

# INSPECTION REPORT

**Whytemead Community First School**  
Worthing

LEA area: West Sussex

Unique Reference Number: 125861

Acting Headteacher: Ms A Sowrey

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Reporting inspector: Mr Paul Bamber  
15064

Dates of inspection 11<sup>th</sup> to 13<sup>th</sup> October 1999

Under OFSTED contract number: 707864

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

## INFORMATION ABOUT THE SCHOOL

Type of school:	First
Type of control:	County
Age range of pupils:	4 to 8 years
Gender of pupils:	Mixed
School address:	Dominion Road Worthing West Sussex BN14 8LH
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Appropriate authority:	The governing body, Whytemead Community First School.
Name of Chair of Governors:	Mrs D Wood
Date of previous inspection:	May 1996

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<b>Team members</b>	<b>Subject responsibilities</b>	<b>Aspect responsibilities</b>
Mr Paul Bamber, RgI	Mathematics, design and technology, physical education	Attainment and progress; teaching; leadership and management; efficiency of the school
Ms Sue Thomas, Lay Inspector		Equality of opportunity; attitudes, behaviour and personal development;
		attendance; pupils' spiritual, moral, social and cultural development; support, guidance and pupils' welfare; partnerships with parents and the community.
Mrs Marie Gibbon	English, history, geography, religious education.	Special educational needs; English as an additional language; the curriculum and assessment.
Mrs Judith Howell.	Science, information technology, art, music.	Provision for children aged under five years; staffing, accommodation and learning resources.

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## MAIN FINDINGS

### What the school does well

- The very good provision made for the children aged under five years is a particular strength.
- The pupils attain above average standards in mathematics, science, art and design and technology.
- The quality of teaching is good or better in just over eight out of ten lessons. There is a higher percentage of very good lessons than is found nationally.
- The staff are highly committed and work very well as a team.
- Pupils have positive attitudes to their work. They relate very well to each other and to the adults in the school. Standards of behaviour are good.
- The school cares very much about the welfare and personal development of the pupils and promotes a very positive ethos.
- The partnership that the school has developed with parents and the local community is very good. Parents make a valuable contribution to the pupils' education.
- The headteacher provides a clear focus for school development. She is extremely well supported by the deputy headteacher and other staff with management responsibilities in promoting improvements in standards.

### Where the school has weaknesses

- I. The school does not provide the pupils with their full entitlement to religious education. As a result, in this subject, the pupils attain standards below the expectations of the locally Agreed Syllabus and make unsatisfactory progress.

**The school has many strengths and only one major weakness. This weakness will form the basis of the governors' action plan, which will be sent to all parents or guardians of pupils at the school**

### How the school has improved since the last inspection

The school has made good improvement since the last OFSTED inspection, which took place in May 1996. The school has drawn up detailed schemes of work and has improved medium term planning. As a result, teachers ensure that pupils build their skills and knowledge in a logical, step-by-step way. The school has provided more opportunities for pupils to take initiative and responsibility. Their work in mathematics, art, science and information technology provides examples of this, as does their contribution to the school council. Teachers now plan their lessons carefully to provide the higher attaining pupils with challenging work. The recent increases in the number of pupils attaining at higher levels in the end of Key Stage 1 national tests provide evidence of the success of this extension work. Standards have risen in information and communication technology, as a result of more focussed teaching from staff who, through professional training, have acquired increased knowledge and skills. Other improvements include higher standards of teaching, especially in literacy and numeracy, and much clearer assessment procedures. Both of these have promoted good progress. Recent good improvements in planning, teaching methods and the way in which teachers assess pupils' attainment and progress give the school a good capacity to improve.

• **Standards in subjects**

This table shows the standards achieved by 7 year olds in 1998 based on the National Curriculum tests:

<b>Performance in</b>	<b>Compared with all schools</b>	<b>Compared with similar schools</b>	<b>Key</b>
			<i>well above average</i> A
			<i>above average</i> B
Reading	C	C	<i>average</i> C
Writing	C	D	<i>below average</i> D
Mathematics	D	C	<i>well below average</i> E

The information shows that standards in reading are average when compared with all schools and with similar schools. Standards in writing are average when compared with all schools, but below average when compared with similar schools. It also shows that standards in mathematics were below average when compared nationally but average, when compared with similar schools. Teachers' assessments of pupils' attainment in science show that standards were below average nationally. Provisional end of Key Stage 1 national test results for 1999 show that standards have risen since 1998. There has been an increase in the percentage of pupils attaining Level 2 in reading writing and mathematics. Whilst reading and writing remain in line with the national average, pupils' attainment in mathematics has risen from below the national average in 1998 to just above that average in 1999. More pupils achieved higher levels. There are no comparative figures available yet for comparisons with similar schools. The findings of the inspection are that pupils in the present Year 2 are attaining above average standards in mathematics, science, art and design and technology. They are attaining average standards in English, information technology, geography, music and physical education, but standards below the expectation for age of the locally Agreed Syllabus for religious education. Pupils in the only Key Stage 2 year group, Year 3, attain above average standards for their age in mathematics, science, art, design and technology, history, geography and physical education. Children aged under five years attain well above average standards in their personal, social and physical development. They attain above average standards in mathematics, in their knowledge and understanding of the world and in creative development. They attain average standards in language and literacy. Throughout the school, pupils with special educational needs attain satisfactory, and sometimes good, standards for their capabilities.

• **Quality of teaching**

<b>Teaching in:</b>	<b>Under 5</b>	<b>5 – 7 years</b>	<b>7 – 11 years</b>
English	Good	Good	Good
Mathematics	Good	Good	Good
Science	N/A	Good	Good
Information Technology	N/A	Good	Good
Religious education	N/A	Satisfactory	Satisfactory
Other subjects	Very Good	Satisfactory	Good

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

During the inspection, forty lessons were observed. Of these, one was excellent, ten very good, twenty-two good, six satisfactory and only one unsatisfactory. Major strengths in teaching include very clear planning, good relationships with pupils and the good use of high quality resources. Any weaknesses were related to teachers' inexperience. The quality of teaching for pupils with special educational needs is good.

• **Other aspects of the school**

<b>Aspect</b>	<b>Comment</b>
Behaviour	Good. The pupils are polite and well mannered and know right from wrong. Teachers control pupils' behaviour positively.
Attendance	Good. Average attendance is above the national average and the amount of unauthorised absence is below the average.
Ethos*	Very good. The school is very committed to achieving high standards. It presents a welcoming and attractive environment, the quality of relationships is very good and there is a very good partnership with parents.
Leadership and management	Good. The headteacher provides strong leadership, other staff with management responsibilities positively promote school improvement and the governors are knowledgeable and involved. The school's administration is very efficient.
Curriculum	Satisfactory overall. Planning and assessment procedures are a strength and, in most cases, the school provides pupils with a broad and balanced curriculum. However, the school does not fulfil its statutory obligation regarding the amount of curricular time which is devoted to the teaching of religious education. This is a weakness in the school's curriculum.
Pupils with special educational needs	Good. The school carefully plans the curriculum and the deployment of support for these pupils. Class teachers and support staff ensure that teaching is closely linked to the pupils' individual education plans and the provision is well managed by the special educational needs co-ordinator.
Spiritual, moral, social & cultural development	The provision for moral, social and cultural development is good. For spiritual development, it is satisfactory.
Staffing, resources and accommodation	Good overall. Staff are suitably qualified and have enhanced their skills and knowledge through attending relevant courses.



Accommodation is spacious, but, occasionally, the semi-open plan nature of the classrooms and their high ceilings make audibility difficult. The school provides high quality resources, which motivate pupils' interest in learning.

Value for money                      Good.

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

### **The parents' views of the school**

#### **What most parents like about the school**

- II. They are encouraged to play an active part in the life of the school.
- III. The children enjoy school.
- IV. They find it easy to approach the school with questions or complaints.
- V. The school enables their children to achieve a good standard of work.
- VI. The school gives them a clear understanding of what the children are taught and they are kept well informed about their progress.
- VII. The school's attitudes and values have a positive effect upon the children.

#### **What some parents are not happy about**

- VIII. One or two parents feel that standards of
- IX. A few feel that the school does not handle

The findings of this inspection concur with positive views of the parents. During the inspection standards of behaviour were good in most cases and there was no evidence of complaints from parents not being addressed satisfactorily.

### **KEY ISSUES FOR ACTION**

The governors, Headteacher and staff should address the following matters in writing the action plan, in order to raise standards and improve the provision the school makes still further by.

**i. Ensuring that religious education is taught for one hour per week, in accordance with the locally Agreed Syllabus and the school's own policy.**

Paragraphs 9, 10, 12, 13, 15, 27, 30, 31, 62, 104-109 inclusive.

## **INTRODUCTION**

### **Characteristics of the school**

1 Whytemead Community First School educates pupils from the ages of four to eight and is situated in a southern coastal town. There are 232 pupils on roll with 24 more girls than boys. The percentage of pupils entitled to free school meals is 14.8 percent, which is broadly in line with the national average. There are 53 children on the register of special educational needs. This is above the national average. There is one child who has a statement of special educational need. This is below the national average. There are six pupils from ethnic minority backgrounds all of whom have English as an additional language, which is fewer than in most schools. The catchment area of the school contains twelve per cent of adults with higher education. This is below the national average. The percentage of children who come from high social class households is around the national average. Overall, children enter the school at average levels of attainment.

2. At present, the school has 45 children under the age of five on roll. These children are admitted to the school in the first term of the academic year in which they become five. Induction procedures include visits to the Reception class before starting school and good information for parents. Children aged under five are taught in two Reception classes, one for full-time pupils and the other taking those who attend on a part-time basis. Children enter the school at average levels of attainment apart from a significant minority that attains below average standards in language and literacy.

3. There have been several changes in the school since the last OFSTED inspection. Most importantly among these has been the school's move to new premises. As a result of this move staff have been required to adapt their teaching approaches due to the semi-open plan nature of the classrooms. There have been several changes to the teaching and support staff including the appointment of a new deputy headteacher.

4. The school's aims include providing children and adults with a happy, secure and stimulating environment, to provide a broad and balanced curriculum which takes account of individual needs and to enable each child to gain confidence and take pride in his or her own achievements.

## 5. Key indicators

### Attainment at Key Stage 1<sub>1</sub>

Number of registered pupils in final year of Key Stage 1 for latest reporting year:	Year	Boys	Girls	Total
	1998	34	29	63

National Curriculum		Reading	Writing	Mathematics
<b>Test/Task Results</b>				
Number of pupils at NC Level 2 or above	Boys	27	25	28
	Girls	25	25	23
	Total	52	50	51
Percentage at NC Level 2 or above	School	83(77)	79(86)	81(98)
	National	80 (80)	81(80)	84(83)

Teacher Assessments		English	Mathematics	Science
Number of pupils at NC Level 2 or above	Boys	26	28	27
	Girls	25	24	25
	Total	51	52	52
Percentage at NC Level 2 or above	School	81(84)	83(91)	83(91)
	National	81(85)	85(83)	86(85)

.....

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

**1**

#### Attendance

Percentage of half days (sessions) missed			%
through absence for the latest complete reporting year: 1998/99	Authorised	School	5.7
	Absence	National comparative data	5.7
	Unauthorised	School	0.08
	Absence	National comparative data	0.5

#### 1 Exclusions

Number of exclusions of pupils (of statutory school age) during the previous year:1998/99		Number
	Fixed period	1
	Permanent	0

#### 1 Quality of teaching

Percentage of teaching observed which is:		%
	Very good or better	28
	Satisfactory or better	98
	Less than satisfactory	2

# 1 PART A: ASPECTS OF THE SCHOOL

## 1 EDUCATIONAL STANDARDS ACHIEVED BY PUPILS AT THE SCHOOL

### 1 Attainment and progress

6. Analysis of the 1998 (the most recently confirmed) end of Key Stage 1 national tests shows that, in reading and writing, the percentage of pupils attaining Level 2 or above was close to the national average. This was also the case for the percentage of pupils achieving at higher levels. In mathematics, the percentage of pupils attaining Level 2 or above was below the national average, but the percentage achieving higher levels was close to that average. When the averages of the school's test data are compared with those of similar schools, they show that standards are average in reading and mathematics, but below average in writing. Teachers' assessments of Year 2 pupils' attainment in science for 1998 indicate below average standards in the number of pupils attaining at Level 2 but a much higher percentage for those attaining Level 3.

7. When the end of key stage results for 1998 are compared with those reached by the school in 1996 and 1997, they show marginally lower standards in reading and mathematics and a more significant decline in writing standards. The combined data for 1996-1998 show that boys performed above the national average in reading, writing and mathematics and that girls outperformed boys in reading and writing. This was, however, in line with national trends.

8. The provisional results of the end of Key Stage 1 tests for 1999 indicate that the percentage of pupils attaining at Level 2 or above has increased in reading, writing and mathematics. Early indications are that compared with all schools, standards are average in all three of these subjects. This indicates a good improvement over the standards achieved in 1998. It should be noted, however, that the 1998 Year 2 cohort contained one third of pupils with special educational needs.

9. The findings of the inspection are that the proportion of pupils in the present Year 2, who are performing at the national expectation for age, is above average in mathematics and science and average in English and information technology. Pupils' standards in religious education are below the expectations of the locally Agreed Syllabus followed by the school. At Key Stage 1, standards are above average in art and design and technology and are average in history, geography, music and physical education. The findings of the inspection are an improvement upon the 1998 end of key stage test results and are in line with the provisional 1999 results. Much of this improvement in English and mathematics can be attributed to the improved teaching that closely follows the structures outlined in the National Literacy and Numeracy Strategies. Especially noteworthy is the much higher proportion of pupils attaining the higher levels.

10. In English, by the age of seven, most pupils listen attentively to each other and to their teachers and answer questions sensibly. There are a number of pupils who speak very quietly, whose contribution is sometimes lost in whole-class settings. Pupils read a good range of texts and higher attaining pupils read these confidently and fluently. Most pupils retell a story accurately and discuss favourite characters. They use a sound knowledge of phonics to help them to read unfamiliar words. Lower attaining pupils enjoy reading but sometimes rely too much on support from adults when they encounter difficulties. Most pupils spell familiar words correctly and use their 'sounds' knowledge to make good attempts to spell new words. Many use a joined style of writing and form letters well. The best writing is lively. Lower attaining pupils continue to use a mixture of upper and lower case inappropriately when writing. Pupils generally present their work well. In mathematics, by the end of the key stage, pupils attain above average standards in all the four attainment targets. They solve problems involving money and use a good range of mathematical vocabulary to describe procedures, such as subtraction. They predict number patterns. In mental mathematics sessions, pupils use and explain the short cuts they use to calculate addition and subtraction of two digit numbers. They measure in non-standard and standard units, tell the time using analogue and digital clocks, and identify and classify common two and three-dimensional shapes, such as hexagons, pyramids and cuboids. Pupils collect information about their friends, favourite foods and pastimes and organise them into column graphs. They use computer programs to illustrate this same information in the form of a pie-

chart. In science, pupils aged seven, understand that plants and humans reproduce and grow, and they classify materials using their own criteria. In design and technology, pupils design and construct a model lighthouse into which they incorporate an electric circuit. In information technology, pupils use the mouse to make commands, use icons, save and retrieve their work, program movement of a robot and use CD-ROM to look up information. By the age of seven, in religious education, pupils know that churches are special places, understand that people worship and celebrate religious festivals in different ways and at different times and talk about the importance of family and friends. However, as a result of insufficient time made available for the subject on the school's timetable, pupils' depth of knowledge and understanding are unsatisfactory and they do not reflect appropriately upon the issues raised or have an adequate range of experiences.

11. In art, by the end of the key stage, pupils demonstrate above average standards through their good skills in observational drawings, painting and textile work. They draw and paint well in the style of Monet and Matisse. In music, pupils sing songs tunefully from memory, listen with appreciation to short musical extracts and identify sounds made by different instruments in an orchestra. In history, pupils develop a sense of chronology through considering how they have changed since birth. Pupils also visit local churches and a village, to study the past and listen to visitors much older than themselves in order to comprehend life in past times. In geography, they use symbols to represent the weather, record their likes and dislikes about features in a local park and use simple plans and maps to find their way around the school. In physical education, pupils travel in different ways, using different parts of the body, know that they need to warm up and cool down before and after exercise and handle and use apparatus safely

12. In Year 3, the only year group in the school which follows the National Curriculum for Key Stage 2, pupils attain above average standards in mathematics, science, art, design and technology, history, geography and physical education. They attain average standards in English, information technology and music, but below average standards in religious education.

13. In English, in Year 3, pupils listen well especially during whole-class sessions, extend their vocabulary during debate in geography lessons and offer clear ideas in response to questions. Some lower attaining pupils require considerable prompting to retell a story or discuss its characters. Higher attaining pupils read fluently and independently a range of texts including non-fiction. Standards in writing vary significantly. The best writers use a wide range of vocabulary to achieve mood and description. Most pupils spell accurately but many find tackling unfamiliar texts difficult. Lower attaining pupils do not use basic punctuation with consistent accuracy. In Year 3, in mathematics, pupils accurately mentally calculate additions and subtraction of two by one digit numbers, use symbols to represent equality and approximation and understand in algebra that different symbols represent different numbers. They identify properties such as faces, edges and corners in three-dimensional shapes. Higher attaining pupils draw accurate nets of cubes and cuboids and all pupils gather information about their friends' likes and dislikes to construct a simple spreadsheet with eight fields. In science, Year 3 pupils make accurate predictions about outcomes in advance of their investigations, start to recognise that tests need to be fair, use dye to trace the path of water in a celery plant and understand why light flows through different materials in different ways. In information technology, pupils use 'clip-art' files and incorporate pictures into text work, alter the size and style of text and assess the use of information technology in packaging and publishing. In religious education, they know that the Bible is a special book, understand the meaning of some parables and visit churches to absorb the atmosphere and study artefacts. As a result of a lack of time provided for the subject, pupils do not develop sufficient knowledge or depth in the subject.

14. In Year 3, in art, pupils explore pattern and colour to recreate work in the style of Kandinsky, make observational sketches and drawings of buildings in a local village and use dye to create colour effects. In design and technology, pupils design and make bridges and test the relative strength. In music, they compose their own music, using symbols and notation, and the higher attaining pupils show a good awareness of rhythm. In history, Year 3 pupils visit a local museum to experience how Victorian children, rich and poor, were educated and worked and in geography, they understand how a local river forms and follow its course and compare it with the river Rhone. In physical education, pupils travel with good balance along benches, climb steps to mount a box and jump and land in a star or pin-tuck position.

15. At both Key Stage 1 and in Year 3, pupils, including those with special educational needs, make good progress in English, mathematics, science, design and technology, art, and music. In Year 3, pupils make good progress in history, geography and physical education and unsatisfactory progress in religious education. At Key Stage 1, pupils make satisfactory progress in history, geography and physical education and unsatisfactory progress in religious education. Pupils' good progress in English is shown as they use phonics increasingly well to read unfamiliar words, speak at greater length in response to questions, become more adept at using punctuation in their writing and spell more accurately. In mathematics, they improve their ability to calculate mentally from working in numbers to twenty in Year 1 to adding and subtracting two digit numbers in Year 3. They measure more accurately and by the time they reach Year 2, they estimate well and are more discerning in their choice of units of length and weight. In Year 1, they draw simple pictograms to illustrate information they gather, but by Year 3, they combine many items to construct spreadsheets. Good progress is seen in science, as pupils' knowledge of scientific ideas develops well. They refine their investigative methods, introducing more variables and making more accurate observations. In Year 1, they name external parts of the body, but by Year 3, come to understand that the body has internal organs. In information technology, pupils make good progress as they become more confident in using the keyboard, use a wider range of functions, incorporate more than one program in their work and develop an increasing understanding of the influence of information technology in their own lives. In religious education, due to a lack of sufficient time, pupils make unsatisfactory progress over time in the depth and range of knowledge. In lessons, however, they make good progress and gains in understanding the differences and similarities between the ways that people worship and in learning some of the teachings of Christianity. Pupils in both key stages, make good progress in art as they use an increasing number of media and styles in their drawings and paintings. They make good progress in design and technology, as they become more aware of the need to choose suitable materials, which will best fit the purpose of the product. In music, at both key stages, pupils make good progress in their capacity to listen to music critically, in their understanding of musical notation and in creating music to match mood and tempo. In Year 3, pupils make good progress in history, when they increasingly understand how life in the past was different from, or similar to, their own. At Key Stage 1, satisfactory progress occurs in their sense of chronology as they study changes in their own life. In geography, pupils make good progress in Year 3, making maps and using them and in their understanding of physical features. At Key Stage 1, their satisfactory progress is shown, as they become more aware of their own local environment and begin to make judgements about its attractiveness or otherwise. In physical education, pupils demonstrate good progress in Year 3, as they develop greater accuracy in sending and receiving a ball, finishing gymnastic sequences more gracefully and mastering folk dances with more complicated steps. They show satisfactory progress in Key Stage 1, as they travel with more awareness of moving safely in space and where they work together to create sequences in dance which better match the rhythm and mood of the music.

16. Pupils with special educational needs make good progress and, overall, attain good standards for their previous attainment. Their individual education plans identify clear achievable targets, which relate well to their needs. Class teachers, the co-ordinator for special educational needs and classroom assistants plan effectively together and ensure that pupils receive good support. The successful implementation of the Additional Literacy Support programme has also made a significant contribution to the good progress made by these pupils in Year 3.

17. Children aged under five years attain well above average standards in their personal, social and physical development. They attain above average standards in mathematics, their knowledge and understanding of the world and their creative development, and average standards in language and literacy. During the short time, in which these children have been in the school, they have made very good progress in their personal and social development, and good progress in all other areas of their learning. The children play well together, share resources, take turns and relate well to each other and to the adults who care for them. They are well behaved and friendly. In their play and physical education lessons, they control their bodies to slide, run and jump with good control, manipulate wheeled toys to achieve good direction, catch and send a small ball very well, draw within confines and thread beads. They make good progress in language and literacy, having, generally, entered the school with below average standards. They listen attentively, use appropriate language when pretending to be a petrol pump attendant or customer, reply to questions sensibly, enjoy looking at books and recognise

their own name. The children use basic mathematical language, such as full, empty, big and small, to describe capacity and volume. Many count to ten, some well beyond, when sorting objects and identify whether numbers are more or less than another. By the time they are five, children record their subtractions of numbers to nine using conventional symbols. In their knowledge and understanding of the world, they care for hamsters, discuss changes in their bodies as they grow, use road maps and markings in their play outside, plan and make models of beds for their toys, glue and tape materials together and use the computer to reinforce language and mathematical work. The children develop good skills in drawing and painting. They mix colours to create autumn colour and draw pebbles from the beach, use pastels to draw a self-portrait and experiment with different materials. They clap in time to music, sing simple songs from memory and experiment making sounds with untuned instruments. The good and very good progress made by these children is the result of the very well structured curriculum and very good teaching.

## **1 Attitudes, behaviour and personal development**

18. Pupils' attitudes to learning are very good. These have been maintained since the last inspection. Ninety per cent of parents, who completed a questionnaire feel that the school encourages positive values and attitudes. Pupils are happy and confident and enjoy their work. Children aged under five years are keen to learn and take part in their activities with enthusiasm. They are well behaved, polite and friendly and understand the difference between right and wrong. Pupils are confident to talk about their work and to demonstrate what they can do. They cooperate and share equipment well together when they work in groups. In a Year 2 science lesson, more experienced pupils helped the less experienced to record their work on the computer. Their written work is generally neat and tidy. There are some opportunities for children to take responsibility for their own learning, for example, researching topic work, but these are limited.

19. Behaviour is good overall and has a positive effect on standards. Eighty-one per cent of parents felt that the school achieves good standards of behaviour. On a few occasions, a minority of pupils in some classes are silly and misbehave in lessons. Pupils know the school rules and play well together in the playground. There has been one fixed term exclusion in the past year.

20. Relationships are good throughout the school. Staff are good role models for the pupils. Pupils are valued as individuals and show respect for adults and for each other.

21. Pupils' personal development is good. They develop a sense of responsibility. Last term, they raised money for the school by a sponsored sunflower growing competition. The school council provides a good opportunity for pupils to contribute to the work of the school. Councillors take their duties seriously and did not hesitate to suggest sanctions for pupils who misbehave. Teachers encourage pupils to be aware of others less fortunate than themselves and harvest gifts are donated to members of the local community.

22. Pupils with special educational needs are included in the consistent implementation of the school's behaviour policy. Those pupils who have particular difficulties with acceptable behaviour have appropriate targets within their individual education plans to help them to develop their self-control and their social skills.

## **1 Attendance**

23. Attendance is good and is above the national average. It has improved since the last OFSTED inspection. Parents feel that their children enjoy coming to school. The main reasons for absence are sickness and holidays in term time. The incidence of unauthorised absence is below the national average. Teachers mark registers correctly in accordance with the clear guidelines given in the attendance policy. Registration is an efficient process each morning and afternoon. Most children arrive punctually in the mornings. Lessons begin on time throughout the day.

# **1 QUALITY OF EDUCATION PROVIDED**

## **1 Teaching**

24. Overall, the quality of teaching is good. This is an improvement on the findings of the school's last OFSTED inspection. The improvement is most noticeable in the teaching in Year 3. At the time of the last inspection, in this year group, 75 per cent of lessons were judged to have sound or better standards and the remaining 25 per cent of lessons had unsatisfactory features. During this inspection, 100 per cent of the lessons seen in this year group were satisfactory or better. Throughout the school, teaching was satisfactory or better in practically all lessons. Of these, over eight in every ten lessons were good or very good. Very good teaching was seen in three in every ten lessons and only one lesson seen was unsatisfactory. The quality of teaching of literacy and numeracy is good and teachers have worked very hard to implement both the National Literacy and Numeracy Strategies successfully. Literacy and numeracy are taught daily.

25. The quality of teaching for children aged under five is very good. This has a positive impact on the children's attainment and progress. The teachers show a sensitive understanding of the needs of young children and know their children well. The planning of work is extremely thorough and very effective. The learning objectives for the activities are clearly expressed in the planning and all tasks are purposeful and well organised. There are clear expectations, routines are well established and the management of children is excellent. The teachers and classroom assistants work effectively as a team and all listen with interest to what the children have to say and, through skilful questioning, develop their knowledge and understanding. The children are carefully observed by all staff who systematically note down aspects of their development. Staff subsequently use these to identify individual needs and to plan for the children's future learning. Children are assessed on entry to the school using a baseline assessment based on the Local Education Authority's procedures and samples of their work are kept to show progression.

26. At Key Stage 1, the quality of teaching is good overall. At this key stage, of the twenty lessons observed, one was very good, thirteen good, five satisfactory and one unsatisfactory. The quality of teaching was good in English, mathematics, science, art, design and technology, information technology and music. It was satisfactory in history, geography, physical education and religious education. Strengths of the teaching at this key stage include well-planned, clearly defined lessons which ensure that pupils work within a clear structure at a good pace. Teachers relate very well to their pupils and, in most cases, manage their behaviour skilfully. As a result, lessons are conducted in an orderly positive atmosphere in which the pupils concentrate well on their work and make good progress. The quality of the resources that teachers use is very good, and this really motivates pupils to work hard and have respect for apparatus and equipment. Teachers employ a range of imaginative methods to interest pupils and set interesting tasks, which promote their commitment to lessons. Many of the teaching strengths were evident in a good literacy lesson in Year 2 about words with particular sounds. The teacher used questions skilfully to assess pupils' understanding and to clarify the main tasks. The reading materials used were varied and matched the ability of the pupils. The teacher moved round the room to assess the pupils' progress, provided helpful guidance to those experiencing difficulties and probed more deeply the understanding of the better readers. Relationships between the teacher and the pupils were warm as a result of the use of praise and humour. This resulted in all the pupils making good progress. The unsatisfactory teaching was a result of weak behaviour management and the inexperience of a temporary member of staff.

27. The quality of teaching in Year 3, the only Key Stage 2 year in the school, is good. Of the twelve lessons observed in this year group, three were very good, eight good, and one satisfactory. At this key stage the quality of teaching is good in all subjects apart from religious education, in which it is satisfactory. Many of the strengths of the teaching at Key Stage 1 are also evident at this key stage. Notable, however, is the degree of challenge evident in many of the tasks that teachers set and the high expectations they have of the level of work that pupils of all abilities will achieve. Teachers at this key stage have good subject knowledge, which enables them to offer pupils many alternative ways of understanding concepts and remembering facts. Many strengths were evident in a very good numeracy lesson about ordering numbers. Pupils were asked to identify numbers on a number square when several nearby numbers were hidden. The teacher set several tasks with different degrees of difficulty,



which carefully matched the ability of the pupils. Each task had sufficient difficulty to challenge all pupils. The higher attaining pupils grappled successfully with problems involving algebraic symbols and the lower attaining pupils, ably supported by a classroom assistant, took delight in achieving success in identifying the hidden numbers. The lesson proceeded at a very good pace and the learning was skilfully summarised during a closing whole-class session. As a result of this very good teaching, all pupils made very good progress. This was also a good example of the very successful implementation of the National Numeracy Strategy. The strength of teaching at this key stage makes a significant contribution to the good progress made by the pupils in Year 3.

28. At both key stages, teachers use assessment information well to influence what they will teach next or to adjust their short term planning. Teachers write evaluations of lessons or modules of work which provide accurate records of pupils' attainment and which enable them to pinpoint any weaknesses. This is evident in the extra focus given to the teaching of mental mathematics strategies and to improving pupils' standards in writing. Teachers mark work regularly and several write helpful comments about how pupils may improve their work. There is evidence that the older pupils take note of this and improve accordingly. Teachers set homework in accordance with the school's policy and the tasks set enable pupils to consolidate basic skills, especially in literacy and numeracy, as well as encouraging further research into topics covered in school.

29 The quality of teaching for pupils with special educational needs is generally good. Teachers plan well for classroom assistants and there is frequent informal contact to ensure that work is well matched to pupils' previous attainment. In the very few literacy lessons where there is no support, teaching is not so consistently effective and pupils' rate of progress is adversely affected. Regular and careful assessments are made of pupils' progress and these are constructively used to plan their future work. The good response of the class teachers has ensured that support for the pupils who have English as an additional language, has already been organised and will shortly be in place.

## **1 The curriculum and assessment**

30. The curriculum provided by the school is satisfactory overall. However, there is a weakness in the school's provision for religious education as it does not include sufficient time to meet the requirements of the locally Agreed Syllabus or the requirements of its own policy for religious education. The curriculum includes all subjects of the National Curriculum, together with religious education and personal and social education. Curricular provision is broad, but it is not balanced due to insufficient time for the teaching of religious education. The curricular provision meets statutory requirements for health and sex education. Weekly teaching hours are satisfactory and, apart from religious education, time allocations for the different subjects are appropriate. The school makes good provision for the daily teaching of literacy and numeracy and is implementing the National Literacy Strategy and the National Numeracy Strategy successfully. Apart from religious education, the curriculum promotes the aims of the school effectively. In most cases, curricular provision promotes the pupils' intellectual, physical, and personal development satisfactorily and prepares them appropriately for the next stage of their education. The school makes good provision for the pupils who have English as an additional language.

31. The quality of planning is very good. The school's previous OFSTED inspection report identified as a key issue that the school should 'continue to develop and complete schemes of work for all subjects to ensure that knowledge and skills are taught in a structured, progressive and consistent way'. The school now has schemes of work in place for all National Curriculum subjects and a scheme of work which meets the requirements of the locally Agreed Syllabus for religious education. Long term plans for subjects are linked to the requirements of the National Curriculum and teachers plan together on a termly, half termly and fortnightly basis to assess pupils' progress and to discuss the next stages in pupils' learning. Pupils' individual records, teachers' records and past planning are passed on at the end of the year to the next class teacher. Planning is monitored on a regular basis by the headteacher. The school has made a very good response to addressing this issue. A further key issue identified in the school's previous inspection report was 'to ensure that higher attaining pupils fully develop their potential'. The school has addressed this issue satisfactorily by identifying higher attaining pupils in a register and by setting pupils' targets as a group in their literacy lessons. The school has begun to plan

for the extension of target setting to include other subject areas but this has not yet been implemented. Some pupils are able to take part in the Local Education Authority enrichment courses each year. Teachers' planning identifies extension activities for higher attaining pupils.

32. The school's aims and vision statement cover all aspects of equality and the school provides pupils with equality of opportunity apart from the insufficient time provided for the teaching of religious education. The school's previous OFSTED inspection report identified the issue of the withdrawal of pupils from some parts of their lessons for reading practice. The school has satisfactorily addressed this issue and withdrawal is now planned to take place only during literacy and numeracy lessons when other pupils are also engaged in group work. Activities are closely linked to the activities of the whole class. Pupils do not receive their full entitlement in religious education, as there is insufficient time to cover fully all aspects of the scheme of work for the subject. The curriculum is enhanced by special events such as the Christmas productions, music workshops, visits to local churches, museums and shops and further afield to Cuckmere Haven, Amberley Open Air Museum and Preston Manor. The school makes good provision for pupils' extra-curricular activities. Pupils are able to take part in science and mathematics clubs. Other activities offered to pupils after school hours include clubs in information technology, sewing and dance. In the summer term, pupils are able to take part in gardening and games clubs.

33. Curricular provision for pupils with special educational needs is good. These pupils receive good support in classrooms and are sometimes withdrawn for specific help in literacy and numeracy during these lessons. They have full access to the curriculum. Individual education plans have clear achievable targets to support pupils' development. This area represents an improvement since the last inspection. There are good procedures for the identification of pupils with special educational needs and for the review of their progress. The school's procedures for assessment and record keeping for pupils with special educational needs are good. Classroom assistants provide good support and carry out activities planned by teachers very effectively. There is good liaison between the co-ordinator for special educational needs, class teachers and classroom assistants.

34. The school has very good policies and systems for assessment, recording and reporting. There is a very good whole-school system that is thoroughly maintained for all subjects and which includes the analysis of standardised tests regularly administered in Years 2 and 3. Home-school liaison is good and once the children settle into school, parents are encouraged to be involved in the classroom. There are regular opportunities for parents to meet with staff to discuss their child's progress. Teachers keep detailed records of pupils' progress in literacy and numeracy. These are particularly detailed for reading and include targets set for pupils' improvement. The school has evidence to show that this is having a beneficial effect on standards of reading. There are half-termly assessments in English, mathematics and science and other subjects use a variety of appropriate methods to assess attainment at the end of a unit of work. These assessments are clearly linked to National Curriculum or the requirements of the locally Agreed Syllabus. The school makes good use of assessment information to plan pupils' future work. Results of standardised tests are analysed and are used to set targets for the following term for whole classes and for groups of pupils. An effective example of this is the use of a standardised reading test for a whole year group to identify not only pupils who have particular needs in this area, but to set pupils of average and higher attainment clear targets for their future development. Teachers meet on a termly basis to ensure that their assessments of pupils' standards are consistent in English, mathematics and science. They also identify areas of priority in each subject through analysing pupils' work and through noting, in their planning, the effectiveness, or otherwise, of particular activities. There are useful collections of work in each subject, which provide a clear overview of attainment and which are regularly updated to keep assessment information current. Teachers' comments in older pupils' work are generally supportive and encouraging but the range of comments to identify areas for development is less consistent. The school has a clear and useful marking policy but this is not yet consistently implemented.

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### **Pupils' spiritual, moral, social and cultural development**

35. Provision for pupils' spiritual development is satisfactory. Local ministers of religion take whole-school assemblies and make a strong, positive contribution to pupils' spiritual development. School and class assemblies provide opportunities for pupils to reflect on their beliefs and those of others. 'Circle' time gives pupils a further opportunity for reflection and to express their feelings. There are few opportunities in lessons for children to reflect on what they have learned. In art, pupils are taught to respect nature and its forces. This was evident in their close observational drawings of a stormy sea. However, teachers have not yet fully developed ways of providing opportunities for children to reflect on their learning.

36. Provision for pupils' moral development is good. Staff teach pupils the difference between right and wrong. In particular, pupils demonstrate a keen awareness of the need to work quietly, in shared areas, so that their fellow pupils are not distracted. Children, aged under five years learn to take turns and to walk respectfully through the school without disturbing other classes.

37. Pupils' social development is good. They are polite, friendly and welcoming to visitors. Older pupils befriend younger pupils in the playground. All pupils sit happily together at lunch-time, giving help when it is needed and are taught the value of friendship and what it means to be a good friend. Children aged under five share toys without fuss.

38. Provision for cultural development is good. The school continues to enrich pupils' knowledge and experience of local culture by visits to historical and geographical sites. Children learn to appreciate other cultures by celebrating festivals such as the Chinese New Year and the festival of light, Diwali. The attractive displays of artefacts and musical instruments from other cultures and books in the library continue to make a positive contribution to pupils' cultural development. Pupils with special educational needs play a full part in the life of the school. They are involved in all aspects of school life and their contributions are valued.

## 1 **Support, guidance and pupils' welfare**

39. Since the last OFSTED inspection, the school has maintained a caring supportive environment in which pupils can learn. Parents are happy with the help and guidance given to their children. Staff in the Reception classes deal sensitively with any problems. There is a well-planned induction programme for new pupils and pupils are well prepared for transfer to middle school. They receive letters from pupils in Year 4 and attend the middle school for 'taster' sessions.

40. Arrangements for monitoring academic and personal progress are good. Teachers keep clear detailed records and carefully monitor the progress that pupils make toward achieving the targets set for them. The co-ordinator for special educational needs liaises closely with all teachers and collects samples of pupils' work, together with reading and behaviour records, for a comprehensive annual review of the progress of children with special educational needs. Staff know the pupils and their families well. Pupils trust the staff and feel able to discuss any problems with their teacher and parents take advantage of frequent opportunities to talk with teachers about their children's progress or personal development. Annual reports to parents about their children's achievements include the statutory information required and include guidance for pupils' further progress.

41. Measures to promote discipline and positive behaviour are good. The behaviour policy clearly sets out the school's positive approach. The emphasis is on rewarding good behaviour and pupils look forward to earning their 'golden awards' and 'clown stickers'. They enjoy the friendly competition between classes to see which class can collect the most stickers in a week.

42. The school has effective systems for monitoring attendance. Registers are checked daily and absences are followed up when no notification is received from parents. Appropriate referrals are made to the educational welfare officer as necessary.

43. Child protection procedures and arrangements to ensure the health and safety of the pupils are good. In the absence of the headteacher, the deputy headteacher is responsible for child protection. The school's policy follows the Local Education Authority's guidelines. All staff are aware of the policy

and procedures. The school pays proper attention to health and safety. Governors inspect the premises regularly together with the caretaker. Any matters requiring attention are recorded and reported to the full governing body who ensure that action is taken. There is a suitable range of procedures to ensure the safety and well-being of the pupils in all aspects of school life. In lessons, teachers take care to remind pupils of relevant health and safety procedures, particularly in science, design and technology and physical education.

44. Pupils with special educational needs, and those who have English as an additional language, receive good support and encouragement. There is a caring atmosphere in which all pupils are valued and are able to develop their confidence.

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

45. The partnership with the parents and the community is very good. Most of the parents who returned the questionnaire feel that staff are approachable and welcoming. Parents support and value the partnership with the school and appreciate the quality of the education that the school provides for their children. The information provided for parents is very good. Parents of children in the Reception class receive numerous helpful booklets giving guidance on how to help their child to read and write. Each half term, all parents receive interesting newsletters about school events and activities. Parents' notice boards outside the Reception classes and in the playground keep parents up-to-date with events. The school prospectus provides a helpful introduction to the school and the governors' Annual Report is a useful summary of the previous school year. Ninety-two per cent of parents who returned the questionnaire feel that the school keeps them informed about what their child is studying. Helpful curriculum workshop evenings are held such as those to explain the National Literacy Strategy. Pupils' end-of-year reports are good. Staff make constructive comments about pupils' abilities and what they need to do to improve.

46. Since the last OFSTED inspection, the school has continued to encourage parents to be involved in the life of the school and with their children's education. Parents' involvement is very good. A large number help in class and with outside visits. The very active parent teacher association raises money for the school and, recently, the association has purchased an adventure trail for the playground. Pupils enjoy using this at playtime. The majority of parents attend parents' consultation evenings. Where they are unable to do so, the school makes alternative arrangements. Parents' attendance at school productions is very good and the school hall is full for each performance.

47. Links with the community remain very good. There is a wide range of visits and external speakers to support and enhance the curriculum. Pupils studying history recently enjoyed a visit to the Worthing museum to see artefacts of Victorian life. Their study of science was improved by the visit of the Skylab team with their mobile planetarium. They also visit Bramber village, and other local facilities, to study the local environment. The school encourages pupils to take part in the local music festival each year and to support local competitions and several recently won prizes in a poetry competition organised by a local bookshop. Pupils' awareness of those in need is raised by collections for local and national charities.

48. Links with parents of pupils who have special educational needs are good. The co-ordinator for special educational needs ensures that parents receive regular and current information about their child's support and that there are good opportunities for parents to discuss any concerns they may have with the school. Parents appreciate the quality and the effectiveness of the support their children receive.

## 1 THE MANAGEMENT AND EFFICIENCY OF THE SCHOOL

### 1 Leadership and management

49. The quality of the school's leadership and management is good. This is a similar judgement to that made in the school's last OFSTED inspection report. At the time of the inspection, the headteacher was absent on sick leave and the deputy headteacher was temporarily leading the school. It is evident from the smooth running of the school during the inspection that the school has established strong management systems that take account of such situations and ensure that the quality of education and standards remain unaffected. The improvement made by the school is good. All four of the key issues identified at that time have been successfully addressed. There are now detailed schemes of work for all subjects, which provide clear guidance about how pupils' learning will progress during their time in the school. Pupils now have the opportunity to show initiative and independence. This is particularly noticeable in practical sessions in art and science and when representatives of each class meet to discuss concerns and issues within the school council. Very detailed medium term plans now show how pupils of different abilities and attainment will be challenged in order to fulfil their potential and the work set by teachers does achieve this objective. Recent increases in the percentage of pupils attaining at Level 3 in the end of Key Stage 1 national tests provide evidence that the higher attaining pupils are sufficiently challenged. Pupils now attain higher standards in a range of skills in information technology. This has resulted from teachers receiving training, which has enhanced their own knowledge and skills in this area of the curriculum.

50. The school development plan is a good management tool. Staff, parents, governors and pupils contribute to its content and curriculum co-ordinators relate their subject action plans to the priorities contained within it. The plan is very detailed for two academic years, is closely linked to the school's aims and also identifies priorities as far ahead as 2002. Action is carefully planned, challenging targets are set for school improvement, a rationale is provided for each priority and careful costings are published. Among the priorities identified are to raise the standards of literacy, especially amongst boys, and numeracy. All of this is having a positive effect upon standards. Targets set for the end of Key Stage 1 national tests in 1999 have been exceeded in both of these cases and boys' attainment in literacy has improved. Other priorities include improving the outside environment of the school.

51. Many governors are frequent visitors to the school and they take their statutory responsibilities very seriously. The governing body has recently rationalised its committee system in order to give more governors greater involvement. There are clear terms of reference for the committees that ensure regular meetings and published minutes. From the start of this term, each governor has "adopted" a class in the school in which to take a special interest. Those governors with specific responsibilities for overseeing the National Literacy and Numeracy Strategies and the arrangements for pupils with special educational needs have all visited the school, have close contacts with staff with responsibility for these areas and have attended relevant training. The governing body has been appropriately involved in setting targets for school improvement.

52. The quality of the monitoring of standards of teaching and learning is good. The headteacher, members of the senior management team and curriculum co-ordinators, all sample work and provide support for colleagues. The quality of teaching has been observed throughout the school in literacy and numeracy and individual teachers have received feedback on these observations. Test data are analysed in order to identify strengths and weaknesses in pupils' attainment. The results of this analysis have been used well to set targets for particular aspects of learning. This has occurred in writing and mental mathematics, and for particular groups of pupils, such as boys in literacy and those who might need extra support in Year 2 in order to achieve the nationally expected level in the end of key stage tests. The headteacher provides a very clear direction for the school's improvement and has worked extremely hard to provide effective systems for planning, behaviour management and staff training. It is clear from the hard work of the staff and the long hours they spend in the school, that the headteacher has succeeded in building a strong, happy team, which is fully committed to the welfare of the pupils and to raising their standards of attainment. In the absence of the headteacher, the deputy headteacher has proved an able leader and has supported her colleagues well with a calm, good humour. Other members of the senior management team have supported her very well during this period.

53. The school has a very good ethos, which reflects its stated aims. The quality of relationships is very good. All pupils receive equality of opportunity and the school generally implements its policies effectively. The cycle of appraisal is well-established and up-to-date. All staff have a detailed job description and targets for development. The school meets all statutory requirements, with the exception of the governors' Annual Report to parents, which does not include an evaluative statement on the success of the school's provision for special educational needs. The co-ordinator for special educational needs manages the provision, which the school makes for pupils with special educational needs, very well and is providing a secure focus for its continued development.

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## 1 Staffing, accommodation and learning resources

54. The number, qualifications and experience of the school's teaching staff meet the needs of the curriculum well. The teachers' experience ranges from two to thirty years teaching altogether and from one to twelve years in this school. They form a good, well-established team, committed to the school and to pupils' learning and welfare. The expertise of the school's permanent staff is well supplemented by part-time teachers, one responsible for the youngest children who are only in school part-time and one other for allowing co-ordinators time for monitoring. The co-ordinator for special educational needs is also employed on a part time basis. Her time is used effectively to work in close liaison with class teachers and eleven classroom assistants. They provide very effective support to all class teachers and pupils in a range of lessons, including most literacy and numeracy lessons and the Additional Literacy Support programme which is taught in Year 3. All these staff are well qualified, have a suitable range of experience and provide a good standard of care and educational support to the pupils. In addition, one of the classroom assistants provides support as an information technology technician for two and a half hours per week. A pianist is also employed part-time by the school. Very effective use is made of the skills of the many volunteer helpers. A good level of administrative support ensures that the daily business of the school runs smoothly.

55. The school's arrangements for the professional development of teaching and support staff are good. The training is related to both the priorities of the school development plan and the needs of the individual staff. Teaching and support staff have experienced a suitable number of good quality training courses. Annually, the headteacher interviews all staff to discuss their job profiles and, where appropriate, subject action plans. There are sound procedures in place for the induction of newly qualified staff, which are overseen by the headteacher and facilitated by year group leaders.

56. The school moved into a completely refurbished building in 1997. Overall, the accommodation is satisfactory. The school building is on one level, has access for wheelchair users and toilet facilities for the disabled. Year group classrooms are of a semi-open plan design and this initially presented the staff with some problems. Mostly, this has been overcome by careful planning of the timetables. However, at certain times, such as during the introduction to the literacy hour and in the mental mathematics time, the working noise from the parallel class can be intrusive and, consequently, can distract the pupils or detract from their spoken contributions. There is an adequate library, a resource room and a room with a kiln. The new school building provides good accommodation for work with pupils who have special educational needs. Learning resources for both indoor and outdoor activities are very good and are effectively used to support all areas of learning. The school has successfully established an effective early years department and provides the best possible start to school for the young children.

1.Space for physical education in the school hall is adequate but it also serves as a dining room and a music room and is used for collective worship. The school is very well cared for by the caretaker and cleaner, is well decorated and very clean. High quality display creates a stimulating and informative environment. There is a very attractive special unit for the youngest children with their own toilets, cloakroom and playground. The main playground and grassed area are sufficient in size for the number of pupils on roll. The main priority since moving to the new building has been to develop the surrounding grounds. Over the last two years, an activity trail has been installed, a small orchard planted and seating provided. The parent teacher association donated a sizeable sum of money to support these developments. Future plans include the development of a wildlife area.

58. Learning resources are good in all areas of the curriculum. The school has successfully

addressed the shortage of up-to-date information technology equipment identified in the previous OFSTED report. The library is suitably stocked and catalogued with non-fiction books and reading books are well organised and easily accessible. Overall, the quality and quantity of the school's learning resources make an effective contribution to pupils' learning. There are good resources for pupils with special educational needs. The school makes very good use of the local environment as a resource and organises a wide range of visits to places of interest which enrich the curriculum.

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

59. The management of the school's resources is good. This is a similar judgement to that made in the previous OFSTED inspection report. The quality of financial planning is good and governors relate spending to the priorities contained within the school development plan. The school ensures value for money in its spending on capital items and maintenance. It is less rigorous in establishing criteria to judge the impact of spending on curriculum areas. Subject co-ordinators have some financial control over spending in their areas of the curriculum and their subject action plans indicate priorities for this expenditure. The school makes good use of the funds allocated to support pupils with special educational needs and makes a substantial additional contribution available to provide good quality support staff. This makes a major contribution to the good progress made by these pupils.

60. The procedures for monitoring spending are satisfactory. Governors receive up-to-date financial statements termly and check that spending is in line with forecasts. The school has successfully implemented the few recommendations made by a recent financial audit. The funding for staff training is used well and has contributed to teachers' gains in skills and knowledge, particularly in literacy, numeracy, information technology and physical education.

61. The deployment of the school's teaching and support staff is good. Teachers are well used in the classroom and carry out their management duties conscientiously. Support staff are used skilfully especially in supporting pupils with special educational needs. Staff employed for this purpose, together with numerous volunteers (often parents), make a significant impact on the progress made by these pupils. The school's administration is quietly efficient and fully contributes to the smooth running of the school. The accommodation is used well. The hall is used effectively for assemblies and physical education and library provides a focus for aspects of literacy. The school grounds are used very productively for the physical development of the youngest children. The good quality resources available for all subjects are used creatively to support learning.

62. Pupils enter the school at average standards and leave at above average standards in mathematics and science. They make good progress, including those with special educational needs. The school's ethos is very positive, the quality of relationships is very good, the pupils behave well and the provision for their social, moral and cultural development is good. The school's partnership with parents is especially good. Standards in literacy and numeracy are improving and the quality of leadership is good. Set against this, the cost per pupil is high and the school does not provide the pupils with their full entitlement to religious education. However, the strengths far outweigh any weaknesses. The school provides good value for money. This is a similar judgement to that made in the last OFSTED inspection report.

## 57. PART B: CURRICULUM AREAS AND SUBJECTS

### 57. AREAS OF LEARNING FOR CHILDREN UNDER FIVE

63. There were no key issues for action dealing with provision for children aged under five in the previous OFSTED report. The curriculum was judged to meet the needs of children aged under five and, although there was no written policy for provision for these children, planning covered the areas of learning which young children should experience to prepare them for the National Curriculum. The early years policy, now in place, is detailed and curricular planning is very well documented in terms of the recommended areas of learning for children of this age. Very good provision is now made for the children aged under five and this is a strength of the school.

64. The children are admitted to the school during the year in which they are five, either full or part-time, depending when their fifth birthday occurs. Their date of birth pre-determines which of the two Reception classes they enter. At the time of the inspection, one teacher was responsible for the older children who attend full-time and one for the younger children who attend part-time. Effective induction procedures for the children starting school ensure that they have a confident, happy start to their school life. The school provides a secure and caring environment with the daily routines firmly established. The balanced programme of activities is very well planned and meets the needs of the children exceptionally well. Work associated with the various subjects of the National Curriculum is given careful consideration and gradually phased in as the children are ready. On entry, the attainment of the children is similar to that expected nationally. From this starting point, the great majority of children, including those with special educational needs, make good progress and, by the time they are five, most are on course to meet, or have the potential to exceed, the Desirable Learning Outcomes as recommended nationally for young children. Overall, the attainment of children aged under five is good.

#### **Personal and Social Development.**

65. The personal and social development of children aged under five is very good and the great majority makes very good progress. All children aged under five are happy and contented to be in school. They play well together, share resources and take turns. They are very attentive, respond positively to new challenges and enjoy their work. Many of the children, from the youngest to the oldest, are able to sustain great interest in their activities for some considerable time. They are well behaved and clearly understand what is right and wrong. The children are polite and very friendly. The teaching of relationships and interactions is of very good quality and all staff act as very good role models for the children. The provision for spontaneous learning, both inside the classrooms and outdoors, is very good and supports the children's personal and social development very well. It enhances the children's co-operative interaction with others and their abilities to work and play collaboratively. Most children show independence in dressing and personal hygiene.

#### **Language and Literacy.**

66. The children make good progress in all areas of language and most attain standards that are expected of them by the age of five. The teaching of language and literacy receives a high priority and the children are provided with many opportunities to increase their speaking and listening skills. For example, while they undertake their focused tasks, staff actively seek to extend their vocabulary. Through participating in role-play situations, such as acting the part as petrol attendants and customers at a petrol station, staff encourage and extend the use of language. From the start of their school life, an appropriate amount of time, best suited to the concentration spans of this age group, is set aside for the more formal teaching of literacy. The children listen attentively, respond readily to questions and reply using whole sentences. They enjoy books, understand how they are organised and talk about the characters in a story. They know that words and pictures carry meaning and recognise their own name. Some recognise familiar words in simple text and the teachers make appropriate use of a commercially produced phonics scheme to introduce children to letter sounds. A few older children know the difference between fiction and non-fiction books. Reading books are taken home regularly by the children to share with their parents. In writing, children know that marks and shapes on paper carry meaning and make attempts at writing independently for different purposes. Careful attention is given to teaching the children correct letter formation and, in general, this is successful. Many can write their



names with appropriate use of upper and lower case letters and a few higher attaining children produce written work that communicates meaning through simple words and phrases. The quality of teaching in formal aspects of literacy is good and all of the many activities, both spontaneous and focused, are carefully prepared to develop the children's skills in language and literacy.

### **Mathematics.**

67. Attainment is above average. Progress for children aged under five in mathematics is good. The children are provided with a wide range of practical activities for the development of their mathematical skills and good quality direct teaching of mathematics. They use appropriate mathematical language and gain regular experience of the basic activities underlying the development of mathematical concepts, such as volume and capacity, through play with sand and water. Most of them already know their numbers one to ten and have an idea of what they represent. They use number apparatus and games and also utilise everyday objects for counting to gain a sense of number, quantity, size and shape. They know that a number following another number in the counting sequence is bigger and say the number that is one more or fewer than a given number. By the time they are five, the children add and subtract numbers to nine and are able to record this work. Many children copy and continue repeating patterns using beads and simple shapes. Overall, the teaching of mathematics is good and the tasks provided are well matched to meet the children's needs.

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

68. In this area of learning and development, the children's attainment is above average and progress is good. In the scientific area of learning, the children investigate how different sounds are made, make 'string telephones' and talk about how to use them. They show an interest in living things and care for the hamsters and guinea pigs kept by the class. They use common phrases relating to the passing of time, such as 'before' and 'after' and in such topics as 'Ourselves' bring pictures of themselves when they were babies and discuss changes. Through their 'small-world' play, using road maps and their outside play, making road markings, road signs and parking bays, they begin to learn about maps and how to follow directions in order to find their way around. They plan and make models, such as beds for their teddies, using a variety of materials, and show skill in joining things together by gluing and taping. In information technology, the children confidently use the computer to support their learning. Overall, the teaching in this area of learning is good and all children are provided with the necessary practical experiences of the world around them. All staff work effectively alongside the children, talk to them and listen to what they have to say. Teachers' plans focus on concepts carefully chosen to link with the content of the Key Stage 1 curriculum.

### **Physical development.**

69. The children make good progress in their physical development and, overall, their attainment is well above average. Manual dexterity is well developed and they use writing, drawing and painting tools competently. When making models, threading beads or using the computer mouse and keyboard, they develop very good control over their movements. There is ample provision for appropriate and frequent outdoor physical play during both their spontaneous and focused activity times. The children use wheeled toys confidently and throw and catch balls with considerable skill for their age. Exceptional teaching was observed in a formal physical education lesson, which clearly enabled the children to develop their physical skills well. They ran, spun, slid and jumped with control in various ways and learned how to land safely by performing a pin jump when jumping from the apparatus.

### **Creative development.**

70. In their creative development, most children make good progress and their attainment is above average. They have good drawing and painting skills for their age. They observe and discuss the changes that occur in Autumn and carefully mix paints to create the colours of that season. Their observational drawings of such objects as pebbles from the beach and their self-portraits, using pastels, show great care and maturity for their age. Provision for free use of expressive art is appropriately planned for and the children enjoy working with a range of media and experimenting with different materials. The children are well taught in the basic art skills and techniques. In music, they clap in time to beat and know how to sing songs from memory, developing simple control of pitch and dynamics. Appropriate opportunities are provided for them to explore freely a selection of musical instruments in the music area

## 57. ENGLISH, MATHEMATICS AND SCIENCE

### 57. English

71 Analysis of the national end of Key Stage 1 tests for 1998 shows that the proportion of pupils who gained Level 2 or above, and Level 3 or above, was broadly in line with the national average in both reading and writing. When the average of the school's data is compared with that of all schools, the performance of pupils in both reading and writing was close to the national average. When the average of the school's data is compared with similar schools, it shows that pupils' performance in reading was average but in writing, it was below average. When the end of Key Stage 1 test results for 1998 are compared with those for 1996 and 1997, they show similar standards for reading, and a fall in standards in writing. Provisional figures for the 1999 Key Stage 1 test results indicate that the proportion of pupils achieving Level 2 or above is in line with the national average and the proportion achieving Level 3 or above is higher than in 1998. National comparative data are currently unavailable. This inspection's findings indicate no current significant variations in the attainment of boys and girls.

72. The findings of this inspection are that, overall, standards in English are average at Key Stage 1 and in Year 3, they are in line with the national expectation for age. Within this judgement, reading standards in Key Stage 1 are above average, and standards in speaking and listening and writing are average. In Year 3, pupils attain average standards in all three of aspects in English. Standards of literacy are above average at both key stages. In the school's previous inspection report, standards in reading were average and in writing, they were above average in both key stages. The findings of this inspection indicate similar standards in reading and a fall in standards in writing. The school has identified the improvement of standards in writing as a priority. Pupils with special educational needs attain well for their capabilities and higher attaining pupils are sufficiently challenged.

73. Standards in speaking and listening are average at the end of Key Stage 1. In the school's previous inspection, standards in speaking and listening were above average. Most pupils are able to listen carefully to their teachers and give simple answers, which are both sensible and relevant. However, a number of pupils speak very quietly and are, therefore, not able to share their ideas effectively with others in the class, without support. During the week of the inspection, there were few structured opportunities for pupils to develop their answers beyond single sentences or to read individually aloud. However, during the school year, there are special occasions, such as the Christmas productions, which enable some pupils to speak at greater length to a larger audience.

74. At the end of Key Stage 1, standards in reading are above average. Pupils read a good range and number of books in school and, by the end of the key stage, higher attaining pupils are reading fluently and confidently. They are able to retell some aspects of the stories they read and talk with interest about their reading outside school. Most pupils read competently at their own level and are sometimes able to talk about the books they read at school. They do not always read a challenging range of books at home. Although most pupils have a secure knowledge of phonics and know a range of strategies to help them read unfamiliar words, they do not automatically use their phonic knowledge to support their reading. Lower attaining pupils take pleasure in reading books which have a familiar format, but they often lack confidence in their ability to tackle new texts. There is sometimes an over dependence on outside support.

75. Standards in writing at the end of the key stage are generally in line with the national average. There is a good range of writing opportunities across the curriculum. Higher attaining pupils are able to write simple sentences which convey meaning clearly and, in the best writing, there is pace and energy. Basic punctuation is well understood but is not consistently practised. In the best writing, pupils are able to use question marks and exclamation marks and show an awareness of how to punctuate direct speech. Pupils generally use a range of familiar words and, although there is evidence that they develop their range of vocabulary in literacy lessons, this is not yet evident in their writing. Standards in spelling are satisfactory. Most pupils have a sound sight vocabulary and spell familiar, simple words accurately. Although the correct spelling of more complex vocabulary is variable, pupils use their knowledge of phonics to assist them in extending their knowledge. By the end of the key stage, most pupils use a joined style of writing. Higher attaining pupils have good control over letter formation and most pupils form letters clearly. However, a number of pupils continue to use a mixture

of upper case and lower case letters in their writing. Standards of presentation are good. Pupils take care with their work, follow a consistent format and take a pride in their completed work.

76. Pupils in Year 3 attain satisfactory standards in speaking and listening. Most pupils listen carefully to their teacher and to each other in whole-class sessions, answer questions and offer ideas clearly and appropriately. However, their oral contributions are usually quite brief and seldom extend beyond a sentence. In discussion about their reading, a number of pupils need prompting to retell a story or to talk about their reading in any detail. Although there were no opportunities for more structured discussion during the week of the inspection, such opportunities are evident in lesson planning. A good example occurs in their work in geography when a formal debate on environmental issues provides pupils with the opportunity to speak to a larger audience and to use a more formal range of vocabulary.

77. Standards in reading in Year 3 are average. Higher attaining pupils read independently, fluently and with good understanding. Some read a good range of books, including non-fiction, as part of their own choice. However, there are only a small number of pupils in the group. Pupils with average attainment read competently at their own level but their range of reading is mainly confined to the school's reading scheme or to books which are comfortable and familiar. Lower attaining pupils use their knowledge of phonics to support their reading of unfamiliar words but often rely on outside support to suggest the next step forward.

78. Overall, in Year 3, pupils attain average standards in writing. There are wide variations in standards within the year group due to the very high number of pupils with special educational needs. Higher attaining pupils have a sound awareness of narrative structure and use an appropriate, and sometimes good, range of vocabulary. This was evident in their stories about 'The Owl who was afraid of the Dark' where pupils used words for interest and effect. They spell simple, familiar words correctly but their use of more complex range of spelling is less accurate. Although most pupils understand the basic conventions of punctuation, they do not always use full stops and capital letters correctly.

79. Progress in Year 3 is good overall. The very large proportion of pupils with special educational needs in the group are given good support through the Additional Literacy Support programme and consolidate and develop well their phonic knowledge and understanding of spelling conventions. Higher attaining pupils use good opportunities across the curriculum to develop well their range of writing skills and their ability to write at greater length. The progress of pupils of average ability is generally satisfactory, and sometimes good, in reading. The school has identified their progress in writing as an area for further development.

80. Progress in English through Key Stage 1 is generally good. Pupils make good progress through the school's reading schemes and average and lower attaining pupils make good progress in developing and consolidating their knowledge of phonics in their literacy lessons. Some pupils enter the key stage with very variable skills in listening and speaking and make good progress to reach appropriate standards by the end of Year 2. Progress in writing is satisfactory overall and higher attaining pupils make good progress in their use of a wider range of vocabulary. Pupils with special educational needs receive good support and make good progress for their capabilities.

81. Pupils' attitudes to their work in English are generally good throughout the school. By the end of Key Stage 1 and in Year 3, most pupils listen carefully in class and pay good attention to their teachers. They enjoy involvement in activities and have good relationships with adults and other pupils in the class. They usually concentrate well on their work, even when they are unsupervised, and some use their initiative to solve problems for themselves. Where response is weaker, it is usually where pupils have particular and identified difficulties in behaving appropriately. These pupils are usually well supported. A few pupils are not sufficiently confident or independent to work on their own without reassurance.

82. Overall, the quality of teaching in English is good. Almost all the teaching seen was satisfactory and, in more than half the lessons, teaching was good or better. There was one unsatisfactory lesson observed. Where teaching is good or better, teachers are secure and confident in what is appropriate for pupils to know. Their understanding of the requirements of the National Literacy Strategy is often good. Teachers know their pupils well and plan effectively for their varying abilities.

They have good, and sometimes very good, relationships with their pupils. This enables teachers to provide good support and encouragement for pupils' development. These lessons have a purposeful pace and good use is made of the introductory and plenary sessions of the literacy lessons to establish and reinforce the learning objectives for the lesson. Where teaching is weaker, expectations are clearly expressed but are not always sufficiently sharply focused on the differing requirements for groups of pupils regarding the amount of work expected, or the pace of their work. Planning for pupils' varying abilities is sometimes too broad and is not sufficiently structured to provide real challenge for higher attaining pupils or a supportive framework for lower attaining pupils.

83. There is a clear policy for the subject, which covers all the areas of English. Together with the National Literacy Strategy framework, it forms a useful scheme of work. The school has recently revised its system of planning to produce clear, useful guidelines from which teachers are able to plan their individual lessons and to develop pupils' skills and knowledge appropriately. This represents a clear improvement since the last inspection, which identified the need for schemes of work as a key issue. Teachers use the clear procedures for assessing and recording pupils' attainment well and use this information to plan future lessons. This also represents an improvement since the last inspection especially in the development of the school's records of attainment in reading. The co-ordinator for the subject is a senior member of staff who has good knowledge of the requirements of the subject. She has produced a clear and detailed development plan, which is in the process of being implemented. Teachers' plans for literacy are regularly monitored and there is a useful collection of pupils' work, which has been linked to National Curriculum levels.

84. Resources for the subject and for the teaching of literacy are generally good. There are a good number and range of reading books for pupils, although there is a shortage of appropriate thesauruses for older pupils. Literacy is taught daily and this provision is good. Time is used well. The teaching of the subject meets the requirements of the National Curriculum.

#### 57. **Mathematics**

85. Analysis of the end of Key Stage 1 national test results for 1998, (the latest for which full comparative figures are available), shows that the number of pupils attaining at Level 2 or above, was below the national average and that the percentage of pupils attaining at higher levels was around the average. When the average of the school's data is compared with that of similar schools, it shows that standards were around the average. The combined data for 1996-1998 show that boys and girls achieve similar above average standards. The results achieved by pupils in the 1999 end of Key Stage 1 tests show a good improvement on 1998. The percentage of pupils attaining at Level 2 or above has risen by eight percentage points to just above the national average. The percentage of pupils attaining at higher levels has doubled since 1998. No comparative figures are available for attainment at higher levels or with similar schools. Overall, standards have risen since 1996. The recent good improvement in standards is the result of the school's target setting procedures and the early introduction of the National Numeracy Strategy. The findings of the inspection are that the percentage of pupils in the present Year 2 attaining at the level of the national expectation is slightly above average. Present attainment is in line with the findings of the last inspection. However, there has been an improvement in pupils' ability in mental mathematics. Standards in numeracy are good.

86. By the age of seven, pupils know number bonds to 20 and higher attaining pupils know them beyond this figure. They use a range of mathematical language when describing addition and subtraction. Pupils know that multiples of five end in five or zero, subtract and add by partition methods and understand that multiplication is repeated addition. They use and describe a variety of methods to add and subtract mentally and correctly order numbers to four-place value. In work on measure, they estimate length and weight sensibly and use centimetres, metres, grammes and litres to measure length and capacity. Many understand the need to measure accurately so that things fit or money is not wasted. Pupils correctly name two and three-dimensional shapes, such as hexagons, octagons, prisms and cuboids, and identify how many faces, edges and corners some three-dimensional shapes possess. They tell the time to quarter hours, using both analogue and digital clocks, and identify important times in their day, such as "getting up time", "school-time", "lunchtime" and "bed-time". Pupils collect information about the characteristics of their friends, such as hair colour, eye colour, favourite fruits and pets, and compile column and pie charts to represent this information. They often

use a computer program to aid them in this work.

87. Year 3 pupils, who follow the Key Stage 2 Programmes of Study, also attain above average standards across all four attainment targets. This is in line with the standards they achieved in the 1999 end of Key Stage 1 tests. This is the same judgement as that made at the time of the school's last OFSTED inspection. Pupils in Year 3 investigate number patterns, including square numbers, and use a range of mathematical symbols such as equal signs, approximation and algebraic form. They count on in hundreds and thousands, identify whole lines which have been obscured on a number square and add and subtract two digit and one digit numbers mentally. They use partition methods to add and subtract three digit numbers, round up and down numbers with three digits, multiply by numbers up to eight times as well as ten. Pupils correctly divide squares up into fractions, use decimal notation when adding money and make money totals using individual coins. In their work on shape and space, they measure perimeters and area and higher attaining pupils recognise the relationship between these in a square. Pupils use co-ordinates to locate buried treasure on a map, draw nets of cubes and cuboids and recognise mirror symmetry in vertical, horizontal and diagonal planes. They draw accurate graphs to illustrate data they collect and compile a spreadsheet with eight different fields.

88. All pupils in Key Stage 1 and Key Stage 2, including those with special educational needs, make good progress. In their mental work, pupils develop greater speed in their calculation, increase their range of mathematical vocabulary and cope with increasingly complex problems. From remembering number bonds to twenty in Year 1, they identify missing lines on a number square and cope with adding and subtracting three different values in Year 3. In their work on measure, pupils become increasingly accurate when measuring length, weight and capacity in standard metric units and develop much more accuracy when estimating. Whilst pupils in Year 1 name some three-dimensional shapes and sort them by curved or straight, in Year 3, they draw nets and construct cubes and cuboids, illustrating knowledge of the number of faces and edges that these shapes contain. From drawing pictograms in Year 1, pupils in Year 2 represent data in column and pie graphs and prepare these on a computer. By Year 3, they progress to collecting data to construct a simple spreadsheet. Progress in lessons is always good. All pupils receive challenging work, which ensures that they consolidate learning or know more at the end of a lesson than they did at the beginning.

89. Pupils' response in lessons is good. They listen attentively to their teachers and classmates and want to improve. Their response is especially good in mental mathematics sessions. They love to chant with others, compete to answer questions and take great delight when their answer is correct. They appreciate other pupils' contribution and learn from others' responses. During group activities, pupils work quietly and independently but willingly cooperate with others when asked, share resources amicably and help when their friends have difficulties. In many lessons, pupils with special educational needs strive particularly hard for success.

90. The quality of teaching is good overall. During the inspection, all lessons were at least satisfactory and over eight in ten were good or better. Particular strengths in the teaching include carefully prepared lessons, which closely follow the format detailed in the National Numeracy Strategy.

This ensures that learning proceeds at a good pace and that pupils carry out a variety of tasks in one lesson. In the best lessons, teachers set work which challenges pupils of all abilities and this enables pupils to make good progress. This strength in teaching was evident in a lesson in Year 3 in which the highest attaining group was set an algebraic problem as an extension to the main task on number work. This really made them think and the teacher skilfully questioned them to ensure that they understood the full implications of the different symbols used. At the same time, pupils with lower attainment endeavoured to identify missing numbers on a hundred square. They received good support from an assistant teacher, who had been fully briefed by the classroom teacher before the lesson. Other strong features of teaching include the good management of behaviour. This ensures that little time is wasted, that all pupils make a contribution uninterrupted and that lessons are conducted in a positive atmosphere. Teachers have good subject knowledge and are well versed in the National Numeracy Strategy. This means that they respond flexibly to pupils' contributions and explain concepts in a number of different ways according to the pupils' needs. By using very good quality resources imaginatively, teachers promote pupils' interest and motivate them to learn. Teachers use assessments of pupils' attainment well to inform planning and, by making evaluations daily, they are able to target particular pupils for extra support or extended challenge. Teachers regularly set homework in line with

the school policy and this both reinforces basic number work and extends pupils' ability in problem solving. The strengths identified apply to teaching in both key stages.

91. The school fully meets the statutory requirements in the subject and teaches numeracy daily. The curriculum is broad and balanced and all pupils receive their full entitlement. Pupils with special educational needs receive good support within lessons and play a full part in the plenary sessions at the beginning and end of lessons. This contributes well to the good progress they make, especially in number work and mental strategies. The teaching of the subject is planned very well. Detailed plans for each half term ensure that teachers know exactly what pupils should achieve and what they will teach. Weekly plans provide much detail about specific learning objectives, the tasks set and the resources to be used. Test data are used well to inform the school about strengths and weaknesses in pupils' attainment, which are, in turn, used to set targets for improvement. These targets are realistic but challenging.

92. The subject is managed very well by the co-ordinator who has worked particularly hard and effectively to implement the National Numeracy Strategy. She has analysed test data thoroughly and, as a result, teaching is now much more focused upon raising the attainment of individual pupils, or groups of pupils, to ensure that targets are met. The co-ordinator has written an action plan for the subject, which details ways in which the school intends to raise standards sufficiently for it to be in the upper quartile nationally. Her job description lists specific targets for her to achieve. A comprehensive collection of work contains examples of pupils' work from each year group in the school. This is useful to indicate to new teachers the scope and progression of pupils' work but lacks precision in that the examples included are not linked to National Curriculum levels.

93. Staff are suitably qualified and experienced to teach the subject and the quality of resources is very good. There is a plentiful supply of apparatus and equipment to support the teaching of all aspects of the subject. Accommodation is spacious but, in some cases, the semi-open plan nature of classrooms and the very high ceilings cause some problems. This is particularly the case during whole-class sessions of mental mathematics. Sometimes, the contribution of individual pupils is lost to others because of extraneous noise and valuable learning is missed. Teachers do their best to plan lessons to minimise this problem. Funds allocated to the subject are used wisely and spending is linked closely to priorities in the subject action plan. The subject makes a good contribution to other areas of the curriculum particularly in information technology, when pupils load mathematical data and print graphs; in science, when they measure forces, and in design and technology, when they construct bridges.

## 57. Science

94. Analysis of the national end of Key Stage 1 assessments by teachers for 1998 shows that standards in science at Level 2 or above were, overall, below the national average, but very high in comparison with the national average at Level 3 or above. The results achieved by pupils at the end of Key Stage 1 in 1999 show standards at Level 2 or above have risen. The findings of the inspection are that, by the age of seven, the majority of pupils attain Level 2 or above and some individual pupils reach levels of attainment which are higher than the national average. Overall, attainment is above average. In Year 3, pupils attain above average standards. This is in line with the findings of school's last OFSTED inspection, but differs from the 1998 end of key stage assessments. The 1998 Year 2 cohort contained a relatively large number of pupils with special educational needs which had a direct effect on overall standards at Level 2. By the age of seven, pupils understand that plants and animals grow and reproduce. They observe and make a record of living things found in the school grounds. Pupils make suggestions about what plants need to begin to grow into a form that can be tested. For example, by planting seeds in dry soil, wet soil or no soil at all. Pupils sort materials using their own criteria, such as plastic, wax and rubber, and investigate changes that take place when some materials, such as clay, are heated. Pupils carry out a timed investigation on how quickly they can melt ice-cubes and make observations about how they would make butter become softer. Their knowledge and understanding of electricity are well developed. They construct a simple working circuit using a battery, wires and bulbs and make drawings of these, for example, pupils design and make a model lighthouse and put a circuit in to light a bulb. By the end of Key Stage 1, the pupils' investigative skills are well established. They make observations related to tasks and record their findings through drawing, writing and in tabular form. At times, they use measurements to make a record of their observations. They are able to make their own suggestions and turn them into a form that can be investigated. By Year 3, pupils have a good knowledge of how to carry out an investigation, make accurate predictions and begin to recognise the need for fair tests. Pupils learn that water is transported through the stem to other parts of the plant by careful observation. Through drawing, they show a coloured dye, part of the way up a celery stem and explain what happened. In their experimental work with rocks and soils, they use simple apparatus to measure the volume of water that flows through soil and sand. They know that opaque materials do not let light through, transparent objects let a lot of light through and that translucent materials let a little light through. In these investigations, they use their knowledge to make predictions and carry out a fair test. They recognise that shadows are formed when light is blocked by an object and make observations and record measurements throughout the day of the length of shadows. In work on the Sun, Earth and Moon, they use books independently to obtain information.

95. Pupils' progress is good. Their knowledge and understanding of scientific ideas and their use of scientific language develop well. Through the topic 'Ourselves', pupils in Year 1 develop a good knowledge and understanding of humans. They know and name external parts of the body and name body systems. They develop their observational skills through a series of activities related to their senses by going on a 'sense' walk around the school. In their work on sound, they explore the sounds made by musical instruments and make their own sounds in a variety of ways. Pupils know that pushing and pulling things can make objects start or stop moving and use the school adventure trail to explore the different sorts of movement that can be made. As they move through the school they refine their ability to undertake practical scientific investigations and to make careful observations. All pupils are clear about the tasks set for them and learn to use correct scientific terms. Their recording skills improve and they make good use of drawings, tables and bar charts to present results. Appropriate challenge in tasks means that the higher attaining pupils throughout the school make good progress. Pupils with special educational needs receive good support and make good progress in their knowledge and understanding, but their recording skills are less well-developed.

96. Throughout the school, the pupils' attitudes to learning in science are good. They listen attentively to teachers' explanations and instructions and are keen to answer questions. They show a genuine scientific interest and curiosity. All pupils enjoy practical science and approach activities with enthusiasm. The vast majority of pupils concentrate well and act responsibly when carrying out their work. Pupils, from an early age, work well together within groups, share resources sensibly and help to clear away at the end of lessons. Overall, their behaviour is good, whether working independently or in groups. Pupils' presentation of work is good.

97. The quality of teaching, in Key Stage 1 and Year 3, is good. Teachers have sufficient understanding of the subject and they use their knowledge well to explain scientific ideas clearly to the pupils. The very good joint planning that takes place within each year team of teachers, ensures that pupils in parallel classes have similar experiences. Planning is detailed and lessons have a well-organised structure with activities that meet the needs of all pupils. Questions are used effectively to prompt and guide pupils' thinking and, generally, the good use of relevant vocabulary enables pupils to think scientifically. Most teachers create a good balance between discussion, demonstration and practical work. In general, the good use of time and resources effectively promotes all pupils' learning. Classroom management is good. All classroom assistants are well deployed and provide effective support to groups of pupils. In Year 3, a retired teacher provides very good support to a group of higher attaining pupils within their science lessons. Work is appropriately marked using the school's prescribed marking system.

98. Science is very well managed and led by the co-ordinator. The curriculum is broad and balanced and meets statutory requirements. A good policy is in place and planning for science is closely linked to the exemplar materials produced by the Qualifications and Curriculum Authority. This ensures the progressive development of pupils' knowledge and understanding. Within the detailed half-termly plans, the school provides extension tasks for the higher attaining pupils. The procedures for assessment are good. Teachers record how well pupils have understood the concepts taught at the end of each unit of study. Assessments are discussed and moderated within year groups before being transferred to the pupil's portfolio. There is a good range of apparatus, materials and reference books to support the teaching of all aspects of science. The school has on-going plans to develop the grounds suitably for science. Good use is made of visits within the local area to enrich the pupils' scientific experiences. Pupils visit the local park, beach, Amberley museum, Cuckmere Haven and Shoreham-by-Sea Lifeboat station.

## 57. OTHER SUBJECTS OR COURSES

### 57. Information technology

99. By the end of Key Stage 1 and in Year 3, most pupils reach standards at the level of the national expectation. This represents an improvement in standards compared with the findings of the school's last OFSTED inspection when attainment was below average in both key stages. At the end of Key Stage 1, pupils' word processing skills are satisfactory. Many are familiar with using a keyboard and develop skills in using functions such as adding to, amending, retrieving and saving their work. They create simple pictures for their topic book covers and use the mouse with good control to move items about the screen. They understand how to control the movement of a programmable toy by giving a sequence of instructions and as part of a shape topic use 'My World Maths' to create a tessellating pattern. Some pupils are familiar with and use a CD-ROM to gather information for topics in subjects such as science. In Year 3, they import a picture from a different file and write a sentence to go with it.

They combine text and graphics to produce posters as part of their work on Cuckmere Haven and alter font type, size and colour for emphasis and effect. Pupils collect appropriate information about themselves and enter it into a database. The programs that they use develop skills in control and word processing and reinforce basic concepts in other areas of the curriculum such as making graphs in science and creating pictures in art. Pupils discuss the use of information technology and assess its value in the wider world by looking at newspaper headlines and food packaging. The pupils have not been introduced to sending, receiving and replying to e-mail.

100. Pupils make good progress in information technology. In Year 1, pupils learn important keyboard commands such as 'return' and 'shift' and use the mouse to place pictures on the screen. They enter data into a graphing program and create a pictogram of eye colours and a pie chart of different modes of transport. They build steadily on their skills as they move through the school and develop a growing understanding of the uses and value of information technology. Pupils with special educational needs use computers well to support their learning and make good progress.

101. The pupils enjoy using the computers and share the equipment well when working in co-operation with others. Higher attaining pupils are pleased to offer their help to others. They are keen to share knowledge and to show what they can do. Pupils become very involved in their work and



concentrate well.

102. The quality of teaching in information technology is good at both Key Stage 1 and in Year 3. Teachers are confident in the subject and with the hardware and software available to them. Information technology is planned into the timetable and pupils are given regular opportunities to use the available equipment in the classrooms. Teachers plan challenging tasks for pupils, which are frequently linked to other areas of the curriculum. Management skills are good and pupils are encouraged to become independent. There is some good direct teaching of skills, where teachers introduce new concepts to the whole class and set relevant tasks to promote the pupils' learning. Pupils become familiar with the wide range of information technology equipment, such as tape recorders and digital cameras.

103. The co-ordinator manages the subject well. She has worked hard to support staff and has introduced a detailed scheme of work which gives clear direction for the skills that pupils should acquire each year. This represents a significant improvement compared with the findings of the previous OFSTED inspection when there was an urgent need for the school to devise a scheme of work. Much has been done in response to the key issue. Teachers' knowledge has been greatly improved through appropriate training and, consequently, this has improved their confidence in teaching the required skills in information technology. A technician is employed by the school to act as a 'trouble shooter' and provides support to the co-ordinator and all staff. Assessment procedures are good. 'I can' sheets for each strand of information technology are kept for each pupil so that progression is clearly charted. There is an information technology club for Year 3 pupils. Resources are good, up-to-date and are well used.

#### 57. **Religious education**

104. At the end of Key Stage 1 and in Key Stage 2, pupils' standards of attainment are below the requirements of the locally Agreed Syllabus. This is due to the fact that the school allocates insufficient time to the subject to enable pupils to develop an appropriate depth of knowledge and range of experience. In the lessons seen, pupils' achieved satisfactory standards. In the previous OFSTED report, standards of attainment were similar. Pupils in Key Stage 1 know that the church is a special place for Christians and that people pray to God in a church. They know about some of the traditions of the Jewish faith and that Jewish people worship in a synagogue. They learn about some of the special celebrations that occur in the Christian church, such as the baptism ceremony, and the Jewish celebration of Hanukkah. However, there is insufficient curricular time to consolidate pupils' learning or to enable them to create their own responses to their experiences in lessons. They are given opportunities to think and talk about the importance of family and friends, but there are fewer opportunities for them to celebrate and experience the power and beauty of the natural world around them.

105. There were no opportunities to see lessons at Key Stage 2 and judgements are based on scrutiny of pupils' work and discussions with pupils and teachers. Pupils know that the Bible is a special book for Christians and know about some of the stories of the Old Testament such as that of Joseph and his brothers, together with some of the important stories of Jesus, such as the parables. They learn about the traditions of Christianity, such as Christmas, and write simple prayers for such celebrations as harvest. In their visit to one of the local churches, they experience the atmosphere and learn about the services that take place. These experiences are not always sufficiently broad nor does the allocated time allow pupils to explore their own responses to their learning.

106. Pupils' progress overall, including that made by pupils with special educational needs, is unsatisfactory at both key stages due to insufficient time for them to develop an appropriate depth and breadth of knowledge and experience. However, in the lessons observed, pupils made good progress because teachers had planned lessons carefully and were confident in the subject.

107. Pupils respond well in the subject at both key stages. They are interested in the experiences offered and, when they are given the opportunity to record their responses, they take pride in their work and present it carefully and neatly. They enjoy learning about the traditions of other religions and have appropriate respect for beliefs and ideas that are different from their own.

108. Although the quality of teaching of religious education in the lessons seen was good, overall, the

quality of teaching is satisfactory. Where teachers are confident in their subject knowledge and in their ability to develop pupils' spiritual and personal responses, the standard of teaching is good. However, not all teachers have this level of confidence and some areas of the subject curriculum are not explored in sufficient depth. There are some good examples of teachers sharing expertise to provide appropriate experiences for pupils. Teachers plan their lessons carefully and make good use of the school's range of artefacts. However, there are insufficient opportunities for pupils to explore their experiences and responses in their recorded work. Teachers have a good knowledge of their pupils and, in the lessons observed, there was good involvement of pupils in question and answer sessions. Good use is made of local churches and of visitors to the school to develop pupils' understanding of Christianity and Judaism.

109. The co-ordinator for the subject has a good understanding of her role and provides a good model and support for other staff. In the school's previous OFSTED report the need for a scheme of work was identified. There is a policy for the subject, which appropriately reflects the requirements of the locally Agreed Syllabus but does not accurately reflect the time allocated by the school. There is now a scheme of work in place which makes good use of the requirements of the locally Agreed Syllabus but does not yet sufficiently outline appropriate time allocations to the different elements of the syllabus. There is also insufficient guidance for teachers for appropriate assessment in the subject. There are appropriate cross-curricular links with other subjects, such as geography and history, but these are insufficiently identified in the scheme of work to ensure appropriate coverage or that the focus for the subject is maintained. The co-ordinator has developed a useful collection of pupils' work, which gives an overview of the curriculum and some of the key features. The school provides good opportunities for pupils to develop their understanding through special events such as Hanukkah Day organised for Year 2 pupils and the whole-school celebrations at Christmas and at harvest festivals. Resources for the subject are generally good with a useful range of artefacts and illustrated materials to support the study of Judaism and a good range of audio-visual material to augment pupils' experiences of Christianity.

## 57. Art

110. During the inspection, there were limited opportunities to observe the teaching of art. However, the few lessons observed, photographic evidence, work displayed around the school and the excellent portfolios of past work show that standards are above average for the age of the pupils at both Key Stage 1 and Year 3. In the previous OFSTED inspection, the work was judged to be of a high standard.

Much of the work produced for the portfolios shows very good progress in the development of skills in observational drawing, painting, printing and textiles. Pupils, throughout the school, make appropriate use of their sketchbooks to develop these skills to a high level. They study the lives and works of famous artists, respond sensitively to these experiences and apply their knowledge and understanding to create their own effective two and three-dimensional work which is often of a good quality. For example, they produce impressive paintings and prints in the style of Matisse, Monet, Ferdinand Leger and William Morris. In Year 3, pupils look at the work of Kandinsky and explore pattern colour to do their own paintings. Their landscape paintings of Cuckmere Haven are of a high standard. Pupils develop good skills at colour mixing using primary colours and in their understanding of tone, texture and pattern in everyday objects. Pupils in Year 2 use mixed techniques to produce minibeast textiles, weave wall hangings and make tile cottages with clay. In Year 3, they use a range of dyes and techniques and sew into this to produce a design on material.

111. The indications are that progress, including that made by pupils with special educational needs, is good in all elements of art. Pupils throughout the school develop a growing attention to detail as they undertake a variety of artistic activities, using different materials and techniques. They are increasingly able to apply their knowledge, understanding and skills to new experiences and practise until they are satisfied that they can use them effectively.

112. Pupils enjoy their work and quickly become engrossed in artistic activities. They have good levels of concentration and an interest in all that they undertake. They listen carefully to instructions, work with care and are proud of their finished work. Pupils develop appropriate independent learning skills and use equipment and tools safely.

113. The quality of teaching in art is good, both in Key Stage 1 and Year 3. Techniques and skills are specifically taught and there is a good sense of the teaching of the use of colour and composition given by pupils' work. Teachers have a secure knowledge of the subject and lessons are very well planned with appropriate activities to extend pupils' artistic knowledge and expertise. Lessons are well organised and managed and best use is made of the time available. The subject is often incorporated into topic work and is integrated with other subjects, such as science, geography and design and technology. The very good support provided by classroom assistants and the many volunteer helpers contributes highly to the good progress that pupils make. Their contribution is much appreciated by the school.

114. The good policy, clear scheme of work and detailed planning ensure a steady progression of skills throughout the school. Pupils' work is collected in individual portfolios for the year and pieces are selected and annotated to take forward to the next year. The headteacher is responsible for co-ordinating the subject, and uses pieces of pupils' art work to build up the school portfolios in order to show the high standards achieved by pupils in all year groups. Good quality displays throughout the school are thoughtfully mounted, enhance the learning environment and stimulate pupils' interest. Resources are good for practical work and there are many books and prints available, representing adequate examples of ethnic cultures. The school is fortunate in having its own kiln for firing and glazing pupils' clay work. Good use is made of the local area to develop observational skills and visits to places such as Cuckmere Haven and Bramber village are used effectively to enrich the art curriculum. The subject makes a positive contribution to pupils' spiritual, moral, social and cultural development.

57.

### **Design and technology**

57.

115. Due to timetabling arrangements, no lessons were observed during the inspection. However, through evidence gathered from the sampling of pupils' work, scrutiny of teachers' plans and discussions with pupils and teachers, it is possible to judge that pupils in both Key Stage 1 and 2, attain above average standards for their age. This is an improvement on the judgement made at the time of the last OFSTED inspection, when standards were judged to be average.

116. By the time they are seven years old, pupils use cardboard, plastic and paper to make a model lighthouse in which they incorporate an electrical circuit to light a bulb to represent the lighthouse lamp. They draw a detailed design of this before hand and then write an evaluation of the difficulties involved in the construction. They work in clay to design and make cottages and consider how the working parts of a drawbridge may be incorporated into the design for a castle. Pupils investigate wind-up toys, such as a crane, and make lunch boxes and design a pulley to transport them across the classroom. They also consider how fit the product will be for its purpose. Pupils use a range of tools such as scissors. They learn to mix ingredients to cook cakes and work with a range of fabrics and stitch seams.

117. In Year 3, pupils make nets of boxes, construct them using cardboard and glue and decorate them. They investigate free-standing objects, such as a music stand and a photograph frame, discover what features enable them to stand alone and recreate this in their own products. Pupils draw designs of beam and arch bridges, which they then make with plastic, matchboxes, wood sticks and card. They test the strength of these through applying increasing loads and evaluate why certain structures are stronger than others.

118. Throughout the school, pupils, including those with special educational needs, make good progress. From combining ingredients to make a vegetable salad in Year 1, they progress to designing menus that will provide a balanced diet in Year 3. They become increasingly evaluative in their work as they consider the suitability of their designs and make adjustments to their prototypes as a result of testing. Pupils use an increasingly wide range of materials and become more aware of their suitability for specific purposes. They improve the accuracy of their work and develop more ways of making their designs pleasing to the eye.

119. Pupils enjoy their work and talk enthusiastically about what they do. There is ample evidence of their commitment to producing a worthwhile product and of their keenness to refine and finish their

work. They work together amicably as partners in design and making and take great pride in showing other classes, during assemblies, what they have made and how it works.

120. The quality of teaching is good. Teachers have good subject knowledge, which enables them to teach pupils direct skills. They demand high standards of work and encourage pupils to think through the whole process of designing and making before they embark upon a project. Teachers provide pupils with a range of good quality materials and tools with which to work and ensure that they work safely at all times. Teachers' emphasis upon pupils evaluating their work in order to refine, redesign or gain experience for the "next time" is a particular strength. They deploy volunteer helpers skilfully to support the pupils' work.

121. The school provides pupils with a broad and balanced curriculum. All pupils receive equality of opportunity. The subject makes a valuable contribution to pupils' social and cultural development when they cooperate together to design and make articles and when they study the structures and designs of other ages and cultures. Systems for assessing pupils' work are satisfactory and teachers use them well to plan the next steps in learning. An attractive collection of pupils' work contains examples of work from each year group and across the whole breadth of the subject. This provides new staff with a useful guide to the range and standard of work produced by the school. Teachers record pupils' attainment and comment upon each pupil's progress in the annual report to parents. The subject contributes well to the very good ethos of the school.

122. The management of the subject is good. The present co-ordinator is experienced and knowledgeable. The policy for the subject sets clear aims and objectives, provides useful information and guidance about approaches to teaching and the source and use of resources. A detailed scheme of work clearly sets out when and what will be taught in each year group. Staff are adequately qualified, and accommodation is satisfactory. The quality of resources is good and they are used well to motivate pupils interest and to support learning.

## 57. **Geography**

123. No lessons were observed in geography in either key stage during the week of the inspection due to timetabling restrictions. Judgements are based on a scrutiny of pupils' work, teachers' planning and discussions with teachers and pupils. Indications are that pupils' knowledge, understanding and skills in geography are average for their age at Key Stage 1 and above average at Key Stage 2. In the school's previous OFSTED inspection report, attainment was above average in both key stages. Differences in attainment between the findings of this inspection and the school's previous report, and between the two key stages are due to the different curricular arrangements now in place. In Key Stage 1, geography is combined in a topic theme with history and science and aspects of the subject are sometimes obscured. In Key Stage 2, pupils develop well-organised booklets on their study of Cuckmere Haven. They compare the locality with their own locality around the school. They understand the main features of river formation, have a basic knowledge of how a river's course can change features in a landscape compare their knowledge with their studies of the river Rhone. Although they use co-ordinates in their work in mathematics, pupils do not have sufficient opportunities to use this knowledge in geography. In Key Stage 1, younger pupils use simple weather symbols and keep a simple weather diary. In their work on their own locality, they record and discuss features they like and those they dislike in a local park. Older pupils in the key stage compare features of their own environment with those observed in their study of Bramber village. They use a range of simple maps and plans to trace and follow routes and create plans of their own street.

124. Pupils make satisfactory progress, in both key stages. Pupils begin to learn map skills in Key Stage 1, where the drawing of everyday objects from an aerial viewpoint helps to develop an understanding of how maps represent reality. This is soundly developed in Key Stage 2 when pupils create their own map of an island to include a range of geographical features. Pupils' progress in Key Stage 2 is enhanced through the well-organised discussion and formal debate on the development of amenities in Cuckmere Haven. This process develops pupils' awareness of a range of environmental issues and enables them to develop and use a good range of geographical vocabulary. Pupils with special educational needs make generally good progress with effective support and appropriate activities.

125. Pupils are interested in talking about their work in geography and take care to present their work carefully and often attractively. They enjoy their visits to places in and around the locality.

126. Indications are that the quality of teaching is good in both key stages. Teachers plan lessons carefully to include interesting activities and have a good understanding of what is appropriate for pupils to know. They use the resources of the school and the local environment well. The subject is taught as an integrated topic with history and science in Key Stage 1, but the focus on the development of geographical skills is, at times, insufficiently clear. The organisation of geography as a discrete subject in Key Stage 2 enables teachers to consolidate and build on pupils' skills coherently and effectively. There is a policy for the subject and a well-planned scheme of work which links appropriately with the National Curriculum. The co-ordinator for the subject has a good understanding of her role and has produced a well-organised collection of work in the subject which makes clear links with the school and the National Curriculum. It is an effective document in giving a good overview of the subject in the school and as a guide to new colleagues. Assessment of progress and attainment in the subject is identified in the documentation alongside useful indications of expectations but these have not yet been organised into a coherent system.

127. Resources for the subject are good. There is an appropriate range of maps and plans and a good stock of books, atlases and globes.

57.

### **History**

128. Only one history lesson was observed in Key Stage 1 during the week of the inspection and, due to timetabling factors, no lessons were observed at Key Stage 2. Judgements are based on the lesson seen, scrutiny of pupils' work, and discussions with staff and pupils. Indications are that pupils in Key Stage 1 have appropriate knowledge, skills and understanding for their ages. Pupils in Key Stage 2 have above average levels of attainment for their ages. In the school's previous OFSTED report, pupils' attainment was above average. Differences in attainment between the two key stages and between the findings of this inspection and the school's previous OFSTED inspection are due to the structure of the curriculum for Key Stage 1 which combines history with other subjects. In this combination of history with geography and science, the historical element is sometimes obscured. At Key Stage 2, pupils make well-organised studies of aspects of life in Victorian times. These are effectively combined with visits to Preston Manor to experience a day in the life of the manor during the Victorian period. Pupils also follow the practices and routines of a Victorian school day. Pupils use their depth of experience to make useful and relevant historical observations. At Key Stage 1, pupils appropriately consider changes in their own lives in order to appreciate how things change over time. They study their own area in times past in their visits to Broadwater Church and Bramber village and record their experiences appropriately. They learn to make simple historical observations when they study postcards from past times. In the one lesson seen, pupils learnt about holidays in the past, using the first hand experience of a visitor to the school, and usefully compared her experiences with their own. In Key Stage 1, pupils make satisfactory progress through the key stage in developing their knowledge and understanding of history and in beginning to develop their awareness of chronology and appropriate historical vocabulary. In Key Stage 2, pupils build well on this foundation and make good progress to reach above average standards for their ages by the end of the year. Pupils with special educational needs make good progress.

129. Pupils are interested in history and enjoy their activities in the subject. They are interested in talking about their work and ask useful and appropriate questions when given the opportunity. Older pupils in Key Stage 2 present their work attractively and with care.

130. The quality of teaching is good at Key Stage 2 and satisfactory at Key Stage 1. There is good planning at both key stages and some imaginative approaches are used. There is some evidence of good awareness of the key elements of the subject throughout the school. However, where the subject is planned as part of a topic approach with other subjects, awareness of the key elements of history is not always sufficiently clear for pupils to focus on the development of historical skills. At the end of units of work, assessment of attainment and progress is included in the planning for the subject, but these are not yet sufficiently clearly identified in teachers' lesson planning. The school makes good use of visits to historical sites to enhance the provision of the subject. As well as visits to Preston Manor and to

Broadwater and Bramber, pupils visit Worthing Museum and local churches and have a number of local visitors to talk about their experiences.

131. There is a useful policy and scheme of work, which has recently been revised and updated to reflect changes in the organisation of the curriculum. It provides a good guide of appropriate expectations for the subject and has been planned with clear reference to National Curriculum criteria. The co-ordinator for the subject has a good understanding of her role and has created a well-organised and useful collection of pupils' work to give a good overview of the subject and good guidance for new colleagues. The subject is well resourced with a good range of artefacts and an appropriate stock of books to cover the main topic areas.

## 57. Music

132. A limited number of lessons were observed during the inspection period. However, from evidence such as planning documents, pupils' music books, a portfolio of photographs and the lessons seen, it is possible to judge that, by the end of Key Stage 1 and in Year 3, pupils reach standards that are broadly typical for their age. Pupils learn to sing a variety of songs from memory, including those with actions. The singing is tuneful and controlled. They describe and categorise the sounds made with untuned percussion instruments. In Year 2, they listen attentively to short extracts of music, such as the 'Carnival of the Animals', and discuss it in terms of loud and quiet and fast and slow. Pupils recognise the instrumental sections of the orchestra as well as some individual instruments, as in Peter and the Wolf. Pupils discuss sounds made by instruments and describe how these sounds are created. They compose simple pieces using sounds to represent particular ideas or effects; for example, the ticking of a clock. Year 3 pupils compose their own music using symbols and notation to communicate their ideas. All pupils in Year 3 learn to play the recorder. A number of higher attaining pupils quickly learn to perform musical patterns from notation and show a good awareness of rhythm and phrasing.

133. Pupils' overall progress is good. They are introduced to the language of music from an early age and they continue to expand and refine this as they move through the school. Their listening skills develop well and they learn to appreciate the many forms that music takes and the moods and feelings that it conveys. Their ability to compose music increases and, by Year 3, pupils learn to read music to play the recorder confidently.

134. Pupils respond positively to a range of musical experiences and enjoy their music lessons. They listen attentively to music played and are very keen to supply the answers to questions. They participate with pleasure in singing and music making. Pupils are generally well behaved and listen to one another well. Older pupils, who learn to play recorders, are keen to perform and demonstrate to the rest of the year group.

135. Overall, the quality of teaching is good. Lessons are well planned and prepared with a good range of musical activities that are suitably challenging. Good use is made of time and lessons are conducted at a brisk pace. Subject knowledge is generally secure and teachers use questions skilfully to encourage pupils to think about their own performance. Where teaching is best, it is characterised by high expectations which are made clear to pupils and there is an emphasis on improvement. All Year 3 pupils receive and benefit from recorder lessons provided on a weekly basis by the music co-ordinator and a volunteer music teacher who comes into school specifically for that purpose.

136. The subject is well led and promoted by the co-ordinator. There is a clear policy and at present the school is trialing a published music scheme. Clear medium-term planning for each year group fully supports the progression in pupils' learning of music. Assessment opportunities are clearly identified within these plans. A pianist is employed to accompany the pupils' singing during some class lessons and assemblies. Resources are good and include an appropriate range of instruments from different cultures. Pupils have the opportunity to perform to each other and parents at Christmas, the summer fair and the leavers' concert. Older pupils participate in the local music festival. Although pupils do have the opportunity for peripatetic violin lessons, currently, there are few who take advantage of this tuition.

## Physical education

137. By the end of Key Stage 1, pupils attain average standards for their age. This is an improvement on the findings of the previous OFSTED inspection. They explain why their bodies need to be warmed up and cooled down before and after sustained exercise. They recognise which parts of their body are used most in certain exercises and that they need warming up most. In gymnastics, pupils balance on various parts of their bodies, change position to achieve stronger or weaker balance, travel in different ways along benches and jump and land in star or pin tuck positions. They invent their own sequences of dance movements to reflect the mood and tempo of music and learn simple folk dances from different cultures. Many send and receive a ball accurately, and understand the need for rules in games and that a game should have an objective.

138. Pupils in Year 3, attain above average standards for their age. Pupils balance their weight on elbows, knees, back and shoulders, travel under and over apparatus according to specific criteria and jump and land with poise. They dance with a good sense of rhythm and mood and work together to design a sequence of steps. They perform an increasing number of country-dances, begin to understand the tactics involved in evasion games and bounce and pass a ball accurately. Pupils use sensible criteria to evaluate each other's performance and act upon the advice of others.

139. Pupils in Key Stage 1, including those with special educational needs, make satisfactory progress. From running, sliding and hopping in Year 1, they use apparatus such as benches and vaults to control the way in which they travel more effectively. They learn to work safely in space and to respond more accurately to instructions about how to move their bodies in certain ways. Pupils achieve greater accuracy and develop different ways of sending a ball or quoit and catch with improving accuracy over time. In dance, pupils increasingly adapt movements to reflect music and tempo and to synchronise their steps with others. From playing very simple games in Year 1, they improve their ability in Year 2 to understand rules and apply them. Pupils in Year 3, including those with special educational needs, make good progress in lessons. They make improvements in techniques as in a gymnastics lesson, when they succeeded in landing more gracefully after jumping from a vault.

140. Pupils' response to their lessons is good. They enjoy their activities, generally strive to improve and take pride in achieving success. They compete fairly and take care to move about safely with regard for others. When given the opportunity, they sensitively evaluate other pupils' efforts.

141. The quality of teaching is satisfactory in Key Stage 1 and good in Year 3. In the best lessons, teachers have good subject expertise. They demonstrate skills well for pupils, which both motivates them to strive for good standards and provides a good model for their performance. Characteristics of the best lessons include good planning, a brisk pace and positive relationships. Many of these aspects were evident in a Year 1 dance lesson based on the music "Carnival of the Animals". The teacher encouraged pupils to think of themselves as fierce or gentle animals, and demonstrated leg, arm and body movements to reflect the mood of the music. This had a clearly positive effect upon the pupils in that they made good progress as a result of this teaching. Other strengths of teaching include good attention to safe working, imaginative use of apparatus and positive behaviour management. All of these encourage keen involvement from pupils.

142. The physical education curriculum is broad and balanced and provides all pupils with equality of opportunity. There is a comprehensive scheme of work which details what should be taught within each year. The policy for the subject is helpful in informing teachers about the aims and objectives, safety issues, the use of resources and dress code. Pupils' attainment is recorded annually in the report to parents. Skills are taught progressively throughout dance, gymnastics and games.

143. The subject is well managed by the co-ordinator. She has good expertise, especially in dance, and has enhanced her knowledge and skills through attending courses. She has enabled other staff to gain confidence, especially in using equipment, through demonstration lessons. There is a good subject action plan which highlights planning and improving the quantity of resources. Much of this has already been achieved and the quality and quantity of resources to support all aspects of the pupils' work are good. Accommodation is satisfactory. There is a spacious hall and safe hard standing areas. There is some grassed space but this is too small for many team games. The co-ordinator has a small annual allowance with which to maintain and improve resources and this is spent effectively. For example, the recent purchase of more small and large balls means that all pupils have access to one

each. The subject makes a good contribution to the pupils' social and moral development, when they cooperate and compete in dance, gymnastics and team games and in teaching them the importance of rules and taking turns.



## PART C: INSPECTION DATA

### 144. SUMMARY OF INSPECTION EVIDENCE

The inspection was carried out by a team of 4 inspectors who spent a total of 12 inspector days in the school. Time spent observing teaching, scrutinising the work of pupils and checking their attainment by working with them during the inspection - 33 hours 54 minutes. 6 hours 30 minutes at Pre Key Stage 1, and 16 hours 8 minutes at Key Stage 1 and 10 hours 36 minutes at Key Stage 2. In addition, a further 14 hours 36 minutes were spent on the inspection activities listed below.

- Forty lessons or parts of lessons were observed as were a number of registration periods, assemblies, playtimes, lunchtimes and extracurricular activities;
- discussions were held with all teaching staff and some non-teaching staff;
- many pupils were heard to read and were questioned about their mathematical knowledge and understanding;
- three samples of pupils' work across the full range of ability in all year groups were inspected in addition to work examined during lessons;
- all available school documentation was analysed;
- attendance records, pupils' records kept by the school and teachers' planning documents were examined;
- the budget figures were inspected;
- discussions were held with pupils, parents and governors;
  - a parents' meeting was held and the views of the 10 parents at this meeting and those of the 49 families who responded to a questionnaire were taken into account.

### 145. DATA AND INDICATORS

#### 145. Pupil data

	Number of pupils on roll (full-time equivalent)	Number of pupils with statements of SEN	Number of pupils on school's register of SEN	Number of full-time pupils eligible for free school meals
YR – Y3	216	1	53	22

#### 145.

#### Teachers and classes

#### 145. Qualified teachers (YR – Y3)

Total number of qualified teachers (full-time equivalent):	9.3
Number of pupils per qualified teacher:	24

#### 145.

#### Education support staff (YR – Y3)

Total number of education support staff:	11
Total aggregate hours worked each week:	159.7

Average class size:

27

**145. Financial data**

Financial year: 1997/98	1998
	£
Total Income	389,679
Total Expenditure	389,403
Expenditure per pupil	1636.15
Balance brought forward from previous year	13,415
Balance carried forward to next year	13,691

**145. PARENTAL SURVEY**

Number of questionnaires sent out: 200  
 Number of questionnaires returned: 49

Responses (percentage of answers in each category):

	Strongly agree	Agree	Neither	Disagree	Strongly disagree
I feel the school encourages parents to play an active part in the life of the school	35	63	0	2	0
I would find it easy to approach the school with questions or problems to do with my child(ren)	53	43	4	0	0
The school handles complaints from parents well	17	52	26	2	2
The school gives me a clear understanding of what is taught	27	65	8	0	0
The school keeps me well informed about my child(ren)'s progress	31	60	6	0	2
The school enables my child(ren) to achieve a good standard of work	35	60	2	0	2
The school encourages children to get involved in more than just their daily lessons	25	56	15	2	2
I am satisfied with the work that my child(ren) is/are expected to do at home	35	46	17	0	2
The school's values and attitudes have a positive effect on my child(ren)	23	67	8	0	2
The school achieves high standards of good behaviour	27	54	13	4	2
My child(ren) like(s) school	44	52	4	0	0

**145.**