

INSPECTION REPORT

LYNDHURST COUNTY FIRST SCHOOL

Worthing

LEA area: West Sussex

Unique Reference Number : 125960

Headteacher : Mrs Ann Lawrenson

Reporting inspector : Janet Gill - 18706

Dates of inspection : 8th - 12th November 1999

Under OFSTED contract number: 707874

Inspection number: 191088

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INFORMATION ABOUT THE SCHOOL

Type of school :	First
Type of control :	County
Age range of pupils :	4 to 8
Gender of pupils :	Mixed
School address :	Lyndhurst Road Worthing West Sussex BN11 2DG
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Appropriate authority :	West Sussex County Council
Name of Chair of Governors :	Mrs Bridget Hobson
Date of previous inspection :	10th - 14th June 1996

INFORMATION ABOUT THE INSPECTION TEAM

Team members	Subject responsibilities	Aspect responsibilities
Janet Gill - Registered Inspector	Under Fives; English; Section 11	Attainment and progress; Teaching; Leadership and management
John Kerr - Lay Inspector	Equal Opportunities	Attendance; Support, guidance and pupils' welfare; Partnership with parents and the community; The efficiency of the school
Judy Morris - Core Inspector	Science; Design and Technology; Physical Education	Attitudes, behaviour and personal development; Staffing, accommodation and learning resources
Heather Toynbee - Team Inspector	History; Geography; Art; Religious Education	Pupils' spiritual, moral, social and cultural development
Brenda Barnard - Team Inspector	Special Educational Needs; Mathematics; Information Technology; Music	The curriculum and assessment

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The Registrar
The Office for Standards in Education
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MAIN FINDINGS

What the school does well

- The ethos of the school is good.
- The school is welcoming to visitors.
- There are very good procedures for monitoring and promoting discipline and behaviour.
- There is good provision for pupils' support, guidance and welfare.
- Pupils have good attitudes to learning, and their behaviour is good.
- Relationships amongst pupils and between pupils and adults are very good.
- Provision for pupils' moral development is very good, and for social and cultural development it is good.
- There is good support for pupils with English as an additional language.
- The provision for special needs in the unit is good; pupils are integrated into the main school well.
- There is now a good range of extra-curricular activities.
- The accommodation is good, well maintained with attractive displays of pupils' art work .
- Financial control and school administration are good.

Where the school has weaknesses

- Standards are too low, particularly in English and science.
- The school does not currently teach the full National Curriculum for information technology (IT).
- The curriculum is unbalanced, in particular science and IT are not allowed sufficient time.
- Curriculum co-ordination is unsatisfactory at present.
- The curriculum is not yet monitored and evaluated to a sufficient depth.
- Day-to-day assessment is still not good enough: it is not used sufficiently to plan future work.
- A significant minority of parents find it very difficult to approach the senior management of the school with their concerns and complaints.

The school has many strengths. However, there are significant weaknesses that need to be addressed. They 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 sound improvement since the last inspection. The quality of teaching is higher and the school has been successful in maintaining standards of good behaviour. Although standards of achievement have improved in the core subjects, standards are still not high enough. Statutory requirements are still not met in information technology, however the school is in a strong position to rectify this in the very near future, as the subject has been given high priority this term. Most subjects now have policies and schemes of work. The school intends to adopt the Qualifications and Curriculum Authority (QCA) documents to ensure coverage of the curriculum, however the school has yet to establish systems to ensure that learning is progressive, particularly in the mixed age classes. Planning in year teams is good and has meant that pupils in each class receive similar subject content. The overall pace of learning in Year 3, with pupils on task has improved. Satisfactory procedures now exist

to assess pupils' achievements, although the use of data to track individual pupils' progress throughout the school in relation to their previous attainment is underdeveloped. Day-to-day assessment is still not good enough; it is not used sufficiently well to plan future work. Good consultation with the staff has ensured that the present school development plan is a good management document and sets out to promote higher standards. The judgement of the inspection team is that the school is in a satisfactory position to maintain the good aspects of the school and continue to work towards necessary improvements, as new staff and governors have been appointed, quality of teaching has improved and standards are slowly rising.

Standards in subjects

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

Performance in	Compared with all schools	Compared with similar schools	
			<i>K</i>
			<i>ey</i>
			<i>W</i>
			<i>el</i>
			<i>l</i>
			<i>a</i>
			<i>b</i>
			<i>o</i>
			<i>v</i>
			<i>e</i>
			<i>a</i>
			<i>v</i>
			<i>er</i>
			<i>a</i>
			<i>g</i>
			<i>e</i>
			<i>A</i>
			<i>Above</i>
			<i>average</i>
			<i>B</i>
			<i>Average</i>
			<i>C</i>
			<i>Below</i>
			<i>average</i>
			<i>D</i>
			<i>W</i>
			<i>el</i>
			<i>l</i>
			<i>b</i>

			<i>el o w a v er a g e E</i>
Reading	E	E	
Writing	E*	E*	
Mathematics	E	E	

The information shows that at the end of Key Stage 1 in 1998, attainment was well below average in reading and mathematics and very low in writing. The results are the same when compared with that of similar schools. In the 1999 National tests standards improved in all three subjects. In science pupils' attainment is close to the national average, but they lack the understanding of a scientific way of working and do not have a secure understanding of prediction and fair testing. In information technology attainment is below average because the school does not cover all areas in sufficient detail. In religious education, pupils attain a level of understanding that would be expected for their age, according to the Locally Agreed Syllabus. Overall pupils' progress in lessons and recent work in Key Stage 1 and Year 3 is satisfactory, including those with special educational needs. For pupils with English as an additional language, progress is often good. The differences between test results and higher inspection results are due largely to better quality of teaching now, and the implementation of both the National Literacy and Numeracy Strategies. These factors are beginning to have an impact on standards, which are beginning to rise. Children enter the Reception classes with skills that are below average. They make good progress, although by the age of five, their attainment in language and literacy, mathematics and knowledge and understanding of the world is still below average. In creative and physical development many children reach the standard expected for their age. In personal and social development many children exceed the expectations for their age.

Quality of teaching

Teaching in:	Under	5 - 7 years	7 - 8 years
English	Good	Good	Good
Mathematics	Good	Satisfactory	Satisfactory
Science		Satisfactory	Satisfactory
Information technology		Unsatisfactory	Unsatisfactory
Religious education		Good	Good
Other subjects	Satisfactory	Satisfactory	Satisfactory

The quality of teaching is satisfactory overall with some good features. In nearly 94 per cent of lessons observed, teaching was satisfactory. Of these half were good or better. Four unsatisfactory lessons were seen. The overall quality of teaching in English and religious education was good, in mathematics and science and most other subjects it was satisfactory. In information technology teaching was

unsatisfactory. Pupils with special education needs receive sound teaching whilst for those with English as an additional language it is good. During the last inspection 18 per cent of unsatisfactory teaching was observed; the school has effectively begun to improve the quality of teaching

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

Other aspects of the school

Aspect	Comment
Behaviour	Behaviour in the school is good. Pupils support the school rules and respond well to the school's high standards and positive approach to discipline.
Attendance	Pupils' attendance is satisfactory. They are punctual in coming to school and to their lessons. Unauthorised absence is well below average.
Ethos*	The ethos is good. Promotion of the pupils' wellbeing is good within a caring environment. The school is welcoming and there are very good relationships between the pupils and the adults and pupils.
Leadership and management	Overall management of the school is sound. The Headteacher, Governing Body and curriculum co-ordinators are not yet fully involved with monitoring and evaluating the quality of teaching and learning. The school development plan is now more effective.
Curriculum and assessment	The overall curriculum in Key Stage 1 and Year 3 is unsatisfactory. It is broad in parts but not balanced. Not all subjects are covered in sufficient depth for pupils to attain the nationally expected level. The equality of access that pupils have to the curriculum has several areas where it is unsatisfactory. Procedures for assessing pupils' attainment are sound, but the use of assessment to inform whole-school curriculum planning is unsatisfactory. Opportunities for extra-curricular activities are good. The curriculum for the children under five is good and covers all six areas of learning.
Pupils with special educational needs	Provision for special educational needs is satisfactory overall, the quality of support is good, but the overall management of support time in the school is ineffective. Provision for pupils in the unit is good.
Spiritual, moral, social & cultural development	Very good moral development is well supported by an effective behaviour policy. Provision for pupils' social and cultural development is good. Provision for spiritual development is satisfactory overall. Personal and social development is promoted well in the Early Years.
Staffing, resources and accommodation	Provision of staffing is now good. However recent appointments have not yet had time to have had an effect on overall standards. The school has satisfactory resources and is in the process of increasing its stock of computers. Accommodation is well maintained and sufficiently spacious to implement the full National Curriculum.
Value for money	The school gives sound value for money.

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

The parents' views of the school

What most parents like about the school	What some parents are not happy about
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<ul style="list-style-type: none"> ● Children were happy in school and care for each other ● Teachers were very approachable and dedicated ● Discipline was good and the children behave well ● Teachers know the children well, and end of year reports are personalised ● Parents feel welcome when they come in to help 	<ul style="list-style-type: none"> ● Unsatisfactory handling of complaints from senior management ● Lack of consultation over major issues, for example the re-organisation of the school ● The mixed year classes ● The number of good staff leaving
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Inspectors' judgements support parents' positive views. From the number of comments regarding the handling of complaints it is evident that some issues are not handled well. As in the last inspection, a significant minority of parents at the parents' meeting and via letters felt that it was difficult to approach the senior management of the school with concerns and complaints, although they were very satisfied with issues raised with the teaching staff. The senior management of the school has acknowledged that this is a weakness by the inclusion of the issue in the school development plan in spring 2000, 'the school will review all means of communication with parents and look for ways of sharing more information with them'. The Governing Body and senior management of the school did not consult with parents over the re-organisation. Decisions were made for financial reasons and discussed with the Local Education Authority to find the best possible educational solution to the problem. This was prior to informing the parents. The mixed year classes are very unpopular with some parents and there are difficulties at present planning the curriculum for mixed age classes. In some lessons older children are not sufficiently challenged and the younger children are not always offered the most appropriate curriculum. There has been a high turnover of staff during the last year but they had left for personal reasons. There are two temporary teachers at present; several appointments have been made. These new teachers are supported well by their mentors and senior teachers.

KEY ISSUES FOR ACTION

In order to improve standards the Headteacher, governors and staff should:

continue to raise standards of attainment in English, mathematics and science by:

- ensuring the successful implementation of the Literacy Strategy is maintained by monitoring standards and learning outcomes;
 - monitoring the balance of attainment targets in mathematics, to ensure all aspects are taught, in particular using and applying mathematics;
 - providing appropriate guidance and training to teachers, to ensure they are more confident and include scientific enquiry and investigation in their lessons;
- Paragraphs 9, 10, 12, 92, 94, 95, 100, 109, 113, 114, 116

ensure that the full information technology (IT) curriculum is taught by:

- providing appropriate training to staff, to ensure that they all have the confidence to implement the full requirements for IT;
 - ensuring suitable equipment is available to enable all aspects of IT to be taught for an appropriate amount of time;
 - incorporating the use of software across all the curriculum;
- Paragraphs 13, 24, 31, 34, 61, 69, 74, 78, 97, 114, 119, 121, 125, 131, 144, 146

strengthen the management of the curriculum by:

- reviewing the curriculum to ensure the time allocated to subjects, in particular science and information technology, is balanced throughout the school;
- ensuring that the school clearly identifies in schemes of work the key knowledge, skills and understanding which should be taught in each year;
- devising and implementing a systematic programme to monitor teaching and curriculum development to include the Headteacher, governors and co-ordinators, in order to judge the quality of the teaching and standards in the subjects;
- reviewing the timetable arrangements for the special needs teacher in order to maximise the amount of time spent supporting pupils with special educational needs in the school;
Paragraphs 25, 28,31, 34, 35, 37, 60, 63, 98, 101, 103, 106, 109, 118, 119, 133, 152, 158, 161

ensure that all staff make greater use of day-to-day assessment:

- to assist the short-term planning for individuals, classes and year groups;
- ensure that all staff are consistent in their marking of pupils' work;
Paragraphs 30, 39, 98, 101, 105, 106, 119, 123, 124, 145

analyse the educational direction and leadership role of the senior management of the school;

- by reviewing the current organisation arrangements of year groups in the school;
- improving the partnership with parents to ensure that parents understand as fully as possible what the school is trying to achieve;
- ensuring that the school responds more readily to the issues and concerns raised by parents;
Paragraphs 39, 55, 56, 60, 63, 98

In addition to the key issues above, the following less important weaknesses should be considered for inclusion in the action plan:

ensure that statutory requirements are met by the Governing Body:

- in the information it publishes in the prospectus;
- by reviewing its procedures with regard to pupils attending the daily act of worship;
Paragraphs 33, 61
- ensure that teachers offer sufficient challenge for all pupils in all lessons;
Paragraphs 27, 28, 31, 63, 97, 116
- extend opportunities for pupils to develop their initiative and independence, particularly in mathematics and science
Paragraphs 20, 24, 104, 114, 117, 122, 150, 153, 154

INTRODUCTION

Characteristics of the school

1. Lyndhurst First School is situated on the east side of the seaside resort of Worthing. The school serves a wide range of socio-economic groups. There is a variety of housing in the area, made up of a mixture of owner occupied, rented and local authority housing. A small number of pupils live in temporary accommodation. The overall socio-economic background of pupils who attend the school is below average.
2. The number of roll stands at 320 and has reduced in recent years (358 pupils at the time of the last inspection). There are more boys than girls, 177 and 143 respectively. The school has uneven year groups going through the school. This has led to a change in the organisation of the classes, from separate year groups to mixed years in classes. This has caused anxiety among parents. There are now three Reception classes with 29 full time, and 61 part time children who will become full time in the spring and summer terms. At the time of inspection 17 children were already aged five. There are a further five mixed classes with Years 1 and 2 pupils, and three Year 3 classes. The school also has a special unit for eight pupils with Complex Communication Disorders (Autism) drawn from the southern area of West Sussex. Three per cent of pupils speak English as an additional language. The main languages represented are Bengali, Italian and Urdu. Around 12 per cent of full time pupils are eligible for, and claim, free school meals, a figure which is a little below the national average. Eight (3 per cent) pupils have local education authority Statements of Special Educational Needs and 89 full time pupils (28 per cent) have been identified as having learning and emotional and behavioural difficulties at Stages 1 to 5 of the Code of Practice. Attainment on entry to the Reception classes is below average.
3. The school aims refer to both academic as well as personal development. It aims:
 - to teach all children to develop their literacy, numeracy and communication skills, taking into consideration their emotional, physical, social, moral and creative development;
 - To provide a broad and balanced curriculum in an attractive and stimulating environment where all children feel safe, secure and happy.
1. Following the last inspection, information communication technology (ICT) continues to focus highly in the school development plan for the next three years. Present priorities for this term include: continuing literacy and numeracy support, development of writing and able pupils' achievements. During the spring term aspects of music and physical education (PE) will be reviewed as well as communication with parents and the creation of a new library. In the summer term performance of boys and aspects of the science curriculum will be reviewed.

Key Indicators

Attainment at Key Stage 1¹

Number of registered pupils in final year of Key Stage 1 for latest reporting year:

Year	Boys	Girls	Total
1998	44	47	91

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Number of pupils at NC Level 2 or above	Boys	22	18	31
	Girls	38	30	42
	Total	60	48	73
Percentage at NC Level 2 or above	School	65	52	79
	National	80	81	84

Teacher Assessments		English	Mathematics	Science
Number of pupils at NC Level 2 or above	Boys	19	27	23
	Girls	38	39	34
	Total	57	66	57
Percentage at NC Level 2 or above	School	62	72	62
	National	81	85	86

4. Attendance

Percentage of half days (sessions) missed through absence for the latest complete reporting year

		%
Authorised Absence	School	4.3
	National comparative data	5.7
Unauthorised Absence	School	0.07
	National comparative data	0.05

Exclusions

Number of exclusions of pupils (of statutory school age) during the previous year:

	Number
Fixed period	3
Permanent	1

Quality of teaching

Percentage of teaching observed which is :

	%
Very good or better	8.20
Satisfactory or better	93.44
Less than satisfactory	6.56

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

PART A: ASPECTS OF THE SCHOOL

EDUCATIONAL STANDARDS ACHIEVED BY PUPILS AT THE SCHOOL

Attainment and progress

1. Children enter the school with below average skills, particularly in social, language and mathematical development. Good progress is made, but overall attainment is still below the expected standard by the time they are five in language and literacy, mathematics, knowledge and understanding of the world, with a few children reaching higher levels in their development. Many children reach the standard expected in their physical and creative development. Personal and social development is given a high priority by all staff and a significant percentage of children reach above average standards in this area of learning. The present cohort has fewer children with special educational needs at present than other year groups in the school. The inspection findings reflect the current baseline assessment.
2. In the National Curriculum tests for 1998 for seven-year olds, the percentage of pupils attaining the expected Level 2 in reading, writing and mathematics were 65 per cent, 52 per cent and 79 per cent respectively. This is well below the national average in reading and mathematics and very low in writing. The percentage of pupils reaching Level 3 was well below average in reading and mathematics, and below average in writing. In comparison with those in similar schools, results were well below average in reading and mathematics and very low in writing. Teachers' assessment of pupils' attainment in science at Level 2 was very low in comparison with the national average. The number of pupils attaining low levels in the tests has attracted extra funding for literacy support in Year 3.
3. In the 1999 National tests, pupils performed better in reading, writing and mathematics, the percentage of pupils attaining the expected Level 2 were 70 per cent, 66 per cent and 85 per cent respectively. The school had set higher targets in both reading and writing; these were not fully met. The performance of pupils did improve over 1998 results but not as much as the school had planned. The lower results then anticipated were associated with the number of extra pupils with special educational needs coming to the school, and several more able children moving away. The standards reached in mathematics are only just below average; a significant number of pupils also achieved Level 3. The improvement in mathematics is attributed to the schools involvement in the West Sussex Numeracy Project. Results for both reading and writing are below the County average, but only just below in mathematics. Although teacher assessment for science was significantly higher, inspection findings show that results were overestimated.
4. The school is very aware of the need to improve reading and writing and has set realistic targets for 2000 based on the nature of the cohort. Similar targets have been set for reading and slightly lower ones for writing. In 1999 boys performed slightly better than girls in reading, writing and mathematics, whereas in 1998 girls performed significantly better in all three tests. In the lessons and work seen, the inspection team did not identify any significant differences in the progress and attainment of boys and girls. This factor highlights the difficulty the school faces when setting targets with the nature of year groups being very different. Pupils throughout the school with special educational needs make sound progress in relation to prior attainment. In the special unit pupils make at least sound progress and often it is good. However, due to the nature of the pupils' special needs, progress can be erratic from them making considerable progress to very little for a time. Overall, most of the pupils make sufficiently good progress for them to be integrated into mainstream education. The attainment of pupils for whom English is an additional language is generally in line with that of their peers within the school, and at times it is higher. They are effectively supported both by specialist staff and their class teachers. As a result they make good progress.

5. The inspection findings show that standards of attainment in English at the end of Key Stage 1 and Year 3 are still below average. In some lessons attainment was average but, together with scrutiny of past work and discussions with pupils, standards are still judged to be below average. The quality of teaching had now improved and in English lessons it is now often good, this factor combined with the structure of the literacy hour ensures that many more pupils make at least sound progress and in some lessons it is good. Pupils listen well, respond confidently to questions and build on other pupils' contributions in discussions, although some children have poorly developed skills in speaking and have a limited vocabulary and poor articulation. Attainment in reading is below average at the end of Key Stage 1 and Year 3. Pupils are experiencing a wide range of texts in the Literacy Hour which helps them to make good progress in understanding strategies to help them read. They develop a range of strategies to help them tackle unknown words and use contextual clues to establish the meaning of the text. They know the difference between non-fiction and fiction books. Attainment is below average in writing. There are limited opportunities at present for pupils to write at length. The school is aware that to raise standards they need to address this shortcoming. Many achieve higher standards in handwriting and write in a joined style by the end of the key stage and in Year 3.
6. Inspection findings show that standards of attainment in mathematics at the end of Key Stage 1 and Year 3 are now just below average. Standards are continuing to rise. However, an imbalance in the delivery of the subject means that work in data handling and using and applying mathematics is more limited and has an impact on pupils' progress. By seven, pupils count on in twos and know they are even numbers, work with partners to double numbers to ten, make patterns in peg boards and reflect them accurately using pegs, being able to spot mistakes if they occur in pattern and colour. Pupils in Year 3 understand inverse processes of division and multiplication, know their two, five and ten times tables, understanding that $2 + 2 + 2$ is the same as 2×3 and double numbers to 128. Overall progress is satisfactory in lessons and has been in recent months, since the improved quality of teaching and use of the numeracy strategy.
7. Pupils are able to use their literacy skills appropriately to read and write for a range of purposes in other areas of the curriculum. Pupils develop their speaking and listening skills in discussions and short plays, and write about visits, such as to Pulborough Brooks. They retell Bible stories of Noah and Jonah in religious education and construct and write instructions about coming in after play. Numeracy skills are promoted satisfactorily across the curriculum. In geography pupils know how to use simple grid references and compass points in their map work and timelines in history, whilst in IT numeracy is supported when pupils produce symmetrical pictures on the computer.
8. Standards of attainment in science at the end of Key Stage 1 and in Year 3 are below average. This is due to the unsatisfactory standard in investigative skills. Pupils' standard of attainment in knowledge and understanding in science is satisfactory. By the end of Key Stage 1, pupils understand the life cycle of a frog and a butterfly, are aware of the variety of materials used to make a house and that light comes from a variety of sources. Year 3 pupils are aware of the need for a healthy diet and exercise and know how to complete an electrical circuit. At both key stages pupils make unsatisfactory progress in their scientific way of working, but they make sound progress in their scientific knowledge and understanding.
9. Progress made in information technology is unsatisfactory throughout the school and standards are below that expected for pupils at the end of the key stage. This is a similar picture to the last inspection. However, information technology is a high priority for development this term. Pupils have insufficient opportunities to develop keyboard and mouse skills. Year 3 pupils have completed some work using font size and type in readiness to produce Christmas cards and know how to retrieve information from a CD ROM. Year 2 pupils explore the use of battery driven toys and use a program to draw symmetrical patterns.

10. By the end of Key Stage 1 and in Year 3 pupils' attainment is in line with the expectations of the Locally Agreed Syllabus. Pupils make satisfactory progress in acquiring skills, knowledge and understanding as set out in the syllabus for religious education and reach the standards expected. Pupils know many of the stories from the Old and New Testament in the Bible, for instance those about John the Baptist and Noah. They learn about the reasons for the major Christian festivals and beliefs and gain an appropriate knowledge of other faiths, including Judaism, Islam and Hinduism.
11. In other subjects at the end of Key Stage 1 and Year 3, pupils attain standards expected for pupils of a similar age, with the exception of history where standards are lower; this was the case in the last inspection. Pupils' progress is satisfactory, except in history.

Attitudes, behaviour and personal development

12. In the Reception classes children's personal and social development is good. When children start school in the Reception classes their personal and social development is below average. Personal and social development is given a high priority and as a result of good induction procedures, children quickly become used to the school's routines. They learn to take responsibility for resources they use and to take turns and are well motivated and it is not long before children work independently, concentrate on their activities and behave well.
13. All pupils in Reception and Key Stage 1 display good attitudes to learning. This confirms the findings of the last inspection. Pupils in Key Stage 2 also show good attitudes to their work and are willing learners; this is an improvement since the last inspection. Pupils are interested in their lessons and listen attentively to teachers and persevere with the tasks set. They work well together either in pairs or groups, sharing ideas and resources. Pupils with special educational needs usually are positive towards their learning and try hard when working with their support teacher in English and mathematics. Pupils in the unit have good support to help them with their communication, this ensures their successful integration into the main school. Pupils for whom English is an additional language persevere with their work, have very good relationships with their specialist support teacher and class teachers and make good progress.
14. Pupils' behaviour is good and this confirms the standards seen at the last inspection. The school is an orderly community and all staff have high expectations of pupils' behaviour. Pupils obey the class and school rules and at lunchtimes they show good manners and eat their lunch without excessive noise. At playtimes pupils make full use of the playground but remain caring and good humoured. Pupils are courteous, friendly and welcoming to visitors and enjoy talking about their work. The majority of parents recognise that the school achieves good standards of behaviour.
15. Relationships amongst pupils and between pupils and adults are very good. This is an improvement since the last inspection. Pupils of all ages play well together and particularly at playtimes, older pupils look after younger children. They co-operate well in working groups providing mutual support and readily appreciate the achievement of others. Pupils demonstrate an understanding and acceptance of those with special educational needs and they respect the values, feelings and beliefs of others. No incidents of bullying or racial abuse were observed during the inspection. The well-developed degree of racial harmony, which was a strength at the last inspection, is confirmed. Pupils treat the school's and other people's property with care. There have been three temporary exclusions of the same pupil for poor behaviour during the last reporting period; this resulted in a permanent exclusion.
16. Personal development is satisfactory. A particularly positive feature is their awareness of right and wrong and their support for each other. Through physical education lessons pupils learn a

sense of fair play and the importance of following rules. Older pupils use their personal initiative when given the opportunity such as offering to clean the tables at lunchtime. However, to further develop independent learning skills, pupils should be given more encouragement to use their own initiative, particularly in science and mathematics lessons where they have insufficient opportunities to be fully involved in their own investigations.

Attendance

17. Attendance is currently satisfactory. It has fluctuated over the years since the last report, for instance last year it was good. Unauthorised absence continues to be well below national average. Pupils are punctual at the start of the day and lessons start on time. Registers are properly kept and conform to statutory requirements. The Education Welfare Officer attends the school on a regular basis to monitor attendance and to assist with cases of regular non-attendance.

QUALITY OF EDUCATION PROVIDED

Teaching

18. The overall quality of teaching is sound throughout the school, with good and very good features. Teaching is satisfactory or better in ninety-three per cent of lessons, of which fifty per cent are good and eight per cent very good. Four unsatisfactory lessons were seen. In the Early Years three quarters of lessons observed were good, or very good. In Key Stage 1 just over forty per cent of lessons were good or very good, whilst in Year 3 nearly half the lessons were good or very good. In the 1996 inspection report, the quality of teaching was judged to be satisfactory or better in eighty-two per cent of lessons. The school has been effective in improving that position.
19. The quality of teaching for the Under Fives is good. This has a positive impact on the children's achievement and progress. The staff have a good understanding of the needs of these young children and work is carefully planned around the desirable outcomes for learning for the age group. There are very effective working relationships between the staff and a consistent approach to behaviour management, consequently children learn quickly to form constructive relationships and behave well. Assessment is conscientiously carried out and effectively used to plan the next stages in learning.
20. The quality of teaching is good throughout the school in English, where teachers have a good understanding of the requirements of the Literacy Strategy; which is having an impact on standards. This was evident in the recent improvement in performance of the pupils. The quality of teaching in religious education (RE) is good, where effective links are established with moral and cultural development. Teaching is at least satisfactory in mathematics with some good features, particularly in the use of mathematical vocabulary which pupils are encouraged to use. Teachers' knowledge and understanding of the Numeracy Strategy is helping them to teach mathematics more effectively, thus raising standards. Although teaching is overall sound in science, teachers do not extend their pupils' understanding and knowledge enough, nor encourage them to use an investigative approach to the subject. Teaching in information technology (IT) is still unsatisfactory. The subject has been identified as a priority in the school development plan for the current term, and that staff will also require training to use a range of new equipment with confidence and understanding. Teaching in the foundation subjects is satisfactory in history and music, and good in physical education (PE). Too few lessons were observed during the inspection in art, design and technology and geography to make a firm judgement on the quality of teaching in these subjects.

21. The quality of teaching in the Special Support Facility (SSF) is good. The work in the unit is successful and most pupils are able to transfer to mainstream middle school. The strength of the unit lies in its co-ordinator and the recorded daily assessment and quality of monitoring of targets set. The unit provides a broad curriculum for which all pupils have equality of access. Individual Education Plans (IEPs) cover all curriculum areas. In the school support is arranged following identification according to the Code of Practice. Teachers write the IEPs for pupils on Stage 2 and with the special needs co-ordinator (SENCO) from Stage 3. Some of the targets are not specific enough and numeracy targets are frequently omitted. When the pupils receive support in lessons it is good. However due to ineffective school timetable arrangements, the SENCO can often waste time when she goes to support a child and has to listen to the class teacher introducing a lesson, rather than working with the child during group time, for example in literacy and numeracy.
22. The quality of teaching of pupils for whom English is an additional language is good. There is good written and oral communication between the specialist teacher and class teachers. The good support the pupils receive ensures that progress is good. They perform at least as well as their peers in National tests and in some cases better. Teachers offer good support to the children, not only in developing their skills in speaking and understanding English, but also in the promotion of the children's cultures. A good example of this was the positive support a girl received in the preparation for her educational visit to Pakistan. The teacher successfully capitalised on the opportunity to promote cultural development; the class found where Pakistan was on the map and looked at various pictures of places of interest, including a mosque.
23. Teachers plan well together in year teams to ensure that pupils receive similar subject content and experiences. The issue over continuity in the last report has been resolved, but not progression in planning stages of learning. Short-term planning does not always include clear learning objectives, work that is matched to different abilities or assessment opportunities. This is most notable in the mixed Year 1 / 2 classes where insufficient detail is recorded about work relating to the different ages and abilities of the children. Expectations are not always high enough and pupils not sufficiently challenged in some lessons, such as science.
24. The teachers have worked hard to implement the Literacy Hour, which they do with good understanding and knowledge of the strategy. The shared text sessions are good and focussed, and promote good discussions about stories, plays and instructional texts. Involvement in the West Sussex Numeracy Project has given the teachers confidence to teach mathematics and there is good attention to number strategies and mathematical vocabulary, particularly in the introductory sessions. Some group sessions are less successful in both literacy and numeracy, particularly when work given to pupils is too easy or too hard. When this happens pupils needing extra help do not always receive it as teachers are working with other groups in the class and special needs support is not available at the appropriate time.
25. Teachers have good questioning skills that help to extend pupils' thinking and consolidate their learning. An appropriate use of praise and encouragement ensure the children try hard and concentrate on their work. Relationships are very good between all staff working with the children and with the children themselves. Effective discipline ensures pupils behave well, everyone is consistent in the management of the pupils.
26. Assessment is used within lessons, for example in the shared plenary sessions and use of pupils' demonstrations, although practice is varied. Sometimes plenary sessions are too brief and learning objectives not re-visited. Day-to-day assessment procedures are unsatisfactory and still do not provide the information needed to plan subsequent work. This is particularly noticeable in the mixed year classes, where the age and ability range is very wide. Marking is usually carried out but practice is varied, it is often a series of ticks, while the best examples

includes encouraging comments and suggest areas for further improvement. Homework, mainly in the core subjects is satisfactory and used to support learning in the class, such as learning spellings and reading.

The curriculum and assessment

1. The breadth and balance of the curriculum is unsatisfactory and lacks overall cohesiveness. Some subjects receive little attention, such as design technology and information technology (IT) is not given the priority of a core subject. Literacy and mathematics receive appropriate time allocations and sometimes exceed this. Year 3 able pupils when withdrawn from lessons receive an additional session of mathematics at the expense of other subjects such as science. There are also pockets of unproductive time. Time is allocated during the week for teaching social and personal skills including sex education at an appropriate level of understanding. For homework pupils are asked to learn spellings, multiplication tables and to practice the recorder. The expectations for more able pupils are sometimes low. They are often not given sufficiently challenging tasks in order to extend their thinking skills.
2. In the Reception classes, the curriculum is broad and balanced and successfully covers the recommended areas of learning. It is well planned and provides good preparation for pupils' next stage in their education and the requirements of the National Curriculum. Links with the middle school are good, which helps to prepare Year 3 pupils for the next stage of their education.
3. Some pupils do not always have equality of access to a balanced curriculum. Pupils with special educational needs are well supported but are frequently withdrawn from other lessons; this has a disruptive effect on the teaching and can disorientate pupils departing in the middle of the teachers' explanations. However, whilst away the pupils do receive good quality support. The curriculum planned by their teachers provides for practically based activities to improve reading, writing, speaking and listening skills and sometimes numeracy. Some pupils are kept out of the daily collective act of worship and whilst there are educational benefits they miss the spiritual and moral input of assemblies.
4. The staff have developed medium term plans to cover each term. The school has a range of topics with a different subject as the focus, for the long term. The organisation into five mixed Year 1 and Year 2 classes has resulted in a two-year cycle of these topics but continuity and progression have not been written into them. However, the progressive structure in both the literacy and numeracy strategies has begun to help teachers to address the problem in these areas, which has helped to raise attainment. Explicit learning outcomes outlining the standards of achievement expected are not stated and the foundation subjects and IT suffer.
5. The school development plan includes regular reviews for policies and schemes of work but no criteria are listed for their improvement. Some subjects still do not have a scheme of work, but the school intends to adopt the Qualifications and Curriculum Authority (QCA) National documents as they become available. The school is using the national framework and teaching programmes for English and mathematics. There are several new co-ordinators who are unsure of their roles and monitoring and evaluating subject areas is not being carried out effectively.
6. Extra curricular provision has improved and is good. Lunchtime and after school activities include an art club, chess, recorders, football and basketball and the school has access by arrangement to the high school playing fields.
7. There is an expectation that the deputy head should oversee the curriculum. This has not been formalised and remains vague adding to the lack of overall evaluation. The agreed aims of the

teaching and learning policy are not being met regarding equal access and monitoring and assessment.

8. Procedures to assess pupils' attainment consists of the end of Key Stage 1 National tests in English and mathematics and further tests at the end of Year 3 for the receiving middle schools. Although the school has recently begun to analyse the National test data this has had little impact on the learning needs of pupils in other years and Year 3 data is not used to measure progress in pupils' final year.
9. The demands of the Key Stage 1 classes with mixed ages is resulting in an inappropriate curriculum for some of the younger pupils and insufficiently challenging tasks for the more able older pupils. The lack of high quality daily assessment to inform planning, teaching and learning is resulting in slow progress for some pupils and a lack of understanding by younger pupils.
10. The annual pupil report to parents informs them of pupil performance, and has targets for future development. The Records of Achievement have been planned jointly with the middle school for continuity. The school policy on assessment makes little reference to the expectations and benefits of pupil feedback in the short term, and the impact that it should have on planning and progress.

Pupils' spiritual, moral, social and cultural development

11. As at the last inspection, the provision for the pupils' spiritual, moral, social and cultural (SMSC) development is good overall. Spiritual development is sound and occurs in assemblies and in religious education lessons. Assemblies are planned well around a thematic approach and provide pupils with opportunities to think about their own experiences. They allow time for pupils to reflect appropriately in prayer. Issues raised, such as caring for others, are suitably extended in classrooms during personal and social education (PSE) lessons. The way in which all three classes in Year 3 commemorated Armistice Day, standing in a circle in the playground, was a moving experience for all concerned. The pupils stood in great reverence and were absolutely still during the two minutes' silence. Although there is no policy for SMSC development, staff are aware of the need to provide a spiritual dimension in other curriculum areas. There was a good example of this in an exciting literacy lesson in Year 3, in which there was great wonder as the contents of a small box were disclosed.
12. The provision for the pupils' moral development is very good and is a strength of the school. Assemblies, PSE sessions and circle times are all used very effectively for discussion and reflection on moral issues. Well-chosen stories, and sensitive discussion of incidents that arise in school, are used to help the pupils make judgements over issues of right and wrong. Although there is a system of sanctions, the school has a positive approach to behaviour management. The pupils appreciate the verbal and material awards they are given when they are particularly good.
13. The provision for the pupils' social development is good. In many lessons the pupils are encouraged to become independent learners. This is particularly the case in literacy sessions, where groups of pupils concentrate on their own set tasks, leaving the teachers free to help those who are the focus of their attention that day. However, in other lessons the pupils are not given enough opportunities to show initiative and make choices about the organisation and implementation of their own work. The school successfully encourages pupils to develop a good understanding of justice and fairness and they play and work well together. The older ones are constantly reminded about looking after the younger children in the school. The pupils' daily relationships with each other and with all the staff are very good and underpin the

school's good ethos.

14. The provision for the cultural development of pupils is good. They are building on their knowledge and understanding of their own cultural heritage through their study of many areas of the curriculum. For instance, in PSE lessons in Year 3, pupils learnt about the contributions and sacrifices people made during World War 2. In Years 1/2 through their work on Florence Nightingale, they traced the history of nursing to its beginnings. In art, the pupils learn about different craftspeople and in music they listen to the work of a range of composers. Visits to the locality, including the church and museum, and visitors to the school enrich this area of provision. Additionally, from the Reception class onwards, the pupils are successfully introduced to the existence of other cultures and religions, such as ancient Egypt and Hinduism. Their understanding of the richness and diversity of these is raised through stories, music, the use of artefacts and the celebration of a wide range of festivals. In one or two lessons, the multi-cultural background of particular children is capitalised upon to the benefit of all concerned.

Support, guidance and pupils' welfare

15. The school provides a good, safe working environment where staff are dedicated to the development of the whole child.
16. Most teachers use good procedures for monitoring the progress of individual pupils. These procedures identify strengths and weaknesses and are used to set work which is mostly appropriate to pupils' ability. Teachers will provide extra reading or writing support if necessary. Where teachers do not follow such well-defined procedures and where pupils work is not so matched to their capabilities, progress suffers.
17. As pupils progress through the school, they become more involved with assessment of their own progress. Regular triangular meetings with parents, pupil and teacher provide this valuable opportunity which is taken by almost all parents. End of year school reports include well worded targets to help to focus pupils, with the help of parents and the next teacher, on what is needed to maintain progress.
18. Staff know their pupils well. The very good relationships that develop help enormously to foster pupils' personal and social development. There is a moral tone in much of the teaching in circle time and assemblies and pupils are encouraged to be responsible for younger children and those who may be unhappy.
19. There are good procedures for early identification of pupils who may need additional support with their learning. The progress of these children is well monitored and their Individual Education Plans are reviewed regularly. Parents are fully involved and informed of progress against agreed targets.
20. All staff, including mid-day supervisors, work together very effectively to promote discipline supporting the high expectations of behaviour as laid down in the school's policy document. Pupils understand the rules. They were involved in drawing them up and they are prominently displayed in classrooms. Rewards and sanctions are applied appropriately. There are effective procedures to eliminate bullying and pupils are confident that any incident will be dealt with quickly and fairly by staff.
21. Most parents co-operate with the school in notifying reasons for absence or late attendance.

Administration staff and teachers are efficient in contacting parents if reasons are not forthcoming. Reporting attendance meets statutory requirements but not all registers are completed correctly. In monitoring attendance, data from the system is not fully used. For instance, classes whose attendance falls below 90 per cent are not noted for action and those with 100 per cent attendance are not rewarded.

22. The provision for promoting the health and safety of pupils is good and their wellbeing is carefully considered. Measures have been taken to provide added security at the front of the school and there is a keypad entry system on the front door. There are regular fire drills and staff are familiar with procedures to be adopted. Fire exit signs are on all doors including the mobile classrooms. Regular health and safety inspections are made and good records kept. These now include risk assessment checks in accordance with practice recommended by County. Carpeting in a number of areas is in need of repair. This has been noted.
23. Procedures for child protection are in accordance with County guidelines. Staff are kept up to date with these procedures and new staff are fully informed when they join the school. Links with outside agencies are good. They are well used to obtain information, advice and support when needed. The school nurse makes regular visits and there are clear regulations for keeping and administering medication with parental directions.
24. The school continues to provide the careful support to its pupils as was noted in the last report.

Partnership with parents and the community

25. The staff continue to make good efforts to involve parents with their children's education. However, as noted in the previous report, a significant minority of parents still find difficulty in approaching the senior management of the school with concerns and complaints. The school did respond to this issue by sending out a questionnaire to find out parents' opinions of the school. Results were analysed by the senior management team. However, recently relationships have become strained due to the re-organisation of the classes.
26. The information received by parents is satisfactory. The new prospectus is informative and well presented. The governors' annual report gives parents a good insight into the activities of the school and newsletters to parents are friendly. The parents' main concern, as expressed in letters, questionnaires and at the meeting, is their inability to be able to communicate with the senior management of the school. They feel that they were not told soon enough about the need for mixed age classes as a result of reduced numbers. In addition, they felt that they had not been consulted and that the governors' decision had affected the morale of teachers for whom parents had a high regard. Though the senior management were working in difficult circumstances the matter was not well handled.
27. There are very good links with parents of children in their early years, which helps them to settle to school routines quickly. Reports to parents about their children's work during the year give a useful indication of what they have achieved. The reports give targets to indicate how pupils can improve in the coming year. Triangular meetings with parent, teacher and child help to inform parents of progress through the year and ways that parents can help and encourage the learning process. Parents of children with special educational needs are fully involved with the school's procedures for identifying and reviewing the targets set for their children's progress. Many parents hear their children read at home which is a valuable help to their progress.
28. Many parents volunteer to assist with school activities such as reading, numeracy and cooking.

They work in close co-operation with teachers and their presence is appreciated by staff and also helps pupils to develop social skills. The parent teacher association is well run and makes a valued contribution to school funds and activities. There are strong ties with local playgroups and nursery schools and with the middle school to which a majority of pupils go. Pupils are known to the staff of the middle school by the time they join through meetings with staff and visits to the school.

29. Links with the community are well developed. The choir takes part in local events and there are a number of sports clubs where pupils can take part and meet other children. The local churches help with assemblies and outside speakers are called upon to develop the personal and social education programme.

THE MANAGEMENT AND EFFICIENCY OF THE SCHOOL

Leadership and management

30. The school has been successful in maintaining the positive ethos where procedures for promoting good behaviour and moral development are very good, this helps children to behave well and have positive attitudes to learning. Relationships with the pupils and between staff are very good; pupils are valued, shown great respect and cared for in an attractive environment. These positive factors have been of considerable importance as the school is going through a very difficult period at present. There is an overall lack of clarity in the educational direction of the school by the senior management of the school. There has been a turnover of staff; and this has left co-ordination of subjects in disarray. Financial constraints made it necessary to reorganise the school, which has proved unpopular with the parents and there is low morale amongst some of the staff. To address some of these issues, the Headteacher has devolved greater responsibility to members of the senior management team and co-ordinators now have far more involvement in the school development plan. The governors have worked more closely with staff to discuss management roles and the Deputy Headteacher works hard to ensure the pastoral needs of the staff are addressed.
31. The Governing Body with a number of changes in its membership has still managed to offer the school satisfactory support in terms of strategic management. The minutes of meetings indicate considerable debate involving the various issues and an increased role in the formulation of the school development plan, monitoring of standards and target setting. The governor responsible for literacy has visited classrooms to observe the new strategy and is in a good position to inform the Governing Body of its successful implementation. Each governor is being encouraged to play a greater role in the school and link with a class in order to become more informed about the work of the school. Statutory requirements are not fully met, there are minor omissions in the school prospectus, some pupils do not attend the corporate act of worship and requirements in science and information technology are not fully met.
32. The school has made sound progress towards targets for improvement. The judgement of the inspection team is that the school is capable of continuing to make satisfactory improvements as standards in English and mathematics are beginning to rise, the quality of teaching has improved and priorities in the school development plan being addressed, such as imminent improvements in information technology.
33. Support and monitoring of teaching and curriculum development is unsatisfactory. Out of the five core subjects, four have either a temporary or new co-ordinator. It has been difficult for co-ordinators to develop their management roles fully. At present systematic procedures are not

in place for most subjects and co-ordinators mostly monitor in an informal manner usually by discussion with staff. Some policies and schemes of work are still not in place. This is not helpful for the teachers to plan effectively, particularly for the mixed age groups. Before the English co-ordinator went on sick leave she had an opportunity to monitor writing books last spring term with the Headteacher and work alongside colleagues. However systems are not yet rigorous enough nor carried out on a sufficiently regular basis in all subjects to enable staff, including many new members, to be clear about educational standards. This was the case in the last inspection. An example of good support and monitoring of teaching is the induction and mentoring arrangements for the newly qualified teachers. Target setting is being developed, but only for groups of pupils and not for individuals. This results in teachers having unclear expectations of each and every one and, at times, setting work at an insufficiently high level to meet the needs of the more able. However, in spite of the difficulties standards of attainment have risen in English and mathematics. The school attributes this to the satisfactory implementation of the National Literacy Strategy and the early introduction of the West Sussex Numeracy Project. The overall quality of teaching has also improved since the last inspection.

34. The Special Support Facility (SSF) is managed well and is an integral part of the school. It currently has eight pupils with specific communication dysfunction (Autism), who integrate with mainstream pupils where possible, for example for their lunch and some playtimes. The co-ordinator of the unit is also on the senior management team, this ensures good liaison between the unit and the school. The special educational needs co-ordinator (SENCO) has not had specific training for the role. She works part-time and has recently taken up the post since the previous co-ordinator left the school. The Headteacher assists with the overall responsibility and management of the area. The SENCO is involved in writing the individual education plans at Stage 3 and arranges and attends reviews. She supports pupils both in the classroom and on a withdrawal basis. Although her teaching support is effective, ineffectual timetable arrangements means she does not always have sufficient time to work with the designated pupils. The governor with responsibility for special needs was until recently the school nurse, this is a useful link and she knows the families well. The requirements of the Code of Practice are met.
35. The management for teaching English as an additional language is good. There is good communication between the specialist teacher and class teachers. Pupils are well supported and make good progress in their acquisition of English. The positive ethos of the school towards valuing the individual child, ensures that different cultures are positively promoted. This not only helps the bilingual pupil to make good progress and feel valued, but also helps other pupils to appreciate different cultures and backgrounds in a positive manner.
36. The school development plan now provides a good framework for improvement across all aspects of management and the curriculum. This will form a sound basis upon which to address outstanding items of development and new initiatives. The staff now have a greater involvement in drawing up priorities in their curriculum areas, which has been welcomed. The governors are also more involved in school development. They have tended to rely upon professional advice and direction of the Headteacher and her staff, but now with new members on the Governing Body they are becoming more involved with issues such as the re-organisation of the school. The development plan reflects national, local and school priorities. Recently national issues have taken up a great deal of time but of necessity it has been appropriate for the school to address standards in both literacy and numeracy.

Staffing, accommodation and learning resources

37. The school has improved the standards seen at the last inspection. The match of number, qualifications and experience of staff to the demands of the curriculum is good. This includes

provision for pupils under the age of five, those with special educational needs and those with English as an additional language. The experienced and qualified learning support assistants in the Reception class make an effective contribution to the standards of attainment for children under five. Those employed to support pupils with statements give effective support to pupils in the classroom, in groups or in the special unit. Good support is given to learning by a number of parents and other helpers who regularly work in the school.

38. The majority of teachers have responsibility for an area of the curriculum either in a key stage or across the school, which generally matches their subject expertise. The exception being two teachers who are responsible for more than one particular area. Curriculum leadership of many subjects has been disrupted by staff changes, absence and long term sickness amongst the staff. The school has worked hard to resolve this problem and has recently appointed staff to undertake new responsibilities for R.E, P.E and I.T. These recent appointments have not yet had time to have an effect. There is a sufficiently experienced and qualified special educational needs co-ordinator and an English as an Additional Language co-ordinator who both work part time in school. The administrative and mid-day supervisory staff are hard-working, enabling the day-to-day life of the school to operate efficiently and effectively.
39. Arrangements for the professional development of staff are satisfactory. In-service training is linked to the school development plan and is matched to the curricular needs of the school and the professional needs of the staff. The school was identified for extra staff training and this has had a positive impact on the National Literacy and Numeracy Strategies. The monitoring of the standards of teaching and learning is not fully developed and so staff training is not yet linked to raising standards of attainment in all subjects. The school recognises that there is a need for comprehensive staff training in information technology. Plans are being developed to put this into effect.
40. Other staff, such as, administrative, classroom assistants, lunchtime supervisory staff and the Premises Manager have undertaken either in-house training or outside courses. Four members of staff are qualified in first-aid.
41. Induction arrangements for newly-appointed and newly-qualified staff are very good and include the Local Authority Education programme and in-house support. Staff are committed and hard-working, relationships are good and they are supportive of each other. This, together with the fact that teachers plan together in Year Groups, means that teachers new to the school are effectively supported by more experienced colleagues. The Early Years Co-ordinator provides excellent support for colleagues in Reception. All staff have job descriptions and teacher appraisal is in its third cycle. A professional development review takes place annually between the Headteacher and individual teachers to identify individual training needs and teachers' future career development.
42. Accommodation is good overall for the school's current curriculum and range of pupils, and includes a music room and a spacious hall. The children in Reception have a small, enclosed area, which is used during warmer weather to extend space available for teaching. However, pupils in the Special Needs Unit and Year 3 pupils have to cross the playground to reach their classrooms, which is unsatisfactory during inclement weather. There are good opportunities for pupils to learn and play in the playground. Although the grassed areas are small, the school has access, by arrangement, to a playing field adjacent to the school which is used for field games and sports days.
43. The school is well maintained with a good standard of internal decoration. Around the school

and in classrooms there are attractive displays of pupils' artwork linked to their current topics.

44. The range and quality of educational resources is satisfactory for all National Curriculum subjects. The exceptions are history where there is a lack of artefacts to support learning and information technology where there is a shortage of up-to-date computers. In both these areas standards of attainment and progress were unsatisfactory. In the very near future the school has plans to increase the number of computers and eventually provide a suite for use by a whole class. Resources are labelled and readily available. Sound use is made of a range of resources beyond the school to extend learning. Pupils go on appropriate environmental visits linked to their topic work. Visitors make a valuable contribution as an educational resource. Overall, staffing, accommodation and learning resources make a good contribution to the quality of education and the standards achieved.

The efficiency of the school

45. The Governing Body, in partnership with staff has discharged its responsibilities for strategic planning satisfactorily. Financial planning is linked to the school's priorities as outlined in the development plan. However, the school has suffered from a fall in numbers. It is now working to reduce the deficit in its finances, which has resulted in a reduction in staff and the amalgamation of Years 1 and 2. It has also meant a tighter allocation of learning resources.
46. Strategic planning is done with advice and co-operation of the Local Education Authority. This includes the consideration of contingency plans. Though the plans focus on the need to reduce the deficit, the governors and senior management have not yet fully considered the educational outcomes, in particular the provision for the lower and the upper abilities in the mixed age classes. Budgets are carefully drawn up and staff are now involved in decisions relating to their responsibilities. Budget allocations are regularly monitored and spending is effectively managed by co-ordinators
47. Funds available to the school for special educational needs and for the special unit are used effectively to provide a suitable range of support. The teacher in charge of the unit manages it well. Staff are suitably deployed and pupils' progress is carefully monitored. The use of support staff for pupils with special educational needs in the school, which is a limited resource, is not always effectively used to provide continuity of learning.
48. Staff, including classroom assistants, are soundly deployed and the accommodation is well managed. Most subjects are well provided with resource materials with the exception of information technology and history. This is being addressed in the current year.
49. Financial administration is good. The school office is efficiently run and appropriate systems are in place to provide the Finance Committee and the Governing Body with information on which they can plan and monitor expenditure. The most recent audit report identified no material issue.
50. The previous report identified the need to strengthen links between priorities identified in the development plan and the use of funds for staff development. Staff development now follows priorities identified in the development plan and the qualifications of new staff were given due consideration in this respect when they were employed.
51. Considering the socio-economic circumstances of pupils, their below average attainment on entry, pupils' overall satisfactory progress, their good attitudes and behaviour, very good relationships, the improved quality of teaching set against a high unit cost, the school provides sound value for money.

PART B: CURRICULUM AREAS AND SUBJECTS

AREAS OF LEARNING FOR CHILDREN UNDER FIVE

52. Children enter the Reception classes in the autumn term in the year in which they are five. The children who will be five during this term attend full time. The younger children attend part time and will become full time in January. Seventeen of the ninety children were already five at the time of the inspection. The induction arrangements are good. Positive links have been established with the nurseries and playgroups. The good relationships with parents encourage them to have a constructive partnership with the school, and also help them to participate in their children's learning. Parents have regular opportunities to discuss their child's work and progress with the staff. The staff work hard to maintain and improve this link. Children's levels of attainment when they enter the school are broad but are, overall below average. Good progress is made, but for many children their overall attainment is still below the expected standard by the time they are five in language and literacy, mathematics, knowledge and understanding of the world. A few children reach higher levels and are in line with those expected nationally in the areas of learning. Many children reach the standard expected in physical and creative development, with some higher standards in personal and social development. Children with special educational needs are identified early in the Reception classes and, with effective support, make good progress.
53. Girls and boys have equal access to all aspects of the curriculum. Work is carefully planned around the desirable outcomes for learning for the age group and supports children's intellectual, physical and social development. This prepares them for the requirements of the National Curriculum at Key Stage 1. The work is planned well to offer an appropriate balance of teacher directed and child initiated activities, all of which is purposeful and well organised. Day to day procedures for assessment are very good and conscientiously and regularly undertaken by all staff in the Reception classes. Baseline assessment is carried out during the first few weeks in school. The information is used to organise the children into groups and to set appropriate work, as in literacy and numeracy.
54. The overall teaching of all children, including those with special educational needs and children for whom English is an additional language, is good. All staff work together effectively as a team, relationships are very good. The teachers have good knowledge and understanding of the needs of young children. This has a positive impact on the children's achievement and progress. All staff have high expectations of the children's behaviour and the manner in which they approach all their activities. The adults listen to what the children have to say and through careful questioning develop their knowledge and understanding. The well-managed classrooms ensure that the children settle quickly and happily into daily routines.

Personal and social development

1. When most children start school their personal and social development is below average. Personal and social development is given a high priority and it is not long before children work independently, choosing activities and equipment and helping to tidy up. They begin to cooperate with one another and take part in all the activities provided for them with enjoyment. The staff set high standards for learning and behaviour, and as a result children behave well. Staff make very clear the difference between right and wrong, and provide a very caring atmosphere where mutual respect and self-esteem are well fostered. The children feel secure and happy in all aspects of learning and staff use praise and positive reinforcement to promote confidence in learning. The quality of teaching is good. Staff act as good role models for the children, helping them to form positive relationships with one another.

Language and literacy

2. In language and literacy, the quality of teaching is good; consequently children are making at least sound progress, with many children making good progress particularly in literacy lessons. The staff are successful in encouraging the children to speak in whole class discussions and in small group activities. This helps the children to develop their speaking and listening skills. Books are really enjoyed, in one lesson the humour in the story 'Cuddly Dudley' was understood and children could describe the antics of the penguin. In the Literacy Hour they share the Big Books showing a developing understanding of book language. They are beginning to recognise that words and pictures convey meaning. A few children could identify that some words rhyme, for example in the poem 'Arabella Miller'. Learning phonics with actions is not only proving popular with the children, but letter sounds are remembered. Through practical activities, such as making letters with play dough, children extend their knowledge of letters. Many recognise their own name, with a few able to write it. Children are beginning to use symbols and letters to communicate meaning, as in their imaginative play in the post office.

Mathematics

1. Although many children make good progress in mathematics their attainment is still below average at the age of five. Every opportunity is taken to develop children's understanding through counting, songs and number rhymes. Children recognise basic colours and shapes, and through sand and water play are beginning to understand aspects of capacity and volume. They are encouraged to use mathematical vocabulary well. They are developing an understanding of matching and size, when they match the relevant bear to the correct size bed and bowl of porridge in their mathematics books. The most able children are carrying out addition to five and order numbers to at least ten. The quality of teaching in mathematics is good.

Knowledge and understanding

2. Satisfactory teaching ensures children make sound progress in learning about the world in which they live. Children learn to care for the environment when looking at the school pond and feeding the birds. They talk about their families and past and present events in their lives, and discuss what they can do now that they couldn't do when they were babies. Good progress is made in their understanding of celebrations in a lesson, in particular birthdays and christenings. Use of the teacher's personal birthday book was particularly effective in aiding the children's understanding of celebrations. Children are aware of their surroundings and know that they live near the seaside in Worthing and discuss the ways they come to school. Regular opportunities exist for the children to learn how to program the floor robot. They control it and move it forwards, backwards and sideways.

Physical development

3. Staff plan many opportunities for children to use scissors, glue sticks and paint brushes, and to use felt-tip pens and pencils for writing letters and numbers and making marks on paper during imaginative play. Through their play with a variety of equipment and modelling materials, pencils and brushes, they show a growing control and ability to manage smaller items. Children with poor manual dexterity are identified early and have short regular sessions to improve hand control with the classroom assistants. Every day there are opportunities to play outside. Children engage in climbing and balancing activities and throwing and catching balls. They are developing an awareness of space and personal safety and the capabilities of their own bodies. There are regular opportunities to use the hall for indoor activities, but this did not take place during the inspection. The children's physical development is mostly in line with what is

expected for children of this age and progress is at least satisfactory with some good progress.

Creative development

4. Children mix their own colours with care and are aware that red and blue makes purple. Observational drawings of flowers are carefully drawn. Good teaching ensures that there are opportunities to explore sound, using untuned percussion instruments and sing a variety of songs, which they do with great enthusiasm and appropriate rhythm. There are opportunities for imaginative play, both in the home corner and the post office, which encourage children to use their imaginations and play co-operatively with one another.

ENGLISH, MATHEMATICS AND SCIENCE

English

5. In 1998, in the National Curriculum tests at the end of Key Stage 1, 65 per cent of pupils achieved Level 2 or above in reading and 52 per cent in writing. Attainment was well below average in reading, and very low compared to the national average in writing. Compared with that in schools with pupils from a similar background, pupils' performance was well below in reading and very low in writing. Test results for 1999 show that standards have improved, 70 per cent of pupils achieved Level 2 or above in reading and 67 per cent in writing. Although there was an improvement in the attainment of pupils, the targets as set by the school, were not met. The school attributes this to a higher number of pupils with special educational needs coming to the school and more able pupils leaving. Targets set for the year 2000 indicate slightly higher attainment for reading, with writing standards a little lower. The school quite rightly takes into account the differences that occur from year to year in their target setting, to reflect the differences in the ability levels of pupils in different cohorts.
6. Inspection findings show attainment in English to be below the national average at the end of Key Stage 1 and at Year 3. Although standards are improving they are still not high enough to reach the national average. Progress throughout the school is satisfactory overall, in lessons and recent work. Children enter the Reception class with below average attainment. They make good progress and, although a few reach standards in line with the national average at five, many do not. Most pupils make satisfactory progress throughout Key Stage 1. In literacy lessons many pupils make good progress particularly in the shared text sessions. In group and individual work the rate of progress is mixed, average and more able pupils generally make at least satisfactory progress. Lower attaining pupils who find it hard to concentrate do not always make sufficient progress, particularly when they do not have support at the most appropriate time in the lesson. Progress overall of pupils with special educational needs is sound. Progress for pupils for whom English is an additional language, have effective support and often make good progress and achieve levels comparable with their peers and sometimes above the national average. The recent implementation of the National Literacy Strategy, coupled with good teaching, has begun to raise attainment. However, progress in the past has been too slow for standards to be higher at the present time. This has had a significant impact on the still below average test results. This situation has begun to be addressed effectively.
7. Overall standards of attainment in speaking and listening are broadly in line with the national average throughout the school. However, standards and progress made in the pupils' development of listening skills, are usually better than those in speaking skills, and are often good. Many of the pupils listen attentively, respond confidently to questions and discuss their work, good examples were observed in the plenary session during the literacy hour. Groups of Year 2 pupils discussed their work with visitors, such as stories about Noah and Jonah that

they had learnt about in religious education, clearly with good attention to detail. Some children, however, have poorly developed skills in speaking and, although confident speakers, they have a limited vocabulary and poor articulation. Older pupils in Year 3 listen well and were able to effectively build on other pupils' contributions, for example, when they built up an exciting story about a 'mystery box' and its contents.

8. Attainment in reading is below average at the end of the key stage and in Year 3. Standards are slowly rising and steady progress is now being made. Pupils are already benefiting from the introduction of the literacy hour and the increased focus on literacy throughout the school. They enjoy the 'shared text' sessions and work hard in these lessons, as in the group session when pupils were reading the book 'Suddenly' with their teacher. Many have a good understanding of the role of the author, and know the difference between fiction and non-fiction. They usually make good use of phonics, punctuation and graphic cues and use contextual clues to establish meaning. A good example was observed in Year 3 when pupils made good use of explanation marks to read the story of 'Clever Polly' with increasing expression. Limited use was made of the library during the inspection as it has just been reorganised and accommodated in another area of the school, but Year 2 pupils could describe how the library is organised and how to locate books.
9. Attainment in writing is below average at the end of the key stage and in Year 3. Few pupils reach the higher levels overall. Many pupils' handwriting is legible and joined; standards therefore meet the national average, with some higher attainment. Progress is now sound through the key stage. A satisfactory range of work is provided and pupils present their work with reasonable care. There are limited opportunities for the pupils to write at length. This is a concern of the school and they are exploring ways to remedy the situation. They use their writing skills appropriately in other subjects. For instance, they write about a school trip to Pulborough Brooks in science and retell Bible stories in religious education. Instructions, book reviews and stories are written using appropriate language and format. For example, in the lessons on communicating instructions pupils realised the significance of writing in clear language and putting the statements in the correct order. The pupils attempt to spell words using phonics and more able pupils are successful in spelling simple words correctly. A few less able Year 1 pupils are making good progress learning phonics in small groups, using a multi-sensory strategy that the school has recently adopted.
10. The pupils' attitudes to the subject are good; including those with special needs and for whom English is an additional language. They particularly enjoy the shared text and introductory sessions in the literacy hour, as observed in many classes. For example, in one Year 3 lesson pupils listened attentively and joined in with constructing a story with great enthusiasm and were disappointed when the lesson came to a close. Many pupils concentrate and persevere with their work, although some are not always independent and do not complete their tasks while the teacher is working with other pupils.
11. All teaching was at least satisfactory, with sixty per cent of all lessons observed being good or very good. The teachers have worked hard to implement the National Literacy Strategy, which they do with good understanding of the requirements of the strategy and a secure knowledge of English. The introductions and shared text work are good, teachers use question and answer sessions effectively and use praise and encouragement to extend pupils' knowledge and understanding. Planning is shared between year groups and consistency of content is good. Expectations are not always high enough when teachers plan for the mixed Year 1 / 2 classes. Older pupils are not always sufficiently challenged and the work is not always appropriately matched to ability. Limited use is still made of information technology within the context of the

lesson. Teachers establish very good relationships with their pupils; they are consistent in their approach to discipline, which ensure the children behave well. Satisfactory use is made of homework, books are taken home each day and a useful home school contact book is maintained. A few children are not heard to read regularly at home, this hinders their progress.

12. Marking is usually carried out regularly and in the best examples it is good and supportive and gives the pupils a clear idea of how to improve their work, but practice is variable. A few pupils have support in their lessons from classroom assistants and the special needs teacher. However, the overall management of their time and timetable arrangements is not always effective. Time is wasted when the special needs teacher sits listening to the class teacher rather than teaching the children. Support is effective when used appropriately. The school is now aware it needs to reconsider the most appropriate way to deploy additional staff. The subject is at present being co-ordinated by the year leader on a temporary basis, as the co-ordinator is on sick leave. The co-ordinator, Headteacher and governor responsible for literacy have monitored the implementation of the Strategy. However, monitoring of standards and teaching by the co-ordinator on a regular basis is underdeveloped. The subject meets statutory requirements.

Mathematics

13. In the 1998 National tests at the end of Key Stage 1, pupils' attainment was below average, with 79 per cent of pupils reaching Level 2, but the percentage of pupils reaching the higher Level 3 at 9 per cent, was well below average. When compared to those in similar schools pupils' results were well below average. In the most recent National tests in 1999 the proportion of pupils reaching the level expected for seven-year olds had risen to 85 per cent, with 21 per cent achieving the higher Level 3. This was an improvement on previous years when the percentages were considerably lower; the trend shows standards in mathematics to be rising. In 1998 girls performed better in the tests than boys, but not as well in 1999. The school started to implement the National Numeracy Strategy a year before it was due. This has had a positive influence on the National test results, along with the improved quality of teaching. Although the school undertakes further standardised testing at the end of Year 3, this is done for the receiving middle schools and little use is made of the data to study pupils' progress in their final year.
14. Inspection evidence from the pupils' books and worksheets indicate some lack of cohesion in the subject. There is an imbalance of work in number, limited work in shape space and measures, and very little data handling and opportunities for pupils to use and apply mathematics. The Numeracy Strategy teaching programmes are addressing this imbalance to some degree, which is beginning to lead to higher standards being achieved. This factor partly explains the difference in past test results and inspection findings where better standards are being achieved. Some of the work from the previous year has not been marked or assessed resulting in pupils not benefiting from feedback. The work seen in lessons during the inspection supported this evidence.
15. The National Numeracy Strategy is now dictating the yearly teaching programmes and is ensuring more consistent coverage and progression of skills being taught. Teachers plan together in their year groups but the planning is not modified by individual's assessment of pupils' knowledge and skills and teaching evaluation. Where pupils with special educational needs have weaknesses in numeracy this is not always followed through to their individual educational plans (IEPs), resulting in a lack of planned support. These pupils are often withdrawn for extra support in the middle of teachers' explanations and come back part way through the lesson or plenary making it a disruptive process for everyone. The quality of the support for special needs, however is good and well monitored by the classroom assistants.

16. Year 1 pupils are currently in classes with Year 2 pupils and many of the younger pupils are struggling with the explanations, which are usually directed at the older pupils. They understand the term symmetry and symmetrical but have difficulty in trying to recount the work on the computer when they made patterns along a mirror line. Pupils in Year 2 demonstrated their ability to double numbers using their hands and to work with a partner when doubling numbers above five. They play games of asking up to ten questions to try to identify a secret number on a hundred square board. Pupils from both year groups made patterns on a peg-board and with a partner produced the reflected pattern. There was evidence of more complex patterns being achieved by the older pupils. They are also able to suggest different ways of folding paper to make mirror lines. The oldest children in Year 3 were able to change $2+2+2$ to 2×3 and can double numbers up to 128. Most know their five times tables and can reverse 5×10 to 10×5 . The least able pupils are able to divide 4 by 2 and 6 by 3 using multilink apparatus, but frequently muddle the terms multiply and divide. The most able pupils are able to make up inverse processes of division and multiplication. A group of fourteen pupils from Year 3 join the Headteacher for some extension activities that are challenging, however this results in them having an extra hour of mathematics, at the expense of other subjects such as science.
17. Progress is now satisfactory and ensured through the numeracy teaching programmes. However, there is a lack of regular effective assessment, which hinders teachers' knowledge about planning the next steps in learning for the pupils. Progress for pupils with special educational needs would be more effective if their individual plans always contained targets for improvement. This is not the case in the Unit as the pupils have targets for all subjects, including mathematics. However, they make sound progress in relation to their prior abilities. Pupils for whom English is an additional language make at least satisfactory progress and often it is good, consequently these children often reach higher standards in their National tests
18. Attitudes and behaviour of pupils are both good and positive in lessons. They are patient and co-operative and apply themselves readily to their tasks. Although they are capable of working independently, there are few opportunities for them to extend their skills in investigational work.
19. Overall the quality of teaching is satisfactory, teachers are competent in delivering the numeracy hour, all having received basic training. The co-ordinator has attended a total of eight days training. Planning is always undertaken as a year team activity, but not modified in the light of the learning outcomes. Occasionally the oral session is too long and sometimes the plenary is curtailed, restricting its use and purpose. Pace is at least appropriate and mostly brisk in mental mathematics sessions. The use of visual flashcards to reinforce and consolidate the spoken vocabulary is particularly valuable. Numeracy across the curriculum is sound with some opportunities for pupils to use their skills in geography, history and information technology. Management and organisation of group activities is good, usually with tasks matched appropriately to ability but despite the difficulty of dealing with mixed age classes no written assessment and evaluation was seen.
20. Statutory requirements are being met and the Numeracy Strategy is being implemented satisfactorily. The mathematics policy has recently been reviewed. The withdrawal of some pupils from lessons creates an equal opportunities issue and concerns that teachers are required to liaise with numerous adults regarding extra help. Support for the least able is good in mathematics, although in some classes the numbers of pupils requiring support is not well matched to the support available. Assessment of pupils' work in lessons is not effective in terms of feedback to individuals nor as a means of affecting the day-to-day planning. The data obtained from statutory tests is not being used effectively to enable the school to set targets for improvement for the benefit of the pupils. The suggested learning targets in the annual pupils'

reports to parents are very informative.

21. All teachers have undergone basic training in numeracy and the school joined the county's pilot scheme a year before the strategy was due to be implemented. Accommodation is good and learning resources are available in each classroom for daily needs. There are further centralised resources for specific topics and to be shared with everyone. Teachers make some of the effective resources themselves such as, for example domino cards that help pupils successfully double numbers. A constant problem for teachers at present is the co-ordination of the many parents, assistants and additional teaching support working with pupils in their classrooms and on a withdrawal basis.
22. The co-ordinator was appointed to the school during the summer term and is responsible for mathematics until the post is advertised within the school. She has meanwhile undergone training and undertaken an audit of resources. At present she sees her role as one of supporting staff and is, herself, new to the Numeracy Strategy. So far she has not monitored or scrutinised work for evaluation purposes

Science

23. The school has maintained the standard of attainment in knowledge and understanding in science seen at the last inspection but the standard in investigative skills is unsatisfactory. In the 1998 Key Stage 1 teachers' assessments, the number of pupils reaching the expected level of attainment (Level 2 or above) were very low in comparison with the national average, and the number reaching the higher level was below average. In comparison with other schools in similar contexts, pupils' performance is below the average. Although teacher assessment for science was significantly higher in 1999, inspection findings show that results were overestimated, as the present Year 3 pupils do not have the required level of skills and knowledge in investigative science. The performance of boys was better than that of the girls in the 1999 assessments, but not so good in 1998. Taken over the last three years, pupils' attainment has risen slightly and is now closer to the national average.
24. At the time of the inspection there were few science lessons observed due to the arrangement of the timetable. Judgements have been made on the scrutiny of pupils' present and past work, talking to pupils and teachers and looking at teachers' planning.
25. By the end of Key Stage 1 pupils reach average standards of attainment in knowledge and understanding. They understand the life cycle of a frog and a butterfly and are able to name common mini-beasts such as spider, ant and beetle. They are also able to identify daytime and nocturnal animals. Pupils are aware of the variety of materials used to make houses and that some materials such as chocolate or water are changed by heating or cooling. They know that light comes from a variety of sources and that shadows are caused by the absence of light.
26. In Key Stage 2 attainment of pupils' knowledge and understanding is around the national average. Pupils are aware of the need for a healthy diet and exercise. They know that the sun, earth and moon are spherical. They have an understanding that the earth spins around its own axis and that day and night are related to this spin. They know that a complete circuit is needed to make an electrical device work and that a switch, within the circuit, can be used to control a bulb or buzzer.
27. At both key stages pupils lack knowledge and understanding of a scientific way of working and this is unsatisfactory. They do not understand the idea of an investigation or that it involves

prediction and fair testing. This has changed since the last inspection.

28. At both key stages, all pupils, including those with special needs and for whom English is an additional language, make sound progress in their scientific knowledge and understanding. As an example, younger pupils are aware of different parts of the body while older pupils are aware of some of the main body functions such as the skeleton and the heart. However, progress in the development of scientific skills is unsatisfactory. Pupils have insufficient opportunities to be involved in or to carry out their own investigations or to record results in a variety of ways, including using the computer. This limits the progress of all pupils, particularly the higher attainers, in learning to think objectively and to make progress in the development of their scientific skills.
29. Pupils' response to science is good. They are well behaved and enjoy the subject. They work co-operatively and listen attentively to others in the group and in the class. In Key Stage 2, during practical work on electrical circuits, pupils of all abilities are well-motivated and maintain their concentration. This makes learning effective and ensures progress.
30. The overall quality of teaching through the school is satisfactory but some lessons tend to be over-directed, rely too much on worksheets set for the whole class, regardless of age or ability. Lessons do not provide appropriate challenge for pupils of all abilities, particularly the more able. Teachers plan together but are insecure in their knowledge of scientific method. Lessons do not include investigations that will develop skills such as predicting, observing, testing, sorting and reaching conclusions or opportunities where teachers can reinforce appropriate scientific terms. This limits the development, attainment and progress of pupils' scientific vocabulary and their understanding of scientific method. Adults in the class are effectively deployed to support learning. Teachers have high expectations of pupils' behaviour and the relationships with the class are good. Praise is used well to encourage pupils' responses.
31. There is a science policy and a scheme of work. However, these lack sufficient detail regarding the identification and development of investigative skills, and National Curriculum levels of work to be covered, to support teachers with their planning. Currently science is incorporated into topic work but the programmes of study are not fully covered at levels appropriate to the pupils' age and ability. In order to raise attainment a full review is needed so that more challenging work at a higher level can be offered to all pupils. Overall, insufficient time is given to the subject. In Key Stage 1 very little science takes place in the spring and summer term and, in Year 3, work on planets is not a National Curriculum requirement.
32. The school is using a set of assessment tasks for teacher assessment at the end of Key Stage 1 that have been devised by the Local Education Authority. However, they cover curriculum areas of which pupils have had no experience. As an example, circuits are not covered in Key Stage 1 yet this aspect is included in assessment at the end of the key stage. No regular assessment tasks are undertaken by pupils throughout the year in order to monitor progress in knowledge and understanding of the subject. Likewise, there is no regular assessment of pupils' investigative skills that could be used to inform planning, ensure continuity and progression, and ultimately raise attainment for all pupils. The lack of subject coverage, assessment and the monitoring of teaching and learning means that management of the subject is unsatisfactory.

OTHER SUBJECTS OR COURSES

Information Technology

33. At the end of Key Stage 1 and in Year 3 the majority of pupils do not reach nationally expected

standards. There are weaknesses in their understanding and use of all aspects of the programme of study. Unsatisfactory progress is made by most pupils in furthering their knowledge and understanding of the use of information technology (IT). Improvement in IT standards was identified in the previous inspection report in 1996. Pupils have insufficient opportunities to develop keyboard and mouse skills and to consolidate and practise the skills they are acquiring.

34. Some of the older pupils have access to the internet at home and can describe how to shop electronically and download information. There was no evidence of regular use of drafting and word processing and no observations of the laptops being used. Computers were mainly used outside of the classroom areas by small groups of pupils accompanied by a classroom assistant who taught the necessary skills. Pupils were seen to produce symmetrical pictures using a program called 'Colour Magic' on the computers, which supported their learning in numeracy lessons. Older pupils were about to use IT to produce Christmas cards that they are presently designing with pencil and paper. They investigated the types of illustration that appeared on cards and the different types of print and wording. Some preliminary work had been done investigating font size and type in readiness. Some pupils were able to use the computer to record how to make an electrical circuit. IT is not currently used to collect store and retrieve data although the portfolio contained some earlier evidence. All pupils in Year 3 are able to retrieve information from CD-ROM and pupils with the facility at home are really confident. Younger pupils in Years 1 and 2 explored the use of battery driven toys but no computer control systems have been used.
35. Progress is slow because of lack of provision of hardware and a lack of available support to pupils across the curriculum. Few pupils were able to access the computer during the half a day weekly that the assistant was available to them. The access is monitored in some classes but progress is slow and pupils who have access to a computer at home are more confident. The school tries to take account of pupils who do not have computers but this does little to compensate for the inadequacy. Often a timer is used to give equal access to each member of the group. Pupils with special educational needs have equal opportunities and the pupils in the unit have their own computer and access to the laptops at arranged times. There is no provision for evaluation of work to match it to national expectations. Currently there is little evidence of work beyond the first level of attainment.
36. All pupils are keen and eager to participate. They sustain concentration and persevere doggedly. The computers are treated with respect. However there were no opportunities to show initiative or pursue personal study.
37. Teaching is partly delegated to a classroom assistant who works with up to four pupils in each group. No teachers were seen teaching IT directly although they discussed the application of skills. The pupils were guided and shown what to do although overt teaching of skills was not seen to take place. The strategies to ensure equal opportunities and access are satisfactory, but the available resources are not always utilised and lie idle. There is no assessment of pupils' work although examples appear in the school's portfolio. Teachers' skills are fairly basic but all are competent and confident with the use of the computers and associated software.
38. The policy which recently has been produced sets out aims and how they will be delivered but lack of hardware and under use of equipment do not allow these to be realised. The school has committed itself to purchasing new computers and intends to set up a suite which already has the electrical provision in place.

Religious Education

39. The school links religious education (RE) to children's personal and social development very

effectively. The standards achieved in RE lessons both in Key Stage 1 and Year 3 meet the expectations laid down in the West Sussex Agreed Syllabus. This is in line with the judgement made in the last inspection report. Within the Christian faith, the pupils know many of the stories from the Old and New testaments in the Bible, for instance those about John the Baptist and Noah. They learn about the main events in the life of Jesus, as well as the reasons for the major Christian festivals and beliefs. A visit to a local church in the immediate area widens their understanding of Christian worship.

40. The pupils gain an appropriate knowledge of other faiths, including Judaism, Islam and Hinduism. The school's topic approach supports such aspects as the use of light and candles in different religious celebrations. Elements in art and literacy raise the pupils' understanding of such festivals as Diwali.
41. Through this subject the pupils are developing positive attitudes and values, which strongly support the ethos of the school. Their responses to the teachers' questions are often sensitive and thoughtful. All the pupils in Year 3 showed great reverence, and understanding of the occasion, when standing silent in the playground for two minutes on Remembrance Day.
42. Overall, good teaching was seen in religious education and personal and social education (PSE) lessons. Lessons are well prepared and teachers use questions effectively to probe children's understanding. The different faiths of pupils in the school are valued and, with the support of the children and families involved, are usefully used as examples of similarities and differences between religions. In some lessons the use of artefacts is limited due to a lack of sufficient appropriate resources. However, in one good lesson on Remembrance Day the teacher brought in her own family memorabilia to share with her class. Good links are made with other subject areas.
43. The subject co-ordinator is currently absent and, therefore, support for this area of the curriculum is of a temporary nature. However, there is useful planning already in place in the shape of year group booklets; this helps to maintain an appropriate coverage and standards throughout the school.

Art

44. Pupils of all abilities make satisfactory progress in art. At the end of the key stage and by the time they leave school, the quality of their art is at a level expected for pupils of this age. This quality has been maintained since the last inspection.
45. Although lessons were not observed in all classes, evidence from past work, photographs, displays of work and the scrutiny of teachers' planning, shows that the pupils make suitable use of opportunities to record their experiences, observations and imaginative thoughts in an artistic way. The pupils employ a wide range of materials to represent their ideas in pastel, ink, paint, pencil and simple sewing materials. They learn about artists, such as Matisse and Van Gogh, and appropriately copy their styles using different media or techniques. Work is mainly two-dimensional in nature and, although the school has a kiln, there is no evidence of claywork on display. The co-ordinator recognises that this is an area for development. Pupils do not make sufficient use of information technology in support of their art development.
46. The work produced in the Art Club is commendable. This includes two-colour printing of a good quality as well as the successful use of drawing media with regard to tone, line, pattern and texture. Many Year 3 pupils stay for this Club, evidence that they enjoy art and have a positive attitude to the subject. In lessons, they work with good concentration, as in one Year 3

lesson in which they were drawing artefacts linked to their science work, and take care with the materials they use.

47. It was not possible to see sufficient lessons in art to make a judgement on the quality of teaching in lessons. However, discussions with teachers about their work, and scrutiny of documentation and displays of pupils' art, show that this subject is appropriately taught. There is evidence of strong cross-curricular links, with art being used mainly to illustrate work in other subjects, rather than being taught as a discrete subject. For instance, in Year 1/2 painted butterfly shapes were folded to show mathematical symmetry and in Year 3 silhouette pictures were part of the topic work on light and dark. Whilst teachers' medium-term planning ensures that there is a consistency of approach across year groups, it does not extend a selection of skills and techniques and ensure that progress is continuous and progressive. This militates against higher standards being attained. In some classes there is too much teacher involvement and direction and work becomes stereotyped and lacking in creativity, for example when shapes are cut out by an adult and only coloured in by the pupils.
48. The experienced subject co-ordinator has good subject knowledge and has already identified areas for development in her action plan. However, at the moment there is no school policy or overall scheme of work for this subject. A useful portfolio of artwork has been started to provide a school reference point for the future and sketchbooks have been introduced in Year 3 for assessment purposes. Resources for the subject are good, although many of the interesting and beautiful artefacts and drapes used for display purposes are brought in by the staff themselves. The careful display of work throughout the school greatly contributes to its good ethos.

Design and Technology

49. It was only possible to observe one technology lesson during the course of the inspection and judgements are based on sampling work available, photographs, examining teachers' planning and interviewing the co-ordinator. All of the work undertaken is related to a particular topic or linked to art. This evidence indicates that pupils attain the standards expected for their age. These standards are similar to those found at the last inspection.
50. In Key Stage 1, younger pupils are able to work methodically to make various decorations and artefacts associated with Diwali celebrations. For example in food technology, pupils are helped to make small cakes and observe the effects of heat on the ingredients, including chocolate, in work linked to science. Older pupils in the key stage are designing their own Christmas card using the computer. At Key Stage 2 pupils construct a pyramid from cane and work in groups to design and make a bridge which they test for strength.
51. Sound progress is made in the subject; pupils use a range of learning materials and through different forms of activity acquire the necessary knowledge, skills and understanding. However, pupils' skills in designing are limited. Younger pupils use and explore a variety of commercially produced construction toys while older pupils in the key stage, design and make a truck which they test and evaluate. Some satisfactory examples of pupils' work was seen where a variety of stitches were used to construct a fabric bookmark and a padded fish.
52. From the lesson seen, the attitudes of pupils are good. They behave well and persevere with their work with enthusiasm and patience. They work sensibly together and talk about the work they are doing. In the lesson seen, teaching was very good with lesson objectives made clear to pupils. The lesson was prepared well with a variety of appropriate activities planned. Pupils were given positive encouragement and expectations of a high standard of work made clear to

pupils. This raises attainment and ensures progress.

53. There is a scheme of work covering all aspects of the subject, including skills to be developed. Examples of expectations of attainment at the various National Curriculum levels provides support to teachers when assessing pupils' work. Due to the increased amount of time spent on literacy and numeracy the school has had to reduce the amount of time spent on the subject. There are satisfactory links with other subjects including science and art.

Geography

54. Pupils make satisfactory progress throughout the school. By the time they leave the school, the quality of their geographical work is in line with that expected for pupils of this age. This quality has been maintained since the last inspection.
55. Due to the way in which the study of geography is covered in blocks of time during the year, it was not possible to observe this subject being taught in any classes in the school during the inspection. It is clear, however, from pupils' past work, planning and work on display that they have a sound geographical knowledge appropriate to their age.
56. In Key Stage 1, the pupils develop a satisfactory understanding of places with a particular focus on the area in which they live. They make plans of the school building and playground facilities and plot their route to school. They study the variety of shops serving the local community and show a developing awareness of their environment. Through a survey of vehicles using the area and observation of parking facilities, together with the use of road traffic signs and safety issues, the pupils are able to come to conclusions about the problems facing town planners. Good use is made of trips to places in the locality, ably supported by parent helpers. These include visits to St. George's Church, where a combination of religious education and geography elements is studied, and to Woods Mill which provides an effective base for links with science. Within the key stage pupils are encouraged to compare different "zones". They look at the differences between the field, pond and playground areas and how these meet distinct school needs. A visit to Worthing Beach develops pupils' awareness of related amenities and facilities, including the role of the beach patrol officers and structures such as the pier. They are encouraged to discuss what they like or dislike about what they have seen and how they think things could be made better. The pupils build on and extend their knowledge of compass points, simple grid references and mapwork. They come to know places further afield through stories such as "Find Me a Tiger" with its emphasis on different animal habitats. They chart the journeys of their much-beloved "Barnaby Bear".
57. In Year 3, pupils develop their knowledge and understanding of the world still further through their study of ancient Egypt and the importance of river courses. A wide vocabulary of appropriate geographical words is introduced and earlier mapping skills are extended. Planning indicates an appropriate emphasis on seasonal weather patterns and how these affect different countries and on conservation issues.
58. Although no teaching in the school was observed during the inspection, there is evidence of good subject knowledge and interesting teaching strategies being used to stimulate the pupils' interest in this subject. However, in past work there is little to show that work is matched to the pupils' wide range of abilities, although extra support is given to pupils with special educational needs. There is no evidence of the use of information technology to produce written work or graphs. There is insufficient use of CD ROM programs and other source materials in support of individual lines of enquiry. Good on-going use is made in many classrooms of maps of Great Britain and the world, but few are available.

59. From past work, the pupils obviously enjoy their studies in this subject, particularly visits to the locality. Several volunteered to talk about current displays showing Barnaby Bear and his travels and were obviously very fond of this little creature.
60. There is a good, experienced co-ordinator for this subject. In Key Stage 1, the planning documentation has been carefully reviewed to take into account the mixed Year 1/2 classes. The needs of both year groups have been considered and units from the new national scheme of work successfully incorporated into medium term planning documents. Due to the lack of an appropriate focus on history in the school, cross-curriculum issues with that subject have not yet been completely explored. However, there are suitable links with other subjects, particularly science and art. Resources are adequate, but not plentiful, and the co-ordinator acknowledges the need to build in those which will support work with an Information and Communication Technology (ICT) bias.

History

61. At both key stages, pupils of all abilities make unsatisfactory progress in history. At the end of the key stage and by the time they leave the school, the quality of their knowledge and skills development is below the level expected for pupils of this age. In the last inspection in Key Stage 1 pupils were judged to be making insufficient progress and there is no evidence of improvement since then. In Key Stage 2 pupils' progress was said to be appropriate and the present results show a decline in this year group.
62. Only two lessons were seen during the inspection, both in Key Stage 1, and in these the pupils made at least satisfactory progress in their knowledge about the work and times of Florence Nightingale. However, there is evidence from a scrutiny of past work and teachers' planning that there is insufficient coverage of this subject in both key stages and that those aspects undertaken in Year 3 are not studied to a sufficient depth. Elements included in the overall planning for the subject are sometimes inappropriate and not sufficiently linked to the National Curriculum programmes of study, for example the life history of Roald Dahl and a time-line of his books in Year 2 and the collection of weather data in Year 3. This situation results in pupils making poor progress in building on and extending their historical understanding throughout the school.
63. Overall, the teaching in the two lessons seen was satisfactory. A good video of Florence Nightingale's time in the Crimea was used to stimulate the pupils' interest and a suitable vocabulary and activities introduced to follow this up in subsequent lessons. Year group planning ensures that the same work is covered by all parallel classes. However, the withdrawal of several pupils from one group watching the video led to them missing an important part of their history topic work. They found it difficult to pick up on the necessary information on their return to the classroom.
64. In these two lessons the pupils were interested in the content and listened and watched the video carefully. They related the nursing theme to people in their own lives, as many have relatives who work at the local hospital, and this helped them to understand the changes that have taken place since the Crimean war. In past Year 3 work on the ancient Egyptians, too many worksheets were used and there was insufficient evidence of the pupils finding out any information for themselves from source material.
65. The co-ordinator has only been in post since the beginning of this term. The policy was written by the previous co-ordinator and planning has had to be reorganised to meet the needs of the mixed age classes. Aspects of the new national scheme of work for history are now being

introduced usefully as a guideline and it is planned to review the school's planning at a later date after the present co-ordinator has been on a relevant course. The unit on Florence Nightingale is being implemented successfully in Year 1/2 and through this there are good links with other areas of the curriculum, including science, religious education and art. There is a lack of suitable historical resources in the school. Many of the interesting artefacts that are on display have been brought in by members of staff. The teachers rely heavily on county library loans to supplement the limited number of books in the school library. There have been no recent educational trips of a historical nature, although in the past there were successful visits to a Victorian school. A visitor to the school came to show children some Victorian playground games and they enjoyed this experience.

Music

66. Little class-based music was seen but evidence was gained from singing in assembly, the choir of Year 3 pupils and from recorder groups held during the lunch break. It is evident that standards are broadly in line with national expectations.
67. Pupils have opportunities to listen to and appraise music whilst they drink their milk prior to morning break. They can identify pieces such as Eine Kleine Nachtmusik, its composer and his country of origin. Where large numbers of pupils are gathered for singing lessons the teaching did little to improve the standard and pupils only showed enthusiasm when they sang repetitive choruses. During assembly, singing was usually tuneful and the words audible. Opportunities to perform in front of an audience were not successful although the choir does participate in performances along with other schools in the area. The stimulus for class based music was the popular book 'Beware, Beware' which was brought to life by the teacher's input rather than the taped narration. However pupils were given instruments to play on direction and it lacked the creativity that composing ought to have. The Year 3 recorder group has only just begun and at present their repertoire consists of one note, which they are able to read as well as play. Most have their own recorders and those who do not borrow from the school supply.
68. The attitude of pupils to using instruments is good and they take great care of them. They find it hard to resist the compulsion of playing the instruments, as they have little opportunity to experiment and create music.
69. Teaching is sound and there is both talent and expertise on the staff. The school has recently employed a pianist again to accompany singing lessons. This is particularly useful when the Special Support Facility (SSF) unit has their singing lesson and staff are needed to help with actions and words of rhymes and jingles such as 'Wheels on the bus' and 'What can you play?'
70. The school has an adequate supply of resources in the music group room, which is large enough for a class lesson. Additional resources are based in each year group area. The keyboards purchased for group work are underused. There is an adequate supply of singing books and the overhead projector is used in the hall with large groups of pupils.
71. The Headteacher is currently overseeing the subject as the co-ordinator left at the end of the summer term. Assessment tasks have not been devised and monitoring is carried out by visits to classrooms although not recorded. At the end of each term each year group performs in front of the school. The school has in the recent past organised a visit of some puppeteers to give a rendering of Peter and the Wolf and has used one of its fathers to demonstrate the use of African drums. A peripatetic music teacher visits to talk about and play various instruments. A useful portfolio of photographic evidence was compiled by the previous co-ordinator.

Physical Education

72. Pupils at both key stages and of all abilities make sound progress in physical education (PE) skills. By the time they leave the school, the standard of their physical skills is at a level expected for pupils of this age. This confirms the standards seen at the last inspection. Year 1 pupils in Key Stage 1 perform forward rolls on mats and travel in varying ways on their hands and feet. Pupils in Year 2 move around the hall in a variety of ways, hopping and side galloping, changing direction when required and making good use of space. They can make a chosen shape and understand how to balance and hold the shape for a given time. Pupils in Year 3 use their imagination to give an impression of a snake by sliding and rolling their body around the hall and in games exercise good control over a ball while using a hockey stick.
73. Pupils of all ages and abilities enjoyed their lessons. They behave well and respond to teachers' instructions. They show perseverance and work hard to improve their skills and perform well. Pupils are eager to get on with new tasks and work well in pairs and as a team. All pupils put equipment away carefully at the end of the lesson with due regard for safety.
74. The majority of teaching is satisfactory with some good and very good lessons observed. Teachers have good subject knowledge and give clear instructions to pupils. Lessons are planned well with good discipline and pupils are given positive encouragement to perform well. In the best lessons teachers made clear expectations of high attainment by demonstration and, by their enthusiasm, inspired pupils to improve their performance.
75. Physical education makes a good contribution to pupils' moral and social development. Sharing of resources, co-operation and the need to help others are emphasised. Extra-curricular provision for pupils in Key Stage 2, which include football, netball and basketball helps to improve pupils' skills further. The co-ordinator is newly appointed and has plans to review and develop the existing scheme of work to ensure continuity and progression in all areas of the curriculum.

PART C: INSPECTION DATA

SUMMARY OF INSPECTION EVIDENCE

76. The team consisted of 5 inspectors, including a lay inspector, who spent a total of 19 inspector days in school. The inspection team:

- spent 64 hours 50 minutes observing 65 lessons, reviewing children's work and hearing some of them read;
- attended a sample of registration sessions, attended assemblies and a range of extra-curricular activities and had lunch with the pupils on several days;
- observed pupils' arrival at and departure from school;
- observed nearly all teachers at least once and most several times;
- had discussions with the Headteacher, teaching and non-teaching staff, the Chairman of Governors and other governors;
- reviewed all the available written work of a representative sample of three pupils from each year group;
- held informal discussions with many pupils;
- analysed a large amount of documentation provided by the school both before and during the inspection, including:
 - the school prospectus;
 - school policies;
 - the Governors' Annual Report to Parents;
 - minutes of governors' meetings;
 - financial statements;
 - the School Development Plan;
 - subject policies and planning;
 - pupils' reports and records, including special educational needs records;

and held a meeting attended by 44 parents and considered 73 responses from parents to a questionnaire asking about their views of the school.

DATA AND INDICATORS

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	260	8	86	39
YR part-time	61	0	3	0

Teachers and classes

Qualified teachers (YR - Y3)

Total number of qualified teachers (full-time equivalent)	13.4
Number of pupils per qualified teacher	24:1

Education support staff (YR - Y3)

Total number of education support staff	10
Total aggregate hours worked each week	226

Average class size:

29

Financial data

Financial year:	1998/99
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	£
Total Income	592,492
Total Expenditure	580,246
Expenditure per pupil	1,813
Balance brought forward from previous year	-24,001
Balance carried forward to next year	-11,755

PARENTAL SURVEY

Number of questionnaires sent out:

320

Number of questionnaires returned:

73

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	20.5	63.0	13.7	2.7	0
I would find it easy to approach the school with questions or problems to do with my child(ren)	20.5	53.4	9.6	12.3	4.1
The school handles complaints from parents well	6.8	26.0	37.0	20.5	9.6
The school gives me a clear understanding of what is taught	19.2	52.1	17.8	11.0	0
The school keeps me well informed about my child(ren)'s progress	15.1	53.4	17.8	12.3	1.4
The school enables my child(ren) to achieve a good standard of work	15.1	54.8	26.0	4.1	0
The school encourages children to get involved in more than just their daily lessons	13.7	57.5	17.8	9.6	1.4
I am satisfied with the work that my child(ren) is/are expected to do at home	16.4	68.5	9.6	5.5	0
The school's values and attitudes have a positive effect on my child(ren)	24.7	49.3	19.2	6.8	0
The school achieves high standards of good behaviour	17.8	52.1	20.5	9.6	0
My child(ren) like(s) school	32.9	53.4	8.2	4.1	1.4

Other issues raised by parents

The reorganisation of the pupils into mixed year classes, and the way the information was communicated to them.

Several teachers leaving recently.

Teachers handle complaints well, but the senior management does not.