understand how people such as Pythagoras have influenced the world. In design and technology, pupils produce imaginative designs for slippers, using a variety of materials to make them. In music lessons, they sing expressively with sound attention to breathing, diction, phrasing and pitch. However, in assemblies, the singing is not of the same good quality and although tuneful, the pupils' response is passive rather than enthusiastic. In physical education, pupils in Year 6 show great imagination in devising a series of movements using ropes, ladders and mats.

10. At both key stages, there has been a very good improvement in standards in mathematics. In the previous inspection, standards were average at Key Stage 2 and pupils were underachieving at Key Stage 1. Improvements in the quality of teaching and the highly effective implementation of the National Numeracy Strategy have combined to bring about a significant rise in standards for all pupils. Although standards in English have also risen, the school has identified that some pupils are not achieving as well as they should in reading at Key Stage 1 and in writing at Key Stage 2. Very thorough analysis of the pupils' performance in tests, careful identification of weaknesses and a programme of individual targets for improvement are all contributing very well to raising standards in these areas of the curriculum. Generally, where standards have risen, teachers have raised their expectations of what pupils are able to achieve and there has been better use of assessment to identify weak areas. All pupils have targets to aim for in their work, and teachers provide good levels of challenge appropriate to their capabilities. Where standards are lower than at the time of the previous inspection, other factors come into play. In information and communication technology, the ratio of computers to pupils is much lower than the national average, which means that pupils do not have

sufficient opportunities to use computers, and this has an adverse impact on their rate of progress in the subject. Throughout the school, literacy and numeracy skills are used very well in many subjects, where opportunities are planned for pupils to develop them within the context of, for example, history, design and technology and religious education. Information and communication technology skills are used well within the limitations of the resources to support learning in some other subjects. For example, pupils search the Internet to find information about different topics in geography. However, there are limited opportunities for pupils to use computers in science. There are no significant variations in attainment between boys and girls, and this is carefully monitored by teachers.

11. Pupils with special educational needs make good progress and reach good standards compared to their previous attainment. Pupils who receive additional help make good progress as a result of very well organised small group sessions, where they receive almost individual attention. Pupils achieve well because teachers take care to include all pupils in the lessons, set appropriate work and offer good support. Careful identification of the areas in which pupils need help leads to the setting of specific targets for improvement and frequent monitoring of the pupils' progress.

Pupils' attitudes, values and personal development

12. The last inspection judged that behaviour was very good at the school, and that relationships were good. Attendance was also judged to be good. This inspection finds that behaviour is still considered to be very good, and relationships are also now very good. Pupils are very keen, enthusiastic and eager to come to school. In lessons, they listen attentively, follow instructions very well and settle quickly to the tasks teachers set for them. Pupils of all abilities concentrate hard and work well. Pupils were seen working well together, sharing information and discussing ideas. They also work very well independently.

13. Pupils behave very well throughout the school. In the dining hall, lunch is eaten in a social and relaxed atmosphere. Children play well together on the playground. Behaviour in assembly is very good; children sit quietly listening to the speaker and, at the beginning and end of the assembly, move quietly to their classes in an orderly manner. Relationships are very good, both between pupils and with all adults in the school. No examples of oppressive behaviour, bullying or sexism were seen during the inspection. Pupils have a satisfactory understanding of the impact of their actions on others; however, on a small number of occasions, pupils were observed to call out in class, and talk over other pupils in an effort to make themselves heard.

14. Pupils clearly know right from wrong; they are always polite and courteous to each other, to all staff and any visitors to the school. Parents' responses to the questionnaire were very positive, and those who were at the meeting felt that behaviour was very good. Some indicated that pupils have been praised for their behaviour when on school trips. Pupils handle resources carefully; no damage or graffiti was seen during the inspection. There are many opportunities for pupils to take on additional responsibility such as taking the registers to the school office and looking after the music in assembly. Pupils respond well to all these opportunities.

15. Children in the Foundation Stage have positive attitudes towards their work and play. They interact with each other, the teacher and classroom assistants very well indeed. Behaviour is very good. Children enjoy coming to school and benefit fully from the range of activities provided for them. Developing initiative and personal responsibility in learning is strongly encouraged by the teacher and most children are able to organise themselves well.

16. Pupils who have special educational needs are very keen to learn and behave very well. Teachers and assistants form very good relationships with them and set appropriate challenges. This very good provision results in very good motivation and concentration.

17. Attendance at the school is in line with the national average and is, therefore, satisfactory. Registration of pupils at the start of the morning and afternoon sessions is quick and efficient, and pupils settle promptly to their tasks. Few pupils arrive late at school and lessons during the inspection began and ended on time.

HOW WELL ARE PUPILS OR STUDENTS TAUGHT?

18. The quality of teaching and learning is good throughout the school. This judgement represents an improvement since the school's previous inspection when it was found to be "generally sound or better". In the 1996 inspection, 55 per cent of the teaching was judged to be good or better, and nine per cent was very good. Nine per cent of the lessons seen were unsatisfactory. In this inspection, 48 lessons, or parts of lessons were observed. The quality of teaching was very good in 35 per cent of these lessons, good in 63 per cent and satisfactory in two per cent (one lesson). No unsatisfactory teaching was seen. The quality of learning closely reflects the figures and judgements for the quality of teaching. Since the school's previous inspection, the headteacher has addressed the weaknesses that were identified through rigorous monitoring and support of teaching and a comprehensive programme of in-service training. The effective implementation of the national strategies for literacy and numeracy, which teachers have embraced with enthusiasm, has also clearly helped to improve the quality of teaching throughout the school

19. The major strengths of the teaching throughout the school are the teachers' relationships with the pupils and the way they manage them in lessons. This motivates pupils to learn and ensures that all are clearly focused on the lesson. Teachers also have high expectations of what the pupils are able to achieve, and their very well planned lessons take into account the needs of pupils of all abilities. Teachers use an effective range of methods to engage pupils' interest and to foster independent learning. There are a number of strong features in the pupils' learning. They show a keen interest in their work because lessons are lively and interesting, and they concentrate very well because the teachers create a calm and purposeful learning environment. Pupils' independent learning skills are developed very well because teachers encourage them to make links between different areas of learning and to think imaginatively for themselves. In Years 2 and 3, two teachers share the responsibility for each class. The partnerships are strong, and the two teachers in each team work very well together to plan the pupils' work and assess their progress. This creates consistency and continuity for the pupils from day to day, which is reflected in their positive attitudes towards school and the high standards they achieve.

20. The quality of teaching and learning for children in the Foundation Stage is good in all areas of learning, as it was at the time of the previous inspection. During this inspection, six lessons were observed in the Reception class, of which one was very good and five were good. The quality of teaching promotes good progress and helps children to build on and broaden the good range of knowledge and skills that they have when they start school. Teaching of this quality means that all children learn at a rate appropriate to their abilities and any who may struggle are soon given extra help. The Reception teacher knows the children very well as individuals and is skilled at developing warm relationships. Consequently, the children settle into school happily and successfully develop very good attitudes to learning. The teacher has a very good understanding of the needs of young children and how they learn, and she uses an effective range of methods to expand their knowledge and increase their skills in all areas of the curriculum. The well-organised routines enable all children to become used to the pattern of the day and respond quickly to the high expectations for behaviour,

attentiveness and following instructions. There is a very good partnership between the class teacher and assistants, who work very well together to provide support for each child. The teachers and classroom assistants listen with interest to what the children have to say and, when working with them, demonstrate good skills in helping children to develop their language for communication. They explain new concepts clearly to the children and then question them skilfully to assess how well the children have grasped the concept. Adults watch the children's responses carefully and take every opportunity to extend their knowledge and understanding. The teaching of social skills is especially good. The children enter Year 1 with a good understanding of how to behave and a growing awareness of others' needs as well as their own. Lessons are well paced to take account of the children's ability to concentrate and, for some of the youngest, their level of tiredness. One of the reasons why children enjoy learning is that they have a wide variety of colourful and interesting resources to use to stimulate their interest and participation. The use of assessment to monitor the progress and development of the children is also good, and enables the teacher to plan effectively for the children's future learning.

21. The very good lesson that was observed had many strong features. A number of activities were running concurrently, which were very well planned and organised to address particular aspects of learning. The teacher, assistants and a parent helper provided very good support for different groups of pupils, giving clear instructions, asking questions and providing explanations when required. For example, the teacher demonstrated carefully to one group how to use a pencil to create different effects with shading when drawing from observation. This enabled the children to produce drawings of a high standard. An assistant showed pupils how to program a toy robot to move forward, turn and travel in a chosen direction. Through questioning and discussion, the small group of children were able to work out for themselves how to make the robot move towards another child. In this lesson, the teacher's high expectations were evident in the challenging nature of the work, much of which was drawn from the early stages of the National Curriculum. However, the teacher also met the needs of the youngest children, who had only been attending school full-time for a week, by providing opportunities for them to engage in imaginative role-play and to play with construction toys and games.

22. At Key Stage 1, the quality of teaching and learning is good and enables pupils to make good progress as they build on the foundations laid in the Reception class. No judgement about the quality of teaching at this key stage was made by the previous inspection. During this inspection, 14 lessons were observed at Key Stage 1. Of these, seven were very good, six were good and one was satisfactory. The strongest teaching seen was in Year 1, where four of the six lessons seen were very good. At this key stage, the quality of teaching is very good in mathematics, including numeracy, and good in English, including literacy, science, design and technology, information and communication technology, history, art, physical education and religious education. It is satisfactory in geography. It was not possible to observe any teaching in music. The quality of learning mirrors the quality of teaching in each subject. Teachers have very high expectations of the pupils throughout the key stage. This was illustrated well in a Year 1 design and technology lesson, where pupils showed how well they had been taught about sliding mechanisms, levers and pivots in preparation for making a book with moving parts. Lessons are planned thoroughly and teachers pay very careful attention to matching work to the capabilities of the pupils. The lessons observed showed that teachers employ a very good range of methods to make learning interesting for the pupils. These included clear explanations, skilful questioning that makes pupils think for themselves, practical, investigative activities and opportunities to work independently. The very good relationships that exist between all adults and the pupils contribute significantly to the very good management of pupils in lessons. As a result, pupils concentrate well, which allows them to acquire skills, knowledge and understanding at a good pace.

23. A very good mathematics lesson in Year 2 illustrated many of the best features of the teaching at this key stage and demonstrated how effectively the National Numeracy Strategy is being implemented. The teacher provided a high level of challenge for pupils in the introductory whole class

session, which developed their ability to use a range of mental strategies to solve problems and make calculations. The brisk pace promoted concentration and focused thinking, and the teacher's skilful questions and use of a large 100 square reinforced pupils' knowledge and understanding of adding and subtracting in tens, and the value of each digit in tens and units. The teacher devised appropriately challenging activities for each group of pupils, based on her assessment of their previous attainment. The key features that made the lesson successful were the teacher's own enthusiasm for the subject, the interesting and varied activities, which pupils found stimulating and fun, and the pace and challenge, which promoted very good progress in learning.

24. At Key Stage 2, the quality of teaching and learning is good and the pupils make good progress. No clear judgement about the quality of teaching at this key stage was made by the previous inspection. During this inspection, 28 lessons were seen at Key Stage 2. Of these, nine were very good and 19 were good. The strongest teaching occurred in Year 6, where six of the eight lessons seen were very good. The quality of teaching and learning is very good in mathematics, including numeracy, and history, and good in all other subjects. The basis of the consistently good teaching is very detailed planning, which sets out clearly what pupils are to learn in each lesson and how that is to be achieved. The purpose of the lesson is explained clearly to the pupils at the beginning and reinforced at the end, which helps pupils to develop a good knowledge of their own learning. One of the strongest features of the teaching throughout the key stage is the very good relationships that exist between teachers, assistants and pupils. Quiet but firm management of the pupils, based on mutual respect and high expectations of good behaviour, makes pupils' learning enjoyable and effective. Pupils respond very positively to teachers' very high expectations of them, as was seen consistently in Year 6.

25. A very good literacy lesson in Year 6 illustrated many of the features that make teaching successful at this key stage. The teacher's own enthusiasm for the subject and her high level of knowledge and expertise helped to make the lesson interesting and challenging for the pupils. Through skilful questioning, she helped pupils to compare fantasy texts written by three different authors, which extended their understanding of the genre. The teacher sustained the pupils' interest and concentration by maintaining a brisk pace to the lesson. She encouraged pupils to think for themselves when retrieving information and developed their understanding of grammatical conventions by giving clear examples and explanations. Work was very well planned to develop the theme of the week and to cater for pupils' differing needs and capabilities.

26. A significant minority of parents, whose children are in Year 4, expressed serious concern about the quality of teaching and learning provided for their children. The class teacher was absent for most of the autumn term and, through circumstances beyond the school's control, the class was taught by three temporary teachers during that time. A careful scrutiny of the pupils' work that was completed during the autumn term shows that the pupils continued to make good progress in their learning and covered the planned curriculum well during that time. There is no evidence to show that the situation has had an adverse effect on the standards achieved by the pupils, although some pupils found it unsettling. The class is now being taught by one teacher for the whole term. The quality of teaching for the pupils in Year 4 was found to be consistently good during this inspection.

27. In the replies to the questionnaires, and at the meeting with the registered inspector prior to the inspection, a significant minority of parents expressed dissatisfaction with the amount of homework that their children were receiving. Many of these parents have children in Year 4. The school acknowledges that homework was not given consistently to pupils in Year 4 during the first part of the autumn term, but this has since been rectified. The inspection's evidence shows that the homework policy is being implemented appropriately and that homework is used effectively to reinforce learning

and to develop pupils' independence. It varies in content and increases in amount from year to year, appropriate to the age and needs of the pupils.

28. The quality of teaching for pupils with special educational needs is good and promotes a good rate of progress for these pupils. Teachers and assistants work very well together to provide very good support for them. The pupils are fully involved in lessons, and work of an appropriate level is provided for them. They usually receive almost individual help when they work in the class groups, and careful records of their progress are kept and used. In the small withdrawal groups, pupils are eager to join in and the lessons are well structured to address their particular needs. Teachers make these lessons fun, and the pupils enjoy them while learning well. They learn in appropriately paced steps, and the activity is changed frequently. This maintains their concentration and attention, as well as enabling them to enjoy some success. Learning support assistants make a very good contribution to pupils' learning and make every effort to see that pupils with special educational needs can, and do, join in all the lessons. For example, in mathematics, when the whole class works together, they sit among the pupils on the floor, and help them to participate in the activities.

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

29. The curriculum for Key Stage 1 and Key Stage 2 is suitably broad and balanced and fulfils the statutory requirements for all National Curriculum subjects and those for religious education and collective worship. Provision for health, drugs and sex education is good and is made effectively through the science curriculum and specific personal, social and health education lessons. A suitable amount of time has been allocated to all subjects with appropriate emphasis on the teaching of literacy and numeracy. This is having a very positive effect on standards in English and mathematics. Provision for extracurricular activities is very good. The wide range of activities includes football, netball, ballet, jazz dancing, karate, fencing, country dancing, art and drama. A homework club is about to begin. In addition, visiting teachers give lessons in stringed instruments, percussion and brass.

30. The quality and range of learning opportunities for children in the Foundation Stage are good. The planning documents are appropriately detailed, take full account of the six areas of learning as recommended for children of this age and are carefully linked to the subjects of the National Curriculum in Year 1. A strong emphasis is placed on providing first-hand experiences of quality and there is good provision for children's personal and social development that prepares them well for entry into Year 1. More focused teaching, linked to literacy and numeracy, is carefully planned for and introduced effectively to the children. The facilities, which include a secure play area outside, support the curriculum appropriately.

31. The school makes very good provision for pupils with special educational needs. This is a good improvement since the previous inspection, when the school's provision was judged to be good. The curriculum is planned to provide work at an appropriate level of difficulty so that pupils who have special educational needs are able to keep pace with the topics being studied. The quality of pupils' individual education plans is good. They have easily measurable targets for improvement, which are reviewed termly. Small groups of pupils who are deemed to need additional help are withdrawn from some lessons to develop literacy skills. This is carefully monitored to ensure that pupils do not miss out on other areas of the curriculum. Higher achieving pupils are also provided for effectively. Challenging tasks are incorporated into the planning documents to ensure that these pupils achieve at the appropriate higher level. The school applies regularly for places in enrichment classes organised by the local secondary school and in similar classes arranged by the Local Education Authority. Throughout the academic year, two or three pupils are given the opportunity to attend such classes on Saturdays. The school plans to withdraw and teach small groups of higher achieving pupils, who may

reach very high levels of attainment in English and mathematics, later this term to ensure that their particular talents are being exploited to the full.

32. The school has reviewed its curricular policies and schemes of work in all subjects to meet the requirements of the new National Curriculum. The curriculum is planned using national guidance that has been adapted for all subjects. This guidance is developed very effectively into medium-term plans that include clear objectives for lessons and skills to be taught. Planning is very good because it is consistent throughout the school and covers each aspect to be taught in all subjects. It is evident that the subject co-ordinators and class teachers have considered very carefully the adaptations needed to suit the needs of all pupils. Co-ordinators monitor the planning in their subjects for any inconsistencies and pupils' work is analysed by the headteacher for good presentation and appropriate marking. The school has addressed very successfully the weaknesses identified in the previous inspection.

33. The school's strategies for teaching literacy are effective and, although still being refined and modified to address some underachievement, are having a positive impact on the standards achieved by the pupils. Particularly successful initiatives, in addition to the literacy hour, which is being implemented well, are the regular group reading activities, and the development of writing through subjects such as religious education and design and technology. The school's strategies for teaching numeracy are very good. They have already had a significant impact on the standards achieved by the pupils throughout the school. A particular strength is the emphasis on developing the pupils' capacity to carry out calculations mentally and explain the methods they have used. Literacy and numeracy are taught daily and both are developed well through other subjects.

34. The community contributes well to pupils' learning and different groups welcome the choir, the musicians and the country dancers who perform at regular intervals throughout the year in different locations. The Vicar leads a service for the pupils and staff in the village church once every half term. The choir is invited to sing in Arundel Cathedral each year and also performs for disabled youngsters in the village. Elderly members of the community and local artists all visit the school and give generously of their time to enhance the pupils' knowledge of history and art. Relationships with other institutions are good, especially those with partner schools which include recent initiatives in information and communication technology, special educational needs and the arrangements made with the secondary school for enrichment classes for able pupils.

35. The aims of the school and all planning documents show a commitment to equality of opportunity in education, which is reflected throughout the school. All pupils have equal access to every aspect of the curriculum, including extracurricular activities and visits to places of interest. The curriculum is planned to interest both boys and girls, and their relative strengths and weaknesses are closely monitored.

36. Overall, the school's provision for the pupils' personal development, including their spiritual, moral, social and cultural development is very good. No judgements were made on these aspects in the last inspection report although several positive comments were made.

37. The school's provision for spiritual development is very good. Collective worship complies with legal requirements and is well planned with relevant themes, such as new beginnings, friendship and people who can help us. Assemblies promote awe and wonder, as when candles are lit as a focal point for worship and music is played to set a calm tone and to give the pupils time for reflection. In one assembly, copies of beautiful illustrations from The Creation story were placed on the overhead projector to enable the pupils to deepen their understanding as they left the hall at the end of assembly. Lessons include many examples of spiritual development. For example, following a visit to Chichester Cathedral, Year 2 pupils wrote about their feelings when they heard the beautiful sound of the organ

filling the great spaces of the building. In a religious education lesson, Year 6 pupils were able to write from the point of view of the innkeeper in the Good Samaritan story and could express sympathetically how he must have felt.

38. The school provides very good opportunities for the development of pupils' moral awareness. All pupils have a very good understanding of right and wrong and are encouraged to be truthful and honest. In one assembly, the Vicar used his monkey puppet to teach the pupils to be kind and helpful to their friends and members of their families. Moral themes are used in many assemblies to develop the pupils' understanding. For example, visitors from international charities, National Children's Homes and The Snowdrop Trust all help to move moral development forward and to deepen the pupils' understanding of why they should help others. The very good relationships between staff and pupils help to promote concern for others and the environment. The school supports charities and shares its harvest collection with a local night refuge for the homeless.

39. The school's provision for social development is very good. The school is a well-run community where adults take every opportunity to develop the self-esteem and confidence of the pupils. In lessons, pupils are given very good opportunities to work together in pairs or small groups. Of particular note is the attention and value the school gives to personal, social and health education, which is taught to pupils in a regular slot in the timetable. The policy for personal, social and health education is very effective and links well with the School Council, an initiative introduced by the headteacher last summer to develop the pupils' skills of citizenship. Two pupils are voted to be the representatives of each class. The Council members meet regularly and bring issues discussed in personal, social and health education lessons to be discussed with the deputy headteacher who is the leader. Examples of the very good achievements made by the Council members on behalf of their classmates are initiating football for the younger pupils during afternoon play and a homework club after school. Appropriate opportunities are given to pupils to gain independence by working collaboratively and sharing resources and equipment. They are also given tasks suitable for their age and development both within the classroom and in the school community, such as setting up sound systems and watering the plants.

40. Provision for the pupils' cultural development is satisfactory. Western culture is promoted appropriately through subjects such as history, art, literacy and music. Pupils are aware of the contributions of ancient civilisations, such as Greece, to the world and the impact of World War II on the twentieth century. Pupils are introduced to a variety of artists such as Pissarro, Van Gogh and William Morris and encourage local artists to visit the school. The school ensures that the pupils gain a good knowledge of local culture by providing a wide range of visits and visitors to enrich the curriculum. For example, pupils visit the nearby cathedrals, the workshop museums, a Tudor Living Village and the Roman Palace at Chichester. The pupils' knowledge of British and world history is also enhanced by visiting actors who create, for example, opportunities for the pupils to be 'in role' as Roman men and women. Extracurricular activities ensure that the pupils' knowledge of their own culture and other cultures is developed, such as maypole dancing and karate. Although pupils hear stories from different cultures in literacy lessons and learn about Judaism, Hinduism and Islam in religious education, the school does not provide the pupils with sufficient opportunities to appreciate the richness and diversity of different cultures, for example through art, music and dance. There are very few opportunities in the curriculum to help prepare pupils for life in multicultural Britain.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

41. The school cares for its pupils well, as at the time of its previous inspection. The school continues to provide a safe and secure environment for all pupils. The issue raised at the time of the last

inspection about pupils moving between the main building and the annexe has been addressed by the erection of barriers to prevent pupils rushing out.

42. The school has good procedures in place to identify any health and safety issues and regular risk assessments are carried out. Governors are usefully involved in this process. An appropriate number of staff are trained to administer first aid, and satisfactory procedures are in place to record any incidents. Parents are always informed, in writing, of any bumps to the head, and some parents indicated that they sometimes also receive a telephone call if the school is concerned about their child for any reason.

43. All staff know the pupils very well and provide very good care and support for them. Pupils' medical needs are identified and all staff are informed of them. The school's procedures for child protection follow the locally agreed procedures. The headteacher is the designated person for child protection matters and she ensures that all staff understand the school's arrangements and procedures and the need to inform her if they have any concerns.

44. Pupils' personal development is monitored formally through the school's programme for personal, social and health education, as well as informally through the individual teachers' knowledge of the pupils.

45. The school monitors attendance very well. Attendance registers are checked daily, and records entered weekly on to a computer database. This ensures that any variations in patterns of attendance can be picked up quickly and dealt with. Since the school has introduced a policy of contacting parents on the first day of a pupil's absence, there has been no unauthorised absence. The school fully complies with the statutory requirements for registration and the coding and recording of attendance.

46. The school's arrangements for the monitoring and promotion of good behaviour are very good and result in very high standards of behaviour throughout the school. Pupils devise their own class rules and are well aware of the standards of behaviour expected in their own class as well as throughout the school. There are few problems with poor behaviour, and where this occurs, teachers work hard with parents to ensure it improves. If necessary, parents are involved in the setting of targets to improve behaviour.

47. Children in the Foundation Stage are very well cared for and it is evident that they feel at ease in their surroundings. They form very good relationships with the teacher and classroom assistants and will quite happily talk to visitors about their work.

48. Pupils who have special educational needs receive very good levels of support. Individual education plans are drawn up for them to help them improve in those areas that have been identified as weaknesses, and these are of a good standard. Special tests are given if the need arises, and teachers note any causes for concern which are followed up promptly. The co-ordinator has developed very good links with outside agencies, which come to the school to provide additional help when required.

49. Since the last inspection, there has been an exceptional improvement in the procedures for assessment and the analysis of data. This aspect is now a very strong feature of the school. Very soon after children enter the school in the Foundation Stage, they are assessed using the Local Education Authority's procedures that are designed for this age range of children. Together with the evidence from parents, these provide valuable information for planning activities to meet the needs of each child. At the end of their first year in school, the assessment procedure is repeated, to check the children's progress. In the intervening period between the national tests in Year 2 and Year 6 the school uses optional tests for Years 3, 4 and 5, similar to those at the end of Key Stage 2. Reading,

spelling and mathematics tests are administered regularly. In English and mathematics half-termly formal assessments are set against specific group targets. The results of these are monitored carefully and used to set targets for future learning. In addition, teachers track the progress of individual pupils in English and mathematics. At the end of each year, the details recorded in the tracking sheets are used by teachers to give each child an anticipated attainment level. The data is analysed in detail to provide the school with much useful information. For example, it enabled the school to identify areas of weakness in the reading and writing of underachieving pupils. The action taken by the school, through setting up an early intervention programme for pupils who give cause for concern in the Reception class and Year 1, is effectively supporting their performance. In addition, the school was able to ascertain in which area pupils were underachieving and enabled teachers to focus on the weakness that was common to a group.

50. The data from tests are also used extensively to evaluate how well the school is doing compared with other schools nationally, locally and in terms of boys' and girls' results. Teachers have also met to examine samples of pupils' work to determine and agree on the levels attained in English, mathematics and science. In the autumn and spring terms, a family consultation evening is held when teachers meet with the pupils and their parents to set shared targets for the future. Older pupils are also involved in taking on the responsibility of correcting their own work with a green pen. This strategy encourages pupils to take greater care with their work and develop a sense of ownership.

51. The school's procedures for assessment are very good, overall. The approach is consistent, regular and manageable. Each subject is assessed half-termly against set objectives and teachers use the results to identify any problem a particular group of pupils may be encountering or if they have exceeded the objective that was set. This is recorded, with comments, and the information gained is in general used appropriately for planning activities that feed into the next stage of pupils' learning.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

52. Parents generally have very positive views of the school. A small, but significant minority, in responses to the parents' questionnaire and in separate letters to the inspection team, were critical of the arrangements for homework, and the information they receive about their children's progress. Some stated that they felt uncomfortable approaching the school with questions and problems and stated they did not feel that the school worked closely with parents. However during the inspection discussions were held with another group of parents who were highly supportive of the school and who indicated they were more than happy with all of the above. The last inspection found this area to be a strength of the school and, despite some of the negative comments made by the minority of parents, this inspection finds that the school works well with parents in support of their children's learning.

53. The information provided for parents by the school is very good. At the beginning of each school year, parents are provided with information on the topics to be covered in each class, as well as information on how they can help their children at home, particularly with respect to literacy and numeracy. Newsletters are sent to parents monthly, and these give information about what is happening in school and dates for events. Additional letters are sent out about day-to-day matters and class information. Curriculum evenings have been held to provide parents with information about the literacy and numeracy initiatives, as well as drug awareness. There are plans to hold a meeting to discuss information and communication technology. The school's documentation for parents is informative and meets statutory requirements. A minority of parents of pupils in Year 4 felt that they were not given information about the teacher's absence. However, the school conveyed to parents all the information it was possible to impart in the circumstances.

54. Through newsletters, parents are reminded that they are able to come into school at any time. There are opportunities for parents to discuss their children's progress at the beginning or end of the school day. They are also invited and take up opportunities to support the school in a number of ways. The headteacher operates an 'open door' policy, and most parents agree that they feel able to come into school at any time. Pupils' end-of-year reports meet statutory requirements and are detailed and informative.

55. The impact of the parents' involvement in the life of the school is very good. The parents' and teachers' association raises large sums of money. Currently, they are raising money to enhance the play area on the Key Stage 1 playground. Social events are also organised for both pupils and parents, and parents are invited to the regular Friday family service.

56. The contribution of parents to pupils' learning at school and at home is very good. Many parents and carers come into school on a regular basis, as well as helping on school trips, and at fund raising events. The majority of parents support their child's learning at home by helping with reading and other homework.

57. Induction procedures for children who are starting school are good. The Reception teacher meets with the parents before the children start school and, again, once the children have settled in. Home visits are carried out before the children start school and parents are given a booklet, 'Starting School', to record any observations about their child's development. Children have the opportunity to visit the Reception class four times before starting school and, once they are in school, parents are kept fully informed of their child's work and of their progress.

58. Overall, the school keeps parents of pupils who have special educational needs well informed. They receive a copy of their child's individual education plan, and have opportunities to consult with teachers. In the very few instances where parents have had concerns about communication from the school about their child, they have been resolved fully.

HOW WELL IS THE SCHOOL LED AND MANAGED?

59. The school's leadership and management are very good. This is an improvement on the findings of the last inspection. Since that time, the most significant improvements have been in the monitoring and evaluation of teaching and the rigorous analysis of pupils' performance. The role of the governors has become more analytical, and co-ordinators have developed their role in monitoring and evaluating the curriculum and standards in their subjects.

60. The headteacher and deputy headteacher provide excellent leadership and very clear direction for the work of the school. They are very well supported by other teachers with management responsibilities, and there is a strong team spirit amongst all the staff at the school. This ensures that the school's aims and values are implemented consistently, and there is a clear and effective focus on improvement and raising standards. The areas identified for improvement in the school development plan closely match those found by this inspection. The school is implementing effective strategies to address these priorities and achieve its targets.

61. The quality and effectiveness of the leadership and management are directly responsible for the very good improvement that the school has made since it was last inspected in 1996. The standards reached by Year 6 pupils in national tests in English and mathematics have risen from below average in 1996 to above average in English and well above average in mathematics. In the tests for seven year olds, standards have risen from broadly average to well above average over the same period. The most significant factors that account for this rise in standards are improvements in the quality of

teaching. In the 1996 inspection, 55 per cent of the lessons seen were judged to be good or better, 36 per cent were satisfactory and nine per cent unsatisfactory. In this inspection, there was no unsatisfactory teaching and only one lesson was judged to be less than good. Overall, 98 per cent of the teaching observed was good or better. The proportion of very good teaching increased from nine per cent in 1996 to 35 per cent in this inspection. The improvements in teaching have been brought about as a result of rigorous monitoring procedures, very good support from the headteacher and her deputy to help teachers improve their practice, and well-planned in-service training for all staff. In addition, the school has been very prompt in implementing the new national system of appraisal and performance management. It has been particularly effective in linking teachers' objectives for improvement to the priorities identified in the school development plan for the current year.

62. The key issues for action from the school's previous inspection have been dealt with very successfully. The planning of the curriculum has been modified to show how pupils progress from year to year through the levels of the National Curriculum, and this is now very good. The information gained about pupils from assessment is now used very well to influence curricular planning, and teachers' marking of pupils' work is consistently of a high standard. Teachers now have very high expectations of what pupils are able to achieve, particularly the most able pupils, who are now achieving very well and reaching high standards. The school has also taken appropriate steps to improve safety for pupils crossing the driveway between the main building and the annexe. Overall, the school has an excellent capacity to continue to improve because of the very high quality of its leadership and management and the commitment and determination to improve that is shared by all staff. This is a self-analytical school where there is no room for complacency and where there is a very clear vision for the future.

63. This vision is shared by the governors, who make a very good contribution to shaping the direction of the school. They have a very well organised and efficient committee system, attend suitable training and receive regular reports from the headteacher. The governors' role in monitoring and evaluating standards and the effectiveness of the school has developed significantly since the previous inspection. Governors visit the school regularly and have observed lessons to increase their understanding of how the school works. As a result of all of these aspects of their work, governors have a very good understanding of what the school does well and where improvement is needed. For instance, as a result of their analysis of the school's performance in national tests and discussions with the headteacher and staff, governors are fully aware of the issues facing the school and the strategies that have been put in place to address them. In response to growing concern about the effects of the long-term absence of a teacher, governors decided to redirect funds so that another teacher could be employed for the whole of the spring term to ensure continuity and stability for the pupils. The governors are involved effectively in the production and monitoring of the school development plan, which also contributes well to their effectiveness in shaping the school's direction.

64. The school's financial planning procedures are very good. Expenditure is very carefully linked to the priorities in the school development plan and funds are used efficiently to provide a high standard of education for all pupils. The school's finances are monitored very thoroughly by the bursar, headteacher and governors' finance committee. The governors are very concerned to ensure that they get good value for money and check how effective spending has been. They evaluate the impact of spending decisions on the standards achieved by the pupils. The school uses information and communication technology well to ensure efficient administration procedures and to enhance pupils' learning.

65. The school has a very good policy for ensuring that all pupils receive equality of opportunity and this is reflected very well in all aspects of school life. A particular strength of this provision is the school's thorough analysis of pupils' attainment and the progress they make, which leads to the setting

of specific targets for each pupil. This detailed analysis also pays particular attention to comparing the performance of boys and girls in order to find out if there are any significant differences. The school's provision for pupils with special educational needs is also led and managed very well by the co-ordinator for this aspect of the school's work. The provision, administration and organisation for pupils with special educational needs are very good and pupils receive very good support. The co-ordinator has provided very good training for learning support assistants, which is reflected in their very effective support for pupils throughout the school.

66. The management of the provision for children in the Foundation Stage is good. The teacher responsible is the Reception teacher who has a clear overview of provision for the children and provides good leadership. She is also responsible for co-ordinating Key Stage 1. The indoor accommodation for the Reception class is bright, spacious and well organised. There is a good range of learning resources to support the children's learning in the classroom, but these do not reflect a variety of different cultures. There are no large wheeled toys for children to use outside.

69. The match of teachers and support staff to the needs of the curriculum is good. The enthusiastic support staff work very well with the teachers as a strong team, and this makes a significant contribution to the quality of teaching and learning throughout the school. New members of staff receive good support and encouragement from their colleagues. Staff training needs are of high priority and the school makes very good provision to ensure that the training provided meets both individual teachers' needs and those of the school as a whole. Teachers who work as job-share teams in Years 2 and 3 liaise very well to ensure that the pupils in those classes receive continuity in their learning.

70. The school buildings are very well maintained and in good decorative order. This, together with the very good displays around the school, has a positive impact on the quality of education provided. In general, the school's fabric is in good order, and the classrooms are of sufficient size to support all areas of learning. However, the size of the school hall is unsatisfactory, especially for physical education with classes that have large numbers. Teachers have taught children to be very careful, and the standard of safety in the Year 6 lesson, where pupils used the fixed apparatus, was excellent. The hall is also too small to allow the whole school to assemble with ease. One class is housed in a separate building, which is old and unattractive. Although large enough, it is not of the same standard as the rest of the school buildings, and is bleak in its aspect. Teachers have, however, made efforts to brighten it with displays. The library has been cleared of old books and a new consignment is on order. The area used for the library is well set out and the books are in good condition and displayed to advantage. The area is also used for learning support assistants to work with small groups of pupils who have special educational needs. Outside, the grounds are well kept, with no litter. The playgrounds are large enough to accommodate the number of pupils using them, and there are two football pitches on the field.

71. Resources to support teaching and learning are good in the great majority of areas, both in terms of their range and appropriateness. Storage is good and enables equipment to be put away when not in use, especially in the hall where space is much needed. In both English and mathematics, the school has responded well to the literacy and numeracy strategies by providing a good range of resources. These help teachers in their planning and contribute to pupils' learning well. In information and communication technology, the ratio of computers to pupils is much lower than the national average, although funds have already been allocated to rectify this situation during the coming year. Overall, the quality and quantity of the school's resources make a good contribution to pupils' learning.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

72. In order to continue to improve the quality of education provided by the school, the headteacher, governors and staff should:

(1) continue to implement the strategies that are already in place to help raise the standards attained by a minority of underachieving pupils in reading at Key Stage 1 and writing at Key Stage 2

(Paragraphs 3, 4, 6, 7, 10, 86, 90, 92)

OTHER ISSUES WHICH SHOULD BE CONSIDERED BY THE SCHOOL

Providing a wider range of opportunities for pupils to learn about the cultural diversity of British society.

(Paragraph 40, 66, 76, 82, 113, 145)

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed

48

Number of discussions with staff, governors, other adults and pupils

25

Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0	35	63	2	0	0	0

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

Information about the school's pupils

Pupils on the school's roll		YR– Y6
Number of pupils on the school's roll (FTE for part-time pupils)		216
Number of full-time pupils known to be eligible for free school meals		4

FTE means full-time equivalent.

Special educational needs		YR – Y6
Number of pupils with statements of special educational needs		0
Number of pupils on the school's special educational needs register		31

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	3
Pupils who left the school other than at the usual time of leaving	7

Attendance

Authorised absence

	%
School data	4.9
National comparative data	5.4

Unauthorised absence

	%
School data	0.0
National comparative data	0.5

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

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
	2000	18	15	33

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	14	15	18
	Girls	14	15	15
	Total	28	30	33
Percentage of pupils At NC level 2 or above	School	85 (83)	91 (87)	100 (90)
	National	[83] (82)	[84] (83)	[90] (87)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	14	16	17
	Girls	15	15	15
	Total	29	31	32
Percentage of pupils At NC level 2 or above	School	88 (83)	94 (87)	97 (93)
	National	84 (82)	88 (86)	88 (87)

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

Attainment at the end of Key Stage 2

	Year	Boys	Girls	Total
Number of registered pupils in final year of Key Stage 2 for the latest reporting year	2000	15	15	30

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	8	12	14
	Girls	15	13	15
	Total	23	25	29
Percentage of pupils At NC level 4 or above	School	77 (83)	83 (79)	97 (91)
	National	75 (71)	72 (69)	85 (78)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	12	12	14
	Girls	15	13	15
	Total	27	25	29
Percentage of pupils At NC level 4 or above	School	90 (82)	83 (78)	97 (91)
	National	70 (68)	72 (69)	79 (75)

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

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	0
Black – African heritage	0
Black – other	0
Indian	0
Pakistani	0
Bangladeshi	0
Chinese	0
White	0
Any other minority ethnic group	0

This table refers to pupils of compulsory school age only.

Teachers and classes

Qualified teachers and classes: YR – Y6

Total number of qualified teachers (FTE)	8.4
Number of pupils per qualified teacher	25
Average class size	30

Education support staff: YR– Y6

Total number of education support staff	10
Total aggregate hours worked per week	182

FTE means full-time equivalent.

Exclusions in the last school year

	Fixed period	Permanent
Black – Caribbean heritage	0	0
Black – African heritage	0	0
Black – other	0	0
Indian	0	0
Pakistani	0	0
Bangladeshi	0	0
Chinese	0	0
White	0	0
Other minority ethnic groups	0	0

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

Financial information

Financial year	1999/2000
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	£
Total income	404091
Total expenditure	401870
Expenditure per pupil	1844
Balance brought forward from previous year	2768
Balance carried forward to next year	4989

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	211
Number of questionnaires returned	116

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	61	31	5	3	0
My child is making good progress in school.	51	38	3	6	2
Behaviour in the school is good.	53	40	3	1	3
My child gets the right amount of work to do at home.	34	35	21	9	1
The teaching is good.	44	43	1	8	4
I am kept well informed about how my child is getting on.	33	50	4	11	2
I would feel comfortable about approaching the school with questions or a problem.	58	28	10	3	1
The school expects my child to work hard and achieve his or her best.	54	38	3	3	2
The school works closely with parents.	35	46	10	7	2
The school is well led and managed.	50	31	9	3	7
The school is helping my child become mature and responsible.	50	42	5	0	3
The school provides an interesting range of activities outside lessons.	52	35	10	1	2

Other issues raised by parents

A significant minority of parents whose children are in Year 4 expressed serious concerns about the fact that the class had had three different teachers in the autumn term, owing to the teacher's long-term absence. Although this may have been unsettling for some pupils, there is no evidence to show that it had an adverse effect on the quality of their learning or their progress. The governors have appointed a teacher to cover the whole of the spring term in order to provide stability and continuity for the pupils. During the inspection, the quality of teaching was consistently good for those pupils.

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

AREAS OF LEARNING FOR CHILDREN IN THE FOUNDATION STAGE

73. At the time of the last inspection, most children in the Reception class were already five and, therefore, no judgements were made about the standards achieved by children under five years of age. The planning and teaching for this age group were, however, reported to be good. Overall, the school has maintained the good provision for children in the Foundation Stage of learning, which now includes all children in the Reception year. The well-organised day-to-day routines established by the Reception teacher enable all children to feel safe and secure, and grow in confidence, and the good teaching is having a positive impact on children's learning.

74. Children whose birthdays fall between 1st September and 31st January start school full-time in September, whilst those who become five between 1st February and 31st August start full-time in January. Most children have attended either a pre-school nursery or playgroup. Children enter the school with above average skills in language and literacy, mathematics and personal and social development. This is confirmed by the initial assessments conducted with these children. Judgements relating to standards at this time of year are also based on the work completed by children who are now in Year 1. By the end of the Reception year, the majority of children achieve well and are on course to exceed the Early Learning Goals in communication, language and literacy, mathematical development, knowledge and understanding of the world and in their personal, social and emotional development. In their creative and physical development, children reach the standards expected by the end of the Foundation Stage.

Personal, social and emotional development

75. Standards are above average in this area of learning. This shows good achievement and reflects the good quality of the teaching and learning, where children are constantly encouraged to feel confident about what they can achieve. The children are very well settled and have quickly learned to share and take turns while exploring the variety of activities on offer. In groups, children play and work together well. They show consideration towards each other and are helped to know how to apologise if they upset one another by their actions. They listen carefully to others, both in the classroom and during school assemblies, when they are generally very well behaved and try their best to join in with the hymns and prayers. Most children respond positively and are developing mature attitudes to their learning. Children are able to attend to their personal hygiene appropriately and most can undress and dress themselves independently before and after physical education, but may sometimes need help with footwear. The children are enthusiastic about their learning. For example, when participating in science, art and music, they are confident to try new activities, sustain their interest well and show great pleasure in what they achieve. All children settle quickly to the more structured activities, such as literacy and numeracy, and show ability to concentrate for appropriate periods of time.

76. Personal and social development is strongly promoted in all areas of learning and the planning is thorough. A strength of the teaching is the warm, encouraging relationships with the children and the caring nature of the provision that allows all children to feel secure and to grow in confidence. Good use is made of 'snack time' to support children's social development, when they are expected to use the conventional phrases such as 'please' and 'thank you' when choosing a biscuit from the tin that is handed round by a child. The adults provide very good role models for the children, always treating

each other and the children with courtesy and respect. This leads to trusting relationships and helps the children to develop an awareness of others. There is, in general, a good range of resources and the teacher ensures that there is sufficient time for the children to choose activities for themselves and have the opportunity to initiate their own ideas through play. However, the resources do not provide children with the opportunity to experience cultures other than their own. During group activities, all adults take every opportunity to encourage the children to talk about their own experiences, take turns, listen to others and develop an awareness of the feelings of others.

Communication, language and literacy

77. Children make good progress in this area of their development due to the good quality of the teaching and learning. By the end of the Reception year, most are on course to exceed the recommended Early Learning Goals. Their communication skills are particularly strong, and many children speak fluently and demonstrate that they have a broad vocabulary. All adults use talk to good effect and are good active listeners. Throughout all the areas of learning, the Reception teacher, assistants and parent helpers talk to the children individually and in groups, to ensure that all children extend their vocabulary and have the ability to use their language and communication skills for a range of purposes. All adults show children that they value their efforts at communicating. The children sustain attentive listening and confidently participate in discussions. They enjoy listening to stories and readily choose books to 'read' quietly when sitting on the carpet. They confidently 'have a go' at writing and make phonetically plausible attempts at words. For example, when writing on the white boards, a child independently wrote 'Kipper fecht his toys'. Children make good progress, and, by the time they leave Reception, many write independently for a range of purposes. Many children develop their ideas well in a sequence of sentences. For instance, when writing the story of 'Goldilocks and the Three Bears' they retell the events in sequence to produce their own concertina book with labelled illustrations. Children handle books well and most know that print carries meaning and that text is read from left to right. Many are beginning to recognise familiar words in simple reading books and are confident to share their reading books with adults.

78. Consistent strategies used by the teacher and classroom assistants enable pupils of all abilities to recognise and say the initial sounds of words. The effective partnership with parents in reading has a positive impact on the children's development and learning. The Reception teacher has effectively adapted the National Literacy Strategy framework to meet the needs of all children in the class. A good understanding of phonics is developed using well-known stories and rhymes. Children are provided with a good range of purposeful activities to develop their use of language for reading and writing, whatever their stage of development. For example, they are provided with paper and pencils in the writing area for 'pretend' writing activities and, while making dough models of characters that appear in the reading scheme books, they are encouraged to talk about the events in the book. Through the effective interaction and high expectations of the quality of work that can be achieved, all children extend their communication, language and literacy skills well.

Mathematical development

79. This area of learning is well taught and the children's learning is good. By the end of the Reception year, most children are on course to exceed the Early Learning Goals for mathematics. Most children can count to ten and many count confidently to 20. They copy write numbers and, by the end of the Reception year, are able to record numbers unaided. High achieving children count, order, add and subtract numbers when solving problems involving ten or more objects. The few children who find learning more difficult count up to five accurately and, with support, record and match the correct number of pictures to the numbers. When they first start school, children are provided with a wide range of practical experiences, such as dice games, shape puzzles, building with

bricks and exploring water and sand. The more formal activities for mathematics are effectively introduced to the children through the framework for teaching numeracy. Children use mathematical language such as 'more' or 'less' to compare two numbers, and higher achieving children find one more or one less than a number between one and 20. Many children name a triangle, circle and square and, when building with three-dimensional shapes, identify features, such as a cube having six faces.

80. The work is well planned, and children are encouraged to see mathematics all around them and develop their mathematical ideas through play situations, singing rhymes and in physical education lessons. Questions are used skilfully to encourage children to organise their ideas and explain what they have done. For example, during the introduction to a numeracy lesson on addition, the teacher used groups of children to demonstrate how ten could be made in different ways and after asking questions such as 'How many altogether?' and 'How many more do I need to make ten?', the children found the total number of two groups by counting them, and, after adding five and four to make nine, explained that they would need one more to make ten.

Knowledge and understanding of the world

81. Children enter the Reception class with a good general knowledge, which teachers build on effectively to help them know more about the world around them. The teaching and learning are good and most children are on course to exceed the expected standard by the end of the Foundation Stage. Activities are very well planned and organised and careful links are made between the recommended areas of learning and National Curriculum subjects. Taking themes such as 'Transport', 'Toys' and 'Ourselves', activities are well planned to enable children to explore many aspects of the environment and to relate the work to their own experiences. Discussion forms a very important part of the work and children are encouraged to be observant and describe what they see. Support staff are used effectively in small group situations when direct teaching is involved. All adults use skilful questioning techniques to focus children's attention and probe their understanding. In work related to scientific enquiry, the children sort toys according to whether they work by pushing, pulling or some other means. Through questioning and testing, the children place the toys in hoops to show which fall into each category. They investigate a range of objects and sort them into groups according to common materials, such as wood, plastic and metal.

82. Many children talk about where they live, their families and their immediate environment. On a simple map of the school, they draw the route from their own classroom to the hall, and write about features of the school building that they like or do not like, giving the reasons why. In their work on the theme 'Toys', the children compare old and new toys and, after looking at a teddy bear, make the observations that he is old because he has lost some buttons, his nose is a different shape and his paws have been repaired. A visit to the Weald and Downland Museum provided the children with a very good opportunity to learn about how people lived in the past. A wide range of construction toys and materials are provided for the children to explore and use their skills to make models. Their skills in design and technology are well developed, as seen in their drawings and evaluations of house models. The children make good progress when using the computer and demonstrate skills in advance of those expected for their age in their control of the mouse and in their understanding of the different functions of the tool bar, as when using a paint program. They quickly learn how to use a programmable toy, enter instructions for it to move forward, turn and travel to a particular place. Staff keep a good oversight of their progress and provide regular support as they work in the classroom. Although the children are introduced to a suitable range of religions and beliefs through the theme of 'Ourselves' and through literacy and religious education lessons, there are no role-play resources that reflect a variety of different cultures.

Physical development

83. Children's physical development is in line with expectations for their age, and they make sound progress. The quality of teaching and learning is satisfactory. On entry to the school, the children's ability to handle tools, such as scissors, and operate a computer mouse with control is variable. Many opportunities allow children to learn, practise and refine their manipulative skills and they competently pick up small items of equipment when engaging in play activities, make detailed models with play dough and make marks with a variety of painting and writing materials. Teaching fully maximises what the children can do in this aspect of their physical development. The fenced outdoor play area adjoining the classroom has no climbing equipment for the youngest children or large wheeled toys. However, the children join the older Key Stage 1 pupils in the playground at break times and have opportunities to climb and develop physical skills in the school hall.

84. When in physical education lessons, the children are encouraged to think about the space around them and to develop an awareness of others. Good learning in these lessons is due to the teacher's constantly brisk pace that retains the children's interest, and the variety of methods used to promote progression in their physical skills. They show appropriate skills for their age and travel in a range of ways, such as running, hopping, skipping and jumping. The teacher provides a good range of opportunities for children to improve their skills in manipulating tools to acquire physical skills during physical education lessons.

Creative development

85. The children make sound progress overall in developing their creative skills and most are on course to meet the generally expected levels of attainment by the end of the Reception year. The quality of teaching and learning is generally good and most activities are well resourced and organised. Role-play opportunities are carefully planned and enable children to play out imaginary situations and dress up accordingly. They use props and other resources imaginatively and are able to sustain aspects of characters for appropriate periods of time, and talk about what they are doing. For example, while at play in the home corner, the children re-enacted the making of a cake, as remembered from a story in one of the reading books. In general, they play co-operatively as part of a group and can collaborate well when using the construction toys. Children enjoy their music lessons and learn to clap the rhythm of their name and to copy a rhythm using the tambourine. They sing a variety of simple songs from memory and particularly enjoy participating in action songs. In their artwork, children paint freely and produce good self-portraits. They learn how to mix colours when painting and receive effective support and guidance from adults while they work. The Reception teacher is influential in developing the children's observational drawing skills, and her careful demonstration of how to use pencils to create shading effects results in the children producing work of a high standard for their age. Sketchbooks are provided for the children and used well by the teacher to develop their ideas and skills

ENGLISH

86. Overall, standards in English are well above average for seven and 11 year olds. Within this overall judgement, there are minor differences. In reading, by the age of seven, and in writing, by the age of 11, standards are above average. In reading, by the age of 11 and in writing by the age of seven, they are well above average. Standards in writing by the age of seven, and in reading by the age of 11, have improved since the last inspection, when all aspects of English were judged to be above average. The findings of this inspection reflect the pupils' results in the national tests for 11 year olds in 2000. They are similar to the pupils' results in the national tests for seven year olds in writing and lower in reading. Compared with similar schools, the pupils' results were above average at Key Stage 1. At Key Stage 2, although standards in English were above the national average, when compared with similar schools, the pupils' results in the national tests in 2000 were below average.

However, the achievement of the Year 6 pupils in relation to their attainment in the Key Stage 1 tests in 1996, compared with similar schools, was well above average. This represents very good progress for these pupils over four years. Overall, the trend in the school's results since 1996, at both key stages, shows an improvement above the national average. The school's target for 82 per cent of its pupils to reach or exceed the expected levels at the end of Key Stage 2 in 2001 represents a moderate degree of challenge compared with the 2000 results, but these were high. The target for 2000 was not quite met. The school has carried out an extensive analysis of the results of the tests and put in place a comprehensive programme of support for those pupils who are underachieving in reading and writing. This is already having a positive impact on the standards they achieve.

87. All pupils achieve well in English as they move through the school. Pupils with special educational needs achieve well relative to their previous attainment, especially when they receive well-targeted support, both in class and when working in groups withdrawn from the class. The Additional Literacy programme in Years 3 and 4 supports these pupils' needs well. This inspection finds no significant difference in the performance of boys and girls, both of whom often achieve well above average standards.

88. At both key stages, standards in speaking and listening are well above average. Most pupils enter Year 1 with a good range of vocabulary, and many are confident speakers. The school builds well on this foundation and, by Year 2, pupils are able to answer questions relevantly and often in good detail. Pupils speak confidently and audibly with a wide vocabulary and convey their opinions clearly, as was evident when Year 2 pupils discussed the text of the *Three Billy Goats Gruff*. They enjoy using their voices expressively when they read from the shared text. All pupils learn to listen carefully to their teachers and to each other's contributions, both in whole-class sessions and in their pair and group work in literacy.

89. At Key Stage 2, pupils continue to be active and responsive listeners. In class, they listen thoughtfully and show good respect for the views of others. Many pupils, both boys and girls, express their ideas confidently and fluently, respond precisely to the point being made, and use a well-developed vocabulary and complex sentences. In one literacy lesson, Year 6 pupils compared and concisely stated the main similarities and differences between three fantasy books, *Diggers*, *Gulliver's Travels* and *The Borrowers*, using clear examples to substantiate their views. The very good lead by the teacher allowed all pupils to participate and extend their ideas thoughtfully, as well as enriching their vocabulary. Role-play is well developed in the literacy hour and the extracurricular drama club provides further opportunities for pupils to develop their skills in speaking.

90. Standards in reading are above average by the age of seven. By Year 2, a relatively large percentage of pupils achieve standards that are higher than those expected for their age. Pupils' obvious enjoyment of books is a strength of their learning. They like reading the shared text in the literacy hour and do so with clear and expressive voices. At Key Stage 1, pupils handle books confidently and take them home regularly to practise their skills. Pupils of average ability read simple texts accurately, with understanding, and employ a number of strategies to tackle unfamiliar words. The ability of both average and below average pupils to hear, identify and blend the sounds in words is good. The more able pupils read confidently and with good expression and have strong views about their likes and dislikes in the books they read, and of the authors who write them. Although their research skills are satisfactorily developed, there are weaknesses in their knowledge of how to locate books in the library.

91. By the age of 11, standards in reading are well above average. Pupils' interest in and enthusiasm for books, develop very well throughout Key Stage 2. In Year 6 many pupils read with fluency and accuracy, and evaluate the texts that they read with growing competence. Many give a concise

summary of events and discuss characters in detail. More able pupils read text drawn from *Gulliver's Travels* and in their responses to questions, they identify key features and select the relevant phrases and information to support their views. Research and referencing skills are well developed across the key stage and most pupils are familiar with the Dewey system of classification. Pupils throughout the school enjoy reading and look forward to the daily timetabled reading activity sessions, when they are provided with a wide variety of reading experiences.

92. Standards in writing are well above average by the age of seven, but above average by the age of 11. These differences are, in the main, due to the strong focus the school has placed on developing the writing skills of the underachieving pupils in the Reception class and Year 1. At Key Stage 1, the range of pupils' vocabulary is good and they use it well in their writing. In Year 2, many pupils write for a range of purposes and develop their imaginative ideas particularly well through writing stories. This was well illustrated in the analysis of pupils' work. For example, one child effectively set the scene and captured the mood of a story by beginning with the sentence, 'One day when everyone jumped out of bed in excitement because they heard the snow twirling around ...' In the best writing, pupils are able to sustain the narrative thread well through their work and develop a lively style by selecting a good range of interesting words and phrases for description, such as 'the rain is just a giant playing water chase with buckets full to the brim'. Handwriting is joined, neat and legible. Accuracy in spelling and punctuation is, overall, as expected for the pupils' ability.

93. In Year 6, pupils write in a wide range of forms, including diaries, newspaper reports, poetry, play scripts, letters and stories. Above average pupils have the ability to write a balanced report and put forward differing views of a controversial issue, such as that of an old house in Chichester being made into a youth club. Their best writing shows a good command of style and expression. Most pupils organise their writing well, paying attention to the sequence of paragraphs, and use appropriate connectives to link one paragraph to the next. Strengths of older pupils' learning in English are the imaginative descriptions in their writing and the adventurous choice of words used for effect. For example, one Year 6 pupil wrote, 'A sunset is the morning's tide rolling gently back to the pit of darkness'. Pupils in Key Stage 2 plan, draft, edit and refine their written work in order to present a neat and correct final copy. Punctuation and spelling are generally accurate. Throughout the school, pupils have very good presentational skills, using neat, legible, joined writing for all aspects of their work.

94. Standards in literacy are well above average and the development of literacy skills across the curriculum is good. In subjects such as history, religious education and geography, older pupils write extensively and use their research skills well to obtain information. Younger pupils label and annotate diagrams in science and design and technology, and in their work in information and communication technology, they are able to use word processing skills appropriately to present their work.

95. The quality of teaching and learning in English is consistently good at both key stages. This was broadly the finding of the previous inspection. All teachers have good relationships with their pupils that create a positive climate for learning and enable pupils to enjoy their work within clear guidelines. Language has a high profile in the school, and teachers reinforce this well in class by emphasising precise terms, so that pupils become familiar with, and understand, words such as metaphor, personification, comparative adjectives, images and phonemes. Good subject knowledge is also evident in teachers' clear and lively presentations and confident management of the literacy hour, which ensure a brisk pace and effectively secure pupils' interest and attention. In Year 3, the teacher successfully created a sense of fun when pupils were introduced to how myths can differ, depending on the skills of the listener, and their accuracy in repeating what they hear. Strengths in the teaching and learning of English across the school were well illustrated in a Year 6 lesson in which the teacher used texts from three different fantasy books, *Diggers*, *Gulliver's Travels* and *The Borrowers*.

Pupils were very involved and, by effective questioning, the teacher enabled them to explore the common theme and compare the differences. The pace accelerated as her questioning increased the demands of the lesson and, together with her enthusiasm for the subject, made the lesson stimulating, meaningful and enjoyable. Pupils made very good gains in their understanding of how to extract information from the text on such aspects as when the story was set, who tells the story and the similarities and differences between the stories. This was the result of well-structured, dynamic teaching in which pupils rose to the high level of challenge set by the teacher. Overall, in Key Stage 2 there is a strong emphasis on promoting pupils' independence in such ways as involving them in correcting and marking their own work with a green pen.

96. In Years 1 and 2, there is a good focus on linking all three elements of English in literacy lessons to improve pupils' skills. For instance, when sharing the book, *The Three Billy Goats Gruff*, the Year 2 teacher involved pupils effectively in reading and discussing the text. After explaining how the punctuation influences how the story is read, the pupils used this knowledge to improve their own writing, by adding speech marks and question marks. The more able pupils showed an understanding of how to use an apostrophe to shorten two words into one, such as 'I'm', 'can't', and 'don't'. Other pupils were helped to improve their writing by choosing and using a greater variety of words, such as 'replied' and 'roared' to replace the word 'said'. Overall, teachers' expectations are sufficiently high to promote good progress for pupils of all abilities.

97. The curriculum in English is broad and varied and meets the requirements of the National Curriculum. The National Literacy Strategy has been implemented effectively, and the well-documented policies, including those for handwriting, extended writing, non-fiction writing and drafting, support teaching and learning well. Assessment procedures, and the use made of assessment to plan work for groups and for individuals, are exemplary. This is a significant improvement on the findings of the previous inspection, when it was said that not enough use was made of assessment to inform planning. Pupils have well-focused specific targets in literacy to motivate them and give them responsibility for their own learning. The high focus on, and action taken by, the school to improve the standards of the underachieving pupils is proving to be particularly effective. Throughout the school, the quality of marking is good, and often provides the pupils with constructive comments about how they can improve their work. Information and communication technology is generally used appropriately to support teaching and learning in English. The English co-ordinator was new to the school in September and is developing a good understanding of her role. She is very well supported by the headteacher, who has carried out extensive monitoring of pupils' work and the teaching of literacy. Classroom assistants are very well deployed and provide effective support to both teachers and pupils throughout the literacy hour. Resources in English are generally good, and all classrooms have a good range of fiction books to enable all pupils to enjoy reading. The library has recently undergone a rigorous audit and consequently the number of books to support research and study skills is low. However, the school has allocated a considerable sum of money to restock the library with new books in the coming term. The subject is enhanced by book weeks, visiting poets, storytellers, puppeteers and theatre groups. Pupils' sense of pride in their work is effectively promoted and celebrated in the opportunity to share their writing by reading it at school assemblies.

MATHEMATICS

98. Pupils in Year 2 and Year 6 attain well above average standards in numeracy and the other areas of mathematics. This finding shows that the school has made a very good improvement since the last inspection, when standards were judged to be average. In the national tests for seven year olds in 2000, standards were well above the national average, and well above the average for similar schools. The pupils' results in the national tests for 11 year olds in 2000 were well above the average for all schools and average when compared with similar schools. However, when compared with other

schools that had similar results at Key Stage 1 in 1996, the pupils' results were well above average. This shows that the pupils in Year 6 in 2000 had made very good progress since 1996, when their results in the national mathematics test were below average. Analysis of the school's results at both key stages shows that there has been a marked improvement over four years, which is greater than that seen in most schools. These results are very good and indicate the school's determination and commitment to improvement in mathematics. The school set itself a target to improve, and has achieved this goal very well. Pupils with special educational needs make good progress towards their own targets and receive very good support. This high level of support is given when the whole class works together, as well as in smaller groups.

99. The findings of this inspection are that standards in mathematics are well above average by the age of seven. Most pupils use mental recall of some of the addition and subtraction facts using two digits, and many can go further, using three digits. They are very capable of recognising number patterns that emerge as they work, and of taking some responsibility for their own learning. For example, Year 2 pupils were devising sums for each other to solve after they had finished the work that was set. Pupils solve problems about everyday things, such as buying flowers, or the number of children going swimming and their transport. They work out money problems very successfully, ordering coins and finding change. They recognise a wide range of three-dimensional shapes and have produced grids giving the facts they expect to find about each shape. Pupils have carried out surveys about birthdays and produced simple graphs to show their findings.

100. Standards are well above average by the age of 11. Most pupils in Year 6 are working above the expected level for their age. They are developing their own strategies for solving mathematical problems, and they make good use of estimation when dealing with very large numbers in the thousands. They present their work well, using a variety of methods such as graphs, pictograms and diagrams. Pupils have learnt to estimate, check their work by using a reverse process, and then finally check with a calculator. For example, one pupil, attempting to double 998 mentally, rounded up to 1,000, easily doubled it and took off four to find the answer. Pupils devise ways of breaking down more complicated sums into manageable parts, and finally add up all their findings to give the overall answer. They understand and use appropriate mathematical vocabulary, such as 'inverse' or 'multiples'. Pupils work with written problems successfully, where they need to have a good grasp of the wording as well as the mathematics. For example, Year 6 pupils have worked out the details of the school camping trip, including the number of pupils in each coach, the cost, and the number of seats required. They have a good knowledge of shapes and symmetry and carry out surveys, using graphs to record their findings. Pupils draw triangles accurately, and have a good knowledge of angles and sides. They show a good understanding of time, distance, and negative and positive numbers. Fractions, ratios, percentages, decimals and proportions are all well covered in pupil's books, showing that most of them have at least begun to understand these more demanding aspects of mathematics.

101. Teaching and learning are very good at both key stages. Teachers have a very good understanding of the National Numeracy Strategy and apply its principles very well. They are very committed to mathematics and to raising the standards that pupils achieve. In most lessons, the pupils are encouraged to become 'young mathematicians' and they are taught at a very good pace and with very good levels of challenge. Work is very well matched to the varying needs and capabilities of the pupils. Teachers provide for both higher and lower achievers very well. They stretch the higher groups with appropriately challenging work and provide very well for those pupils who have special educational needs. These pupils are very well supported by the classroom assistants. The methods used are very helpful in encouraging pupils' learning and teachers devise activities that pupils enjoy. For example, in Year 6, the teacher uses a rod, divided into ten sections, in red and white, and the pupils use this to help them solve mentally problems involving number, money, and length. It provides great interest and helps them to focus on their calculations.

102. Lessons are very well organised and start with a brisk mental mathematics session, in which teachers try to involve everyone. In one or two cases, only those who raised a hand were asked to answer, and it was possible to miss any who had not understood. However, by the end of the lesson, most pupils had clearly understood the work and had made good progress. Assistants help very well with this, and try to ensure that everyone understands and joins in. After the groups have worked on their own mathematical problems, the whole class comes together to share what has been learnt. A very good feature is that teachers always check to see whether the aims of the lesson have been achieved. In this way, they ensure very good learning because the pupils are able to talk about what they have done. Teachers maintain very good control of the pupils and create up a very good atmosphere for learning. Pupils are being stretched to achieve very well and they work in happy co-operation with the teachers. They explore problems together and share ideas and findings. Each lesson is a hive of activity with everyone enjoying mathematics and working productively.

103. The improvements which the school has made since the last inspection, together with the successful implementation of the numeracy strategy, are having a very positive effect on standards in mathematics. This is borne out in the results of the national tests and the steadily improving results over the years. The school analyses the results of these tests very thoroughly and uses the findings to focus on any areas that need attention. Assessment procedures in the subject are excellent, and teachers have a very clear knowledge of each pupil's progress and areas for development. In addition, mathematics is used well across the curriculum. For example, graphs and surveys are produced in information and communication technology, and, in food technology, pupils weigh and measure ingredients. Measuring and some symmetry are to be found in design and technology work, and, in Year 3, pupils conducted a survey of likes and dislikes of sandwiches, producing a graph afterwards. Mathematics is clearly a strength of the school and much hard work has been done to raise its standards to such levels. The subject fully meets statutory requirements.

SCIENCE

104. Standards of attainment in science are above average by the age of seven and this is the same as the findings of the previous inspection. Teachers' assessments of pupils aged seven years in 2000 indicated that the percentage of pupils achieving the expected Level 2 was above average, while at the higher Level 3 it was well above the national average. Achievement for all pupils in most aspects of science, including those with special educational needs, is good. There is no difference in the achievement of boys and girls. No evidence was available for the study of living things due to the organisation of the subject throughout the year.

105. The inspection's evidence shows that, by the age of 11, standards are above average. This is an improvement from the previous inspection when standards were judged to be in line with national expectations. In the national tests for 11 year olds in 2000, the pupils' results were above the national average. The results were average when compared with similar schools. However, when compared with other schools whose pupils had achieved similar standards four years earlier, the results were well above average. This shows that those pupils made very good progress in their four years in Key Stage 2. Girls achieved higher results in the national tests than boys, but the inspection's findings show no significant variations in attainment. One of the main reasons for the improvement in standards at Key Stage 2 since the previous inspection is that the school has closely analysed assessment data to identify areas of weakness, as well as including specific tasks when planning to ensure that higher achieving pupils are being challenged sufficiently. The achievement of pupils in all aspects of science, including those with special educational needs, is good.

106. The quality of teaching and learning in Key Stage 1 is good overall. The analysis of pupils' work and lessons observed indicate a good balance of work across all aspects of the subject. Teachers give pupils opportunities to learn the investigative process, collect first hand evidence, make predictions and learn how to make a fair test. For example, in their work on materials in Year 2, most pupils recognise that some changes, such as the freezing of water, can be reversed. They discover which is the coldest and hottest part of the school and draw a diagram to record their findings. Pupils know how to make a simple electrical circuit and several pupils have a clear understanding that the wires carrying electricity are in the walls and, "it comes out in the socket". Pupils have a good grasp of the safety points when handling electrical equipment. Pupils in Year 1 develop their understanding of the properties of materials by sorting objects into sets of wood, metal and plastic. Good methods of teaching ensure that the pupils are able to classify in tabular form which objects will be attracted to a magnet. First of all, they make a prediction, then carry out a simple experiment and record the results. Very good planning and the imaginative methods used for teaching the properties of light ensure that the pupils' understanding moves forward and they learn, for example, how reflective strips only work when it is dark.

107. The quality of teaching and learning at Key Stage 2 is good. This is an improvement from the last inspection when teaching was judged to be satisfactory. The main reason for the improvement is the focus now given to planning, which was formerly identified as a weakness. Planning is now very good and results in Year 6 pupils being highly motivated and working at a good pace to carry out experiments to find out what forces are acting upon objects. They draw diagrams and can explain, using scientific vocabulary, what happens when they hang a weight on a spring. Pupils show a good knowledge and understanding of the forces that are acting upon objects, and can draw arrows to demonstrate the pull and push of different forces. They take accurate measurements using a forcemeter. Good methods of teaching ensure that the pupils work and think as scientists and are given opportunities to show independence when working in small groups.

108. In Year 4, the teacher ensured that pupils had good resources to carry out their experiment on discovering which materials act as conductors in a circuit. This resulted in busy pupils quickly getting on with their task and working well in small groups. A brisk pace ensured that pupils completed a good amount of work in a short space of time and were able to come to a conclusion. Work scrutinised from last term shows that pupils can classify, using a table, herbivores and carnivores as well as understanding the food chain. A well-organised experiment on finding out which materials keep objects cool ensures that most pupils discover that the most effective material is bubble-wrap. A well-resourced lesson in Year 3 helped the pupils to identify the need for appropriate food to achieve good energy levels and growth. Good questioning ensured that all pupils were challenged to categorise foods such as dairy produce, sugars and starches, although some had to think very carefully about eggs and yoghurt. Good progress has been made in a very short time learning that **all** animals have to eat in order to survive.

109. The co-ordinator is very well qualified and leads the subject very efficiently. A very good programme of monitoring the planning of science is in place and a rigorous analysis of the pupils' test papers reveals any weaknesses that need addressing. The target percentages for science in the national tests are very challenging but the school is working towards them well. Assessment of the pupils' progress takes place half-termly and any problems are identified and acted upon. Literacy skills are developed very well with some very good examples of writing the results of experiments using scientific vocabulary. There are a few examples of information and communication technology being used to word process the results of an experiment, but there are not enough opportunities for pupils to use computers to support their learning in science. Science contributes well to pupils' spiritual development when they are amazed at how tiny a spring can be and how puzzling it is to see the measurement on the forcemeter altering slightly when the weight is dangled in water. This gives the

pupils the opportunity to reflect on their part in the physical world they live in. Pupils' social development is very good in science because they are working in pairs or groups all the time and learning to share and listen to the opinions of others. The subject meets statutory requirements.

ART AND DESIGN

110. Standards are above average in both Year 2 and Year 6. This is similar to the standards reported in the previous inspection at Key Stage 1, but an improvement on the average standards reported at Key Stage 2. This judgement takes into account two lesson observations, an analysis of pupils' work and displays, scrutiny of teachers' planning and discussions with teachers and pupils. Pupils achieve well and make good progress as they move through the school. Pupils with special educational needs achieve well relative to their previous attainment.

111. The quality of teaching and learning is good at both key stages and promotes good progress. Teachers have a good knowledge of the subject and teach well the skills of drawing, designing, printing and painting. Teachers have high expectations of what pupils are able to achieve, as illustrated by the very good observational drawings of bicycles in Year 1. A very good lesson in Year 2 also demonstrated the teacher's high expectations and the skilful teaching of sketching techniques and appreciation of design. Pupils chose a section of a design by William Morris and reproduced it in their sketchbook, putting in as much detail as possible. They demonstrated a good understanding that William Morris drew much of his inspiration from the natural world, and that this is reflected in his use of flowing curves and floral motifs. Skilful questioning reinforced this knowledge of the artist, and an excellent range of samples of his designs engaged the pupils' interest and helped them to appreciate the qualities of his work. Very effective use of viewfinders to isolate a small section of a design enabled pupils to focus on how they were created. This lesson showed how well the curriculum is planned to promote progression in the development of pupils' skills, knowledge and understanding and also the effective links that are made with other areas of the curriculum, in this case a history topic on the Victorians. The planned unit of work develops pupils' skills in detailed drawing. They create their own design in the style of William Morris, extend this to printing repeated patterns and eventually transfer the design on to a clay tile, which is fired and glazed. The teacher has also identified ways to challenge the more able pupils, for example, by incorporating symmetry into their design.

112. As pupils move into Key Stage 2, they refine their skills well and become more adventurous and imaginative as they explore different media and techniques. Pupils in Year 3 investigate the visual and tactile qualities of materials and make rubbings of objects around the school to show different textures. Sketching develops well throughout the key stage, showing good teaching of techniques. For example, in a good lesson in Year 5, pupils showed a good understanding of how to use a variety of pencils to create different effects with shading as they transformed a two-dimensional shape into three dimensions. The resulting sketches of snooker balls were of good quality. Pupils continue to learn about the work of famous artists and apply some of their techniques to their own work. Pupils in Year 5 increased their knowledge and understanding of Pointillism and the techniques used by the Impressionist painter Pissarro, which they then applied to their own work. Teachers develop pupils' skills well through the use of sketchbooks. For example, pupils in Year 5 explored ways to vary the size, spacing and arrangement of dots to create a similar effect to Pissarro before going on to use the techniques in a full-size picture. The pupils' finished work was of a very good standard and showed imaginative use of colour. Work in Year 6 illustrates the good links that teachers make with other subjects. Pupils investigated headwear and costume as a starting point for designing a piece of headwear for a character in a story, using a range of textiles and other materials. In their study of Ancient Greece, they examined the designs on Greek pots and used these to inspire their own designs, which they then used to print repeating patterns. All of the work seen was of a good standard, showing that pupils take great care to achieve good effects.

113. The teacher with responsibility for art was absent at the time of the inspection and the headteacher was temporarily overseeing the subject. The school's own scheme of work is in the process of being modified in the light of recent national and local initiatives, but nevertheless provides a sound structure for pupils' learning. Teachers identify appropriate opportunities for assessing pupils' progress when planning a unit of work and take pupils' differing capabilities into account. Pupils make effective use of information and communication technology to enhance their learning. For example, pupils in Year 4 gained access to the Internet to find information about Van Gogh. Having printed off a selection of his paintings, they studied them and discussed the themes and techniques used by the artist. There is a good range of resources to support teaching and learning in the subject. Art makes a good contribution to the pupils' spiritual, moral, social and cultural development, although there are limited opportunities to learn about art and design from a range of cultures.

DESIGN AND TECHNOLOGY

114. From the small number of lessons seen, the analysis of teachers' planning and pupils' work and discussions with teachers and pupils, indications are that pupils achieve average standards overall, with some evidence of above average attainment. The standards achieved by pupils in a Year 1 lesson were very good, and pupils in Year 6 achieved good standards when they designed and made slippers. Pupils, including those who have special educational needs, make good progress and achieve well. Overall, there has been very good improvement since the previous inspection, and the school has made a determined effort to achieve this through increasing the expertise of teachers and improving curricular planning to ensure progression in the pupils' learning.

115. The quality of teaching and learning is good throughout the school, with some that is very good. Pupils plan and design their work well, finding examples of materials and tools that might be used. In Year 1, pupils demonstrate very good understanding of sliders, levers and pivots, including using the correct vocabulary. They think of ways to solve problems and are encouraged by very good questions from the adults who are helping such as, "How is it moving?" and, "Are you pleased with it?" Pupils know that scissors and scales use pivots, and they have made an elephant which has a pivoted trunk, attached by a split pin. They know how they will use this method when they make their sliders for the moving parts in the book they are designing. Pupils use tools such as scissors, with care. They cut, score and fix materials successfully, such as thick card. These activities are providing development in a range of skills needed for design and technology.

116. By the time they are in Year 6, pupils have developed their imaginative designing skills well, and use a wider range of materials such as fabrics, plastics and a variety of paper products. Teachers have high expectations and pupils respond well to these. For example, pupils have made very good slippers from a variety of colourful materials and fabrics. One had thick soles made from a 'sandwich' of corrugated paper and card, some were pink and fluffy, and one took its design from medieval shoes, using canvas and a drawstring. Pupils share ideas well, and work collaboratively. In Year 3, pupils were seen tasting sandwiches, recording their likes and dislikes and buzzing with interest over what was an enjoyable experience for them. Learning was particularly good since they had to evaluate why they liked or disliked a filling. They moved on to think about a healthy diet, and the next lesson is planned to let them make sandwiches themselves.

117. Teaching methods are good and encourage pupils to watch and to think for themselves. In Year 4, the teacher provided models of mechanical moving parts so that children could walk out and look at how they worked before designing their own versions. This enhanced their own work, and they readily grasped what was required, producing some good designs. It is obvious that pupils really enjoy design and technology and they have very good relationships with teachers. They all work together on

their projects, and pupils are willing to join in class discussions about how to solve problems of designing and making. As a result of good teaching, pupils understand the design process and can evaluate their own work and suggest ways that they could improve it. For example, in some of the work done previously, pupils found out that tubular forms were stronger than the ones they had originally suggested, and used empty crisp tubes to very good effect.

118. At both key stages, the curriculum is well planned and based on the Qualifications and Curriculum Authority documents, which provide good development in techniques and skills. Leadership in the subject is good. The new co-ordinator has only just taken over, but has already made a good start. Resources are good and include a range of materials and tools for pupils to select from. Parents volunteer to help in some lessons and this enables pupils to learn better by having more help from adults and encouragement. Teachers use this help, and that of the classroom assistants, well. Overall, design and technology is exemplary in showing the school's determination to improve since the last inspection and to succeed.

GEOGRAPHY

119. During the inspection, the teaching of geography was observed in Years 4 and 6 only. Judgements are based on these observations and on the analysis of pupils' work throughout the school, discussions with pupils and teachers and on the school's planning and records. The evidence indicates that pupils reach average standards in Year 2. In Key Stage 2, pupils make good progress and are on course to achieve above average standards by Year 6. This judgement represents a fall in standards at Key Stage 1 when compared with the findings of the school's previous inspection, when standards at both key stages were judged to be above average. This is because the school has concentrated on raising the standards of the underachieving pupils in English and mathematics at Key Stage 1. Pupils with special educational needs make sound progress relative to their previous attainment. There are no differences in the attainment of boys and girls.

120. No lessons were observed in Key Stage 1. The evidence indicates that the quality of teaching and learning is satisfactory, which is similar to the judgement made by the school's previous inspection. The analysis of work shows that pupils in Year 1 have appropriate early map skills. The teaching successfully uses the pupils' own local knowledge and they have marked on a simple map, with instructions, their route from home to school. They have also carried out an enquiry on the features of their own local environment and recorded their opinions. In Year 2, the pupils compare the village of Walberton with Chichester and make observations of the features that give them their character. Through their study of St. Lucia, their work shows that they have understood aspects of the island at a level that is typical for their ages. For example, they have looked at features of the homes of the islanders and compared them with their own homes. The pupils are generally given the same task to work on but they respond at their own level and their work is generally well presented. In most cases the work set is sufficiently challenging for the pupils, particularly for the younger pupils in Year 1.

121. At Key Stage 2, the quality of teaching and learning is good. In the previous inspection, teaching was reported as ranging from very good to unsatisfactory. In Year 3, the analysis of work indicates that the pupils' local knowledge continues to be built on effectively. In a Year 4 lesson to introduce pupils to the use of scale in maps, the teacher made good use of a large scale map of the south of England to demonstrate how to measure distances between local villages. The teacher provided clear explanations, while using the straight edge of a piece of paper for measuring distances by road between local villages, and introduced pupils effectively to the use of scale. When carrying out the exercise for themselves, the pupils clearly demonstrated their ability to undertake the task and analyse the evidence collected. The analysis of work for this year group, shows that, through their study of India, pupils have developed a good understanding of what the village of Chembakolli is like

and how it differs from their own village. The work of Year 5 pupils on water is of a high standard and well presented as booklets. In this work, pupils show that they have gained a wide knowledge and understanding of water and its effects on landscapes and people. The work set was challenging and included a problem solving exercise on finding out the most effective method of transporting water from the hut to the main school for both art and drinking purposes. In a very good lesson in Year 6 about mountainous regions, pupils were able to name and locate a number of mountain ranges and discuss the weather conditions. In discussion, they were able to suggest varied reasons why people visit the mountains, showed understanding of the effects of tourism, and considered how weather conditions can influence the way houses are built and the clothes people need to wear. Many of the pupils were able to bring their own experiences to this lesson and, through skilful questioning and the very good use of resources, the teacher effectively extended their geographical knowledge and vocabulary. The group work that followed further promoted the pupils' geographical skills as they used travel brochures and atlases to locate the places under discussion and search for information on the features. A classroom assistant provided very good support for pupils who were trying to gain access to the Internet to find information about the resort of Courcheval. The work set enabled all pupils to make very good progress in their learning and reach good levels of attainment.

122. The co-ordinator provides good leadership in the subject. Since the last inspection, there has been a good improvement in planning. For example, the school's scheme is now based on nationally recommended guidelines that clearly show progression in the teaching of skills, knowledge and understanding, and the improved teaching supports pupils' learning well. Assessment procedures are securely in place and include half-termly assessments and the inclusion of geographical work in the teachers' files. Curricular provision is very broad. It includes use of the local area, fieldwork in other locations, consideration of environmental issues and a strong element of varied map work. This promotes the pupils' spiritual, moral, social and cultural development well as, for example, they learn about their own and other cultures, know how man affects the environment and have the opportunity to work together. The analysis of work shows that the pupils' literacy and numeracy skills are applied well in the subject. Information and communication technology is used appropriately to find out and present information.

HISTORY

123. Standards in history are above average in both key stages. No judgement on standards was made in history in the previous inspection. Pupils make good progress in both key stages and the achievement of all pupils, including those with special educational needs, is good.

124. The quality of teaching and learning at Key Stage 1 is good. No judgement on the teaching of history was made in the last inspection. In a Year 2 lesson, pupils developed well their knowledge and understanding of the past by using role-play to imagine how people lived in Victorian times. Their sense of chronology grew as they held and talked about original Victorian washday equipment. The pupils were very interested and curious about the strange looking objects on their tables and made a big effort to try and think how, for example, a washboard or a washing dolly was used. The teacher's good knowledge and understanding ensured that the interest and concentration of all the pupils were held. Planning was very good and the opening of the lesson, when the teacher told the pupils they were going to be 'Time detectives', caused great excitement and had an impact on the pace of learning which was good.

125. The quality of teaching and learning in Key Stage 2 is very good. Planning is very good throughout the key stage and the methods used to teach Year 6 pupils about Ancient Greece in the term before the inspection were imaginative. This ensured that all pupils were highly motivated to find out and discover the important features of how people lived and the influence the Ancient Greeks have

had on their own lives. In discussion and in their work, the pupils show their good knowledge of how people such as Pythagoras have influenced the world. They can talk knowledgeably about the different styles of living in Sparta and Athens, Greek architecture and the importance of the Gods and the Olympic Games. Teaching methods are challenging throughout the key stage and ensure that the pupils have a deep enjoyment of history, which is illustrated by the very positive response of Year 5 pupils, who are studying World War II. Many of them have brought from home interesting artefacts, such as a gas mask, a stirrup pump and a tin helmet, which belong to their grandfathers. The good quality of discussion led by the teacher deepened the pupils' understanding of how children were affected by the war. In Year 3, the very good resources and methods used to develop the pupils' understanding of why and how the Romans invaded Britain ensured their total concentration. The pupils were very thrilled to be given real Roman coins, an original amphora and pieces of mosaic. They became totally engaged in the activity of finding out from books, photocopied articles, pictures and a CD-ROM program as much as they could about the artefacts.

126. The subject is well led and managed and meets statutory requirements. A programme of monitoring teachers' planning documents and pupils' work by the co-ordinator and the senior management team is in place and has resulted in a keener focus on the quality of the pupils' work and also on the successful implementation of the newly devised plans. Planning is very good, is based mainly on the new national guidelines, but has been modified by teachers to meet the school's particular needs. Assessment of the pupils' progress in history is very good. It takes place termly or half-termly, and ensures that any weaknesses are identified and acted upon. Many visits and visitors enrich the history curriculum. The contribution of the community to history is good, with older friends visiting to share their life experiences. Literacy skills are developed very well, with good examples of writing in an empathetic style, pretending, for example, to be a child during the war. Pupils in Year 5 are reading a fiction book that is based on children's lives during the war. There are satisfactory links with information and communication technology when pupils designed web pages away from the computer as part of their unit of work on Ancient Greece.

127. Lessons in history make a very good contribution to the pupils' spiritual development when they feel deeply how it feels to be a scullery maid at 13 years of age or when, in role as evacuees, they are chosen, or not chosen, to be welcomed by a family. History also contributes well to pupils' social development, as they often need to work in pairs or groups, sharing equipment and research texts. Learning about how badly people in different times have been treated contributes well to pupils' moral development. The history curriculum is enriched by visits to Fishbourne Palace, Chichester Cathedral, Preston Manor (where the pupils dress up in role as servants and other characters) and a Tudor village. Visits by theatre groups, wearing Greek costume, for example, effectively bring history to life for pupils.

INFORMATION AND COMMUNICATION TECHNOLOGY

128. Standards of attainment in both key stages are average. This judgement is in line with the findings of the previous inspection for Key Stage 1 but, in Key Stage 2, there has been a decline in standards. This is due to the fact that the school has not kept up with the rapid development of this subject, particularly in the provision of computers and the amount of time allocated to teaching pupils the necessary skills. However, this has been identified in the school development plan as a priority, and it is planned that new equipment will be in the school during the course of the academic year. Achievement for all pupils, including those with special educational needs, is sound. There is no difference in the achievement of boys and girls.

129. The quality of teaching and learning in Key Stage 1 is good. In the lesson that was observed, the teacher, who is the co-ordinator, had very good knowledge and understanding of the subject and

organised the lesson so that small groups of pupils were supported well on the computer by a skilled governor. The pupils improved their information and communication technology skills using a CD-ROM program. Not all of the pupils were secure in their understanding of the importance of the sequence of instructions, but they controlled the mouse satisfactorily and made good progress during the lesson. Another group of pupils programmed a floor robot with very little support from the teacher and showed that, following a shaky start, they could send it along a route both forwards and backwards. The pupils' skills varied but, overall, they were sound. Good direct teaching of the skills of recording a story on a tape-recorder resulted in pupils reinforcing their understanding of the need to sequence their instructions and showed that they were able to use the stop and pause buttons.

130. In Year 2, observations were made of voluntary helpers supporting the pupils on the computer during the literacy hour. Although there was a considerable delay before they could reinforce skills previously taught, the pupils used the mouse skilfully and knew which areas of the screen to click on to enable them to sequence sentences. An analysis of the work completed by pupils in this year group shows that they have experienced data handling procedures by gathering information, such as the weight of pupils in the class, and constructing graphs. A few pupils explained what the graphs show and answered questions like, "How much more does Jack weigh than John?" Evidence from displays also shows that the pupils have learned how to search an encyclopaedia program using the index, menus and key words.

131. The quality of teaching and learning in Key Stage 2 is good. Year 6 pupils were very attentive during a lesson on spreadsheets, when all of the pupils clustered around the two computers. The teacher's preparation and methods used were very good and she used the screens well to move and display simple text labels to back up her explanations. She also showed the pupils how she had made use of this program to analyse other pupils' test results. The teacher's good knowledge and use of specific vocabulary, such as 'cells', had a very positive impact on the pupils' concentration, which was good. The group of nine pupils who were given the opportunity to use the computers had only a very short time experimenting with the Powerpoint program. With only two computers for 30 pupils, some of the pupils have to wait a considerable time before they can practise what they have learned in the lesson. The very few pupils observed using computers show keyboard skills appropriate for their age and knowledge of how to change the variables on the spreadsheet. They demonstrate the ability to save their work on the hard drive. An analysis of pupils' work in history shows that, when preparing a multimedia package, pupils have a good knowledge of how to gain access to and download web pages from the Internet.

132. In the lesson observed in Year 5, the teacher again used the Powerpoint program well as an aid to teaching. Pupils explained the various operations involved when using the Windows applications, such as saving work to a file independently. An analysis of displays throughout Key Stage 2 shows that pupils have sound word processing skills and are able to design the cover of a topic book using different fonts and colours. They are able to create a database, using information about their favourite biscuits, but no clear evidence was seen of pupils posing or answering questions about the data. There are some omissions in the teaching of control technology, as pupils have had no experience of monitoring changes in materials using sensors. However, the equipment to teach this aspect of the subject arrived in school during the week of the inspection.

133. The subject is well led. The co-ordinator is very enthusiastic and well organised. She has worked hard to prepare the staff for the increased emphasis on teaching and learning information and communication technology. Staff are being trained in line with government initiatives and all staff, including assistants, are developing their professional knowledge and expertise. Although there are too few computers, the school is planning to have a ratio of 11 pupils to one computer by 2002. Lesson planning, and the updated development plan for the subject, are very detailed and thorough. The co-

ordinator has purchased all the software needed to teach the new curriculum plans, which are mainly based on national guidelines. Although opportunities are limited for teachers to ensure that the pupils make links with other subjects, nevertheless there is evidence that teachers plan effective links with literacy at Key Stage 1 and with geography, history and mathematics at Key Stage 2. Pupils with special educational needs use a mathematics program to help them develop their numeracy skills. Lessons in history contribute satisfactorily to the pupils' cultural development when they are able to access programs and the websites for information about the specific period of history they are studying.

MUSIC

134. At Key Stage 1, pupils sing tunefully in assemblies, showing satisfactory control of pitch and rhythm. However, due to timetabling arrangements, no music lessons were observed and there was insufficient evidence to make judgements on attainment, teaching and learning for pupils at this key stage. However, there was enough evidence to show that the school provides these pupils with a wide range of musical experiences that cover all elements of the National Curriculum. At Key Stage 2, pupils attain above average standards and they enjoy music making activities. Standards are similar to those seen in the previous inspection. A newly appointed teacher, who is a music specialist, now teaches music to pupils in Years 3, 5 and 6 in the school, and, together with the tuition provided for brass, strings and percussion, this further enhances the provision for pupils. Pupils, including those with special educational needs make good progress in lessons and achieve well relative to their previous attainment.

135. The quality of teaching and learning at Key Stage 2 is good. The music teacher has good subject knowledge, which she uses well to challenge and extend pupils' creative learning through imaginative teaching. This was evident in a Year 5 lesson, when the pupils listened to a piece of electronic 'ocean' music and then created their own group compositions, using their own musical notation. The teacher encouraged them to explore and experiment with different musical instruments before deciding which to use for their compositions. This provided different interpretations, which they discussed with enthusiasm before practising and presenting their finished piece to the class. One group used the computer to explore a music program and confidently organised musical phrases to create a sequence that expressed the mood of their composition, which they refined in readiness for their performance. The teacher used correct musical terms throughout, and the pupils quickly adopted these in their discussions, using terms such as 'dynamics', 'structure' and 'rest' with understanding. In a Year 6 lesson, pupils listened attentively and made good progress in developing their voices when performing. They maintained their own rhythmic phrases as part of a group with awareness of how the different parts fit together. The teacher skilfully introduced this to the pupils, and, by splitting the class into groups and using three phrases, 'boom', 'ooh' 'ya-ta-ta', she effectively developed pupils' rhythm and timbre in their performance. Lessons are well planned and organised and there is a good balance between teaching musical skills and extending pupils' creative ability. Pupils in Year 5 and those in the singing club learn new songs well, and show that they can sing expressively with sound attention to breathing, diction, phrasing and pitch. However, in assemblies, the singing is not of the same good quality and, although tuneful, the pupils' response is passive rather than enthusiastic. This represents a decline since the previous inspection when it was reported that in assemblies the singing was confident and had great quality. The quality of learning in lessons, however, is often increased because the pupils enjoy music, and their interest enables them to make the best use of the opportunities provided by the teacher. Across the school, pupils rarely record their work to listen to or record what they have done. Many pupils receive instrumental tuition and are confident in using musical notation.

136. The policy has been updated, and the existing scheme of work addresses all aspects of the programme of study. The school plans to develop and adjust its scheme of work to accommodate nationally recommended guidelines. Assessment procedures are appropriate and involve the peripatetic teachers who come into school. The subject is well resourced. There is a good supply of instruments and music to listen to that enable pupils to broaden their skills in musical appreciation. The school was without a music co-ordinator last term and consequently the orchestra and recorder groups stopped. However, a new experienced co-ordinator has now been appointed and these opportunities are planned to begin again. The school choir continued meeting throughout this time, and this term is preparing to perform at the Royal Festival Hall as part of the Richard Stilgo massed school choirs concert. Pupils are provided with many opportunities to perform to an audience, both in school and in the local community. There is a Christmas production every year, and musical plays at the end of the summer term every other year. The choir sings in Arundel Cathedral, at the local community centre and in the village at Christmas, and musicians perform at Walberton Friendly Club for the local senior citizens. The subject makes a good contribution to pupils' spiritual, moral, social and cultural development when they reflect upon music, polish their performance together and take part in productions, such as 'The Emperor and the Nightingale' that reflect other cultures.

PHYSICAL EDUCATION

137. Pupils at both key stages reach average standards, overall, in physical education. In some aspects of the subject, standards are above average. The previous inspection judged attainment to be satisfactory, with one or two areas that were better, which is similar to the findings of this inspection. Improvements in the subject include the very good scheme of work and the way teachers now share the evaluation of the work in lessons well with pupils. Pupils achieve well, including those who have special educational needs, and make good progress in the subject.

138. The quality of teaching and learning is good throughout the school, and there is particular emphasis on learning basic ball skills in preparation for full participation in games. For example, in the Year 3 lesson seen, pupils were learning to pass a ball from the shoulder and from the chest, which will stand them in good stead for basketball and netball later. Where pupils achieve better than average standards, for example in the Year 1 dance lesson seen, teachers have planned very well and encourage pupils to work out their own sequences of movements. These Year 1 pupils demonstrated an above average ability to respond to music, and half the class were able to sit, watch, and evaluate the other half's work. The lesson was taken at a very good pace, and pupils worked hard for the whole of the time. In a very good Year 6 lesson, pupils travelled across fixed and moveable apparatus with above average skill, and showed great imagination in devising a continuous series of movements using ropes, ladders and mats. Once again, they are able to evaluate their own and other pupils' work and share this with the whole class in a very constructive way.

139. In general, across the school, ball skills and attainment in gymnastics and dance are of the standard expected for the age of the pupils. At both key stages, pupils understand the need for safety and for respecting other people's space. Pupils in Year 6 were excellent at getting out and putting away the large apparatus, and they have clearly been very well taught about safety. Teachers control lessons well, and all have their own individual methods for making a rapid stop to activities if necessary, for safety reasons. Pupils are very good about responding immediately. Teachers often ask pupils to demonstrate particular activities in order to show others what to do, and this is a strong feature in most lessons. In this way, pupils are immediately involved with the aims of the learning. In gymnastics, pupils show good control and co-ordination when moving and stopping and they all understand the need for a warm up at the beginning and a warm down at the end of a lesson.

140. The school has its own outdoor pool, and this results in most pupils being able to swim at least 25 metres by the time they leave. A very wide range of games and activities is offered both in lessons and after school. These include karate, fencing and the more traditional games of football and netball. However, there are firm plans to add rugby, hockey and cross-country running to the programme. The curriculum is planned very well to cover gymnastics, dance, games and athletics. Teachers are committed to good teaching and the encouragement of pupils, and they all change into suitable clothing for physical education, leading by example. Resources for the subject are good and promote learning well. They are easily accessible from the storage cupboard. Physical education makes a good contribution to pupils' spiritual, moral, social and cultural development. For example, pupils work well in small groups or teams and show good co-operation with each other. They are learning to play to rules, and frequently are able to take the responsibility for making up simple rules for an activity themselves. In their evaluation of each other's performances, they are encouraged by teachers to be observant, and reflect about their comments, and never to be unkind or thoughtless in how they speak about each other.

RELIGIOUS EDUCATION

141. By the ages of seven and 11 years, pupils' knowledge and understanding of religious education exceed the expectations of the locally agreed syllabus. This is the same as the finding of the previous inspection. Judgements in this inspection are based on lesson observations, a detailed analysis of pupils' work and scrutiny of teachers' planning and displays. The school's status as a Church of England Controlled School and its caring ethos support the teaching of religious education, which is given a high priority. Together with collective worship, it makes a distinctive contribution to the pupils' personal development. All pupils, including those who have special educational needs, make good progress in the subject as they move through the school as a result of imaginative and well planned teaching.

142. The quality of teaching and learning is good at Key Stage 1. Teachers give very clear explanations that help pupils to acquire a good knowledge and understanding of the traditions and festivals of different faiths. Pupils in Year 2 have a good understanding of many features of Divali and Hannukah, and they retell the Christmas story in great detail. They illustrate and explain clearly the significance of the different parts of a Christingle. Teachers use stories effectively as a means of developing pupils' understanding. Pupils learn about some of the beliefs of Hindus through the story of Rama and Sita and discuss Bible stories to find out about how Jesus lived and what Christians believe. Teachers give pupils the opportunity to learn about and compare the values and beliefs of Jews, Christians and Hindus. Year 2 visited Chichester Cathedral in the autumn term to learn about places of worship. This not only helped them to understand how the building is used for worship, but also made a very good contribution to their spiritual development, as they responded with awe and wonder to the beauty of the architecture and the atmosphere created as the organ played. In a good Year 1 lesson, the teacher encouraged pupils to think of some of the qualities that make a good friend. Pupils were quick to suggest "they look after you" and "they invite you to their party" and listened to each other's ideas with interest. The teacher guided the discussion well and explained to pupils that, in the coming weeks, they would be learning about Jesus' special friends called the disciples. When they subsequently worked in groups to discuss and write about their ideas, pupils showed a good understanding of what makes a good friend. Teachers have decided to use religious education lessons as a focus for developing pupils' literacy skills, and this is done very well. However, there is a

tendency in some lessons, when pupils are writing, to focus on the spelling, grammar and punctuation content more than the ideas that are being expressed.

143. The quality of teaching and learning is good at Key Stage 2. A detailed analysis of pupils' work shows that pupils in Year 6 have a good understanding of the Jewish faith, including rules to live by, beliefs and festivals. The teacher made very good use of a range of interesting artefacts to illustrate the different features of worship in the synagogue and pupils learned about the Bar Mitzvah ceremony and its significance. The teacher's planning for the autumn term shows that imaginative and interesting methods were used to heighten the pupils' appreciation of the significance of the Christmas story. Pupils listened to a short extract from Handel's *Messiah*, which included the angels appearing to the shepherds, and discussed the words and what they revealed about Christian belief in Jesus. The pupils' work also illustrates how well the teacher relates religious education to the pupils' own experience. For example, pupils took on the role of the brother of the prodigal son from the Bible story, and wrote about their feelings at his return and the way his father greeted him with open arms.

144. In a very good Year 6 lesson, pupils discussed in depth the Bible story of the Good Samaritan. The teacher's excellent introduction consisted of a one-sided telephone conversation, in which she played the part of the innkeeper who had just accepted the injured man into his inn. This imaginative and highly entertaining approach immediately grabbed the pupils' attention and interest and set the tone for a lively and enriching experience for the pupils, that greatly enhanced their understanding of the subject. The ensuing discussion was carefully structured by the teacher through very focused questions, such as "What was the message that Jesus was giving?" and "Do you think this changed the innkeeper's view of Samaritans?" Pupils also asked relevant questions that showed the depth of their understanding and their ability to think things through for themselves. One asked "Do you think the saying, 'Don't judge a book by looking at its cover' could be applied?" The teacher's very good rapport with the pupils created an atmosphere of openness and respect for each other's views and opinions and helped pupils to explore the issues raised by the story in the context of present day situations and their own experience. The pupils were then asked to retell the story from the innkeeper's point of view, which most were able to do concisely and imaginatively. Some were able to empathise very strongly with the innkeeper and showed that they had thought deeply about the story. This was a very good example of how pupils' literacy skills are developed appropriately through the subject. By constantly focusing pupils' thoughts on the story and the innkeeper's feelings, the teacher ensured that the true purpose of the lesson was not obscured.

145. The headteacher is also the co-ordinator for religious education, which serves to give the subject a very high profile throughout the school. She provides very good leadership for staff, and closely monitors the pupils' work and the implementation of the school's scheme of work. The latter has been modified recently to take account of both the locally agreed syllabus for religious education and the Qualifications and Curriculum Authority guidelines. Teachers' planning clearly identifies how pupils will be assessed at the end of a half-termly unit of work and teachers' marking of pupils' work is thorough, helpful and constructive. Although pupils visit Chichester Cathedral and the local church, there are no opportunities for them to visit places of worship of different religions, and few opportunities for them to hear from visitors about their different faiths. There is, however, a very good range of resources, including religious artefacts, to support pupils' learning about the Christian, Hindu, Jewish and Moslem faiths. The subject makes a very good contribution to the pupils' spiritual, moral, social and cultural development. There are many worthwhile opportunities for pupils to reflect on the significance of religious stories and their relevance to their own lives. Spiritual awareness is enhanced by responding to religious music and buildings, and pupils are led to identify common threads in moral teachings from different faiths. Through learning about the traditions and celebrations of Judaism, Islam and Hinduism, pupils gain a deeper understanding of Britain as a multi-faith society and learn to

appreciate and value cultural differences. The subject meets the requirements of the locally agreed syllabus for religious education.