

INSPECTION REPORT

Boxgrove Church of England Primary School

Boxgrove, Chichester

LEA area: West Sussex

Unique reference number: 125974

Headteacher: Mr Andrew Simpson

Reporting inspector: Chris Warner
20935

Dates of inspection: 24th –27th January 2000

Inspection number: 191217

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INFORMATION ABOUT THE SCHOOL

Type of school:	Primary
School category:	Voluntary Controlled
Age range of pupils:	4-11
Gender of pupils:	Mixed
School address:	The Street Boxgrove Chichester West Sussex
Postcode:	PO18 OEE
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Appropriate authority:	The Governing Body
Name of chair of governors:	Susan Wells
Date of previous inspection:	January 1997

INFORMATION ABOUT THE INSPECTION TEAM

Team members		Subject responsibilities	Aspect responsibilities
Chris Warner	<i>Registered inspector</i>	English; Information technology; Music; Geography; History.	Provision for children under five; Standard, results and pupils' achievements; How well pupils are taught? How well the school is led and managed? What the school should do to improve further.
Barry Wood	<i>Lay inspector</i>		Pupils' attitudes, values & personal development; How well the school cares for its pupils; How well the school works in partnership with parents.
Tony Green	<i>Team inspector</i>	Mathematics; Science; Design and technology; Art; Physical education; Religious education; Special educational needs; Equal opportunities.	Curricular & other opportunities;

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

This school is a small voluntary controlled Church of England primary school for boys and girls four to eleven years old. At the time of the inspection, there were 65 full-time pupils of whom eight were under the age of five.

Overall, pupils' attainment on entry is typical of that found nationally. Four pupils have special educational needs, a figure far lower than the national average. Two pupils have statements of special educational needs. There are no pupils from minority ethnic backgrounds or for whom English is an additional language. No pupils are currently entitled to free school meals, which is well below the national average.

HOW GOOD THE SCHOOL IS

Boxgrove Primary is an effective school. Pupils make good progress because teaching is good, parents are supportive, and attitudes to learning are very positive. The curriculum provides opportunities for all pupils, and extra-curricular provision is very good. The school is led in a cost-effective way, providing at least satisfactory value for money.

WHAT THE SCHOOL DOES WELL

- The headteacher gives good leadership and is well supported by governors and staff in managing the school
- By the end of Key Stage 2, standards in all subjects are at least in line with those expected for eleven year olds, and in reading, speaking and listening, mathematics, art, geography, history and music, standards are higher.
- Pupils are keen to learn. This makes a big contribution to the good progress they make in lessons.
- There is a very strong partnership between the school, parents and the local community.
- Pupils behave very well and relationships are excellent.
- Teaching is good and classroom support is effective.
- The provision for pupils with special educational needs is very good.
- Pupils' spiritual, moral and cultural development is very good and their social development excellent.

WHAT COULD BE IMPROVED

- The school's arrangements for assessing pupils' attainment and progress are not fully effective in guiding planning to build on previous learning
- The governing body is not sufficiently involved in checking the work of the school in a systematic way.
- The large room used as a hall is unsuitable for physical education, and prevents the school from meeting the requirements of the National Curriculum in the subject.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

When the school was last inspected in January 1997 it was found to be a satisfactory and improving school. Since then it has continued to improve in many areas. Standards in mathematics, geography, history, music and art have all improved, to the extent that pupils make good progress in them all. Improvements in pupils' standards in information and communication technology have been very good. The good quality of teaching noted in the last inspection has been maintained. Improvements to the curriculum have led to greater continuity and progression in pupils' learning. Procedures for child protection have been fully implemented and the school provides a high level of care for its pupils.

Although a satisfactory start has been made to addressing the two other issues arising from the last inspection, some further work remains to be done. The assessment of pupils' attainment and progress is effectively undertaken in English and mathematics, and in science in Years Reception and Year 1. However, assessment in other subjects of the curriculum is at an early stage of development.

Teachers' planning now includes clear learning objectives, but only in the best lessons are these shared with the pupils so that they have an idea of what they are to learn and can consider if they have achieved the goals.

In addition to the above points relating to key issues in the last inspection, the school has significantly improved its provision for pupils with special educational needs. Although the quality of the hall remains poor, the overall accommodation has greatly improved as a result of a major building programme.

Overall, the school has made a good level of improvement since the last inspection, a trend it is well placed to continue.

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
	Year-2	Year-1	Year	Year
English	-	-	-	-
mathematics	-	-	-	-
science	-	-	-	-

Key	
<i>well above average</i>	A
<i>above average</i>	B
<i>average</i>	C
<i>below average</i>	D
<i>well below average</i>	E

Because there were fewer than ten pupils in the relevant year groups, the above grades have been left out, as a small number in a year group is considered to offer unreliable evidence. For example, grades are dramatically affected by the inclusion of one higher attaining or lower attaining pupil.

Taking the results of the 1996 to 1999 National Curriculum test results for 11 year olds together, pupils' performance in English is close to the national average, in mathematics and science is above the national average.

The inspection evidence found standards for 11 year olds in reading and in speaking and listening to be above the national average and in writing to be close to the average.

Indeed, standards in writing are good except in the case of the higher attaining pupils, where their high standards in creativity and expression are not matched with more sophisticated use of punctuation and sentence construction.

In mathematics, the inspection found standards to be above average for eleven-year-olds. In science, standards are in line with the national average. In both subjects, pupils' understanding is as well developed as their knowledge and skills. This reflects the opportunities in the curriculum for pupils to experiment, discuss, and to learn through practical activity.

In information and communication technology, standards are in line with national expectations. In art, geography, history and music pupils make good progress through the school and, in all other subjects, they make sound progress.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Pupils' attitudes to learning are very good and reflect their high level of motivation.
Behaviour, in and out of classrooms	Behaviour is very good. Pupils are open, friendly and polite.
Personal development and relationships	Pupils' personal development is very good.
Attendance	The rate of authorised absence is satisfactory. While the actual level of unauthorised absence is very low, there are inconsistencies in the way in which teachers record absences in the registers. Although parents consistently report reasons for absence, these are not always translated into the registers, thus giving an impression of apparently unexplained absences.

TEACHING AND LEARNING

Teaching of pupils:	aged up to 5 years	aged 5-7 years	aged 7-11 years
30 Lessons	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 in English and mathematics is good. The introduction of the literacy and numeracy strategy has had a positive impact on lessons. Teachers have a good grasp of the subjects and are clear about what they want pupils to learn. English and mathematics are supported well through links with other subjects, such as writing and discussion in history and geography, and data handling in science.

Teaching meets the needs of all pupils, including those with special educational needs, well.

In all lessons, the quality of teaching was at least satisfactory. It was satisfactory in 20 per cent of lessons, good in 63 per cent and very good or better in 17 per cent.

A feature of the good quality of teaching lies in the good balance given to develop pupils' knowledge, skills and understanding. Presentation and accuracy are valued, but so too are creativity and thinking.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	The curriculum is broad, balanced and relevant to meet the requirements of the National Curriculum and of all pupils.
Provision for pupils with special educational needs	Provision for pupils with special educational needs is very good.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Arrangements for pupils' personal development are very good. Spiritual, moral and cultural development are all promoted well, and social development is outstanding.
How well the school cares for its pupils	There are strengths in procedures for child protection, care and welfare. Assessment of pupils' attainment and progress is effective in some subjects, such as English and mathematics, but less so in others. Where it is less effective, assessment does not fully guide planning to build on previous learning.

The school and parents have developed an excellent partnership that strongly promotes pupils' learning from the time they start in the Reception class.

Although a small school, it offers a very good range and quality of extra-curricular opportunities that many pupils are keen to be involved in. Some activities are supported by parents and other members of the local community.

Physical education fails to meet the requirements of the National Curriculum because of the limited accommodation offered by the school hall.

The school knows its pupils well and provides them with very good opportunities to grow in independence and confidence.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The headteacher works well with a supportive staff and governing body in the effective management of the school. The staff work well as a team, and are willing to learn.
How well the governors fulfil their responsibilities	The governors are very supportive of the school and fulfil their statutory responsibilities. Although governors carry out their monitoring role, it is not sufficiently systematic and does not give enough attention to standards, including pupils' performance.
The school's evaluation of its performance	The school is aware of its strengths and weaknesses and shares an understanding as to how to improve. A start has been made in relating the quality of teaching to the performance of pupils as a means to improvement.
The strategic use of resources	The school makes good use of its resources and has developed ways to judge their effectiveness, although this is not often related to pupils' performance.

The school has a strong team of well-qualified teachers supported by classroom assistants who know what is expected of them. Together, they meet the range of the curriculum and of pupils, including those with special needs. The school has done all it can to reduce the effect of recent staff absences on pupils.

Although the accommodation has benefited from a major building work since the last inspection, the large room used as a hall is unsuitable for pupils' physical development. As a result, physical education fails to meet the requirements of the National Curriculum.

Overall, resources for learning are adequate to meet the needs of the National Curriculum. The grounds are extensive and well used to promote all subjects. Resources for information and communication technology, noted as unsatisfactory in the last inspection, are now sufficient to meet the demands of the subject. The high standards in reading are helped by a good range of books in the library and in the classrooms.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none">• Parents feel encouraged to play an active part in the life of the school.• They find it easy to approach staff with a question or concern.• The school enables children to reach high standards of good behaviour.• The school's attitudes and values have a good effect on its pupils.• The school helps children through work they do at home.• Children like going to the school.	<ul style="list-style-type: none">• No significant points raised by parents.

The inspection wholly endorses parents' positive views about the school.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and achievements

1. When children enter the school in the Reception class, their attainment is in line with that expected for their age nationally. The under-fives make sound progress overall. Progress in their personal and social development is often good and reflects the strong partnership between the school and parents and the clear expectations of children's behaviour. By the time they are five, most children are likely to reach the nationally recommended Desirable Outcomes for Children's Learning in all areas of the curriculum for under-fives. Boys and girls achieve similar standards to each other. The children make overall progress similar to that noted in the previous report.
2. The results of the Key Stage 1, National Curriculum tests and assessments in 1999 were, overall, lower than those in previous years. The small number of pupils at the end of the key stage, and the unusually high percentage of pupils with special educational needs, leads to strong variations in results from year to year, and means that the statistics must be treated with caution. The results in reading were average compared with those of all schools and of similar schools, and those in mathematics were close to the national average but below the average of similar schools. The results in writing and in science were below the national average and the average for similar schools.
3. When the results of National Curriculum tests for seven year olds between 1996 and 1999 are taken together, the school's performance in reading and writing is well above the national average. This is true for both boys and girls. Results for the four years in mathematics were close to the national average, with girls performing slightly better than boys.
4. Inspection evidence found pupils' attainment at seven to be in line with national expectations in English, mathematics and science. The improvement in standards between the national test results for 1999 and inspection findings can be attributed to the difference in prior attainment between the two small year groups of pupils. This reflects the difference in results between years from 1996 and 1999. The work in pupils' books shows an improvement in quality since the appointment of a new, permanent teacher. Over the last two years, the unforeseen absence of the class teacher has meant that the pupils have been taught by a number of different members of staff, with inevitable breaks in continuity.
5. The inspection evidence shows that by the age of seven, at the end of Key Stage 1, almost all pupils work at the expected levels of attainment in speaking and listening, reading and writing and, overall, standards in English are in line with national average. Pupils speak and listen reasonably well. Almost all seven year olds read with reasonable fluency and understanding. All pupils read and listen to stories with enjoyment. Most pupils write legibly and with reasonable standards of grammar, spelling and punctuation. At least two higher attaining pupils write independently and with expression.

6. By the time the pupils are seven, their attainment in mathematics is in line with the national average. Pupils have a sound knowledge of shape and use appropriate terms to describe the properties. They can identify patterns, such as odd and even numbers, and have a good understanding of place value.

7. Pupils' attainment in science at the end of Key Stage 1 is in line with national expectations for seven year olds. Pupils have a sound scientific knowledge and understanding, and are developing their skills well. They can make predictions and describe and explain an experiment. Often, their recording of results in graphs and charts contributes to their mathematical development.

8. Evidence from the inspection shows that pupils' attainment in information and communication technology is in line with the expectations for seven-year-olds. Pupils use the computer in activities related to other subjects, such as generating data and researching for historical and other topics. They create pictures and write stories, and most pupils can save their own work. Standards represent a significant improvement on those noted in the last inspection, mainly because of additional resources, a well-planned curriculum, and greatly improved levels of staff competence and confidence.

9. In 1999, the results of the National Curriculum tests and assessments for eleven year olds at the end of Key Stage 2 were lower than in previous years. As in Key Stage 1, this can be attributed to a year group with prior attainment which is often low. Because the school has introduced a clear and accurate tracking system, it is easy to relate individual pupils' achievements to previous attainment in national and other standardised tests and assessments. For example, it is evident that the 1999 results often actually represented good rates of progress for individual pupils. The small numbers of pupils in the Year 6 groups (never more than nine and as few as four) means that comparisons between years should be treated with caution.

10. The 1999 results of national tests for eleven-year-olds, were in line with the national average in English, mathematics and science, although below average in English and mathematics in comparison with those of similar schools. When the results of national tests for eleven year olds between 1996 and 1999 are taken together, the school's performance in English was close to the national average, with little difference in the performance of boys and girls. Results for the four years in mathematics and science were above the national average. Although statistics suggest that boys perform better than girls in mathematics and science, the small year groups and an imbalance in the number of boys and girls in each cohort means that comparisons should be treated with caution.

11. The inspection evidence shows that, by the age of eleven, standards in speaking and listening and in reading are above the national average, and are in line with the average in writing. Pupils speak clearly and confidently, with considerable expression and a strong awareness of their audience. The effective use of the literacy session and opportunities for discussion in other subjects are two important factors. Standards in reading are good, with nearly all pupils reading with enthusiasm, fluency and understanding. Higher attaining pupils are self-motivated and confident readers, who tackle challenging texts from a range of fiction and non-fiction. Three factors contribute to the high standards in reading: Firstly, the enthusiasm of the teachers; secondly, the good range of texts suitable for different abilities and interests; finally, the high level of parental involvement in their children's reading, especially at home. Standards in writing are good, with all pupils producing well-presented

and expressive work, with a strong awareness of the audience and purpose. Vocabulary is chosen with thought. However, although standards of spelling, punctuation and grammar are as expected for eleven year olds, those of the more able pupils do not always match their high standards of imagination and fluency. The school has identified a number of pupils from past years who gained Level 5 in their reading but not in their writing. Although this feature is less apparent among the current Year 6 pupils, it is nonetheless an area to which the school is rightly giving its attention.

12. By the age of 11, standards in mathematics are above the national average. This is an improvement on the last inspection, when standards were judged satisfactory. Pupils have a good recall of number facts and have developed a range of personal strategies for tackling problems. They know and use correct terms to describe the properties of three-dimensional shapes. They produce bar and line graphs to compare results and use the computer to create spreadsheets.

13. The inspection evidence shows that standards in science are, as at the time of the last inspection, in line with the national average. Pupils have developed a good understanding of a 'fair test', and can predict on the basis of scientific evidence. When studying materials, pupils sort according to a range of criteria and can use their knowledge and understanding in an experiment. They have a sound understanding of forces and can talk about the effects of gravity.

14. Attainment in information and communication technology is in line with the national expectations at the end of Key Stage 2. This represents a significant improvement since the last inspection. As in Key Stage 1, the subject is better resourced, and staff have more confidence than three years ago. Good links with other subjects support work in information and communication technology, to create graphs and pictures, and to write music, poems and stories, and access information. The improvement has been well managed by the co-ordinator and strongly supported by a member of the governing body.

15. Children under the age of five make sound progress in all areas of learning, and usually good progress in their personal and social development. They are well prepared for the National Curriculum. Pupils throughout Key Stage 1 make overall satisfactory progress, although progress in reading is good. Progress in Key Stage 2 is good overall. Progress in science, design and technology, information technology and physical education is sound, and good progress is made in English, mathematics, history, geography, art and music. Pupils of different abilities, including those with special educational needs, make similar progress throughout the school. In all subjects, standards are promoted by teaching which is at least satisfactory, and often good.

16. The inspection shows that standards in religious education at the end of both key stages are in line with the expectations of the locally Agreed Syllabus.

17. A key issue in the last inspection was the need for the school to 'track' the progress of pupils through their results in national and other standardised tests and assessments. The school has taken this fully on board and has made an important first step in collecting, analysing and making use of results and performance data. Information from national and other standardised tests and assessments is gathered and clearly presented in a form that is easily understood by parents and governors. Good use is made of individual data to 'track'

progress and to plot targets in English and mathematics, although not yet in other subjects. Targets set for individual pupils are sufficiently challenging and combine to make a school target for the National Curriculum tests. Occasionally, analysis is used to identify pupils and/or areas of learning needing greater support or attention. An example is the creation of a 'booster' group of pupils judged to be on the 'edge' of two levels, who would benefit from focused group work. The school has begun to draw together its recently introduced monitoring of teaching and the curriculum with its analysis of performance data. For example, it is exploring the strengths and weaknesses in national test results in different subjects and in aspects of those subjects.

18. Overall, pupils achieve well throughout the school in relation to their prior attainment, in particular in English, mathematics, history, geography, art and music. In no subjects do pupils, or specific groups of pupils, fail to make at least sound progress. The ability to read and a love of reading emerge as a strong feature of the school. In mathematics at Key Stage 2, and in information and communication technology throughout the school, there has been a significant improvement in standards in relation to those at the time of the last inspection. Within each subject, pupils make gains in understanding similar to those in their skills and knowledge. This is because the same value is placed on critical thinking, problem solving and creativity as on presentation, accuracy and factual information. By the time they are eleven year olds, pupils can 'think' as well as 'do' in all areas of the curriculum.

Pupils' attitudes, values and personal development

19. Pupils arrive punctually at school, look smart and are well prepared for the new day. The reception children, who reflect their parents' attitudes well, quickly respond to the high expectations of the teachers and support staff. Pupils throughout the school are good listeners and are attentive to teachers, with few needs for correction. They are interested and eager to participate in activities. Pupils are dependable and trustworthy and work independently with good concentration, particularly when tasks are challenging. Their very good attitudes are always conducive to good learning. Pupils have a strong awareness of the need for good results and this is reinforced by their rigorous attention to homework, and their encouragement of parents to be a partner in this process.

20. The school has developed a positive environment so that pupils behave well and show a respect for others in the school community. The very good behaviour of pupils is due in part to the high expectations of staff rather than to a rigorous enforcement of rules. All pupils have a common understanding of the need for the highest standards of behaviour to be observed in the intimate environment of a small village school. This very good behaviour is a strong feature of the school, and is particularly evident when the pupils are walking to the village hall for lunch, and on outside trips. There have been no exclusions from the school since the last inspection.

21. Relationships between pupils, and between pupils and adults, including parents, are excellent. There is obvious trust and all adults provide good role models. Pupils are delighted to help each other, irrespective of gender or age difference, particularly when the whole school comes together. Older pupils assist younger ones at lunchtime with their meals, and are attentive at all times in the playground. During a hymn practice a Year 6 pupil was heard to question if the younger pupils would have difficulty with a particularly challenging round of singing. Special educational needs pupils are successfully involved in each

classroom and the whole school. Pupils are polite and have good manners. They are welcoming to visitors and engage in lively conversations, often of a very reflective and philosophical nature. There is no swearing, fighting or other signs of conflict. From the time they start school, pupils grow in confidence and feel able to express themselves freely.

22. The personal and social development of pupils from their induction into the school is very good. They are encouraged to be independent in learning situations and are not 'spoon-fed' solutions. Hence, as the pupils progress through the school their research and questioning skills come to the fore. They have a good awareness of the outside world, which allows them to stretch their fertile minds into debating the significance of events and their own learning. In many situations, and particularly in their daily social relationships and dealing with villagers, pupils show great maturity and confidence. They have a real pride in their school. They undertake school routines easily and are well used to clearing away in the classroom. Pupils value their environment, and they keep toilets and cloakrooms tidy. Graffiti are non-existent, and any small amounts of litter are willingly removed by the 'litter-picking squads'.

23. Overall, the attendance levels and punctuality are satisfactory although attendance levels dipped to below national averages during the two years following the previous inspection. However, present attendance levels in all classes have improved significantly and are now good. The majority of pupils attend very well and there is no evidence of truancy. The incidence of holidays taken during the school term is a significant aspect of authorised absence. Parents are aware of the attendance procedures through letters and the prospectus, and the school works closely with parents on attendance issues. Parents rightly let the school know the reason for their child's absence, and an apparent rise in the percentage of unauthorised absences in the last year is not a reflection of the actual rate. Inconsistencies in the way registers are completed leaves some explained absences recorded as unauthorised. Although the school is supported by the educational welfare officer, she has not had to be involved in any significant attendance matters since the last inspection.

HOW WELL ARE PUPILS TAUGHT?

24. As at the time of the last inspection, the quality of teaching, overall, is good. It is satisfactory in 20 per cent of lessons, good in 63 per cent and very good or better in about 17 per cent. The percentage of very good or better lessons has almost doubled since the last inspection.

25. Good management of pupils, the effective use of homework, and the positive contribution of support staff continue to be very positive features, as noted in the last inspection. Staff development has improved the level of expertise in some subjects, notably in information and communication technology. Throughout the school, a positive feature of good teaching is the equal attention given to critical thinking, creativity and imagination and to application, accuracy and presentation. This has a direct impact on the nature of pupils' learning and their achievements. Pupils leave the school with a good balance of knowledge, skills and understanding.

26. The quality of teaching for children in the Reception class is always at least satisfactory, with teaching of the basic skills of mathematics and language and literacy judged to be good. The staff, including the classroom assistant, work well together, helping to create a secure and positive learning environment. They get on very well with the children and are consistent and fair in their expectations. For this reason, children under the age of five make good progress in their personal and social development, growing in confidence and independence. The staff have developed effective procedures for assessing progress through observations of the children, and conversations with them. While the assessments are being used to plan the next stage in the children's learning, the role of the adult in promoting the learning within an activity is not always clear.

27. The quality of teaching for pupils with special educational needs is good, as is the match of work to the needs of the pupils. Pupils are challenged and the targets of individual education plans are met. Learning support staff are given good guidance and are used very well. They make a positive impact on pupils' learning. The use of resources to support learning is good. Pupils are well managed.

28. Improvements in the expertise and confidence of staff in relation to the teaching of information and communication technology, mathematics and English are apparent throughout the school. This is the result of a clear programme of professional development. In the case of information and communication technology this was a response to weaknesses identified in the last report, and in English and mathematics it derived from the introduction of the literacy and numeracy strategies. Overall, teachers have a good knowledge and understanding of the subjects and of the requirements of the National Curriculum. In addition, music benefits from high levels of interest and skill on the part of the teacher, while the staff's obvious knowledge and love of books underpins the teaching of reading throughout the school.

29. One teacher's good subject knowledge and her enjoyment of teaching history in Year 2/3 created considerable excitement when pupils made their own address tags as 'evacuees'.

30. The introduction of the numeracy and literacy strategies have influenced teachers' approach to organisation to good effect. Most lessons begin with a clear introduction and crisp teaching points. In a Year 2/3 history lesson, extracts from a video of life in the Second World War helped focus on key objectives.

31. However, some teaching, although still satisfactory, is less effective because the lesson plans do not give enough detail to what is to be gained from the lesson, and the learning objectives are not shared with the pupils. In such cases, there is less of a sense of purpose and rigour to the lesson. In the very good teaching, the pupils know not only what to do but why they are doing it. In an excellent music lesson in Key Stage 2, the teacher maintained a momentum and direction to the lesson and pupils were fully aware of their own learning. As a result, they were carried along; with a productive running dialogue between the teacher and themselves. In the most effective lessons, a summing-up plenary proved an effective way of recalling key points, assessing understanding, and involving pupils in evaluating their work. In general, pupils made the greatest gains when the teacher's plans included clearly understood learning intentions, which were shared with the pupils from the outset.

32. The management of pupils is very good, with staff building on the positive relationships established in the Reception class. Staff, including classroom assistants, are encouraging, good humoured and consistent in their expectations of pupils' behaviour and achievements. As a result, pupils feel confident, are prepared to learn from their mistakes and take pride in their efforts. There were no noted occasions when it was necessary for the teacher to intervene to control groups or individuals. Indeed, a feature of the school is the importance attached to self-discipline.

33. In all lessons, teachers have very high expectations of good behaviour and achievement. A strength lies in teachers' ability to generate discussion and questioning which leads pupils to think, develop their curiosity, and be creative. A good example of the teacher challenging pupils was in a Key Stage 2 mathematics lesson where pupils were encouraged to try their own ideas, and to listen and learn from each other. In nearly all lessons, work was well matched to the needs of pupils of different ability.

34. Teachers ensure that support staff are aware of the aims of the lesson and, in the most effective situations, provide guidance on their role with groups or individuals. In most lessons teachers manage time and resources with good effect. In an English lesson in Year R/1, good use was made of adult support to work with groups in a focused way. Resources, including the computers, were ready and pupils moved quickly between activities, showing a clear understanding of how information and communication technology can help their work.

35. Throughout the school, staff know when and how to assess pupils' understanding through timely observations and conversations. In a Year Reception/Year 1 lesson, the teacher used photographs of buildings in the village as a starting point, the teacher skilfully asked questions to probe children's learning and to challenge their thinking. Similarly, in a Year 4/ 5/6 mathematics lesson, the teacher used questions designed to move pupils on to the next stage of learning.

36. In every class, very good use is made of homework to support and extend learning, notably in English and mathematics. From the point at which their children start in the Reception class, parents understand how to help with homework. A home/school reading programme is well organised and relates closely to work in classes. Through the clear expectations of pupils, parents and teachers, homework is regarded as an integral feature of learning. The work is constructively marked and increasingly contributes to independence in pupils' learning as they get older.

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

37. The school provides the pupils with a suitably broad and balanced curriculum, which meets the interest, aptitudes and special educational needs of all pupils and gives them a good preparation for the next stage of education. It is enriched by regular use of the local area, visitors to the school, and a Year 6 residential visit to Swanage. Appropriate emphasis is placed on the teaching of the basic skills of literacy and numeracy. Sound use is made of the national literacy and national numeracy strategies, both of which are having a satisfactory impact on standards. Curriculum policies are in place for all subjects. Schemes of work are in place for all subjects except for physical education and art. However, the school intends to address this with the introduction of nationally initiated schemes for both. Since the previous

inspection, there has been an improvement in the implementation of schemes and policies. The head teacher effectively monitors all curriculum planning. To ensure continuity and progression in the mixed aged classes, the school works to a two-year planning cycle in Years Reception, Year 1 and Years 2 and 3, and a three-year cycle in Years 4, 5 and 6.

38. Very good use is made of homework for all age groups. There is sound provision for children under five, which leads to a smooth transition to the National Curriculum. The findings are similar to those of the previous report.

39. The school has opted not to teach sex education as a discrete subject. Provision for personal and social education, health education, sex education and attention to drug misuse is sound.

40. The provision of circle time in Key Stage 1 gives pupils suitable opportunities to discuss and share personal and social issues.

41. The provision of extra-curricular activities is very good and has been maintained since the previous inspection. The school hosts football, netball and an annual athletics meeting for other schools in the area. Other activities include two French clubs, beginners' and advanced music and recorder clubs, a drama club, participation in the annual 'Music at Boxgrove' festival and a Year 6 residential visit to Swanage.

42. Provision and planning for pupils with special educational needs is very good and contributes towards the good progress they make overall. The school's implementation of the Code of Practice is meeting the needs of the pupils on the special needs register and ensures equal access to the curriculum. A regular initiative amongst local schools ensures that talented pupils are brought together each term for a variety of subjects. Pupils and their parents are enthusiastic about the 'master' classes.

43. The provision for pupils' spiritual, moral and cultural development is very good and has improved since the previous inspection report. The provision for pupils' social development is excellent. The provision for pupils' spiritual development is very good. Assemblies are orderly occasions and pupils enter the school hall quietly to a background of suitable music. Opportunities are given for a moment of quiet reflection or prayer. The school has a history of book making by pupils. The presentation of these books brings a spiritual dimension to pupils' work. At the annual leavers' assembly, every Year 6 pupil is presented with an individually made book of photos, prayers and thoughts, and comments by staff and others, which celebrates the pupils' life at the school. This greatly adds to the sense of spirituality of each pupil.

44. The provision for moral development is very good. All pupils are valued as individuals and all adults in the school serve as very good role models to the pupils. The pupils have a very good understanding of the principles that distinguish right from wrong. They respond well to the mutual respect offered by all adults in the school. They are appreciative of the certificates that are awarded for good work and behaviour.

45. The provision for social development is excellent. From reception onwards pupils are given responsibilities such as giving out and collecting books as part of the routine in lessons. Year 6 pupils work the CD player and overhead projector in assemblies. Excellent opportunities are created for pupils to develop socially by participating in extra-curricular activities and an annual residential visit for Year 6. Pupils learn how to collaborate with each other through working in-groups, which is a feature of many lessons. Older pupils act as 'buddies' for the younger pupils at break times and lunch times. On the walk to and from the village hall for lunch, or to the local church for services, older pupils naturally pair with younger ones.

46. The provision for cultural development is very good. The curriculum enables pupils to appreciate their own and European cultural traditions and the diversity and richness of other cultures. For example, in literacy lessons pupils hear stories from around the world. In art lessons they learn to appreciate western artists such as Breughel and Monet and non-western art, for example Australian aboriginal paintings. In history pupils visit the British Museum. In assemblies they listen to the music of western composers, for example Vivaldi and Mozart. In religious education they learn about the beliefs of other cultures.

47. There are very good links with the local community, and these develop pupils' learning. Parents feel welcome in the school and find staff approachable. Parents volunteer to work in the school on a regular basis. There are very good links with the neighbouring church and with local artists. A strong link has been established with L'Abbaye de Lessay and its village in France, and an exchange of resources supports studies in history, geography and religious education. There are particularly good links with the feeder nursery schools and playgroups, and with other primary schools.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

48. The staff have a very detailed knowledge of all of the pupils in their care, owing to the close daily contact within a small village school, and often an acquaintance with the family and the pupil in the local community. This very personal and individual knowledge allows the whole staff to discuss effectively each child at staff meetings, and develop strategies tailored to the specific child, taking account of their stage of development and personality. The integration of special educational needs children into the life of the school is especially impressive. The pastoral care of the dedicated staff is also a strong feature of the school, and it is underpinned by policies and procedures. The school always cares for and supports pupils in close co-operation with parents and, where helpful, with outside agencies, such as the school nurse and the education welfare officer, often they assist in the delivery of relevant aspects of learning such as health education and safety in the community. Child protection procedures were identified in the last report as being unsatisfactory. Effective procedures are now fully in place. The local social services department has run staff training since the last inspection of the school, and the staff handbook now has a comprehensive section on procedures. Staff are aware of the importance of child protection in the life of the school.

49. The school has high expectations of behaviour, and the underlying culture is to raise the self-esteem of individuals, and to encourage them to be responsible for their own actions. The school has been very effective in eliminating any bullying and other kinds of conflict. Parents are involved at an early stage of the process if their children need help with their

behaviour in any way. There are rewards for outstanding behaviour and effort, including certificates, bookmarks and school pens, which are greatly prized by all pupils. Procedures to promote good attendance and punctuality are effective and are supported by the ease of personal contact between staff and parents.

50. The school is a safe environment for all pupils and staff, as evidenced by the low accident rates recorded in the accident book. Health and safety procedures are soundly in place and are underpinned by the policy and by the role of the premises sub-committee of the governing body. Two health and safety issues should be further reviewed with appropriate reference to external agencies. Risk assessments are required in relation to the use of the large room serving as a hall for physical education, and for the room in the nearby village hall used for lunches. Both concerns have been reported to the school's management at the time of the inspection.

51. The procedures for assessment in the school were judged unsatisfactory in the last inspection report. In some respects, the school has made improvements, but in other ways more needs to be done. Although the school has developed a policy on assessment, which is referred to in all subject policies, teachers are not rigorously implementing it. The procedures for assessing pupils' attainment and progress are not rigorously applied to all subjects and in all situations. The quality of day-to-day assessment is good. Work is marked regularly, and good use is made of pupils' errors, misconceptions and understanding to inform future lessons. Teachers make daily notes on pupils' achievements, and these are transferred to assessment files. However, the practice varies from class to class and is stronger in some areas than in others. Assessment procedures are secure in English and mathematics throughout the school, developing well in information and communication technology, and sound in Year Reception and Year 1 in science.

52. In other subjects, assessments are not fully effective. For example, the lack of assessment to track the development of skills in art and physical education means that teachers are not planning lessons that fully build upon previous skills, knowledge and understanding. Portfolios of assessed work have recently been developed in English, mathematics and science to help teachers judge the attainment of pupils.

53. The arrangements for the assessment and identification of the pupils with special educational needs are very good, and are being implemented well in accordance with the Code of Practice. This includes assessing the pupils' needs, planning subsequent work, and developing and using individual educational plans. Liaison with outside agencies and external support staff is good. The needs of higher attaining pupils are also well met through appropriate extension activities.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

54. Parents have expressed an exceptional and consistent level of approval for the school over many years, and they clearly recognise and value the efforts of the head teacher, governors and staff in developing all aspects of school life. Many parents attended the school, and generations of villagers have valued the school as a focal point, and this is still true today. As a testimony of the school's quality, many parents bring pupils to the school from outside the catchment area. There are no significant areas of dissatisfaction.

55. Approximately one in five parents play a regular direct role in the school, and many parents give occasional help, fitted around their work commitments. Parents help across all classrooms, accompany the school on many visits, or assist the school to run after school events and clubs. An enthusiastic parent governor has been an essential driving force in raising the standards and the quality of teaching of information and communication technology within the school. The Friends of Boxgrove Association's tremly events are well attended, and it is particularly effective in its financial support for the school.

56. The communications with parents are very good. Formal documents, such as the prospectus and the annual governors' report to parents, are of good quality and observe statutory requirements. Policies and procedures are well written and readily available on request. Other written communications are precise and timely and give parents sufficient time to react. The Boxgrove Newsletter is produced nine times a year, chiefly by the pupils, and is very readable and represents the school well to parents and villagers. A major strength of the school's communications with parents is the unreserved welcome and encouragement to parents to be involved in the whole life of the school and their children's learning. This allows informal communications to flourish at either end of the day. Parental problems are dealt with properly and promptly. Formal open evenings are well attended, and at the middle term evening, targets are agreed between teacher, pupil and parent. Annual reports are good in their judgements of pupil's performance and give perceptive insights, but do not always state future targets. They have space to allow pupils to express their feelings about the school year and there is a space for parental comments on a separate sheet.

57. The full potential of the educational partnership is being realised and is excellent. Over nine out of ten parents have signed the home-school agreement. Parents have been given instruction in many aspects of the curriculum, including literacy, and the numeracy evening is imminent. Parents have a good awareness of topic work and are exhorted by teachers and pupils alike to participate in regular homework. Parents are unanimously approving of the school's stance on homework and generally carry out their commitments. Liaison with parents of pupils with special educational needs is very good. They are aware of the point of contact in the school and share in the targets of the individual educational plans.

HOW WELL IS THE SCHOOL LED AND MANAGED?

58. The headteacher provides good leadership of a committed and hard working staff. He leads by example and is effectively involved in the management of pupils and the staff. Parents value his skills as a manager and as a teacher, and a strong partnership has developed between the school and parents. The staff have a good understanding about the school's strengths and weaknesses and are involved in ways to further improve standards. Not only do full-time and part-time teachers carry out their responsibilities in a professional way, but they are willing to learn from one another, and share ideas.

59. The clearly stated aims and values of the school are strongly reflected in the day-to-day work of the classrooms. The aims give equal attention to pupils' well being and academic achievement. The emphasis on helping pupils to think, be creative and to express themselves confidently are apparent in every lesson. Parents, staff and pupils strongly subscribe to the school's aims and values. There is a strong ethos for learning. The school is striving in a

determined but thoughtful way to learn and develop, and this philosophy is seen in the way pupils are encouraged to think and learn. A good example of how pupils thrive on the opportunities to learn is seen in the Year 4, 5 and 6 class, where pupils engage in a whole range of activities, many of them of their own making, during break times.

60. The staff, including non-teaching members, share in the strong commitment to the well being of pupils, including those with special educational needs. All of the teachers have responsibilities for at least one area of the curriculum. They have clearly understood job descriptions of what is expected of them and give a good level of support and guidance to one another.

61. The headteacher is the co-ordinator for special educational needs. He manages the aspect well and provides good leadership. He is well supported by teachers and by the special needs support staff.

62. Governors are very supportive of the school and are increasingly involved in working with staff to maintain and improve the above average standards. The governing body meets its statutory responsibilities. Governors have ensured that procedures for child protection, a weakness in the last inspection, are now fully in place. The failure of information and communication technology to meet the requirements of the National Curriculum in the 1997 inspection has now been rectified. There is a good working relationship between governors and staff, and a sense of common purpose. Since the last inspection, there has been a considerable number of changes in the composition of the governing body. New members are finding out about their roles and responsibilities through governor training and by being involved in the school. The governing body has extended its role in strategic planning through a growing awareness of the school's strengths and weaknesses and the challenges it faces. Through regular visits to classrooms, discussions with staff and a good flow of information from the head teacher, governors are aware of the main issues for attention, although less so in relation to pupils' performance. In some instances, governors have actively supported areas of school improvement, for example in developing the provision for information and communication technology. This has helped the school to successfully address many of the key issues noted in the last inspection, and to be well placed to continue with the improvements. However, although increasingly aware of the work of the school and its priorities for improvement, governors are not yet involved in any appraisal of the work of the head teacher or in setting targets for him.

63. The headteacher oversees the monitoring of teaching through a recently introduced programme of lesson observations. Written observations are usefully shared with the teachers and linked to an effective programme of individual appraisals. This provides the head teacher with a clear idea of the strengths and weaknesses in teaching and has already led to specific support, for example in supporting information and communication technology and working alongside teachers in some lessons. Standards fund money is currently being used to extend the level of monitoring, with the head teacher undertaking a course to develop related skills. At present, evaluation of teaching in relation to an analysis of pupils' performance is not rigorous enough, and does not sufficiently involve subject co-ordinators for English and mathematics. The recently appointed, and newly qualified, teacher is well supported in her role, with enough planned time to ensure her effective professional development.

64. The school development plan identifies the right priorities for improvement in a clear and easily understood way. Good progress has been made in bringing about improvements in several targeted areas. The head teacher involves the staff in identifying priorities for improvement, and governors are kept well informed and, in some cases, involved in fulfilling them, for example the development of information and communication technology in the school.

65. The school development plan gives enough attention to short and long term goals and appropriately includes national priorities, such as the introduction of the literacy strategy. Action plans are costed to support the implementation of each priority and include clear success criteria to help monitoring of many priorities to be effective. The head teacher and other staff regularly report to governors on standards, quality and school improvement. Governors have been consulted about goals agreed with the local education authority for pupils' performance in national tests. However, success criteria in the school development plan are not set against quantifiable targets, so that the impact of actions taken, on standards and quality, is hard to measure.

66. Financial planning is good, has clear links with priorities in the school development plan, and provides enough detail of spending intentions for the coming year. Development planning is appropriately linked to the budget cycle. The development plan has contributed to significant improvements in the quality of education in the school. The governors, finance officer and head teacher work effectively together to prepare the annual budget and the finance committee meets regularly to scrutinise expenditure in relation to the school's needs. There are sound links between the finance committee and the full governing body. Overall, the school makes good use of its financial resources and new technologies to benefit the pupils.

67. The inspection confirms the findings of a recent audit report that efficient financial management prevails, with no significant weaknesses. Administrative procedures are effective and the governors exercise a satisfactory level of financial monitoring and control. Between the school and governors there is a good flow of relevant financial data that provides members with the necessary insight into the school's budgetary position. In many areas of expenditure, the school is very aware of getting best value, for example in carrying out audits of resources before making purchases. Seeking best value is less apparent in relation to spending to bring improvements in standards. The school has started to make use of detailed analysis of assessment results to target spending on support for individuals and groups of pupils. However, it has only just considered ways to monitor and evaluate best value in terms of measurable performance, for example in considering the value of spending on 'booster' groups in terms of pupils' progress. The reason for this delay is more to do with the re-organisation of the governing body than a lack of awareness on their part.

68. The school has a strong team of well-qualified teachers and support staff to meet the needs of all aspects of the curriculum, including special educational needs. Standards in reading, music and information and communication technology are particularly well promoted by the expertise of staff. Other staff provide good levels of clerical support and keep the school clean. Staff have a good understanding of their roles and are provided with a

high level of support in their professional development. In information and communication technology, a previously unsatisfactory level of knowledge and understanding in the subject has been turned into a good level, through well-targeted training. During the last two years, unforeseen and unpredictable staff absence has affected one class in particular. The school gave effective support to the pupils and, with the recent appointment of a permanent teacher, stability and continuity have been restored.

69. Since the last inspection, many aspects of accommodation have improved, including the library and office facilities and accommodation for children under the age of five. However, while the adjacent Horsa building provides adequate accommodation for pupils in the Year 2/3 class, its 'hall' is inadequate for physical education because of its restricted space. As a result, and in spite of the school's utmost efforts to find ways around the problem, physical education fails to meet the requirements of the National Curriculum. Although not part of the school's own accommodation, a nearby hall provides unsatisfactory accommodation for pupils to eat their lunch.

70. Overall, the school has adequate resources for learning to support all areas of the curriculum and the needs of all pupils, including those with special educational needs. Resources for information and communication technology have been improved since the last inspection and are now satisfactory. The school has a good stock of books, both in classes and in the new library. Very good use is made of the locality as a first hand resource to support most areas of the curriculum. Local people give a lot of time and energy to help the school, for example in being interviewed and recorded as part of an oral history project. In addition, the school makes full use of local museums, places of interest, and visitors to bring learning to life and add to the quality of the curriculum.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

In order to build on the existing strengths of the school and to improve the quality of pupils' learning and the standards they reach, the governors, head teacher and staff should:

- **Develop effective assessment procedures by:**
 - * Ensuring that the school's assessment policy is related to all subjects;
 - * Ensuring that all staff are clear about, and confident in the assessment procedures;
 - * Ensuring that performance data specific to the school is, where relevant, used by teachers to guide their planning monitoring and evaluating the development of assessment practice and giving support as needed.
(Paragraphs: 51, 52)

- **Strengthen the role of the governing body in monitoring and evaluating the work of the school by:**
 - * Ensuring that the school's priorities give attention to standards and that, where possible, these are set against measurable targets;
 - * Ensuring that governors are clear about their role in checking how the school is performing, including setting targets for the head teacher;
 - * Developing the governors' sense of 'best value', particularly in relation to pupils' performance.
(Paragraphs: 62, 65)

- **Improve the quality of accommodation in relation to physical education.**
(Paragraph: 69)

- **In addition to the above key issues, the school should consider the following points for improvement:**
 - * Establish a closer link between monitoring of the quality of teaching and pupils' performance;
(Paragraph: 63)

 - * Ensure that teachers' learning intentions are, wherever possible, shared with pupils both at the start and the end of a lesson;
(Paragraph: 31)

 - * Ensure that in the provision for children under five, staff make full use of their assessments by being clear as to their role in the next stage of learning;
(Paragraph: 26)

 - * Continue to give attention to the development of writing skills of punctuation and sentence construction for higher attaining pupils, so that they match the standards of creative and descriptive writing.
(Paragraphs: 11, 88)

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	30
Number of discussions with staff, governors, other adults and pupils	40

Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
4	13	63	20	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	No of pupils
Number of pupils on the school's roll (FTE for part-time pupils)	65
Number of full-time pupils eligible for free school meals	0

FTE means full-time equivalent.

Special educational needs	YR – Y6
Number of pupils with statements of special educational needs	2
Number of pupils on the school's special educational needs register	4

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

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	1
Pupils who left the school other than at the usual time of leaving	0

Attendance

Authorised absence

	%
School data	3.4
National comparative data	5.4

Unauthorised absence

	%
School data	1.2
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
	1999	3	7	10

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC Level 2 and above	Boys	2	2	3
	Girls	6	5	6
	Total	8	7	9
Percentage of pupils at NC Level 2 or above	School	80	70	90
	National	82	83	87

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC Level 2 and above	Boys	2	3	3
	Girls	6	6	7
	Total	8	9	10
Percentage of pupils at NC Level 2 or above	School	80	90	100
	National	82	86	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
	1999	7	1	8

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC Level 4 and above	Boys	5	6	6
	Girls	1	0	1
	Total	8	9	10
Percentage of pupils at NC Level 4 or above	School	75	75	88
	National	70	69	75

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC Level 4 and above	Boys	6	6	7
	Girls	1	0	1
	Total	7	6	8
Percentage of pupils at NC Level 4 or above	School	88	75	100
	National	68	69	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	65
Any other minority ethnic group	0

This table refers to pupils of compulsory school age only.

Teachers and classes

Qualified teachers and classes:

YR – Y6

Total number of qualified teachers (FTE)	4.4
Number of pupils per qualified teacher	15
Average class size	22

Education support staff:

YR – Y6

Total number of education support staff	5
Total aggregate hours worked per week	55

Exclusions in the last school year

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

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

Financial information

Financial year	1998-1999
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	£
Total income	162467.00
Total expenditure	167124.00
Expenditure per pupil	2572.00
Balance brought forward from previous year	6273.00
Balance carried forward to next year	1616.00

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out
Number of questionnaires returned

90
19

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	15	4	0	0	0
My child is making good progress in school.	13	5	0	0	1
Behaviour in the school is good.	16	3	0	0	0
My child gets the right amount of work to do at home.	7	12	0	0	0
The teaching is good.	15	4	0	0	0
I am kept well informed about how my child is getting on.	10	7	2	0	0
I would feel comfortable about approaching the school with questions or a problem.	13	2	2	0	0
The school expects my child to work hard and achieve his or her best.	14	5	0	0	0
The school works closely with parents.	11	7	1	0	0
The school is well led and managed.	13	4	1	0	1
The school is helping my child become mature and responsible.	13	4	1	0	1
The school provides an interesting range of activities outside lessons.	10	6	2	0	1

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

71. Children enter the Reception class either full-time at the start of the autumn or spring term proceeding their fifth birthday, or part-time at the start of the spring term if their birthday is in the summer. Of the eight reception children in the class at the time of the inspection, six joined at the beginning of the current term. All except the four summer born children attend full-time. The children share the same teacher and classroom as the ten Year 1 pupils. Although sharing many activities, the under-fives often work as a distinct group, with the class teacher or full-time classroom assistant.

72. Nearly all of the children have attended a local playgroup or nursery part-time before starting school. For most of them, what they know, understand and can do on entering the Reception class is broadly in line with the expected levels for this age group. The children make satisfactory progress and are given a sound preparation for the next stage of education. A strong feature of the provision lies in the positive way in which parents take up the very good opportunities to support their children in partnership with the staff, often in the form of activities at home.

Personal and social development

73. The provision for personal and social development is good. Children are learning to take turns and to recognise right from wrong, and their behaviour is good. Children in the Reception class soon settle into the smooth routines of the school, responding well to the purposeful and secure environment. Staff get to know the children well through visits to the pre-school settings and a good induction programme for parents and their children. Staff have clear and fair expectations for good behaviour. Children concentrate well and enjoy persevering with difficult tasks, such as a challenging alphabet puzzle. There are good opportunities for them to learn in-groups or on their own. Resources are well looked after, and staff encourage children to treat books and equipment with care and respect and to help tidy away at the end of sessions. The children are helped to think about treating living things with sensitivity and care through well-chosen themes, such as how to look after plants and mini-beasts at different times of the year. There are also good opportunities for children to develop their independence. For example they are encouraged to put on and take off their own aprons and shoes, to put their work away and to wash and dry their own hands. By providing children with a range of new experiences, such as picking apples from the orchard and making apple pie, staff encourage them to experience awe and wonder. Although some children are more confident than others, most are willing to join in new activities, such as the literacy session. By the time they are five, the children have made good progress in their personal and social development and have reached the national expectations for their age.

Language and literacy

74. The children in the Reception class make satisfactory progress in their language and literacy skills, and most reach the national expectations by the time they are five years old. They talk with increasing confidence and detail about their families and what they do in and out of school. They take part in conversations with one another as they work and play in small groups. When the children come together they listen with reasonable attentiveness to the adult leading the discussion or story. The children listen and follow simple instructions well. In their imaginative play, they are beginning to make up their own stories and take on the role of different characters, such as the waiter in the café. The children are at different stages of development of their writing skills. While some can form letters, independently write their own name, and copy an adult's writing, others are just becoming aware of the purpose of writing and need an adult's help in using writing materials. There are times when children attempt their own 'writing', as when sending messages in their role-play. Most children know 'how a book works' and can tell the difference between a book's cover, pictures, and writing. They can re-tell the main points of the plot of a story but need greater help to predict what will happen next from their understanding of the text. There are very good arrangements for children to take a book home and to share it with an adult. This helps the children to develop an interest and fondness for different kinds of story. Children who are about five years old recognise the sounds that letters make, and a few of them can think of words beginning with the same sound.

75. There are some good activities that help foster children's language and literacy skills, including an adapted literacy session. Staff give effective support in-group and individual story-telling sessions, sharing books and encouraging the children to express their ideas and to ask their own questions. Although there are good planned opportunities for writing, not enough emphasis is given to more spontaneous writing, as part of imaginative play or to accompany drawings from observations.

Mathematics

76. The children make sound progress in their mathematical development and are likely to reach the national expectations by the time they are five. Many children in the class can count and recognise numbers up to ten, and about half of them are able to count out the correct number of objects to match a given number. They know the names of common two-dimensional shapes and are beginning to use language such as 'side', 'straight' and 'smaller than' to describe shape and size. Nearly all the children join in simple counting games and number rhymes. They are encouraged to recognise and write numbers in the same way as letters.

77. A suitable range of planned activities promotes the sound development of children's mathematical skills and understanding. The daily session, built around the format of the numeracy strategy, provides a good opportunity for the children to develop their awareness of number through structured practical activities. There is a good selection of games, books and posters to reflect numbers. Although it was not evident during the inspection, planning

documents show that the staff are increasingly aware of the opportunities to develop children's mathematical language and understanding outside the mathematics session and often arising from other practical situations. Picking apples from the orchard involved counting, adding and taking away, comparisons, and tackling simple problems, such as how to share an apple between four children.

Knowledge and understanding of the world

78. The provision for knowledge and understanding of the world is satisfactory and promotes all the desirable learning outcomes. A half termly topic effectively introduces the children to features of the local environment, such as the church or different types of seasonal change. Very good use is made of the village to observe buildings, talk to people, and think about similarities and differences. Children often talk about their families and homes. They are curious about the past. Photographs are used to help the children think and talk about changes to buildings, such as Boxgrove Priory. The staff deserve much credit for improving the opportunities for children to use the computer and other technological resources, such as the programmable floor robot and tape-recorder. Even the youngest children have developed the necessary confidence and skills to work simple programs, such as one that supports a reading scheme. By the age of five, they use the keys to make directional moves and recognise parts of the computer, such as the mouse and space bar.

79. Children make sound progress in developing their knowledge and understanding of the world through activities often planned around a theme, such as 'our homes'. A range of occasional activities, such as sand and water play and construction sets, allows the children to experiment and try things out. However, the role of the adult in getting the children to ask questions about why things happen and how things work is less well developed. The staff are aware of this, and have improved the assessment and planning procedures to give them a clearer idea of the next stage of learning and how it can be best promoted. Although the outdoor area supports learning through activity at different times of the year, it was underused during the inspection as a resource in which children could explore, experiment, talk and think from first-hand experiences, even for short periods of time.

Physical development

80. Children make sound progress in developing their physical skills, and by the age of five are close to meeting the national expectations. Good use is made of the limited space in the school hall, the extensive grounds, and the designated outdoor areas to enable the children to use small apparatus and move with growing confidence, control and an awareness of space. There are regular opportunities for children to exploit their physical skills in an adventurous way through, for example, wheeled vehicles and balancing and low level climbing.

81. There are many opportunities for children to develop their fine motor skills. They handle scissors, brushes and other tools and materials safely and with reasonable control. Most children hold and use a paintbrush correctly and make strokes without the help of an adult. Staff are aware of teaching new skills and developing children's use of the equipment. Children are learning to work with tools for drawing, painting and modelling, although there is no evidence of the use of woodwork tools, such as hammers.

Creative development

82. The provision for creative development is effective in promoting all the desirable outcomes. The children have a good introduction to sound when they use the musical instruments. They experiment with different objects to see which produce a good sound in their homemade shakers. The children have good access to activities that encourage them to use colour, texture and shape in their work. They regularly use recycled objects for modelling, and they use different techniques for painting, effectively working in two and three dimensions. Topic work around 'The Senses' gives the children a good opportunity to respond by using taste, smell and hearing. The class provides a range of suitable resources to encourage imaginative play. Although there were not enough opportunities for role-play to take place during the inspection, planning clearly shows themes such as 'a café', 'a shop', and 'the vets' taking place throughout the year. In the one observed session, a parent made a useful contribution by taking on the role of one of the characters, and the children responded by making up stories of their own.

ENGLISH

83. Standards in English are in line with the national average at the end of Key Stage 1, and above the national average by the end of Key Stage 2. Evidence from the inspection does not always reflect the results of the 1999 National Curriculum tests and assessments for seven and eleven year olds. The small size of the cohorts gives rise to considerable variation in prior attainment from year to year, and the 1999 groups included a particularly high proportion of pupils with special educational needs, especially among the eleven year olds. By the end of Key Stage 1, pupils' attainment in reading is above the national average. In speaking and listening and in writing, standards are average. The results of the 1999 National Curriculum tests were average for reading as compared with those of all schools and of similar schools, and below average for writing when compared with all schools and similar schools. However, when the results of tests for seven year olds over the last four years are taken together, the school's performance in reading and writing is well above the national average.

The same test results show boys and girls to be performing well above the equivalent national average. The inspection found little difference in standards between boys and girls in any element of English at Key Stage 1.

84. By the end of Key Stage 2, pupils' attainment in reading and in speaking and listening is above the national average. In writing, standards overall remain average, although the creative and expressive aspects of the work is often of a very high standard. The results of the 1999 National Curriculum tests showed that while the percentage of pupils gaining Level 4 was average, none gained the higher level, Level 5. In fact, in relation to earlier achievements, the 1999 cohort made at least sound progress and none would reasonably have been expected to reach Level 5. When the last four years of test results are taken together, the school's performance in English is close to the national average. However, a closer consideration of individual pupils over that time shows that above average pupils who were achieving higher standards in reading were not always reaching the same standards in their writing. Therefore, some aspects of pupils' writing deflate the otherwise high standards in English in Key Stage 2. Through its monitoring of results, the school is aware of the need to give more attention to the formal aspects of writing for higher attaining pupils, and has already started to address the issue.

85. The results of the 1996 to 1999 National Curriculum tests in English show that the performance of boys and girls was close to the national average. Because all of the current Year 6 pupils are girls, it is not possible to comment on any difference in standards. However, among the other Key Stage 2 pupils, there is no clear evidence of any difference in performance between boys and girls.

86. Overall, the evidence of the current inspection reflects the findings of the previous inspection, except that some aspects of writing, as noted above, require improvement. Otherwise, the standards have been maintained, with reading remaining a particular strength

87. Progress through Key Stage 1 for all pupils, including those with special educational needs, is good in reading, and satisfactory in writing and in speaking and listening.

88. In Key Stage 2, progress for all pupils is good in reading and in speaking and listening. Pupils make very good progress in developing their style of writing to suit different audiences and purposes. It is to the school's credit that higher attaining pupils have opportunities, often arising from other subjects, to write in an extended form, and to do so in an imaginative way. They invariably write with expression, putting their thoughts to paper in an interesting and often creative fashion. However, while more able pupils develop and extend their work, the organisation of their writing, in terms of more complex sentences, paragraphs and some features of punctuation, is less developed throughout the key stage.

89. Standards of literacy across the curriculum are good, with some strong features. The strengths are in the presentation of work, the quality of handwriting, particularly in key Stage 2, and accuracy of spelling. There are particularly good opportunities for pupils to use these basic skills across the curriculum, for example in history, geography and religious education. As a direct result, the writing of pupils at the end of Key Stage 2 shows creativity, adventure, a precise vocabulary, and maturity of style.

90. By the end of Key Stage 1, pupils' vocabulary has been appropriately developed. Most of them speak with clarity and some confidence; the effective use of the literacy session and opportunities for discussion in other subjects are two contributory reasons. Similar opportunities in Key Stage 2 allow pupils to make good progress. From entering Key Stage 1, and throughout the school, pupils listen well. They are attentive to their teachers, and these good skills have a positive impact on pupils' learning.

91. Standards in reading are above average at the end of both key stages. On entry to Key Stage 1, nearly all children know how to use books. A few can read simple texts, some know a few key words, and a few have not begun to read. Virtually all, however, enjoy handling books and develop a good attitude to reading. By the end of the key stage, all can read simple texts and talk about what they have read. The most able are reading books with relish. The high standards are the result of good partnerships; school and parents work closely together to help pupils develop a fondness for books and a good habit of reading. By the end of Key stage 2, nearly all pupils are fluent readers. They read with expression and

understanding. Higher attaining pupils thrive on the positive environment for reading and many have become 'critical readers'. Reading is further supported by a good range of books within the classrooms, and by opportunities and encouragement for pupils to extend their reading diet, for example to include non-fiction, poetry, plays and articles. The 'Booksgrove' home/school book club involves nearly all pupils every fortnight. It is highly successful in fostering a love of books as well as giving opportunities for books to be read at home.

92. Standards in writing are average at the end of Key Stage 1 and, overall, average by the end of Key Stage 2. Presentation of work is a strong feature of the school, especially in Key Stage 2, where pupils have a real pride in their efforts. Book making is a long-standing feature of the school, and work is lovingly preserved within individually made books. Spelling is sound by the end of Key Stage 1 and often good by the end of Key Stage 2. Punctuation is systematically taught, and by the end of Key Stage 2 most pupils can use a good range of punctuation accurately. However, higher attaining pupils do not always achieve higher standards in some aspects of punctuation. The more sophisticated use of punctuation, such as the correct use of brackets (which most pupils in Year 6 are capable of using) is rarely found in their writing. Pupils' written work is often fluent, creative and interesting. The school works very well to find opportunities for all pupils, but especially the more able, to write at length and in different forms. Some examples of poetry and writing are outstanding. A lot of this has to do with the high value attached to written and spoken language by all members of staff, many of whom have a passion for literature.

93. Pupils are very attentive in literacy lessons, and their good listening skills make a positive contribution to their progress. They behave very well and get on with the staff and with one another in a friendly and supportive way. Their positive attitude to all aspects of English makes each one of them, including those with special educational needs, eager to learn and willing to work hard.

94. The quality of teaching is good in both key stages. Of the seven lessons, one was satisfactory, five good and one, in Key Stage 2 was very good. This is an improvement on the last inspection, when standards were judged to be sound.

95. The features of the good teaching are numerous. There is very good management of pupils in all lessons; high expectations of behaviour and achievement; the effective use of homework throughout the school, including the support given by parents to help their children's reading; and the good use of support staff, especially in relation to pupils with special educational needs. The very good lesson in Key Stage 2 was characterised by very good questioning on the part of the teacher, to assess pupils' understanding and to extend their learning. This was made possible because the learning objectives were clearly understood by the teacher and pupils alike. There were no significant weaknesses in the quality of teaching, although some lessons could have been more effective with a little more pace and with better use of the plenary to get pupils to evaluate their learning.

96. The subject is appropriately resourced, and the provision of books within the classrooms contributes well to reading standards. The library is adequately stocked with a good range of books, including non-fiction. However, although the library is easily accessible for pupils in the main building, this is not so in the case of pupils in Year 2 and 3.

97. The school has embraced the structure of the National Literacy Strategy with commitment and enthusiasm, and uses the skills of the non-teaching assistants to good effect. Improvements in planning since the last inspection ensure that there is good progression within and between classes and key stages. Although monitoring of teaching is a recent feature, it is already leading to helpful intervention. Improvements to assessment procedures, and the 'tracking' of progress made by individual pupils, are proving effective in setting targets and deciding on such approaches as levels of individual support or 'booster' classes to help certain pupils. The school is aware that it needs to give more attention to some aspects of writing for more able pupils, and has started to address the issue.

MATHEMATICS

98. Results of the National Curriculum tests in 1999 showed pupils' attainment at the end of Key Stage 1 to be close to the national average at Level 2 or above. The percentage of pupils obtaining Level 3 was also close to the national average. Results for the four years from 1996 to 1999 were also close to the national average.

99. Results were above the national average in using and applying mathematics, in line with the national average in number and algebra, and below it in shape, space and measure. Results for the four years 1996 to 1999 show that girls were performing slightly better than boys.

100. At Key Stage 2, results for 1999 were above the national average at Level 4 or above and below the national average at Level 5. Teacher assessment was well above at Level 4 and well below at Level 5. However, the results for the four years from 1996 to 1999 were above the national average, with boys and girls performing equally well. The small number of pupils at the end of each key stage, and an imbalance between the number of boys and girls in each cohort, means that the statistics for the previous four years must be treated with caution. Inspection evidence indicates that by the end of Key Stage 1 pupils are achieving standards in line with national expectations, and by the end of Key Stage 2 pupils are achieving standards that are above national expectations. The previous inspection report judged standards at both key stages to be in line with national expectations. Present findings show an improvement since then, with standards at Key Stage 2 above national expectations.

101. By the end of Key Stage 1, the majority of pupils are able to identify odd and even numbers and number patterns, add and subtract small numbers, identify halves and quarters and have a good understanding of the place value of hundreds, tens and units. By the end of Key Stage 2, pupils have a good recall of number facts and can describe their personal strategies for recalling number. They identify equivalent and decimal fractions. The use of numeracy across the curriculum is sound but is not always specifically planned for. In science, Key Stage 1 pupils measure the distance travelled by a toy car down various degrees of a slope, and plot the results on to a graph. Key Stage 2 pupils plot the time it takes for ice cubes to melt in different parts of the school. Time lines are used in history, and accurate measuring is developed in design and technology.

102. In their work on shape, space and measurement pupils at the end of Key Stage 1 can describe common two-dimensional and three-dimensional shapes. They can tell the time using the 12-hour and 24-hour clock. At the end of Key Stage 2, pupils use appropriate language when describing three-dimensional shapes. They measure accurately, using millimetres, and centimetres and can calculate the perimeter and area of irregular shapes. They can use a protractor accurately to measure obtuse and acute angles.

103. When data handling, Key Stage 1 pupils can sort objects, using a variety of reasons, make a simple tally count, and draw and interpret bar charts. By the end of Key Stage 2, pupils are able to produce bar and line graphs and compare their results. They are also given opportunities to produce spreadsheets and bar charts by using a computer.

104. At both key stages the quality of teaching is good. In one lesson observed at Key Stage 2, teaching was very good. The very good lesson was exemplified by good pace, by a very good use of questions to assess and move the pupils on to their next stage of learning, and by work that was carefully matched to the three age groups in the class. Discussion encouraged pupils to share their personal strategies, and there was a good review at the end of the lesson. The recap of previous work and the end of lesson reviews were observed in all lessons, and they encouraged pupils to share and refine their understanding. However, not all teachers begin the lesson by sharing the objectives with the pupils, or determine at the end of a lesson whether those objectives have been achieved. Learning support assistants, and parent helpers, are given good guidance by teachers and support pupils well.

105. The attitudes of pupils in Key Stage 1 and the younger Key Stage 2 pupils to learning are good. In the Year 4, 5 and 6 class, the attitudes of pupils to learning are very good. At both key stages, pupils respond with enthusiasm to questions, work well together, share willingly and treat resources with care. They are not afraid to offer answers and strategies which may be incorrect; in doing so, they learn from their mistakes. Pupils work independently as required. Relations between pupils, and between pupils and adults, are very good. The challenging tasks at both key stages ensure that pupils make good progress within lessons, and that Key Stage 2 pupils make good progress over time. Pupils are developing well their mental recall of tables and number facts to support mental calculations.

106. The National Numeracy Strategy is making a satisfactory impact on the attainment of pupils. Long-term and medium-term planning is sound and identifies learning outcomes. However, there is an inconsistency in the way in which lessons are planned, and specific assessment opportunities are not always noted. Planning is regularly monitored by the head teacher but not by the co-ordinator. However, the monitoring of planning, teaching and learning by the co-ordinator has been identified as an area for development in the school. Satisfactory procedures are in place for assessing pupils' progress and understanding. There is a portfolio of examples of pupils' work, produced by the school, and a moderated portfolio of work from schools in the area. These assist teachers in levelling the attainment of pupils. At both key stages, very good use is made of regular homework.

SCIENCE

107. During the inspection, it was possible to observe only two science lessons at Key Stage 1 and one lesson at Key Stage 2. Therefore, inspection findings are based on scrutiny of pupils' work, discussion with pupils and staff, and photographic evidence.

108. At the end of Key Stage 1, National Curriculum teacher assessments for 1999 show results at Level 2 and above to be well below the national average in experimental and investigative science, and to be very high in life and living processes, materials and their properties, and physical processes. At Level 3 and above, results were below the national average in experimental and investigative science, and in line with national averages in life and living processes. They were well below national averages in materials and their properties and above national averages in physical processes. At the end of Key Stage 2, the results of National Curriculum assessment tests for 1999 were above the national average at Level 4 or above and well below the national average at Level 5 or above. When the four years from 1996 to 1999 are taken together the performance in science was above national averages. However, the small size of cohort each year means that statistically the annual variation in results from year to year must be treated with caution. Inspection evidence indicates that standards are in line with national expectations at the end of both Key Stages, which is similar to the findings of the previous inspection.

109. Pupils are developing sound scientific knowledge, understanding, and skills. By the end of Key Stage 1 pupils can predict the outcomes of their investigations, which they do with growing confidence. For example, as part of their work on absorbency, pupils design a 'fair test' to predict which type of paper is the most absorbent. By the end of Key Stage 2, attainment in investigational and practical work is in line with national averages. Pupils use charts and graphs in a variety of ways to record their results and test their hypotheses. In their study of life processes, pupils in Key Stage 1 can identify the major organs of the body and know the life cycle of the frog. By the end of Key Stage 2, pupils can explain the positions and functions of the inner organs of the body, such as the heart and inner ear.

110. When studying materials, pupils in Key Stage 1 can sort by colour, texture and hardness. They can record their results in the form of simple charts. A good example was observed in the Year 2/3 class, where pupils used different methods to record their observations of the properties of paper. By the end of Key Stage 2, pupils can sort materials by texture, flexibility and fitness of purpose. For example, they can discuss the effects of different materials when planning an experiment to test for the best way to insulate a container to hold an ice cube.

111. In their work on physical processes, Key Stage 1 pupils can compare the distance that toy vehicles travel down varying degrees of slope, and understand simple electrical circuits. Key Stage 2 pupils have a satisfactory understanding of forces. They are able to talk about the effect of gravity on objects.

112. Pupils' response to learning is good at both key stages. Pupils are enthusiastic about science, particularly when there is a practical and investigative component to the lesson. They are keen to share their knowledge and understanding with each other. They are co-operative in-group work and want to learn more. Boys and girls work well together and make similar progress. The progress at both key stages is satisfactory. Pupils develop a satisfactory understanding of hypothesising, carrying out of a fair test, and making conclusions.

113. The quality of teaching at both key stages is satisfactory. Teachers have a good understanding of what they teach. Support teachers are given good guidance. Long-term and medium-term planning ensures coverage of the programmes of study, but planning varies from class to class and is not always specific. Daily assessment is good, but long-term assessment to inform the next stage of teaching is less effective, particularly beyond Year R/1. There is an inconsistent approach to assessment and to recording pupils' progression in knowledge, skills and understanding in science.

114. The subject is well resourced. The pond and wild area, the large field, and the greenhouse contribute well to the subject. Very good use is made of local visits. For example, pupils visit the Science Museum and Natural History in London, local woodlands, Pulborough Brooks bird sanctuary, Portsmouth Water Filtration Company, and the local seashore. Work in science makes a satisfactory contribution to numeracy. For example, Year 2 and 3 pupils use graphs to plot the distance travelled by toy cars in an experiment on friction, and Year 4, 5 and 6 pupils record graphs of hand spans as part of their topic on 'Ourselves'. The head teacher is also the co-ordinator. He has a clear awareness of the strengths and areas for development in the subject and provides good leadership. Science has been given a high profile in the school's development plan for this year. Since the previous inspection, there has been an improvement in the allocation of time for the subject, a scheme of work has been introduced, and a portfolio of levelled work, to assist teachers in their judgements, is now in place.

ART

115. No lessons were observed during the inspection. Therefore, inspection findings are based upon scrutiny of the pupils' work, discussion with pupils and staff, and photographic evidence. It is not possible to judge teaching, and pupils' attitudes to learning.

116. By the end of Key Stage 1 and Key Stage 2 the standards in art are good. This represents an improvement on the findings of the previous inspection report. Pupils make good progress at both key stages. The quality of work observed in classrooms and displayed around the school shows good achievement in many aspects of the subject, including collage, drawing, painting and the use of colour. The quality of work in collage and portraiture is particularly good, as is the quality of work involving creative use of fabric. Pupils have produced attractive displays in the hall, which involve the creative use of fabric for an underwater scene and a scene of the local Halnaker windmill.

117. By the end of Key Stage 1, pupils show good standards in observational drawing and painting. They use sketch books well to record their observation of natural forms and use appropriately selected pencils and other mark-making materials to produce good standards of control and quality of line. Pupils know about the work of a small range of artists and reflect this knowledge in their own work.

118. By the end of Key Stage 2, the standard of achievement in collage and portraiture is particularly good, as is the quality of work involving the creative use of fabric. The pupils in Year 4, 5 and 6 have produced attractive hanging displays of under water scenes, using a variety of media. They have the opportunity to develop techniques in painting, drawing, printing and clay, and this enhances their learning. Pupils know about the work of a number of European artists and sculptors, for example Brueghel, Monet, Giacometti and Henry Moore. They are aware of non-European paintings, for example, the work of Aboriginal artists. Pupils can discuss the work of these artists with confidence. They also have the opportunity to work alongside local artists. Sketchbooks and art books are well used to develop close observational drawings and to experiment with colour and texture.

119. The work of the pupils is displayed well in all classrooms and celebrates their achievements to encourage them to improve their skills. Portfolios of each pupil's work are kept so as to monitor their progression in skills and knowledge. However, there is no formal assessment of pupils' work and no tracking of pupils' development of skills, knowledge and understanding.

120. Teachers' short term planning is unsatisfactory and is often activity-based rather than planned for the skills to be acquired. There is a policy for the subject, but the lack of a detailed scheme of work restricts teachers' capacity to plan for progression in pupils' skills, knowledge and understanding. However, the school is aware of the need to ensure that a scheme of work is put in to place and is awaiting the publication of a national scheme. The subject is well resourced, and materials and equipment are readily accessible. There is a kiln for clay work. The co-ordinator for art is enthusiastic and gives good leadership.

DESIGN AND TECHNOLOGY

121. No lessons in design and technology were observed during the inspection week. Judgements are based on scrutiny of the pupils' work, discussion with pupils and staff, displays and photographic evidence.

122. Pupils make satisfactory progress throughout the school. By the end of Key Stage 1 they can identify appropriate materials that should be used. The pupils design and make models from recyclable materials. They learn the skills of cutting, sticking and joining, and can construct models from commercial construction kits.

123. By the end of Key Stage 2 pupils generate and modify designs in response to a given task, including testing and evaluation. For example, pupils combine electrical circuits, wooden bases and wheels to make moving vehicles.

124. The teachers' planning shows that design and technology is included in topic work. However, planning varies from class to class and sometimes shows the activity rather than the learning outcomes. Assessment is unsatisfactory and does not systematically record the progress made by pupils in their skills and knowledge or inform future planning.

125. A scheme of work has been implemented since the previous report. There is a good range of resources, which is an improvement since the previous inspection. A small number of resources are kept in classrooms and the remainder in a central storage area. There is a portable cooker for the teaching of food technology in Class 2. Pupils in Classes 1 and 3 use the staff room facilities. Inspection findings closely match those of the previous inspection report.

GEOGRAPHY

126. Pupils make good progress throughout the school, including those with special educational needs. This is an improvement on the last inspection, when pupils' progress was found to be satisfactory. During the inspection, only one lesson in geography was timetabled and observed. A consideration of previous work and photographic evidence, together with conversations with pupils and staff were all taken into account in arriving at judgements.

127. By the end of Key stage 1, pupils have a good understanding of their locality through studies developed around the village. In Year 1, pupils go on local walks and look at different buildings and other features. With some adult help, they make simple 'maps' of the village and describe the position of the shop in relation to the school and to their home. By Year 2, pupils are using geographical terms such as *hill*, *woods* and *road* to describe their locality. Some are familiar directional terms, such as *near*, *far*, *north* and *south*. Several Year 2 pupils locate Portsmouth on a map of the British Isles, knowing it be the nearest large city to Boxgrove. They are confident that Boxgrove is a small village and that Chichester is a smaller city than Portsmouth.

128. Pupils in Year 6 accurately describe their journey home, correctly using directional terms.

129. They are familiar with the points of a compass and can relate their understanding to a map. They have a well-developed knowledge and understanding of places beyond their locality. They talk about Portsmouth, Arundel and Chichester in terms of distance and direction. They recall some of the main features of Chichester, such as size and buildings, and give reasons for their likes and dislikes. Most of them have a good understanding of maps and plans. Most can identify seas and countries on a map of the world.

130. There are three main reasons for the good progress pupils make in geography throughout the school. Firstly, very good use is made of the local environment to support learning - from the school grounds and village, to views of the area from Trundle Hill, and field studies of a contrasting community in Selsey on the South Coast. Secondly, the school makes good use of a useful collection of resources in the way of maps, guides, photographs and various artefacts. Finally, the scheme of work for geography provides a straightforward and systematic development of knowledge, skills, and understanding. Effective links are made between geography and other subjects. A visit to Seeley Copse related well to a scientific enquiry about light and colour, and also allowed pupils to compare and contrast Boxgrove with another environment.

131. Pupils enjoy geography and show genuine interest when talking about their work. The presentation of their work is of a very high standard.

132. The quality of teaching in the one Key Stage 1 lesson observed was good, but it does not provide sufficient evidence to allow a clear judgement to be made about the quality of teaching in the school. Teachers' planning and the pupils' knowledge and understanding, suggests that teaching is at least sound. A good emphasis is given in the curriculum to practical work and to discussion that helps pupils' understanding. The co-ordinator gives effective leadership to the subject.

HISTORY

133. Pupils make good progress throughout the school, including those with special educational needs. This is an improvement on the findings of the last inspection, when progress was judged to be sound. Only one history lesson was timetabled and observed during the inspection, and although the teaching was very good it does not give enough evidence for an overall judgement to be made on the quality of teaching.

134. By the end of Key Stage 1, pupils have developed a good understanding of change over time in relation to their own families and everyday life. They describe many of the changes within the locality, such as the alterations to the school, and explain why these took place and with what effect. They recognise evidence of change through photographs and observations. They suggest what happened to Boxgrove House to leave it in ruins. They are developing a sense of the order of time in relation to events in their own lives and over longer periods. They know that the Second World War happened when their grandparents were young, and before their parents were born. They have an impressive knowledge and understanding of their current study, of life in the Second World War. They know what a gas mask was used for and can relate this to possible bombing raids, and to the air-raid shelter in the playground. More able pupils offer explanations as to why the cities were more likely to be bombing targets than were rural areas. They know that Douglas Bader and other pilots flew from the nearby Tangmere airdrome.

135. Pupils in Year 6 have a good knowledge of historical periods. They talk knowledgeably about the events and periods noted on their classroom timeline. They can recall many facts about life in Ancient Egypt and in the Tudor period. They present their findings equally well orally and in writing, pictures, maps and diagrams. Several written accounts display a impressive understanding of viewing history from different standpoints, such as being on different sides in a conflict. The pupils are aware of different ways of interpreting history according to the source of evidence, for example the events of the Armada. Their understanding of local history is very good and reflects the good use made of the locality, often linked with geographical studies.

136. Pupils in both key stages have very positive attitudes to the subject. They listen attentively, and respond with thought and enthusiasm. They handle resources respectfully, showing considerable wonder in the upheaval and bravery of ordinary people caught up in dramatic events of history.

137. The subject is effectively managed, with a well-structured and easily understood curriculum that fully complies with the requirements of the National Curriculum. There are very good resources in the way of artefacts, and very good use made of field trips to inspire the pupils and to extend their understanding. The school frequently visits the Priory Church in Boxgrove, not only for services but as a valuable local history resource. Pupils in Key Stage 2 visited the British Museum as part of work on the Egyptians, while for a topic on the Victorians everyone at the school took part in a Victorian Day. Later on, pupils visited the Weald and Downland Museum and Worthing Museum to extend their learning.

INFORMATION TECHNOLOGY

138. Pupils aged seven and eleven reach standards in information and communication technology which are in line with those expected nationally. This represents a very good improvement on the 'unsatisfactory' standards noted in the previous Ofsted report. This is due to improved levels of staff expertise and confidence, which have been developed well by the co-ordinator, to the good use of improved resources, and to the positive attitudes of pupils towards the subject.

139. By Year 2, pupils confidently use a mouse to sort and classify information. They can create, save, load, edit and move files with growing confidence. They are able to use databases, and show a reasonable knowledge of the keyboard and mouse, which they can use effectively, for example when using paintbrush cursor to create drawn line images. They know how to clear the monitor screen and restart. From an early age, pupils use simulation games and programs to support their language development. They show a good understanding of the use to which their skills can be applied. They are aware of information and communication technology that can be directly controlled in the home, at school, and at work. Pupils in Year 2 know how to use a tape machine to record themselves. Most seven-year-olds show reasonable standards in word processing, and can draft simple stories. Some of them can use the printer, and save and retrieve their work. By Year 6, pupils have developed good word processing skills. They write in story and newspaper reporting styles, using lower and upper case letters for text, headlines and titles. With a little adult guidance, pupils can merge pictures, symbols and words into the same printout, as in producing the school magazine. Nearly all pupils use the keyboard fluently and make easy use of the CD-ROM to find out about topics, devise questions, and gain information. They use programs designed to support different subjects, such as using a 'search engine' to research into the life of Mother Theresa. They use the Internet in various creative ways, for example in following the exploits of a local explorer involved in a recent South Pole expedition and in E-mailing other schools and contributing to a collaborative story. Pupils can write quite complex programming instructions for the controllable toy so that it completes a predetermined route. They show a growing awareness of control technology through the use of Logo. Some pupils reach standards above the national expectations for their age in all areas of information and communication technology.

140. Pupils, including those with special educational needs, make sound progress throughout the school in all aspects of information and communication technology. They are introduced to all aspects of the National Curriculum at the start of Key Stage 1, and build effectively on their skills and knowledge as they move through the school. This is clearly seen in the development of their word processing skills, from simple use of the cursor and keyboard in

the Reception class to learning to edit texts in Year 2. In Key Stage 2, the skills are extended as pupils draft and redraft their work in English. Working with a classroom assistant in Year 1, pupils develop an understanding of sequencing instructions to control the movement of a floor 'robot'. By Year 6, a progression of skill development allows pupils to plot complicated routes and to evaluate their efforts in an informed way. Pupils' attitudes towards information and communication technology makes a significant contribution to their learning throughout the school. Their interest and enthusiasm extend beyond the classrooms and other children, to involve staff, governors and parents. Boys and girls display the same positive aptitude, and the same growing confidence and interest in the subject. They are eager to learn new skills and happy to share these with their classmates. Within the mixed age classes, older pupils are a great help to younger ones, and learners soon become mentors. By the time they reach Year 6, pupils show considerable initiative and independence in all aspects of information and communication technology. Their behaviour is very good.

141. Since the last inspection, the staff have greatly improved their level of skill and confidence in the subject. They benefit from useful long and medium-term planning which adds to their sense of progression and continuity. Teachers have sufficiently high expectations, especially in the case of higher attaining pupils. Staff are effective in helping pupils to acquire basic skills, and these in turn give the pupils, including those with special educational needs, a sound foundation for learning. Staff development is one of the important keys to the rapidly improving provision. Individuals are involved in adding to their own skills through nationally recognised courses. The good management of the subject is seen in the improvements in provision and standards since the last inspection. The curriculum has been developed and planning improved. An effective staff development programme has overcome the weaknesses in teacher expertise noted in the last inspection. Resources have been assessed, and a sensible plan for year-on-year additions and replacements adopted. Good use is already being made of the digital camera and the school is sensibly storing its 'favourite' web sites, such as the Mary Rose. The governing body has been kept well informed of developments, and one governor has made an outstanding contribution, monitoring the initiative and giving advice and classroom support. Above all, there has been a shared commitment to improve the provision. The subject has an action plan for the coming two years, and this identifies the right areas for development, including further moderation and assessment activities. The benefits of the school's investment in the subject are already seen in the improved standards achieved by pupils. Information and communication technology in the school is well placed for continued improvement and development.

MUSIC

142. All pupils, including those with special educational needs, make good progress throughout the school. The satisfactory progress noted in the previous inspection has been improved through Key Stage 1 and into Key Stage 2.

143. Throughout the school, pupils develop their skills of composing and performing. The quality of singing is good, and on some occasions, such as in a special assembly, it is very good. The pupils sing songs, including some in two parts, with growing confidence and a good level of awareness of other performers. Pupils make efforts to improve their performance through attention to pitch and breathing. They sing with control and respond to

mood and rhythm of the music. They compose music, for example to accompany a story. Pupils in Year 6 respond well to music from a range of composers and many have developed a 'critical' ear. They make comparisons between different extracts, describing pieces such as those played by jazz musicians, and how these make them feel. Some pupils suggest what 'mood' the composer and player are trying to convey.

144. There are two important reasons why pupils make good progress throughout the school. Firstly, the subject benefits from the considerable interest and expertise of the staff. The enthusiasm and talent of the staff gives music a special place in the curriculum. Secondly, the extra-curricular musical activities available to pupils are very good. There are two recorder clubs; one for beginners and the other for more advanced players. In addition, there is a music club where pupils can sing and develop a broad range of performing and simple composing skills, using a range of tuned and un-tuned instruments. Pupils in Year 2 join others from local schools for music workshops, and the annual 'Monk's Day' festivities include a strong musical element. The pupils often entertain members of the village community, such as in a performance of music hall songs for residents of the neighbouring Alms Houses.

145. Pupils of all ages enjoy music. They sing with enthusiasm and expression in school assemblies, and this is just one example of music contributing to spiritual development in the school. In a music lesson in Year 4 and 5, pupils contemplated their 'own dream' after singing and talking about one man's ambition in 'Want to be like Fred Astaire'. Pupils' behaviour is very good and they are keen to succeed because they are so very well motivated. The music of other cultures is introduced well, although non-European music is not given enough attention.

146. The quality of teaching in the one lesson observed was excellent. In assemblies and in the two after-school clubs, the quality of teaching was good. The best teaching is the result of excellent subject knowledge, infectious enthusiasm which all the pupils catch, high expectations to which pupils rise, and very good use of resources. The teacher brought the lesson based upon 'Bugsy Malone' to life by introducing a saxophone and clarinet and playing extracts of music.

147. The school has a good scheme of work which provides high quality support to all the staff. There is an easily understood and effective approach to assessment. The co-ordinator gives a good level of support and guidance and, assisted by other talented staff, manages the wealth of musical experiences open to the pupils in the school.

PHYSICAL EDUCATION

148. During the inspection week only one gymnastics lesson was observed at Key Stage 1, and one gymnastics lesson at Key Stage 2. No games, dance or swimming lessons were observed. Judgements therefore, are based on the small number of lessons observed, teachers' planning, and discussion with teachers and pupils.

149. By the end of Key Stage 1, the pupils perform a range of basic tasks, such as balancing and travelling in a variety of ways and directions, with suppleness, control, and safety. They demonstrate sound control when linking actions together. By the end of Key Stage 2, the pupils show appropriate skills and control when developing a sequence of movements in gymnastics. They discuss their work, and that of others, in order to refine and improve. Judgements are very similar to those of the previous inspection.

150. Not enough lessons were observed to make an overall judgement on teaching. However, in both the lessons observed teaching was good. The teachers have good subject knowledge, and set a good example to pupils by dressing appropriately and leading by example. Lessons are well planned and include the essential elements of warming up and cooling down. The pupils are given opportunities to discuss and refine their work effectively with each other and with the class teacher. The teachers have high expectations of the pupils' attainment, and manage the pupils well throughout lessons. However, teaching in the hall is restricted by a lack of space. Pupils cannot be encouraged to develop fast movements, jumping movements or a long sequence of movements, because of the need to be aware of safety issues.

151. Pupils' progress in the lessons observed was good. They work purposefully to produce improvement, and they make good use of practice and repetition in order to refine performance. However, long-term progress is impaired by the lack of space in the hall and limited equipment. For example, there are no climbing frames or ropes.

152. The pupils are enthusiastic about their learning. They respond well to activities, and show enjoyment in lessons. They work well individually, in pairs, and in groups. When given the opportunity to evaluate each other, pupils do so effectively. They are self-motivated and are mature enough to be aware of the need to restrict their movements due to the lack of hall space.

153. There is no scheme of work to ensure continuity and progression. The need for this has been identified in the school's development plan. The school is awaiting the publication of a nationally approved scheme. Assessment is inconsistent, with no whole school approach to recording of pupils' skills and tracking progress. The school benefits from a large hard play area, and a large field, for outdoor games. During the summer the school hosts an athletics meetings for primary schools in the local area. Swimming lessons take place at a local school, and by the end of Key Stage 2 pupils are competent swimmers. The range of equipment is unsatisfactory. There are no climbing frames or hanging ropes in the hall for pupils to meet the full requirements of the National Curriculum. The hall space is unsatisfactory. It is extremely cramped and prevents pupils from making progress in the dance and gymnastics strands of the curriculum. Furniture around the edge of the hall is a health and safety hazard. There is a satisfactory range of extra-curricular activities for physical education, which include football, netball and country dancing. These are organised by volunteer parents as well as staff. The unsatisfactory range of equipment, the lack of hall space, and the health and safety issues of the hall result in the curriculum not meeting statutory requirements.

RELIGIOUS EDUCATION

154. No lessons in religious education were observed during the inspection week. Therefore, judgements are based on scrutiny of the pupils' work, discussion with pupils and staff, displays, and photographic evidence.

155. The school follows the locally Agreed Syllabus. By the end of both key stages, pupils' attainment meets the intended learning outcomes indicated by the West Sussex local education authority. Pupils are developing their ability to describe, understand and evaluate the beliefs and practices of a number of religious traditions and, in particular, of Christianity. By the end of Key Stage 1, pupils are able to retell some of the important stories from the Bible and from the Hindu religion. They confidently discuss celebrations that happen in their own lives and those of others. By the end of Key Stage 2, pupils are able to articulate their understanding of Christian beliefs and can also make comparisons with other religions, including Hinduism, Judaism and Islam.

156. Progress in pupils' learning at both key stages is satisfactory. By following the curriculum outline developed by the co-ordinator, and in conjunction with the programmes of study in the agreed syllabus, pupils are having suitable experiences. Where they revisit similar areas of study, for example the Hindu faith and customs, they are able to draw effectively upon previous knowledge.

157. The curriculum is satisfactorily planned in broad areas of study and closely follows the schools' own scheme and the locally Agreed Syllabus. There is good evidence of a breadth of teaching related to the teaching of Christianity and to three major religious faiths, Judaism, Hinduism and Islam. Opportunities for religious education are provided through circle time, discussions, assemblies, religious education lessons, topic-linked work, visitors to school and school visits. Assemblies enable whole school responses to the religious themes. Through discussion and the encouragement of respectful listening, pupils are learning to respect the views and beliefs of others and are developing their self-awareness. There is no whole school approach to the monitoring of pupils' progress. The school has very good links with the local church and the community.