

INSPECTION REPORT

ST. MARY'S R.C. PRIMARY SCHOOL

Glamis Street

Bognor Regis

LEA area: West Sussex

Unique reference number: 126037

Headteacher: Mrs. Katharine Amaladoss

Reporting inspector: Mr. Chris Warner
20935

Dates of inspection: 12 - 16 February 2001

Inspection number: 191094

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

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INFORMATION ABOUT THE SCHOOL

Type of school:	Primary
School category:	Voluntary aided
Age range of pupils:	4-11 years
Gender of pupils:	Mixed
School address:	Glamis Street Bognor Regis West Sussex
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Appropriate authority:	The Governing Body
Name of chair of governors:	Mr. Tony Lucas
Date of previous inspection:	10 June 1996

INFORMATION ABOUT THE INSPECTION TEAM

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9868	David Ashby	Lay inspector		How high are standards? Pupils' attitudes, values and personal development How well does the school care for its pupils? How well does the school work in partnership with parents? Spiritual, moral, social & cultural development
23054	Graham Johnson	Team inspector	Science Mathematics Art Design & technology	How well are pupils taught?
31029	Peter Thrussell	Team inspector	English Geography History	How good are the curricular and other opportunities offered to pupils? Special educational needs Equal opportunities

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

St Mary's Roman Catholic Primary School serves the community of Bognor Regis and an extensive surrounding area. There are 225 pupils on roll, which is close to the average size for primary schools nationally. Most classes have a similar number of boys and girls. About 80 per cent of pupils are Catholic. Pupils come from a wide range of social backgrounds. The percentage of pupils entitled to a free school meal is about average for primary schools. About a fifth of the pupils are on the special needs register, although the number varies a lot between year groups. Five pupils have statements of special educational need and this is average for schools of this size. The attainment of children on entry to the school is broadly typical of that found nationally. In the past year, the turnover of twenty per cent of pupils in and out of the school due to house moves is especially noticeable in Key Stage 2. Several refugee children, including those of families seeking asylum, have spent time in the school during the last year. The six refugee children currently in the school are all at an early stage of learning English.

HOW GOOD THE SCHOOL IS

St Mary's is an effective school that gives all its pupils a good standard of education. The school is popular within the local community and children enjoy coming here. Good quality teaching contributes well to pupils' attitudes to learning and the standards they achieve. Pupils make good progress so that standards achieved by eleven-year-olds are above average in English, mathematics and science. Since the last inspection the provision for information and communication technology (ICT) has improved and eleven-year-olds now achieve typical standards for their age. The school is very well led and managed and the staff work together as an effective team. There is a very strong ethos for learning. The governing body gives strong support to the school's management, and shares in the staff's commitment to raising standards further. The school provides good value for money.

What the school does well

- The headteacher gives very good leadership and is well supported by a committed staff and governing body in managing the school
- By the end of Key Stage 2, standards in English, mathematics and science are above those typically achieved by eleven-year-olds
- Teaching is good and classroom support is effective
- The provision for pupils with special educational needs and for those with English as an additional language is very good
- Procedures for monitoring pupils' academic and personal development are very good
- Pupils behave well and are very keen to learn. They enjoy very good relationships with one another and with the staff
- The provision for pupils' spiritual, moral, social and cultural development is very good
- There is a very strong partnership between the school, parents and the local community

What could be improved

There are no major issues facing the school. However, in order to continue its improvement, the following should be addressed:

- Further opportunities for pupils to think and to talk about their learning
- Standards of literacy in different subjects in order that they match the high standards achieved in English

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

Many improvements have been made since the last inspection in June 1996. Staffing changes, including a new headteacher and deputy, have been successfully made. The most important issues facing the school have been tackled in a determined way. The role of co-ordinators has been strengthened and a very good start made to develop their monitoring roles so that the school knows what works well and what needs to be improved. All subjects are now given enough time and attention, and the provision for information and communication technology (ICT), design and technology and music has been significantly improved. As a result, pupils achieve the typical standards for their age. The

quality of teaching has improved; no unsatisfactory teaching was observed and a higher percentage of teaching was good or better. Significant improvements have been made in assessing pupils' progress and a range of strategies has been successfully introduced to make sure that assessment is closely linked to planning. In a short time, St Mary's has developed into a self-evaluating school, well placed to continue its improvement.

STANDARDS

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

Performance in:	Compared with			
	all schools			similar schools
	1998	1999	2000	2000
English	C	C	B	B
Mathematics	D	B	C	D
Science	D	C	A	A

Key

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

The table shows that in last year's tests, standards in English were above the national average and the average for similar schools. In science, standards were well above the national average and the average for similar schools. When the results are compared with those of schools that achieved similar scores at the end of Key Stage 1 in 1996, they appear not to be so good, being below average in English and well below in mathematics. These comparisons should be treated with caution: Several pupils left and others entered the school in Key Stage 2 between 1996 and 2000 so that the cohort was not the same. When the progress made by individual pupils is considered, nearly all of them made at least sound progress and often this was good.

The school exceeded its targets for eleven-year-olds in 2000. Targets set for 2001 are judged to be sufficiently challenging and higher than those achieved in 2000. In work seen in English, mathematics and science at the end of Key Stage 2, standards are above those typically achieved by eleven-year-olds. Their higher attainment in mathematics this year is due to a greater emphasis being given to those aspects noted to be weaker in earlier tests.

In the most recent Key Stage 1 tests, the school's results were well above the national average in writing, and above average in reading and mathematics. The percentage of pupils attaining the higher, Level 3 in reading, writing and mathematics was above average. The work pupils were doing during the inspection confirms these good results. The inspection found standards in science to be average for seven-year-olds, and an improvement on the results in 2000. This is because the school has begun to address a noted weakness in experimental and investigative science.

Children under five in the reception classes reach the early learning goals set out for their age. Throughout the school pupils achieve well and make good progress. Their good literacy and numeracy skills help them to tackle work in other subjects confidently. However, the high standards of literacy seen in English, are not always reflected in their work in other subject areas. Pupils with special educational needs and those with English as an additional language make very good progress throughout the school. More able pupils are given sufficient challenge to ensure that they make at least similar progress to other pupils. The inspection found no evidence of any significant difference in the standards achieved by girls and boys.

In information and communication technology, standards throughout the school have improved and are in line with those expected nationally. In all other subjects, standards are about the same as those seen nationally, except in design and technology, where they are above those expected nationally.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Very good. Pupils like coming to school and are keen to learn. They listen well to their teachers and show a growing respect for others.
Behaviour, in and out of classrooms	Good in lessons, and in and around the school. Pupils are open, friendly and polite.
Personal development and relationships	Relationships among pupils and staff are very good. Pupils willingly take responsibility in the classroom and the school.
Attendance	Above average attendance. Most pupils arrive on time and lessons start promptly.

Pupils' positive attitudes and good behaviour help to create a very good climate for learning.

TEACHING AND LEARNING

Teaching of pupils:	aged up to 5 years	aged 5-7 years	aged 7-11 years
55 lessons seen overall	Good	Good	Good

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

The quality of teaching is good. This is better than in the last inspection because there is no longer any unsatisfactory teaching. Seventy-one per cent of teaching is good or better. Of all the teaching seen, 29 per cent was satisfactory, 44 per cent good, 21 per cent very good and six per cent excellent.

Teaching in the foundation stage (up to the end of the reception year), and Key Stage 1 and 2 is good. Some very good and excellent teaching is found in the foundation stage, where children get a good start in their learning through well-planned activities that allow them to learn through activity and talk. Most of the teaching in Key Stage 1 is either good or better: In Key Stage 2, the quality of teaching ranges from satisfactory to excellent.

Throughout the school, numeracy and literacy are taught well. Pupils gain a good grasp of basic skills. Teachers have a good knowledge of their subjects and this helps them to plan lessons confidently. Teaching assistants work well to support learning, especially for pupils with special educational needs and those with English as an additional language. In the best lessons, teaching is purposeful and lively and pupils are involved and keen to learn. Satisfactory teaching could be improved by teachers asking more probing questions and prompting further discussion, so that pupils have further opportunities to think and talk about their learning, and to explain and evaluate their ideas and work.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	The curriculum meets all the statutory requirements. It is broad and balanced and meets the needs and abilities of all pupils in Key Stages 1 and 2. In the foundation stage, the well-planned curriculum gives the children in the reception class a good start to their education.
Provision for pupils with special educational needs	Very good. There are effective procedures for identifying needs and monitoring progress, and pupils are well supported both in and out of the classrooms.
Provision for pupils with English as an additional language	Very good. Staff serve as good models of spoken and written English to support pupils' literacy skills.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Very good. Opportunities to extend pupils' spiritual, moral, social and cultural development have a significant impact on the climate for learning throughout the school.
How well the school cares for its pupils	Staff know the children well and good care is taken of them. The many pupils new to the school soon feel secure and part of a community. Links with external agencies provide significant support. Procedures for assessing pupils' achievements and progress are very good. Information from tests and assessments is carefully analysed and used well to monitor pupils' progress and to set individual targets.

There is a strong working partnership between parents and the school. Information provided for parents about what is happening in the school and about how their children are getting on is very good. It is easy for parents to talk to their child's teacher about any concerns.

HOW WELL THE SCHOOL IS LED AND MANAGED?

Aspect	Comment
Leadership and management by the head teacher and other key staff	The headteacher's purposeful leadership gives clear educational direction to the work of staff and governors. The headteacher, deputy and other staff work well as an effective team. They know what needs to be done to improve. A very good structure for monitoring the quality of teaching and learning is in place and is increasingly being linked to pupils' performance.
How well the appropriate authority fulfils its responsibilities	The governing body is very supportive of the school and fulfils all of its statutory duties. Governors are clear about the most important issues and have developed effective ways of finding out about the work of the school.
The school's evaluation of its performance	Both staff and governors have a strong commitment to the achievement of high standards. A good start has been made in monitoring and evaluating the work of the school.
The strategic use of resources	Good use is made of the school's resources. Decisions about spending are based on a good awareness of the needs of the school. Best value is increasingly being sought in relation to important aspects of the school's expenditure.

The school has a strong team of well-qualified teachers and teaching assistants. Together, they meet the range of the curriculum and the needs of pupils, including those with special needs and English as an additional language.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • Their children like coming to school • Pupils make good progress • The quality of teaching is good • Pupils are well behaved • Teachers have high expectations • The school is well led and managed • The close partnership between the school and parents • The way the school helps their children become mature and responsible 	<p>Of about 100 parents who returned the questionnaire:</p> <ul style="list-style-type: none"> • About one in ten feel that the school does not provide a good range of activities outside of lessons • About one in eight parents feel that the provision for homework could be better • About one in six parents do not feel well informed about how their child is getting on at school

The inspection team agrees with the positive comments made by parents. The school has a very welcoming ethos. The inspection found that opportunities for pupils to extend their learning out of lessons are satisfactory. Overall, the contribution made by homework to pupils' learning is sound. Staff are approachable and there are good arrangements for parents to formally discuss their child's well-being and progress. The quality of annual written reports on pupils' progress is very good.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and pupils' achievements

Foundation stage

1. The well planned opportunities for children to learn through activity leads them to make good progress in their reception year. Overall, what children know, understand and can do when they start in the reception class is broadly typical for this age group. They respond very well to the consistently good teaching and get off to a good start in their education. Most of them are likely to reach all the early learning goals by the end of the reception year.

Overall

2. Standards in English and mathematics are above average at the end of both key stages. Standards in science are in line with those expected for seven-year-olds and above those typically achieved by eleven-year-olds. The inspection findings reflect the school's results in last year's national tests, except that they are now higher in science at the end of Key Stage 1 and in mathematics at the end of Key Stage 2. Since the last inspection, standards in ICT are now typical of those found nationally for seven and eleven-year-olds. In the foundation subjects, standards are similar to those seen nationally, except in design and technology where they are above average by the end of Key Stage 2. Standards in design and technology and in music have improved since the last inspection. Overall, the standards and progress pupils make, reflects the improved curriculum with its emphasis on pupils developing their skills of enquiry, often through first-hand experience.
3. The school carefully analyses results in English, mathematics and science at the end of each year to see if pupils are achieving as much as they can. The achievement of pupils with special educational needs, English as an additional language and the more able are effectively monitored. There is no evidence of under-achievement by any particular group, and no significant difference in the standards achieved by girls and boys. Very good use is made of assessment information to set realistic and sufficiently challenging targets for the end of Key Stage 2 national tests. In 2000, the school exceeded its overall targets for eleven-year-olds in English and mathematics.
4. The school's results in the National Curriculum tests and assessments in science compare favourably with those of schools that achieved similar results at the of Key Stage 1 in 1996. However, the data show that the cohort did not make the typical rate of progress in English and mathematics in Key Stage 2 that was achieved by pupils in similar schools. This information should be treated with caution, however. The inspection found that the results had been affected by:
 - significant interruptions to pupils' learning as a result of the unforeseen staff absences in the two years prior to Year 6.
 - the significant movement of pupils in and out of the group so that the cohort was not the same.
5. A close analysis of the progress made by individual pupils between the end of Key Stage 1 and 2, shows that nearly all of them made at least sound progress, and that many achieved well. Although overall, pupils made better progress in English and science than in mathematics, there were very few pupils that did not make satisfactory progress in any of the subjects. The school managed the absences of staff as well as it could, and the situation has now been fully resolved. On the rare occasion when an individual pupil was not making the expected progress, it is clear that the school has provided positive strategies to help overcome the difficulties.
6. Pupils identified as having special educational needs are very carefully assessed and tasks are planned to match their prior attainment. An analysis of their work and observation of them in class and in withdrawal groups shows that they make good progress in relation to their prior learning across the whole school, particularly in literacy and numeracy.

7. Pupils with English as an additional language make good progress in their acquisition of English, often carefully linked to the topics being studied by the rest of the class.

English

8. In last year's national tests at the end of Key Stage 1, the percentages of seven-year-olds reaching the expected levels was above average in reading and well above average in writing compared with all schools nationally and with schools in similar social circumstances (ie: schools with a similar percentage of pupils entitled to free school meals). This was a significant improvement on the results in 1999. The inspection evidence reflects the national test results and shows that standards among seven-year-olds are above average. This is a similar position to that reported in the last inspection. The poor results of 1999 can be attributed to the very considerable difference in prior attainment of that year group compared with others in the school.
9. In 2000, the percentage of eleven-year-olds reaching the expected level in English was above the national average and the average for similar schools. The results continued the trend of improvement of the last three years. The inspection also found that standards among the current group of eleven-year-olds are above average.
10. Most children enter school with typical reading and writing skills for their age. With the support of their parents and the school's consistent approach to teaching, pupils develop good attitudes to reading and develop a good range of strategies for tackling new words. This firm foundation is built on throughout the school with a clear and structured approach to reading for pupils of all abilities. Standards in writing are developed well and supported by predominately good teaching. By the end of Key Stage 1, pupils are familiar with the conventions of writing. In Key Stage 2, their awareness of writing for different purposes and audiences is developed well. Higher attaining pupils in Year 6 write imaginatively, with expression and considerable flair. Even so, throughout the school, there are times when pupils' well-developed skills in literacy could be better reflected in the other subject areas. Pupils' handwriting is very good and most of them develop an easily formed and legible style.
11. Discussions with pupils show that they achieve good standards of speaking and listening. Although this feature is apparent from the time the children enter school, more needs to be done to get pupils to take account and evaluate what others are saying before making their own response.

Mathematics

12. In the national tests for seven-year-olds in 2000, the results were above the national average and the average for similar schools. Findings from the current inspection reflect last year's national test results, and show that pupils achieve standards above those expected for their age.
13. In the Key Stage 2 national tests in 2000, standards in mathematics were in line with the national average although below average when compared with similar schools. Fewer pupils achieved the higher, Level 5 in mathematics than they did in English or science. The school's analysis of its results showed that pupils often found it difficult to make mental calculations with enough speed and accuracy, and sometimes had difficulty in making sense of the language in problem-solving questions. The greater attention paid to these areas in the past year is reflected in the inspection findings. Standards seen for pupils in the current Year 6 class exceed those expected nationally.
14. The inspection evidence shows that standards of mathematics throughout the school are improving as a result of a greater consistency in the quality of teaching and better planned curriculum. The successful implementation of the National Numeracy Strategy is having a strong impact on standards. This can be seen in the way pupils of all abilities are sufficiently challenged in most lessons, as are pupils where there is more than one year-group as in some of the Key Stage 1 classes.

Science

15. Results in last year's national assessments for seven-year-olds were below the national average and the average for similar schools. This was in spite of there being an above average percentage of pupils gaining the higher, level 3. Results were not as high as in English and mathematics because pupils' experimental and investigative skills were not as well developed as in other areas of science. Greater attention has been given to developing pupils' enquiry skills in science in the past year and this has helped raise standards. The current group of seven-year-olds achieve standards in line with those expected for their age.
16. Results in the 2000 national tests for eleven-year-olds were well above average. The high percentage of pupils gaining the higher Level 5, reflects the greater challenge provided for more able pupils. The increased attention given to practical work and to investigations is reflected in pupils' ability to carry out a 'fair test' and in their level of interest in the subject. However, in order to further improve standards throughout the school, there should be increased opportunities for pupils to think and talk about their work, and communicate their ideas.

Improvement since the last inspection

17. The last inspection noted the need for greater challenge for more able pupils. Both the results of national tests and the inspection findings confirm the high percentage of pupils achieving the higher levels, in both key stages. The inspection findings, that pupils need more opportunities to talk and think about their work, relates to the needs of all pupils, and not specifically to the more able. The above average standards and good progress noted in English and science in the last inspection have been maintained. The average standards reported in mathematics have been improved. The rate of improvement in ICT is commendable, especially as much of the subjects' development has taken place in the last two years and has had to 'catch up' with improvements nationally. Standards in music and design and technology have improved because greater attention is now given to them. In other subjects standards are about the same as at the time of the last inspection.

Pupils' attitudes, values and personal development

18. The attitudes, values and personal development of pupils are very good. Since the last inspection pupils, parents and staff have continued to be highly committed to the school. This makes a positive impact on pupils' attitudes and values. Parents are pleased with the way in which the school helps their children to become mature, responsible and well behaved.
19. Pupils have very good attitudes to learning. They want to come to school and clearly enjoy their lessons. Pupils new to the school, including those with English as a second language, settle in well because they are treated fairly and made to feel included. There is no significant difference between different groups in terms of their behaviour, attitudes or personal development.
20. Pupils respond very well to adults and to each other. Teaching usually catches pupils' interest and holds their attention. For example, in a design and technology lesson in Year 5, pupils enjoyed trying out the musical instruments they had made in an earlier lesson and responded well to the teacher's bright ideas for composing music. Most pupils concentrate well and sustain their interest and attention during the lesson. They listen well to what others have to say. They value each other's efforts and willingly acknowledge achievement. In an English lesson in a mixed Year 1 and 2 class pupils read back their own work, spoke with self-assurance and listened well to what others had to say.
21. Pupils' good behaviour in lessons and around the school has a positive impact on their work and progress. Pupils respond well to the high expectations of good behaviour from their teachers, support staff and other adults. School rules and conventions are clearly understood by pupils and by parents. This results in a positive, caring climate for learning with no evidence of aggressive or racist behaviour. Unwanted behaviour, when it occurs, is dealt with promptly and effectively. There have been two exclusions in the past two years. On both occasions, the exclusion led to a positive outcome.
22. From an early age, pupils form very good relationships with staff, other adults and with each other. Pupils of all abilities, including those with special educational needs, are included as members of

a caring community. The opportunities for personal development are very good. In the school council, pupils show a good level of respect for the views of others and are sensitive to any expression of concern. Pupils respond particularly well to the 'partner' policy, whereby older pupils look after the younger ones. Pupils do various jobs with enthusiasm and growing confidence. In particular, they respond enthusiastically to the 'Education in Personal Relationships' (EPR) curriculum, linked closely with the religious education curriculum.

23. The many activities in sport, music and drama present further opportunities for pupils to extend their personal development. The residential visit to an outdoor activity centre during Year 6 is a particularly strong feature. Pupils take part in different activities with enthusiasm and are proud of their achievements. The extra-curricular activities, trips and visits all add a positive dimension to pupils' personal development.
24. Attendance has improved since the last inspection and is now above the national average. Pupils enjoy coming to school and usually arrive on time. Unauthorised absence is below national levels because parents respond very well to the school's requests to explain any absences.

HOW WELL ARE PUPILS TAUGHT?

25. The overall quality of teaching in the school is good. This is an improvement on the last inspection because there is no longer any unsatisfactory teaching. Seventy-one per cent of lessons seen were judged good or better. Of all lessons, about 29 per cent were judged satisfactory, 44 per cent good, 21 per cent very good and six per cent excellent.
26. The children get off to a good start in the reception classes where teaching is good and often better. Teaching in the class for reception and Year 1 children is particularly effective in meeting their different needs. The teachers and teaching assistants work well together and have consistent expectations of the children. Planning is of a high quality and makes sure that staff are aware of their role in each activity. Through conversations and observations, staff get to know how the children are getting on and how they can best promote their learning. Relationships with parents are good and every opportunity is taken to keep them informed of their child's progress and of ways in which they can be supported.
27. Although teaching is always at least satisfactory, it is stronger in some classes than in others. The percentage of good and better teaching is higher in the foundation stage and in Key Stage 1 than it is in Key Stage 2. In Key Stage 1, the quality of teaching is consistently good from lesson to lesson and class to class. There is a wider range in the quality of teaching in Key Stage 2. While one in three lessons are satisfactory, another one in three are very good or better.
28. Teachers in Key Stage 1 have a thorough understanding of the curriculum. They plan their work meticulously and have clear objectives for each lesson. As a result, lessons proceed with good pace and direction with a fair balance between discussion, task and review of what has been learned. Pupils usually make good gains in knowledge and understanding during lessons. They concentrate well in their learning because they understand what is expected of them. Teachers assess pupils' progress regularly and this helps them develop a clear view of what their pupils need to learn next. The tasks they set are usually well matched to the different abilities of their pupils. On the few occasions when pupils are not fully challenged, it is because pupils do not have enough opportunities to explain or give reasons for their thinking. Teachers effectively seek answers to 'what' (is happening) questions, but less so to 'why' and 'how'. Teachers in Key Stage 1 work together closely in their planning so that pupils in the same age group are offered similar work, even though they may be in different classes.
29. Teaching at Key Stage 2 is good overall. Detailed planning and the systematic assessments give teachers a clear understanding of pupils' learning needs. When lessons are being introduced, teachers question pupils well to find out the level of their understanding. The satisfactory lessons could be improved if pupils were given further opportunities to extend their thinking. The rapid pace of some discussions between the teacher and pupils means that chances are missed for pupils to reflect, think and explain in greater depth. For example, pupils do not always get enough opportunities to speak at length or develop an argument in English, or to suggest explanations for

what they observe in science. In the best teaching, pupils are asked to explain the relationship between the effect they observe in an experiment and its possible cause.

30. There are particular strengths in the quality of teaching in Year 5 and 6, where just over half of the lessons were judged to be very good or better. In these lessons, teachers have very high expectations for their pupils' learning, challenging those of different attainment with tasks carefully matched to their learning needs. Basic skills are taught thoroughly, and pupils are given plenty of opportunities to practise and to review their learning. In the very best lessons, teaching is well organised and incisive, so that pupils have a full understanding of what is required of them. When the objectives of the lesson are clearly explained to pupils, evaluations are usually more effective.
31. The quality of pupils' learning is good across the school. All teachers develop positive relationships with their pupils, so that they are enthusiastic about their lessons and eager to learn. As a result, pupils concentrate well, both during discussions led by the teacher and when they are working on a task. In nearly all lessons, pupils and teachers together create a purposeful working atmosphere that has a positive impact on the quality of learning. At Key Stage 1 for example, where a shorter span of concentration might be expected, older pupils sometimes concentrate particularly well on written tasks, even at the end of the school day. Pupils work well together in pairs and groups, sharing ideas and materials, and offering each other support when difficulties are encountered. They contribute readily to class discussion, and generally listen carefully when others are talking. Older pupils respond conscientiously to opportunities for independent learning, and are well trained to use the library or computer to retrieve and research information.
32. Literacy and numeracy are given a high priority at both key stages, and teaching in both English and mathematics is good. Pupils' progress is assessed rigorously in both subjects. Teaching was good or better in almost all the English lessons seen. The skills of literacy, including phonics, are taught effectively. Teachers plan their lessons thoroughly and adhere well to their planning, so that the pace of teaching and methods they select enable pupils to make good progress.
33. Teaching is good in mathematics. Pupils learn thoroughly the skills and operations of number work thoroughly and teachers use questioning well to determine pupils' level of understanding. In the school year, teachers have given more attention to setting tasks that offer pupils more frequent opportunities to use and apply their mathematical skills. Basic skills, including mental mathematics, are well taught, and teachers make good use of suggested national strategies.
34. The Inspection Team did not observe the taught science at Key Stage 1 during the week, but an analysis of pupils' work strongly indicates that pupils make at least satisfactory progress in their learning. Teachers' planning for science is very good. The school has analysed pupils' performance in the subject and now gives more attention to experimental and investigative work. At the same time, teaching pupils for science according to their year group has been introduced. Taken together, these measures are having a positive impact on the quality of pupils' learning. At Key Stage 2, teaching and learning in science are good in the majority of lessons. An analysis of pupils' past work shows that more able pupils attain high standards in all aspects of the subject. This is because the teachers have high expectations for their achievements and motivate pupils to do well in the subject.
35. Day-to-day assessment is used well to support teaching, and has improved significantly since the time of the last inspection. Teachers know the diverse needs of pupils well and tasks are adapted to help their learning. In most lessons throughout the school, teachers monitor pupils' progress thoroughly, checking their understanding while they are engaged on a task, and making sure that any difficulties they encounter are promptly overcome. Frequent references are made in lessons to previous learning so that pupils understand the context of their work. Teachers use praise judiciously, offering fair rewards, such as house points, for good work. The quality of marking is usually good; work is marked promptly with telling comments that guide and encourage pupils in their efforts.
36. Pupils with special educational needs and with English as an additional language are given a very good level of support. Extra support from teaching assistants and specialist teachers is particularly effective in building pupils' confidence, and this helps them to learn.

37. Pupils with special educational needs have realistic and specific targets in their individual education plans that are used effectively in planning their work. Teaching assistants work confidently with individuals or groups of pupils. In an observation of a withdrawal group teaching was very good. A variety of activities was carefully planned to help pupils maintain interest and concentration, so that good progress was made towards their individual targets.
38. Pupils with English as an additional language are taught well and make good progress in their early acquisition of English. Teaching assistants often mirror the best practice of the class teacher. This was seen in a Year 4 lesson where the assistant asked short questions and gave plenty of time for the pupil to learn. The sensitive and encouraging approach helped boost the pupils' self-confidence. Teachers plan lessons well with their specific needs in mind, providing activities that enable them to work towards set learning objectives, but also helping them to develop their knowledge and understanding of English.
39. The use of homework is satisfactory. It is set regularly for every class, building up steadily as pupils get older. Older pupils in Key Stage 2 are often expected to use research skills in their homework, such as science or history, while younger ones usually practise literacy skills, such as reading and spelling. Pupils respond well to homework and teachers follow up the work they have conscientiously set. Most parents support pupils well in their efforts, and this has a positive impact on the quality of pupils' learning.

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

40. The school provides a broad, balanced and well-planned curriculum to which all pupils have equality of access and are included. Statutory requirements are met in all subjects. This represents an improvement since the last inspection when the time allocated to foundation subjects was an issue and adversely affected standards in music and information and communication technology. The curriculum provides a range of worthwhile opportunities for learning that meets the interests, aptitudes and particular needs of all pupils, including those with special educational needs and English as an additional language.
41. Since the last inspection the school has reviewed its timetable so that enough time is now given to all subjects, including music and information and communication technology.
42. The National Strategies for Literacy and Numeracy have been implemented successfully throughout the school. The planning for literacy and numeracy is good; it identifies tasks for pupils with differing abilities and establishes a range of assessment opportunities. However, there are not yet enough planned opportunities for pupils to use their numeracy skills in other subject areas, and writing tasks set in these areas do not always allow pupils to achieve the same standards in different subjects as they do in English.
43. The provision for pupils with special education needs and English as an additional language is very good and is very well supported by teaching assistants and specialist teachers. It takes account of their learning needs and enables them to make good progress.
44. The provision for extra-curricular activities is satisfactory and is well supported by pupils. A range of sporting activities, including football, athletics and netball, is promoted and the school takes part in competitive sport with other schools. The school organises other activities such as reading, thinking, art and chess clubs. There is a large choir and pupils have good opportunities for instrumental tuition. All of these activities enrich the provision and make a positive contribution to pupils' social development. Most of these activities are aimed at pupils in Key Stage 2.
45. The programme for personal, health and social education offered to pupils is very good. Pupils all have a weekly lesson in education for personal relationships, following a scheme of work provided by the diocese. There is a sex education policy approved by the governors. The school nurse talks with pupils in Years 5 and 6 about personal hygiene and issues of growing up. The school

uses the 'Me and my Life' project to help raise drugs awareness, which goes beyond just saying 'no', encouraging pupils to become confident in controlling their own lives. The very good relationships between staff and pupils enable personal issues to be discussed informally, at times on a one to one basis.

46. The contribution of the community to pupils' learning is good. There are strong links with the church and the local parish. Pupils visit local homes for the elderly and raise funds to support local and national charities. Often, representatives from these charities talk to pupils about the work they are doing. The local council consulted pupils on schemes to improve the environment, who were then able to make useful suggestions. Visitors to the school, for example the curator of a local museum and people with wartime experiences, enrich pupils' learning. A good range of educational visits also adds to the curriculum. These include local places of interest such as Chichester, Arundel, Bignor Roman Villa and the Weald and Downland Museum. A well-planned residential visit by Year 6 pupils to a field centre on the Isle of Wight takes pupils further afield and deepens their awareness of other environments.
47. There are well-established links with the Catholic secondary school and its other feeder schools. English, mathematics and science and special needs' coordinators meet to discuss how pupils' learning can be continued as they transfer to their new school. Links are also maintained with other local primary and secondary schools, with headteachers meeting to discuss topical issues in education. There are strong training links with Chichester University.
48. Pupils' spiritual development is very good. The strong spiritual influence that permeates the school does not compromise the school's commitment to pupils' academic achievements. Pupils clearly love to learn about and practice their Christian beliefs through stories, celebrations and role-play. In a religious education lesson in Year 4, pupils learned about how the Christian family is challenged and able to give and take in order to live in communion with Jesus and other people. They delighted in selecting and singing a favourite part of a hymn. When a pupil read her own prayer of thanks the whole class clapped spontaneously, creating a very special, touching moment. The conclusion of the school's mission statement 'religious education and spirituality is at the heart of what we do' is clearly reflected in the life of the school's community and in the work of the classrooms. Presentations and role-play are used to create reflective moments and special feelings. In a Year 1 history lesson pupils reacted with awe and wonder when shown old teddy bears and toys by the local museum curator. Staff, pupils and parents are enthusiastic about, and value the school's spiritual dimension.
49. Provision for pupils' moral development is very good. Teachers are very good role models and encourage pupils in their relationships with one another and with adults. This fosters a respect for other people's feelings, values and beliefs and contributes to the positive climate for learning. Pupils know right from wrong. They value their belongings and care for the school's resources. They are friendly, polite and courteous to each other and to adults. They take responsibilities, such as being a member of the school council, very seriously. The introduction of the EPR curriculum provides many opportunities for pupils to think and talk of many important issues including drugs, waste, bullying, health and behaviour. Very good use is made of local agencies such as the community police officer, nurse and visiting theatrical group.
50. Very good social development is a strong feature of the school. In lessons, they listen to each other carefully and with interest. Their lunchtimes are a busy and chatty interlude, which they enjoy. Similarly at playtimes, they play with others in a friendly and thoughtful way. Each junior pupil is paired with an infant pupil for the lunch break. This does a lot to encourage co-operation, responsibility and support throughout the school. The school council helps pupils develop their social skills. Representatives talk to their own class peers about any aspect of school. Pupils have to summarise the points at the council and negotiate an appropriate outcome before reporting back to their classes.
51. Pupils' cultural development has improved since the last inspection and is now very good. Very good curriculum plans are in place, including much improved opportunities to explore and value different cultures across subject areas. Staff training has led to a greater awareness of multi-cultural issues. There is a broad approach to literature, dance, music, art and displays from a diverse range of cultures. The impact of the initiative is seen around the school in the displays, in

pupils' workbooks and in books in the library. This is helping all pupils to develop their knowledge and awareness of other cultures. A good start has been made to gather and use resources that relate to the cultures and languages of pupils new to the school, including those of refugee families.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

52. The school consistently maintains very good all around care and support for its pupils. Staff and adults in the school are vigilant, sensitive and supportive of all pupils. They are well informed about pupils' languages, cultures, values and customs. The monitoring, promotion and practice of its support, safety and care arrangements are effectively led by the headteacher and fully supported by staff and the governing body. The monitoring, review and guidance by staff of pupils' personal development is well established and effective. A particularly strong feature is the sensitive and effective role played by the Catholic Children's Society Counselling Service in supporting the specific needs of some of the children.
53. The school has secure procedures for child protection. Recent and relevant training for all staff ensures they are well informed and sensitive to any issues. Up-to-date guidelines included in the staff handbook provide easy reference for any new and temporary staff. Local support and statutory agencies are consulted effectively.
54. Clear guidelines and procedures for health and safety are implemented. The policy for health and safety has been fully reviewed, and the governing body carries out risk assessments regularly and thoroughly. The standard of care and safety of the premises and grounds is very good. A small team of cleaning staff work hard to maintain a clean and pleasing environment. This adds to the positive atmosphere of the whole school.
55. The measures to promote good behaviour and to eliminate any oppressive behaviour are good. Staff, pupils and parents are very clear about the school's expectations. Pupils play a key role in discussing behaviour policy and practice through the school council. The policy underpins the caring atmosphere of the school community and reduces the likelihood of any aggressive or racist behaviour. The school has very good strategies for dealing with any issues should they occur, including the use of appropriate sanctions. In liaison with the County's behavioural support team, the school has set up social skills' groups for both key stage. Their work effectively supports the social development of children who have some difficulties in engaging with others.
56. The promotion and monitoring of attendance are supported well by consistent and clear procedures. Pupils and parents respond very well to school communications about attendance, punctuality and authorisation of absence. There are clear and persistent reminders to pupils and parents about attendance, and tangible rewards to promote good attendance. The school works closely with the educational welfare worker to support any difficulties over attendance.
57. The procedures to assess and monitor pupils' attainment and progress are very good in English, mathematics, science and information and communication technology. The results of national and other end-of-year testing are analysed very carefully for strengths and weaknesses so that future planning can address these weaker areas. In English and mathematics, ability groups are formed on the basis of end-of-year assessments and targets are set each term for these groups. Each term these groupings are reviewed and future planning takes account of the progress made and how well the targets have been met. In Years 3 and 4 some pupils, identified as needing extra help to reach their potential, are given Additional Literacy Support. Similar provision is given in Year 6 through booster groups for English, mathematics and science. In science, an assessment is made of pupils' knowledge and understanding at the start of each new topic, and again when the topic has been completed. Current planning in science takes account of what pupils know and understand and progress is recorded and future planning given clear starting points. In other subject areas, procedures for assessing attainment and progress are not yet so well developed.
58. There are very good procedures for identifying and supporting pupils with special educational needs as early as possible in their school life, starting with concerns raised by class teachers.

Routine procedures for assessment accommodate the requirements of the Code of Practice. The special educational needs coordinator also visits pre-school providers where concerns have been noted. Realistic and specific targets are set on pupils' individual education plans and pupils' progress is reviewed regularly. The school is able to draw on support from outside agencies such as the speech and language, and the behavioural support teams.

59. Pupils with English as an additional language are also very well supported. A visiting teacher gives effective individual and small group tuition and also advises class teachers on approaches to use within lessons to support pupils' acquisition of English. This advice is proving increasingly useful in assessing the spoken and written needs of pupils, and in guiding planning and teaching techniques for the class teacher and assistants.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

60. The school's strong links with parents have been maintained since the last inspection. It retains the confidence of parents and the communities it serves. There is very good flow of information about school matters and items of individual interest. Parents have close links with staff and can approach them with confidence and ease. Parents who respond to the school's initiatives make a very good contribution to their children's learning and are very supportive to the school. This has a positive impact on pupils' learning.
61. The school involves parents fully in the identification of, and provision for, pupils with special educational needs. Parents have the opportunity to look at individual education plans and can discuss them with the staff involved. They are very satisfied with what the school does for pupils with special educational needs.
62. Parents indicate a strong level of satisfaction with what the school provides and achieves. A regular, small core of parents help in classrooms and are welcome at any time that they are available. Parents are strongly committed to the school through the support they provide. They are very good at attending school activities such as assemblies, performances and open evenings, especially when the focus is on their own children. Parents are also very supportive of meetings about the curriculum. The parent teacher association (PTA) provides many good social and fundraising opportunities, as well as a chance for staff and parents to meet informally. Fundraising has contributed to many important projects in the school and parents help to identify priorities for purchase.
63. A lot of hard work goes into maintaining and developing the school's positive partnership with parents. Staff get to know and understand pupils and their families very well. The vast majority of parents are keen to work with the school to maintain the high standards of behaviour and support the home school agreement. Parents consistently support the use of pupils' reading record books and most are clear about the amount and frequency of homework given.
64. Parents receive good-quality information about what is happening in the school. The prospectus and governors' annual report are well presented, effectively conveying the school's aims, expectations and procedures. Regular newsletters are informative and encourage the full involvement of parents in the school community. The information that parents receive about all aspects of the school's work and how their child is getting on is clear and useful. Pupils' annual reports tell parents about the achievements their children make and where improvements are needed. Increasingly, pupils are involved in noting the main points in their reports, and older pupils are being helped to frame targets in their learning.

HOW WELL IS THE SCHOOL LED AND MANAGED?

65. The very good leadership of the headteacher is reflected in the commitment to succeed among staff and pupils. The headteacher has gained the confidence of pupils, parents, staff and governors for her clear and purposeful approach to improving the school. In particular, she has enabled the school to identify and act upon an evaluation of its own work. She works with people

in managing the school, leading by example and being fully involved in the day-to-day work of the classrooms.

66. In the two years since the headteacher's appointment, much has been done to tackle the weaknesses noted in the last inspection, and the benefits are helping to promote higher standards. The significant improvements since the last inspection include:
- the curriculum for children in the foundation stage (reception classes)
 - the balance given to the subjects of the National Curriculum
 - standards in information and communication technology, music and design and technology
 - assessment procedures
 - accommodation
 - cultural development
67. The headteacher is supported well by the recently appointed deputy who has already taken a lead in promoting the provision for young children in the foundation stage. The staff work as a supportive and effective team. They keep the children at the top of their priorities and work exceptionally hard for them. At the same time, the governors have significantly developed their role and give a lot of support in the school's management. The way that staff and governors work closely together is a considerable achievement given that so many of them are recent appointments.
68. The Catholic foundation of the school is strongly reflected its aims and values and, in turn, in its very successful spiritual and pastoral qualities. At the same time, great importance is also given to developing talent and academic achievement for all pupils. The inspection confirms the views of parents, that the school's aims and values can be seen in all its work. In particular, the close partnership between parents and the school contributes much to the children's well being and good progress.
69. The last inspection highlighted the need to develop the roles and responsibilities of the subject co-ordinators. Rigorous audits have taken place, or are about to take place, so that each subject has its own action plan. Each co-ordinator has a clear idea of what they are expected to do, and is given the right support to help them do the job well. This is already having a good impact on the quality of teaching and learning. Work in developing the school's provision for information and communication technology, special educational needs and assessment procedures have been particularly effective.
70. A very good approach to monitoring and evaluating the quality of teaching and learning has been put in place, leading to important improvements. Although the headteacher takes a leading role in this work, subject co-ordinators are playing more of a part as they develop their own monitoring and evaluation skills. Monitoring in English, mathematics, science and information and communication technology has proved particularly helpful in developing teaching skills. For example, a lack of confidence and expertise in ICT led to a programme of very effective training for both teachers and teaching assistants. The school is aware that it needs to build on this kind of approach in order to raise standards further. The 'teaching and learning' policy provides the basis for improvements in several important areas, including lesson planning and evaluation. The school needs to continue to seek ways to develop those areas in the policy where teachers are not always so confident, especially in respect to higher order skills of questioning pupils.
71. The provision for pupils with special educational needs is managed very effectively. The school fulfils the requirements of the Code of Practice in having a special needs register, consulting with parents and holding reviews. Support staff are well organised and used productively throughout the school. Teaching assistants are well trained for their role. A special needs teacher runs a weekly training session for them; some have had training from the behavioural support team to run social skills groups; some have had numeracy and additional literacy support training.
72. The governing body is very effective in carrying out its responsibilities and in meeting all its statutory duties. Governors know what is happening in the school and are aware that although overall standards are high, there are always areas for improvement. The excellent working relationship between governors and staff leads to open and constructive communication.

73. An effective committee structure helps governors to direct their energies into the right issues in a planned and measured way. They frequently visit the school; pick up on a good flow of information, listen to staff and support the most important aspects of the school's activities. An effective monitoring structure is firmly established and governors are in a good position to evaluate the school's performance, including pupils' achievements. Governors are properly involved in setting and reviewing targets for pupils' performance in national tests.
74. Two years ago, the staff and governors got together for a major review of the school development plan and to set revised priorities for improvement. The effectiveness of the plan is seen in the success of the school's improvement. The plan is regularly monitored to check on how well the school is getting on in its most important areas. The emphasis given to literacy, numeracy and special educational needs has led to improved provision in these areas. The involvement of a named governor is a very effective way of monitoring and supporting a specific subject or aspect, such as special needs. The development plan gives high priority to maintaining and improving standards pupils' achieve. Where possible, the priorities are appropriately set against measurable targets.
75. The contribution of the governing body has helped the school to successfully tackle the key issues for action noted in the last inspection, and to be in a strong position to continue with its improvement.
76. Governors use their insights into the school's strengths and weaknesses to set well founded targets for the head teacher and to appraise her performance. Similarly, effective arrangements are in place for the appraisal of teachers, linked to a relevant programme of professional development. The well-structured policies for supporting newly qualified teachers and teachers (including the deputy head) new to the school are good.
77. Educational priorities are supported very well through the school's careful financial planning. The school systematically plans its budget so that spending relates closely to the priorities for improvement, especially to do with pupils' needs. Pupils clearly benefit from targeted spending decisions, such as increasing the number of teaching assistants and targeting support for special needs' pupils and those with English as an additional language. The minor recommendations of a recent auditor's report have been fully implemented. The finance officer maintains efficient records and ensures a good flow of financial information between the head-teacher, finance committee and full governing body. Governors have a very good grasp of the school's financial position. They make their decisions and carry out their responsibilities in a clear and proper way, ensuring effective procedures and a good level of financial checks and balances.
78. The school actively seeks best value through careful audits of its existing resources and their usefulness. Because the development plan includes measurable targets, governors assess the value of expenditure and use their conclusions to inform future planning. The school consults widely, both with the local education authority and with parents, keeping them informed of any important changes to the curriculum and other activities. Specific grants received by the school, including funding for ICT, staff training and special needs, are used well. Although the school does not receive central funding to support pupils with English as an additional language, it does make effective use of advice and support from the local authority's 'Kendre' team.
79. The school makes good use of new technologies (IT) to support attendance, financial management, special educational needs and the management of assessment procedures. At the same time, the school has made a good start in using IT to present data, including analysis of pupils' performance, in a format that is easy for staff and governors to understand and to use. Governors are increasingly aware of the possibilities of IT, as in a recent presentation of information relating to the monitoring of special needs.
80. A team of well-qualified teachers and support staff meet the needs of all aspects of the curriculum, including that for children in the foundation stage, with special educational needs and English as an additional language. Teaching assistants work hard, and are very much members of the staff team. The additional training taken on by many staff, including teaching assistants, considerably adds to their contribution within lessons.

81. The school's accommodation has been considerably improved since the last inspection and provides a suitable environment to meet the needs of all pupils. Access for pupils and visitors with disabilities has been improved. Key Stage 2 classrooms are adequate in size, but can restrict the opportunities for pupils to work in groups and discuss what they are doing. The buildings are clean and well maintained, and often enhanced by imaginative and pleasing displays of pupils' work. Good use is made of the playground and nearby playing field, both for recreation and as a year-round learning resource.
82. Many of the resources in the school, such as those for ICT, have been significantly improved since the last inspection. Overall, the resources for learning in the school are satisfactory. They are well organised and reasonably accessible. The school makes good use of the immediate environment, and of resources further afield, to support learning. These include the very good use of a residential trip in the summer of 2000.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

83. In order that the school can build on its success and further raise the standards pupils achieve, the headteacher, staff and governors should:

**1. Extend the opportunities for pupils to think and talk about their learning by-
(Paragraphs: 11,16,28,29,119,139,156)**

- giving reasons for (why and how) and explaining their thinking
- asking questions and clarifying their own understanding
- making predictions (beyond 'what' to 'why')
- making deductions and drawing conclusions
- making evaluations (of what they read, hear, see and do)
- making decisions about how to develop and improve their work
- at the same time, the school needs to maintain the increased level of attention given to the development of pupils' enquiry and investigation skills (especially in science and mathematics)

**2. Ensure that the high standards of literacy achieved in English are reflected in other subjects
(Paragraphs: 10,119,162,171)**

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	55
Number of discussions with staff, governors, other adults and pupils	43

Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
6	21	44	29	0	0	0

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

Information about the school's pupils

Pupils on the school's roll	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	225
Number of full-time pupils known to be eligible for free school meals	31

FTE means full-time equivalent.

Special educational needs	YR-6
Number of pupils with statements of special educational needs	5
Number of pupils on the school's special educational needs register	45

English as an additional language	No of pupils
Number of pupils with English as an additional language	6

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	26
Pupils who left the school other than at the usual time of leaving	24

Attendance

Authorised absence	%
School data	4.4
National comparative data	5.2

Unauthorised absence	%
School data	0.4
National comparative data	0.5

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

Attainment at the end of Key Stage 1

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	2000	15	16	31

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	12	13	13
	Girls	16	15	16
	Total	28	28	29
Percentage of pupils at NC level 2 or above	School	90 (76)	90 (76)	94 (73)
	National	84 (82)	85 (83)	90 (87)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	11	12	11
	Girls	15	16	15
	Total	26	28	26
Percentage of pupils at NC level 2 or above	School	84 (76)	90 (73)	84 (73)
	National	84 (82)	88 (86)	88 (87)

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

Attainment at the end of Key Stage 2

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
	2000	16	19	35

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	15	14	16
	Girls	15	11	16
	Total	30	25	32
Percentage of pupils at NC level 4 or above	School	86 (66)	71 (72)	91 (85)
	National	75 (70)	72 (69)	85 (78)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	10	14	14
	Girls	14	11	14
	Total	24	25	28
Percentage of pupils at NC level 4 or above	School	69 (72)	71 (76)	80 (76)
	National	70 (68)	72 (69)	80 (75)

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

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	0
Black – African heritage	0
Black – other	0
Indian	0
Pakistani	0
Bangladeshi	0
Chinese	0
White	219
Any other minority ethnic group	6

This table refers to pupils of compulsory school age only.

Exclusions in the last school year

	Fixed period	Permanent
Black – Caribbean heritage	0	0
Black – African heritage	0	0
Black – other	0	0
Indian	0	0
Pakistani	0	0
Bangladeshi	0	0
Chinese	0	0
White	2	0
Other minority ethnic groups	0	0

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

Teachers and classes

Qualified teachers and classes: YR – Y6

Total number of qualified teachers (FTE)	9.6
Number of pupils per qualified teacher	23.5
Average class size	28

Education support staff: YR – Y6

Total number of education support staff	12
Total aggregate hours worked per week	251

Financial information

Financial year	1999/2000
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	£
Total income	431,929
Total expenditure	426,594
Expenditure per pupil	1816
Balance brought forward from previous year	29296
Balance carried forward to next year	34631

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	223
Number of questionnaires returned	85

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	70	28	2	0	0
My child is making good progress in school.	62	31	4	1	2
Behaviour in the school is good.	65	34	1	0	0
My child gets the right amount of work to do at home.	56	31	11	2	0
The teaching is good.	74	20	1	2	2
I am kept well informed about how my child is getting on.	54	28	9	8	0
I would feel comfortable about approaching the school with questions or a problem.	71	21	7	1	0
The school expects my child to work hard and achieve his or her best.	76	22	1	0	0
The school works closely with parents.	55	36	7	0	2
The school is well led and managed.	65	31	1	0	2
The school is helping my child become mature and responsible.	65	32	1	0	2
The school provides an interesting range of activities outside lessons.	37	43	8	6	6

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

AREAS OF LEARNING FOR CHILDREN IN THE FOUNDATION STAGE

84. Children enter the reception class full-time in September if their fifth birthday falls before the end of December. Those with later birthdays can enter school on a mornings only basis from September before becoming full-time at the start of the term in which they have their fifth birthday. At the time of the inspection, there were 24 children in the reception class (nine full-time). Eight full-time reception age children were in the adjacent class with 15 of the youngest Year 1 children.
85. The recently appointed co-ordinator for the early years has made a significant impact on the quality of the provision. In a short time, the curriculum has been reviewed and this is lifting the quality of teaching and learning. The close working relationship between the staff and children in the two classes supports a particularly smooth transition from the foundation stage into Key Stage 1 where the National Curriculum is followed. Children in the foundation stage benefit from a secure, well structured and encouraging learning environment. A well-planned curriculum takes full account of the needs and interests of the children. The recent development of the curriculum takes on board the latest national guidance and represents an improvement on the last inspection. Good use is made of resources to promote children's learning, and parents often support their children's work at home and with reading at school.
86. Although there is a range of attainment on entry to the class, overall, what children know, understand and can do is typical of the levels expected for this age group. This is confirmed by initial 'baseline' assessments carried out for all of the children. Through good and often very good teaching, the children make rapid progress in all areas of learning. By the time they are ready to start in Year 1 most of the children are likely to meet the early learning goals in all the areas of learning.
87. Plans are in hand to develop the outdoor area for children in both classes. At the time of the inspection, there were not enough opportunities for children to learn on a larger, more active scale than occurs indoors.

Personal, social and emotional development

88. Although children enter the reception class at different stages of maturity in their personal and social development, most relate well to adults and to one another. As a result of good teaching and carefully planned experiences, they are likely to achieve all the early learning goals in this area. The adults are very good role models, and their consistently high expectations help the children to become aware of their own behaviour. A calm, secure and positive atmosphere prevails, so that the children feel respected and valued as individuals. They settle quickly into the class and get to know the routines, such as lining up and getting changed for games.
89. The children are encouraged to become independent and to take responsibility. Boys and girls enjoy tidying up and putting away equipment. They listen well to stories and join in songs, action rhymes and games. They are keen to learn because activities are interesting and have enough challenge without, being too difficult. Staff understand the importance of role-play in helping children to make sense of their world. In the 'travel agents', children learn to take turns and to share resources. Less confident children are given time and enough attention to develop at their own pace. All the children, including those with special needs, feel included.
90. Children in both classes receive a good level of support, but are encouraged to think, talk and do things for themselves. There is a good balance between teacher-led and child-initiated activities, with younger children appropriately having more time to learn through well-structured play. A lot is done to give the children planned experiences that take into account their individual strengths and needs.

Communication, language and literacy

91. There are very good opportunities for children to develop their communication, language and literacy skills and, by the end of the reception year, nearly all are likely to achieve the early learning goals. Each aspect- speaking and listening, reading and writing - is well planned so that the adults know how best to support children in different activities. All the adults talk to good effect and are good, responsive listeners. Children know that what they have to say is valued and they feel confident in expressing themselves. During the story of 'The Train Ride', the children talked about what they might see if they were passengers. The teacher helped the children to talk about their ideas and feelings. They listen well, both in structured activities, such as talking about decorating their eggs, and in imaginative activities, such as role-play in the 'grocery shop'.
92. The daily focus on language and literacy develops into an adapted literacy session based on the structure of the National Literacy Strategy as the year goes on. The use of language for reading and writing is developed particularly well through telling stories and sharing books in a clear and lively way. The children listen to and join in well-known rhymes and stories. Even the youngest children are beginning to think of themselves as readers and writers. Older children like to recall the main plot of a story and describe a character. They know how a book 'works' and enjoy suggesting how a story might end. Children in both classes were often seen making their way to the book corner and sharing a book with a friend or 'reading' alone. Several parents come in to help with reading. The children enjoy this time and it makes a big contribution to their learning.
93. There are good planned opportunities for writing as well as an emphasis on more spontaneous writing related to a range of activities, such as the 'travel agents'. Children are keen to have a go at writing for a purpose, such as labelling their drawing of small creatures seen in the field. They understand writing as a means of communication. In their role-play children write messages and complete booking forms.
94. The early development of reading skills is made fun and enjoyable and nearly all of the children are already confident in identifying at least some initial sounds. The gradual introduction of new letters helps children to build up their knowledge and understanding in a measured way. Most of them can name sounds in words they use a lot. Nearly all of the full-time children recognise and write their names.

Mathematical development

95. This area of learning is well provided for in the range of activities and in the daily numeracy session. Nearly all of the children are on course to achieve the early learning goals by the end of the reception year. In addition to planned activities, the staff are increasingly aware of using a range of opportunities, such as sand and water play, to get children to think and talk mathematically. Children exploring in sand, for example, made a road for their vehicles and were encouraged to think which way was longer and shorter.
96. Each morning, the teacher leads a number activity in which the whole class is encouraged to count, say and use numbers and to relate number to 'everyday' situations. Many of the children recognise numbers up to ten and most of the older children are familiar with higher numbers. Numbers are used as labels around the class. In one session, the children were asked to place number mats in order on the carpet. They were delighted to spot a 'mistake' as they counted up and down the sequence.
97. In a planned session, the children compared the size and other features of different 'real' coins. They sorted coins by value and went 'shopping' for the headteacher. In the 'grocery shop' they made shopping lists, paid for their goods and 'counted' out their change. They were encouraged to predict and to draw conclusions: 'I think I can buy two cakes' and 'I didn't have enough money for everything', were typical responses.
98. Mathematical learning is made fun and, wherever possible, relevant. By drawing out the opportunities for mathematical learning from other activities, the children get to talk and think mathematically. They count how many of them are in class and how many are away. Increasingly, planning is helping the adults to know how and when to encourage mathematical thinking by intervening in children's play. Linking assessment to planning and to supporting

learning is an aspect that staff are keen to extend, particularly in respect to asking different kinds of questions and giving thoughtful prompts.

Knowledge and understanding of the world

99. The planned opportunities for this area of learning are good and indicate that children are well on course to achieve the early learning goals by the end of the reception year. Through a series of well-prepared topics, such as 'journeys', boys and girls of all abilities are encouraged to become involved in practical activities, both in and out of doors. Staff do all they can to take advantage of nearby opportunities, such as the school field. There are clear plans to develop the immediate outside area for children's learning.
100. The children learn a lot about themselves, their families and where they live. They find out about their immediate environment through visits and observations, such as going to the travel agents, the parish church and to different shops. They develop their idea of places, direction and maps through the story of 'Rosie's Walk'. They make a model to show some of the features on her route. Later, they take turns to direct the movements of a controllable robot 'pixie' (disguised as Red Riding Hood). Many of them can clear the floor robot's memory and tap in directional movements. This helps them to use terms, such as 'forward' and 'turn left'.
101. An early sense of history is developed by, for example, comparing old and new coins. The children talk about toys in the class museum, using language, such as 'long ago' and 'before'. They are introduced to scientific ideas, experimenting with and responding to questions, such as 'I wonder where the ants live?' By celebrating traditions, feasts and special days, the children are introduced to different cultures and beliefs.
102. In talking about their families, they are beginning to see the differences between family members, helped by the teacher sharing family photographs. They can see the differences in time and growth when growing plants.
103. A range of practical activities, such as sand and water play and various construction sets, are increasingly contributing to the children's chances to experiment and try things out. Adults support children well, and often encourage them to talk and think about what they are doing. Good use is made of the small outside area, but further aspects for improvement are planned. In addition, the children have easy access to the recently built and very good area for adventurous physical activity.
104. There are good opportunities for children to use the computer and other technological resources, such as a tape-recorder. Children have gained enough confidence and skills to work with simple programs, such as 'Dazzle', and others to help their reading. Most of them are familiar with the mouse and space bar, and some can use the keys to make directional moves.

Physical development

105. The good opportunities for children to develop their physical skills means that most are on course to achieve the early learning goals for this area. Although the immediate outdoor area provides limited opportunities for physical education, the children do get regular access to the school hall for physical skills such as dance, jumping, balancing and climbing in space and on apparatus. In addition, the children have frequent access to the nearby area for more adventurous physical activity.
106. Children using the hall are very aware of their own space and move with growing confidence and control. They can run, jump, balance and climb using the good range of equipment. Teaching in the two observed sessions was of a very high standard. Teachers made excellent use of language, such as 'huddled' to encourage children's responses. The children are given plenty of time and encouragement to explore their movements and to think and try ways to improve their efforts.
107. The children handle scissors, brushes and other tools safely and with a good degree of control. This is because they are encouraged to try things out and are given just the right level of

guidance, often through example. They apply their skills to draw, paint and model with considerable independence, expression and skill.

Creative development

108. Opportunities for the children to express themselves in creative ways are good and most are on course to achieve all the early learning goals in this area. There are good opportunities for the children to express themselves in role-play. The good level of adult interaction in imaginative and role-play around themes, such as the 'travel agents' and 'grocery shop', encourages the children to express and communicate their ideas. They take on different characters, and older children explore and develop their roles and feelings to create their own settings.
109. There are good opportunities for the children to express themselves individually and using a variety of media. They experiment with colours and a range of materials to decorate an egg. They use crayons to draw themselves, selecting colours carefully. They use pencils to sketch their scientific observations, learning how to create a different effect by shading. The children enjoy listening to and making music. They have a good sense of rhythm in chanting, using clapping, tapping and stamping. They sing enthusiastically in class and in their own assembly, and many children are beginning to pick up and join in the chorus of well-known songs and hymns.

ENGLISH

110. The high standards reported at the last inspection have been maintained at both key stages. Pupils achieve above the standards expected of seven and eleven-year-olds in reading, writing and in speaking and listening.
111. In the 2000 National Curriculum tests for seven-year-olds, pupils achieved above the national average and the average for similar schools for reading, and well above the national and similar schools' average in writing. Between 1996-2000 the results for reading and writing have remained consistently above the national average apart from a dip in 1999. The school is now carefully monitoring and supporting the progress of pupils in this weaker year group, which has a higher proportion of pupils with special educational needs.
112. The results of the 2000 National Curriculum tests for eleven-year-olds showed that pupils' performance in English was above the national average and the average for similar schools. However, when the results are compared with those schools achieving similar Key Stage 1 results in 1996, progress is judged below average. This can be explained by the significant interruptions in teaching for this cohort due to unforeseen staff absences, and by the number of pupils leaving and joining throughout the key stage. Over the past four years, test scores have risen broadly in line with the national trend, consistently remaining above the national average.
113. Pupils in Key Stage 1 make good progress in all aspects of English. By the age of seven standards in speaking and listening are above the national average. Most pupils become competent speakers and listeners. They use their skills in discussion about themselves and their experiences. Even the youngest pupils listen to the ideas of others, adding relevant comments and taking turns to speak, without calling out. They confidently discuss the stories they are reading. A small minority are less confident when asked questions, and, although they listen well, their responses are often limited.
114. Standards in reading are above the national average by the age of seven. A high proportion of pupils read accurately from appropriate texts. Many are fluent and read expressively. They recognise a range of complex words and have well developed skills for reading new words they come across. They understand their stories and answer questions about the book they are reading. They read regularly in school and at home. Most know that storybooks have an author and an illustrator, often expressing a preference for an author or type of story. More able pupils are familiar with the contents and index pages in non-fiction books and know how to use them to locate information.

115. Standards in writing are above the national average by the end of Key Stage 1. Pupils' handwriting is well developed by the age of seven, with many becoming proficient in cursive script. A good proportion of pupils write clear sentences with mostly correct spelling and accurate use of capital letters and full stops. They write for a range of purposes, for instance their own stories, to describe visits and to give instructions. Events are placed in the correct order and ideas are developed logically. Lower ability pupils are beginning to convey meaning through their writing but do not yet use punctuation consistently.
116. Overall in Key Stage 2, pupils continue to make good progress in all aspects of English; this progress is more pronounced in the upper end of the key stage. Standards in speaking and listening are above the national average by the age of eleven. Pupils listen carefully to one another and to their teachers. They analyse text carefully and give articulate, complete answers to questions, demonstrating good comprehension skills. They use appropriate and accurate language in their replies. The majority of pupils are confident when asked to address the rest of the class, and speak clearly and to the best of their ability. A minority, although confident, are hesitant and confine answers or suggestions to short phrases.
117. Standards in reading are above the national average by the age of eleven. The majority of pupils are confident readers. They read aloud clearly and with understanding, and discuss the characters and plot of stories confidently. Higher attaining pupils are very fluent and expressive. They read widely and explain their views clearly. They speak knowledgeably about their favourite books, identify a wide range of children's authors and make good use of non-fiction. They have well-developed reference skills and skim text to gain information quickly. Most pupils are confident in the use of a dictionary or thesaurus.
118. Standards in writing are above the national average by the age of eleven. The quality and style of pupils' handwriting are very good and the majority of pupils produce clear, flowing cursive script in all their work in English and other subjects. Writing is organised, clear and well adapted for a number of purposes, including poetry, letter writing, writing to persuade and descriptive and imaginative work. Most pupils make very good use of punctuation and spell correctly. They plan their work carefully and imaginatively, using paragraphs and parts of speech such as adverbs and adjectives. Many use figures of speech such as similes and metaphors to good effect. Lower attaining pupils are less consistent with spelling, punctuation and the use of descriptive and imaginative writing.
119. Standards of literacy are good throughout the school. Pupils make good use of their speaking and listening, reading and writing skills to support work across the curriculum. In Year 6, for example, pupils researched death and after-life in ancient Egypt, presented a range of tableaux with characters answering questions put by the rest of the class, and so gained a good knowledge and understanding of the subject. Pupils in Year 3 wrote substantial accounts of their visit to Bignor Roman Villa, showing that many had learnt much about Roman life. However, pupils are not always encouraged to talk through and explain their answers to questions, so developing their own reasoning and thinking skills further. The writing tasks set for different ability groups and the expectations of this work do not always reflect the higher standards of written work achieved within English lessons.
120. Pupils with special educational needs also make good progress, meeting the literacy targets carefully set in their individual education programmes, and those with English as an additional language make good progress in their early stages of language acquisition. Both groups of pupils are supported well by the carefully planned contribution of the teaching assistants. Pupils of all abilities, including the more able, make good progress in all aspects of English.
121. In Key Stage 1, teaching overall is at least good. In Key Stage 2, teaching overall is good with particular strengths in the upper end of the key stage. Teachers throughout the school plan lessons well, using the framework of the National Literacy Strategy. This ensures well-balanced activities in the majority of lessons, which include question and answer sessions, written activities and a review of what has been learned. This enables pupils, including those with special educational needs to make good progress.

122. The features of the most successful teaching are high expectations of pupils' behaviour and performance and very good relationships between teachers and their classes. This was very evident in an excellent Year 6 lesson where pupils, comparing poems based on a similar theme, clearly understood the use of personification, metaphor and simile, and worked very well together in pairs comparing and discussing the content and effectiveness of different poems. Texts used in lessons are well chosen and suit the intended purpose. For example, Year 1 pupils read 'Going on a Bear Hunt', and went on to sequence events in the story. Year 5 pupils read 'Afterdark Princess' before describing the characters and providing their own suitable ending. Big books on a variety of subjects, for example 'Seeds get Around', 'Barnaby Bear goes to Dublin' and a 'World War II Diary', are used well, setting literacy into interesting contexts and providing useful cross-curricular links. Lessons are generally well organised and move forward with a good pace, wasting very little time. In a mixed-age Year 1 and 2 class the pace and variety of the lesson helped pupils to maintain interest and concentration. They moved sensibly to their groups and were quickly able to get on with their tasks. Tasks in lessons are planned to meet the learning needs of all pupils. Good use is made of information and communication technology in English. Programs are used, for example, to practise spelling and to develop the use of punctuation and understanding of figures of speech.
123. Adult support is well used and carefully targeted to enable all pupils to make good progress. Some pupils in Years 3 and 4 receive additional literacy support. Teaching assistants work confidently and competently alongside class teachers, giving support to pupils often having special educational needs. Special needs teachers provide regular support within class and in withdrawal groups, carefully planning a variety of activities to help pupils meet their specific learning targets. A booster class in Year 6 is effective in raising the attainment of the pupils involved. This was evident in the very thoughtful and evocative poems written and shared, in response to the disastrous 'Charge of the Light Brigade'.
124. In many lessons pupils receive good feedback on their learning through verbal comments and useful written marking. Where this is used well, it is constructive, provides pupils with an incentive to improve, and is a useful tool for teachers when planning the next step in learning for individual pupils and groups. Teachers maintain good records of pupils' progress. Regular end of year assessments are also carried out using tests. The school analyses the results of these and uses this information, along with ongoing assessments, to set termly group targets in reading and writing.
125. The co-ordinator provides good leadership and management for the subject. Teaching and learning are monitored well with a view to identifying strengths and areas for development in order to raise standards. The library has been developed well since the last inspection, and now provides a wider range of up-to-date non-fiction books.

MATHEMATICS

126. Pupils in Year 2 and Year 6 attain above the standards expected for their ages in numeracy and across all areas of mathematics. This suggests an improvement on the standards reported in the last inspection.
127. In the 2000 National Curriculum tests for seven-year-olds, pupils' attainment overall was above the national average. The percentage of pupils at or above the expected level (Level 2) was close to the national average and the percentage attaining the higher level (Level 3) was above national averages. The school's results were also above average overall when compared with those of similar schools. The trend over time shows that standards in mathematics recovered beyond 1998 levels in the year 2000, having dipped in 1999. The inspection findings reflect the 2000 results and show that standards for seven-year-olds continue to be above average overall.
128. At Key Stage 2, the picture is rather different. Test results show that overall standards in mathematics for pupils of eleven were in line with national averages in 2000, but were below average when compared with similar schools. Results in mathematics have fluctuated for the last five years, rising sharply in 1999, and then dipping slightly in 2000. This is because a number of pupils in that cohort were adversely affected by breaks in the continuity of their learning due to

staff absences. However, the inspection found that standards are better than those indicated by last year's test results, and that the current work for eleven-year-olds is above the average standard. A further reason for this improvement is that the school is providing more frequent opportunities for pupils to use and apply their mathematical knowledge and understanding in practical situations.

129. Pupils in Key Stage 1 make good progress in their learning because teachers display good understanding of the subject and set tasks that challenge pupils of different attainment well. In Year 1, pupils begin to identify coins and to use money for practical purposes, planning how much they should spend on a breakfast. They learn to recognise flat and solid shapes, using the terms 'cone', 'pyramid' and 'sphere' correctly. Pupils at Year 2 learn to give accurate directions, higher attainers setting a challenge for others to follow a route they have set. They gain confidence in using addition and subtraction, beginning to understand the place value of digits, and handling numbers beyond a hundred. Higher attaining pupils understand the principles of multiplication, and begin to recognise simple number patterns.
130. At Key Stage 2, pupils make good progress in their learning overall. Progress in individual lessons is sometimes very good in Years 5 and 6. In Year 3, pupils learn to weigh accurately, and gain confidence in estimating the mass of different objects. They know how to calculate the difference between their predictions and measurements. In Year 4, pupils develop their understanding of the relationship between numbers. They become more familiar with procedures for multiplication, and recognise that two different simple fractions have the same value. Many pupils make good progress in number and shape work in Years 5 and 6. They have a good understanding of the relationship between numbers and are developing a good grasp of the properties of triangles and other enclosed shapes. They can measure angles accurately and know some of the fundamental principles of symmetry.
131. The quality of pupils' learning at both key stages is good. Pupils in most lessons concentrate well, working in pairs successfully and carefully recording their work. They acquire skills and knowledge securely because they are allowed enough time to practise new procedures and techniques. Pupils respond readily when they are questioned, but sometimes do not have enough opportunity to develop or justify a considered reply. In almost all lessons, pupils apply themselves well, working at a good pace and responding well to the encouragement and praise of the teacher. Pupils with special educational needs make good progress in their learning and are well supported in their work. Those learning English as an additional language also make good progress and are fully included in lessons, although their lack of English sometimes prevents them from contributing to class discussion.
132. Teaching in mathematics is good across both key stages. Six lessons in every ten are good or better, and very good or excellent teaching occurs in about one third of lessons. Almost all of the teaching at Key Stage 1 is good. Teachers display a good knowledge of the subject and use questioning well to determine pupils' levels of understanding. Tasks are well matched to the ability of pupils of different attainment, and pupils are well supported in their learning by teaching assistants. At Key Stage 2, examples of very good and excellent teaching were seen in Years 5 and 6. Here, teachers have high expectations for their pupils, ensuring that lessons move forward at a good pace and that pupils practise rigorously and systematically the skills they have been taught. An analysis of pupils' work shows that teaching at Key Stage 2 has improved because there are more opportunities for pupils to use and apply their mathematical skills. Across the school, teachers plan their work thoroughly and regularly evaluate their pupils' progress. Questioning is used well to test pupils' understanding, but is used less effectively to allow pupils to express themselves at length about a difficult problem. In all lessons, teachers monitor pupils' progress well in the tasks they are set, so that the difficulties they encounter are promptly overcome. Pupils enjoy their work, and collaborate well when required to work in pairs or groups.
133. The mathematics curriculum is broad and balanced. The National Numeracy Strategy is now well established and mathematics is used soundly to support the science curriculum. The co-ordinator, in post for two years, has already done much to promote the quality of teaching and learning in the subject, for example by leading staff training and identifying pupils' strengths and weaknesses in the subject by reviewing samples of their work and analysing their responses to annual tests. Pupils' work in lessons is systematically assessed and teachers use the

information they gain to plan future lessons. The headteacher and co-ordinator regularly monitor the quality of teaching. Resources are sufficient, and are well used across the school. All these factors contribute to the high standards achieved.

SCIENCE

134. Pupils in Year 2 attain the standards expected for their age, and pupils in Year 6 exceed the expected standards. Overall, this represents a similar position to that reported in the last inspection.
135. Results in last year's tests for seven-year-olds were below the national average and well below the average for similar schools. High attaining pupils did well, however, with a high proportion reaching levels above those expected for their age. The inspection findings show an improvement on the Year 2000 results at Key Stage 1; the pupils' attainment is typical of that found in primary schools.
136. Improved standards at Key Stage 1 can be attributed to two factors: Firstly, the school has identified experimental and investigative science as a weakness and has, therefore, given the area greater attention. Secondly it has grouped pupils to ensure that teaching matches more closely the identified learning needs of each pupil. Taken together, these measures are having a positive impact on standards of work in Key Stage 1.
137. In last year's national tests, the eleven-year-olds achieved standards well above the national average and the average for similar schools. Standards seen in the course of this inspection confirm the test results. The school's results have improved steadily since 1997, and standards are higher than those reported at the last inspection in 1996. Overall, pupils make good progress as they move through Key Stage 2 because they are offered appropriately challenging work, and because they are given sufficient opportunities to investigate phenomena for themselves, and to practise the scientific skills of predicting, testing and describing their results.
138. By the time they are seven, pupils begin to understand that the distance travelled by a toy car varies according to its momentum and the surface over which it moves. They know that a vehicle starting from the top of a ramp travels further than when it is released from near the bottom, and some can explain in simple terms why it moves more freely over a smooth than over a rough surface. They examine different habitats for plants and insects, and begin to understand the conditions under which they are likely to thrive. Pupils examine how the application of heat changes the form of certain substances, such as chocolate, and begin to appreciate aspects of healthy eating and hygiene. They learn to make predictions of the likely outcomes of the experiments they undertake, and begin to make comparisons by measuring differences in these outcomes. Higher attaining pupils are able to offer simple explanations for their observations, while average and lower attainers describe them in varying detail. While pupils are challenged to explain the relationship between the effect they observe in an experiment and its possible cause, pupils are not always required to give simple explanations for what they see. The written work of higher attaining pupils, for example, is sometimes limited to prediction and a descriptive record of what they have learnt. Pupils with special education needs make good progress in their learning, and are well supported by teachers and classroom assistants.
139. As they move through Key Stage 2, pupils make increasingly good progress in their scientific understanding. Pupils in Year 3 consolidate their understanding of a fair test, for example, by comparing the absorption properties of different substances. In Year 4, pupils examine and construct electrical circuits; many become competent at drawing circuit diagrams and predict the effect of varying a power source on the brightness of a lamp. They learn about the interaction between plants and animals, studying food chains and becoming aware of issues concerning the preservation of the environment. Pupils in Year 5 make very good progress because there are high expectations of what they are to achieve. Here, pupils systematically predict the likely outcome of their investigations and record outcomes and measurements carefully. Sometimes they are asked to justify their predictions or to offer detailed explanations of their results. Tasks are well matched to pupils' ability so that each is able to proceed at an appropriate rate. In Year 6, pupils continue to make good progress. They investigate the effects of air resistance, and examine the reflective

properties of different materials. They experiment with mixtures, and know that evaporation may lead to a residue of solids. Pupils have a firm understanding of the need to control experiments and that precise measurement leads to more reliable results. Through the key stage, pupils are often given opportunities to offer explanations for the results of their experiments. However, on some occasions, the lesson moves too quickly with not enough questions asked which allow pupils to speculate at length on possible explanations, or lead them to think at a deeper level about the problem before them. Overall, pupils of different abilities make equally good progress, and those with special educational needs receive very good support.

140. It is not possible to make a judgement on the quality of teaching in lessons at Key Stage 1 because none of the lessons taught were observed. However, interviews with staff and pupils, together with an analysis of their work, indicate that teaching is planned meticulously and that lessons are carefully focused to meet the needs of individual pupils. There is evidence in pupils' work and through discussions with staff that teachers' knowledge of the subject has increased following a school review in early 2000. As a result, the quality of pupils' investigative work has improved and teachers have higher expectations of what their pupils are to achieve. Teachers allow pupils sufficient time to work at a task, and to record their findings in appropriate detail. Pupils are now grouped for science teaching according to their ability. This move enables teachers to focus more closely on what each pupil should learn next, and ensure that they set tasks that closely match the needs of each. Many pupils at Key Stage 1 talk confidently about the subject and clearly enjoy their work. At Key Stage 2, teaching is good overall, and there are features of very good practice. In the most effective lessons, teachers use questioning to probe pupils' understanding. They are not content with merely asking questions that generate the expected response, but challenge pupils to suggest reasons why things happen. Generally, however, there is scope to extend this approach and to increase opportunities for pupils to speak at length about their investigations. At present, sometimes the pace of discussion is too hurried and this limits discussion. Across the key stage, teachers evaluate pupils' progress carefully assessing their knowledge and understanding at the beginning and end of each sequence of work. Lessons are well organised, and pupils have sufficient opportunity to make their investigation and to record their findings. Teachers make very good provision for pupils with special educational needs and with English as an additional language, and classroom assistants are well briefed on the support they offer.
141. The science co-ordinator, relatively new to the post, has a good understanding of the subject and has correctly identified those areas where further development is needed, particularly to raise standards at Key Stage 1. All aspects of the science curriculum are taught, giving pupils sufficient opportunity to predict, experiment and record their findings. Pupils' progress is rigorously assessed, and the school acts positively to improve standards. The quality of teaching in the subject is monitored regularly. The local habitat is used well to support to enrich the curriculum. Resources for the subject are sufficient and well used.

ART AND DESIGN

142. By the ages of both seven and eleven, standards in art and design are in line with national expectations, and are similar to those observed at the time of the last inspection. A scrutiny of pupils' work indicates that pupils have the opportunity to work in a variety of media and use a range of techniques. For example, pupils at Key Stage 1 learn the principles of weaving and collage construction. They experiment with representing the same idea in different media, proceeding from sketch to collage and selecting appropriate materials to represent texture or feeling. Those at Key Stage 2 build on their understanding of technique, using colour wash well to create particular background effects or making large pictures from fabric. Older pupils begin to examine the technique of well-known artists such as Kasimir Malevich, and begin to discern between different artistic styles.
143. Pupils make satisfactory progress in the development of their technical skills. At Key Stage 1, the youngest pupils learn to mix colour, and become increasingly discriminating in their attempts to create the shade they are trying to match. Older pupils draw and paint toys used in past times, using pastel and paint to good effect and making confidently large representations of the objects they wish to portray. In Year 2, pupils collaborate effectively to make large collages, for example

in torn plastic, and use particular techniques to represent texture, such as semicircular paper to represent fish scales.

144. As they move through Key Stage 2, pupils develop the range of techniques they employ, satisfactorily sketching and painting portraits of friends, and using well-known examples of portraiture as a model for their efforts. The oldest pupils produce effective designs using inks and colour washes, mixing them to represent the different qualities of light falling upon leaves. They carefully design geometric nets in connection with their study of solid mathematical shapes. While pupils across the school have abundant opportunities to practise a wide range of techniques, their technical skills are not always developed to the same depth. At a basic level, for example, some younger pupils at Key Stage 2 do not select the correct painting brush for the work they are attempting and sometimes make their work too small for the size of their paper. Older pupils are offered good opportunities to plan, sketch and refine their work before embarking on a final design. As a result the good skills they develop in evaluating and extending their work enable them to look more critically at the work of others.
145. As at the last inspection, the quality of teaching is sound and there are examples of good teaching. Teachers have a good knowledge and understanding of the range of techniques required by the National Curriculum, but sometimes do not ensure that pupils know how to improve their technical skills. In the lessons seen, tasks and lesson objectives were clearly explained so that pupils had a clear understanding of what was expected of them. The work set was matched well to pupils' age and ability. Tasks are well planned and organised so that pupils have the necessary materials to hand and are assisted promptly if they run into difficulties. Teachers monitor pupils' progress well, offering encouragement and constructive advice that enable pupils to improve their work. Pupils share ideas and materials sensibly, some offering positive encouragement to others as they proceed with their work. Teachers value pupils' efforts, displaying completed work attractively and storing unfinished work with care.
146. All aspects of the National Curriculum for art and design are taught throughout the school. The emphasis on teaching pupils to use a wide range of media and to plan, evaluate and improve upon their initial efforts are strong features. In a short time the recently appointed art and design co-ordinator has developed a very good understanding of the subject. This has been achieved by monitoring of teachers' planning and collecting and reviewing samples of work across the school. A well supported art club allows interested pupils to extend the depth and range of their skills. Art is used well to support other areas of the curriculum, especially history and science. Resources for art and design are sufficient, and the work of well-known artists is used well to enrich pupils' experience of the subject.

DESIGN AND TECHNOLOGY

147. Three lessons in design and technology were seen during the course of the inspection. However, sufficient evidence was collected to form judgements by examining samples of work, and by interviewing pupils and members of staff.
148. When compared with national expectations in the subject, standards are good at both key stages. They have improved significantly since the last inspection, when attainment was average and pupils made satisfactory progress in the subject.
149. By the age of seven, pupils learn to cut, shape and join a variety of materials. They learn that different materials are appropriate for different methods of construction, and discover some of their properties, such as rigidity and texture. Pupils in Year 1 gain confidence in handling food and describing its texture. They test its response to cutting and squeezing, using appropriate tools and extending the vocabulary they use to describe their observations. In Year 2, pupils plan the intended outcomes of their work more deliberately. For example, they plan, design and make pop-up cards, and reflect on how these may be improved. They investigate simple mechanisms in toys and describe how they work.

150. Building on the good progress they have completed by the end of Key Stage 1, pupils in Year 3 explore in greater depth the essentials of food hygiene, and plan and design posters to convey messages about the importance of healthy eating. Work is sometimes made to a high standard, although pupils are not always encouraged enough to ensure that work is aesthetically pleasing as well as functional. As they move through the key stage, pupils plan and design models more systematically. They select appropriate materials for making, and evaluate their work when it is completed. In Year 4, for example, pupils design a torch disguised as a toy, while those in Year 5 use a range of tools to make model musical instruments, which they modify after testing them. The oldest pupils develop design skills to a deeper level, planning and practising the construction of joints, which will bear loads, and becoming more discriminating in the selection of materials they use. Across the key stage, some pupils develop good skills in planning and designing. The school has recently introduced initiatives to improve further pupils' skills in designing and making, and this is beginning to make an impact on the quality of work produced particularly by younger pupils in the key stage. Pupils often review and evaluate their work objectively, suggesting realistic improvements to their work, which show the effectiveness of their learning.
151. Of the three lessons seen in design and technology, two were very good and one was good. Lessons are well planned and organised. As a result, pupils have a clear understanding of what they are expected to achieve. They have sufficient materials and equipment to enable them to make good progress in their work. Teachers monitor pupils' progress well in the course of lessons, offering advice and suggesting improvements promptly so that learning proceeds at a good rate. Questioning or prompt sheets are sometimes used well to probe pupils' understanding and to ensure that pupils remain focused on the task in hand. A strong feature of the teaching is its evaluative element; teachers ensure that pupils evaluate the outcomes of their work rigorously and use this information to plan future tasks. In all lessons seen, pupils were well managed and appropriate attention was given to matters of safety. Pupils enjoy their work because teachers devise interesting and meaningful tasks, which challenge them enough to extend the skills they have learned.
152. Every aspect of the subject is taught, and the curriculum is sometimes closely linked to that for other subjects, such as music, science and information and communication technology. The curriculum co-ordinator has a good understanding of strengths and weaknesses in the subject because she regularly monitors teachers' planning and reviews samples of pupils' work. The school has worked hard in the last two years to improve standards in the subject, and has a policy and published scheme of work which ensure that pupils acquire knowledge and skills more systematically than at the time of the last inspection. Resources for the subject are satisfactory, and pupils have ready access to sufficient tools and materials to make sure that they make the progress.

GEOGRAPHY

153. The standards achieved by pupils in geography are similar to those expected for their age. Satisfactory progress is made throughout the school. Standards have been maintained at a similar level to those found at the last inspection.
154. Pupils in Key Stage 1 have a sound knowledge and understanding of human and physical features. They have drawn sketch maps of the local shopping area also indicating other significant features. They develop a good awareness of localities beyond their own by comparing, for example, Bognor Regis with the Isle of Struay. They begin to get a view of the wider world by identifying countries from which postcards have been sent on a world map and by following the exploits of Barnaby Bear, for example on his trip to Dublin. They identify the countries of the United Kingdom and understand how features are shown on a map using symbols and a key.
155. Pupils at the end of Key Stage 2 understand how settlements are located and the need for water, routeways and other lines of communication. They look at the climatic regions of the world and how climate influences different life styles. Year 3 pupils gain further understanding of this by planning holidays to different parts of the world, linking activities to weather and climate. Pupils in Year 5 begin to understand the importance of natural resources such as water, and how they are often taken for granted and wasted. Pupils in Year 6 have a good understanding of environmental

issues that could affect the future of the planet. Most pupils in Years 3 and 4 recognise physical features such as mountains, valleys and rivers, and by Year 6 pupils have developed a good knowledge and understanding of these, using appropriate subject vocabulary well to describe, for example, the journey of a river from its source. Pupils' mapping skills develop satisfactorily. Year 3 pupils understand maps as birds' eye views, whilst many Year 6 pupils read detailed maps using keys.

156. The overall quality of teaching is good. Lessons are carefully planned with challenging activities, as in Year 4 where pupils were planning their own settlement showing the features required for its survival and success. Good methods are used to demonstrate geographical features as in Year 6 where pupils were able to identify the erosion and deposition caused by river flow, using a sand tray and jug of water. Pupils' positive attitudes and behaviour make a strong impact on their learning. They concentrate and respond to questioning well, but do not always have enough opportunity to develop their answers more fully, so demonstrating the depth of their understanding. Pupils with special educational needs and English as an additional language are well supported, and are provided with appropriate tasks to enable them to achieve their learning objectives. Information and communication technology is used well in geography. Pupils are used to searching for information from CD-ROMS and the Internet, for instance in Year 2 where pupils asked 'Jeeves' for information on Dublin.
157. Sufficient time is given to the subject. A new scheme of work has recently been introduced that takes account of national guidance. The subject is soundly managed and lead by the recently appointed co-ordinator. The use of clear assessment procedures to inform future planning is a recognised area for development. Resources are kept in classrooms and the coordinator plans to check and reallocate these in line with the new scheme of work. Good use is made of visits to support learning, for example to Arundel and Chichester and a residential field trip to the Isle of Wight.

HISTORY

158. Pupils achieve standards in history similar to those expected for their age. This finding shows that standards have been maintained since the previous inspection. Satisfactory progress is made throughout the school.
159. By Year 2, pupils develop a sound sense of chronology and are starting to become familiar with timelines and events. Pupils have a good knowledge of the lives of famous people, such as Guy Fawkes, and are able to sequence events in their lives. They are beginning to find out about the past by making comparisons with life today, for example by looking at transport, toys and clothes from the recent past.
160. In Key Stage 2, most pupils understand that the past can be divided into different periods of time such as the Tudors and Victorians. They know of the changes that were brought about in people's lives by events such as the Dissolution of the Monasteries and the Industrial Revolution, for example by comparing the lives of rich and poor. They know of the impact of ancient civilisations, such as the Egyptians, Romans and Greeks, and of the archaeological evidence that provides clues to life at these times. By Year 6, most pupils have developed good research skills, realising the importance of using and comparing different sources of information to build up a picture of the past. They understand how events in recent history have affected life in Britain today, for example the role of women in society.
161. The quality of teaching is good. This takes account of the small number of lessons seen and pupils' past work. Work is challenging, as in Year 5 where pupils had to study different sources of information to find the causes and effects of the Dissolution of the Monasteries. Good methods are used to encourage research and so develop a good understanding and knowledge of history. Year 6 pupils worked very effectively in groups to seek out information from books and-CD ROMS to prepare a tableau on Ancient Egyptian death and after-life, and then to answer questions put by the rest of the class. Good use is made of visits to add interest and depth to pupils' studies, as in Year 3 when pupils visited a Roman villa. Visitors bring history alive as in Key Stage 1 when

the curator of a local museum brought in artefacts from the recent past. Pupils can see for themselves how toys and transport have changed over the last century. This visit tied in well with the 'museum' being set up in Key Stage 1. Pupils behave very well and their positive attitudes contribute to their learning. They cooperate well in groups and are able to discuss topics sensibly, asking relevant questions. Pupils with special educational needs and English as an additional language are supported well in lessons.

162. More use is now being made of information and communication technology in history; pupils are starting to use the Internet and CD-ROMS to carry out research. Although pupils use their literacy skills in history, they are not always given enough opportunity to use the full range of their writing skills.
163. The recently appointed coordinator provides sound management and leadership. Appropriate time is allocated each week for history teaching - a scheme of work has recently been introduced that takes full account of national guidance. Care has been taken to make sure that older pupils cover all the required areas, and do not repeat topics studied under the previous scheme. Resources for the subject are kept in classrooms and the coordinator recognises the need to check and reallocate these in line with the new scheme of work. The use of clear assessment procedures to inform future planning for the subject remains an area for development.

INFORMATION AND COMMUNICATION TECHNOLOGY

164. Standards in information and communication technology (ICT) have significantly improved since the last inspection. Pupils in Year 2 and Year 6 achieve the standards expected for their age in all areas of the subject. The improved standards can be attributed to:
- planned, sustained and well supported development of ICT
 - an improved curriculum giving a structured approach to the development of skills, knowledge and understanding
 - strong links between ICT and other subjects
 - improved resources in all aspects of ICT
 - increased opportunities for pupils to be involved in the subject
 - improved levels of staff expertise and confidence
165. Pupils in Key stage 1 have been able to reap the benefits of the improvements for most, if not all of their school life. This good start gives them a strong platform to build on in Key Stage 2. For pupils in Key Stage 2, the improved provision has affected only their most recent experience. It is to the school's credit that pupils in Key Stage 2 have caught up enough to achieve standards typical for eleven-year-olds. Pupils, including those with special educational needs and English as an additional language, make good progress.
166. Seven-year-olds confidently use a mouse and concept keyboard to sort and classify information about Dublin. They create, save, load, edit and move files with growing confidence because the staff know how best to demonstrate these skills and support them. They use databases and have a good knowledge of the keyboard and mouse when using the paint-brush cursor to create line images. They clear the monitor screen and restart, selecting position and colour. Pupils use simulation games and programs to support their language development, and show a good understanding of how their skills can be applied. They are aware of ways in which ICT can be used in their homes, at school and in the workplace. For example, a group of seven-year-olds spoke in some detail about remote controlled appliances in their homes, and about security cameras and automatic doors at the supermarket. In reception and Year 1, pupils are introduced to giving instructions to a controllable toy.
167. They confidently program 'Pixie' to move forwards, backwards, left and right. They make good progress because their knowledge and understanding are built on in systematic way. Seven-year-olds, for example, can sequence instructions to control the movements of a floor turtle. They can evaluate and adapt their instructions in the light of earlier efforts. Standards in word-processing are often high; most pupils can draft simple stories and some more able pupils can print, save and retrieve their work on their own.

168. The attainment of eleven-year-olds is typical for their age, and much improved on the standards noted in the last inspection. They have developed good word-processing skills. Many of them can draft and re-draft directly on screen. They can merge pictures, symbols and words into the same printout for articles and reports. They use the CD-ROM to research topics: Year 3 pupils move the mouse accurately around the web pages to find out about daily life of the Romans. Good work was achieved when Year 6 pupils accessed the British Museum website to research the Ancient Egyptians. They send, read and respond to e-mails and can add an attachment. Many pupils can recall and describe the various procedures they use, such as setting up a database. They have a sound understanding of control through giving instructions to a controllable robot to complete a pre-determined route. They can write simple programming instructions to control the device, and show a growing awareness of control technology when they use 'Logo'.
169. Worthwhile links with other subjects and an appropriate time allocation helps pupils to develop their skills across all areas of ICT. The quality of teaching is consistently good, both when it involves teachers and teaching assistants. In an example of the best teaching, in a Year 6 lesson, the teacher played a key role in helping pupils to develop their ideas and understanding by listening and responding to them, by asking telling questions and helping to rephrase their questions. In all the observed teaching, the adults displayed a sufficient grasp of the subject in the way they explained and described things. The school's investment in good quality training for teachers and teaching assistants has paid off in the confident way that staff enable pupils to try things out for themselves. Staff have often had to go through a steep learning curve of their own, and as a result they know that, like them, pupils have to learn by making mistakes. This means that pupils of all abilities feel able to 'have a go' and to talk about their work. The way the staff behave and their attitudes towards the subject, rubs off on pupils who live up to their consistently high expectations.
170. The leadership and management of ICT are very good and are responsible for the big improvement in its provision. The successful development of the subject has been carefully planned and rigorously implemented. The best use has been made of both the school's and the local authority's resources to support professional development. Importantly, attention has been paid to the development of pupils' knowledge, skills and attitudes. Good progress is achieved through a sequence of planned activities.
171. There is a clear and well-founded plan for improved resources and training, and a curriculum review. A good programme of monitoring, evaluation and support bodes well for the continued development of ICT in the school. The school is aware of what has to be done next to secure the continued improvements in pupils' achievements:
- ensure staff training in assessing pupils' work in relation to National Curriculum levels
 - developing individual pupil portfolios of work
 - extending the subject's links with literacy

MUSIC

172. Pupils, including those with special educational needs, make satisfactory progress throughout the school in music. The last inspection noted that not enough attention was given to music, and that this was adversely affecting standards. The school has done well to review its provision and to extend opportunities in all aspects of the subject. The tuition given by visiting specialist teachers is a strong feature of the school and enhances the provision for pupils of all ages.
173. Pupils in both key stages develop their understanding of sounds and rhythm as well as their compositional skills. Their introduction to beat through clapping patterns in Key Stage 1, are effectively developed as they learn to control their performance with simple percussion instruments. They handle instruments well and understand that the way they play them affects the sound they make. Younger pupils sing well showing good control of pitch, dynamics and rhythm. They compose and perform simple pieces using unpitched instruments, for example when making up sounds to accompany a story. Teachers use a good repertoire of action songs that pupils sing with gusto.

174. Older pupils in Key Stage 2 appreciate that different music and the way it is played convey moods and emotions. They talk about different types of music and express reasons for their favourite compositions, composers and artists. Pupils in Year 6 talk about their favourite pop group and can explain why they like their music and compare it with others. Eleven-year-olds sing well; in assembly they sang hymns with control and responded well to the rhythm and beat of the music. Pupils in the choir sing well together; tunefully and with considerable expression. In Year 5, pupils used instruments they had designed and made for themselves, to play compositions recorded in simple notation. The compositions showed a range of sounds, including the more abstract use of sounds to create changing moods. Pupils' comments, such as 'we're not in time', and 'that (symbol) is so that we know when to stop' demonstrated a clear ability to articulate musical ideas.
175. The quality of teaching is good. This includes teaching by the specialist music co-ordinator working with different year groups, and teachers in their own classes. Planning effectively builds on what pupils know and can do. The co-ordinator shows a high level of expertise and confidence that helps her lessons to move with pace and purpose. Class teachers have reasonable confidence, even though few of them are musicians. In a particularly good lesson in the reception class, the co-ordinator pitched the activities at just the right level to interest and involve all the children. With its emphasis on activity, the children delighted in joining in the actions and words. One satisfactory lesson could have been more effective if pupils had worked in a better setting. Limited space and the layout of furniture made it difficult for pupils to join in either the small group or whole class activities.
176. The subject is well led and managed. The improvement since the last inspection is good. The more structured approach to teaching music is giving enough detailed guidance to teachers to plan their lessons. A straightforward and effective approach to assess and record pupils' progress from one year to the next has been introduced. This avoids undue repetition and helps pupils to develop their knowledge, skills and understanding in a systematic way. Overall, resources are adequate, although the co-ordinator plans to extend the range of recorded music from different cultures. Standards have improved because the co-ordinator has concentrated on improving teaching and learning.

PHYSICAL EDUCATION

177. Standards in physical education (PE) are, as at the time of the last inspection, average at the end of both key stages. However, many pupils reach high standards in gymnastics. There is no significant difference in the achievements of boys and girls. The last inspection noted 'variable' progress made by pupils in lessons. This is no longer a concern, and pupils, including those with special educational needs and English as an additional language, make satisfactory progress in all aspects of PE.
178. By the age of seven, pupils' physical control, balance, and co-ordination are in line with expectations for their age. They can control a ball with their hands and feet, and can throw, catch and bounce balls of different sizes. They understand the need for a warm-up session and are beginning to relate exercise to health. They move safely and with care. Most pupils have a good awareness of space and adapt their movements imaginatively. In dance, they can sequence well-controlled movements of walking, turning and gesturing into a creative and expressive programme linked to music. In games, seven-year-olds are developing a good understanding of rules and fair play. Pupils are very much involved in the lessons. Because they are encouraged to reflect and offer views of their own and others' performance, they are able to make improvements and reach their potential.
179. By the time they have reached the age of eleven, pupils can describe reasons for warming-up, such as to avoid a pulled muscle. Their growing awareness of their own space and that of others is seen in their sequencing of movements on the floor and when using apparatus. They move with considerable fluency, showing a good variation in speed and direction. In dance, pupils respond well to ideas and stimuli, such as different kinds of music. They have acquired a wide range of games skills, including accurately passing a ball and being able to dodge to find a space. Pupils work well on their own and with a partner. Pupils achieve well in games because they are taught

skills in a systematic and encouraging way. Pupils show a high level of interest and enthusiasm for physical education. They gladly offer constructive comments and this helps them to move forward in their work.

180. Of the three lessons seen, one was excellent, one very good and the other good. All the lessons were planned well so that pupils knew what was expected of them. Teachers had a clear idea of how to build on existing skills, and in so doing were very aware of responding to pupils' different needs. They valued the contribution made by every pupil and gave pupils clear and encouraging feedback. The best teaching was lively and allowed even young children plenty of opportunities to reflect on their performance and try to improve it.
181. The recently appointed co-ordinator provides sound leadership and management to the subject. She draws upon her own expertise in physical education to give support and guidance to other members of staff. She has inherited a subject with a satisfactorily planned curriculum that satisfies the requirements of the National Curriculum, reasonable resources and a sound level of staff confidence and competence. A range of 'free' clubs, including netball, football and athletics enhance the curricular opportunities for pupils in Key Stage 2 with some competitions with local schools. The school has suitable arrangements for pupils, including those with special educational needs, to learn to swim at a local pool. The subject is well placed for further development.