

INSPECTION REPORT

COMPTON AND UP MARDEN PRIMARY SCHOOL

Compton, Chichester

LEA area: West Sussex

Unique reference number: 125979

Headteacher: Mrs B Cunnington

Reporting inspector: Mrs J Nelson
20991

Dates of inspection: 20-23 March 2000

Inspection number: 191378

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

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INFORMATION ABOUT THE SCHOOL

Type of school: Infant and Junior

School category: Community

Age range of pupils: 4 to 11

Gender of pupils: Mixed

School address: School Lane
Compton
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West Sussex

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Appropriate authority: Governing Body

Name of chair of governors: Mrs J Stickleby

Date of previous inspection: January 1997

INFORMATION ABOUT THE INSPECTION TEAM

Team members		Subject responsibilities	Aspect responsibilities
Mrs J Nelson	Registered inspector	Under Fives English Art Design & technology Music Religious education Special educational needs	The school's results and pupils' achievements How well pupils are taught? How good are the curricular and other opportunities offered to pupils?
Mrs C Kalms	Lay inspector		How well does the school care for its pupils? How well does the school work in partnership with parents?
Mr G Haynes	Team inspector	Mathematics Science Information and communication technology (ICT) Geography History Physical education Equal opportunities	Pupils' attitudes, values and personal development How well is the school led and managed?

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Inspection Quality Division
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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Compton and Up Marden Church of England Primary School serves a widespread rural community 10 miles from Chichester. It is a small school with 79 full-time pupils. Pupils come from a wide cross-section of the local population and a quarter live in an adjacent county. Nine children started school this year, aged four. Assessments when children start school show that they are often above average in their language, mathematics and social skills. Currently ten per cent of pupils are entitled to free-school meals, which is below the national average. No pupils come from minority ethnic backgrounds. A fifth of the pupils are on the register of special educational needs, which is similar to the national proportion. These pupils mainly need extra help with literacy skills.

HOW GOOD THE SCHOOL IS

The school makes effective provision for its pupils. They are generally well taught in English, mathematics and other subjects. Standards in national tests are often well above average at the end of Key Stage 2, and higher than those of pupils in similar schools. The school is soundly led and managed and offers sound value for money.

What the school does well

- The quality of teaching is good overall and teachers provide a broad curriculum with practical activities, which make lessons interesting.
- Pupils behave well consistently, and often very well. Their attitudes to work are good and this has a positive impact on their learning.
- The support offered to pupils for their personal and social development, and special educational needs is a strength.
- Governors have good informal contacts with the school and many assist in classes.

What could be improved

- The monitoring and evaluation of the school's performance: the systems for monitoring teaching, the curriculum and pupils' achievement lack rigour; the governing body has not yet developed enough formal strategies for monitoring the school's work.
- The aspects of the co-ordination of some subjects, curriculum planning and assessment, including the quality of marking by teachers.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school was last inspected in January 1997. At that time, much about the school was judged to be good but the quality of education was found to require improvement, and the standards in information technology and design and technology were below expectations. Six key issues relating to these matters, and also to school development planning, were identified to guide the school's development. There has been satisfactory improvement overall on the key issues. Three issues have shown good improvement: standards are now much better in design and technology; the new systems that have been put in place to teach information technology are having a positive impact on raising standards; the school development plan is now much more focused on the curriculum and raising standards. There has been partial success on two other issues: national guidance has been adopted as schemes of work in all but three subjects, but there is scope to tailor these schemes to the specific needs of the school; the co-ordinators' role has developed soundly in the subjects that have been development priorities but in other subjects there is less evidence of delegation. More remains to be done on the assessment issue related to the marking of pupils' work. In the past three years the school has maintained its high standards in Key Stage 2 tests, and made some steady development, often in difficult circumstances such as staff illness. Most classes have different teachers from those in post at the last inspection.

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
	1997	1998	1999	1999
English	A	B	A	B
Mathematics	B	A	A	B
Science	A*	A	B	C

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

Similar schools are those that have up to and including eight per cent of pupils eligible for free school meals.

Last year, pupils' performance in national tests for 11 year olds was well above the national average in English and mathematics and above average in science. Pupils' performance in tests over the past three years has been consistently well above average and indicates that they are generally achieving well in national tests when compared with pupils in similar types of schools. The school has quite small year groups of pupils so caution is required when using national statistical data; small schools' results can vary greatly from year-to-year depending on the profile of the group of pupils. The standards of the present Year 6 are above average in speaking and listening and reading, and average in writing. Mathematics standards are average overall, with number knowledge a strength. Almost a third of these pupils are on the school's register of special educational needs. This has an impact on the standards that are achieved. Last year, pupils exceeded the English and mathematics targets set by the school for the Key Stage 2 national tests. This year's targets for English and mathematics are slightly lower, but realistic for this group of pupils, and they are on course to achieve them. Inspection evidence indicates that, across all subjects, pupils are achieving soundly and building steadily on their earlier attainment year-by-year. There are strengths in achievement in English, and aspects of mathematics, information technology, design and technology and science, where pupils are making good progress. In other subjects, Year 6 pupils are mainly reaching the expected standards for their age. Hockey skills in physical education, and singing in music, are good features. In information technology, Year 6 pupils' knowledge and skills in information and text handling are at the expected level, but aspects of control and modelling are lower due to gaps in past learning.

Several children in the reception group have already gained the official learning outcomes for five-year-olds and nearly all are on course to do so before they start Year 1, demonstrating good achievement. In national tests for seven-year-olds, last year, reading and writing results were well above the national average and mathematics standards were very high, in the top five per cent for the country. This was a substantial improvement for writing, where results in previous years had been relatively low when compared with reading. Most pupils presently in Year 2 are on track to achieve Level 2 or better in English and mathematics.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Good. Pupils are attentive and keen to work in lessons.
Behaviour, in and out of classrooms	Very good. Pupils understand and follow the school rules well and the school is an orderly place. A strength is the way older pupils play with and care for younger ones.
Personal development and relationships	Good. Pupils are readily involved in the life of the school. Older pupils take on a range of useful responsibilities. Pupils are polite and eager to be helpful. Relationships between pupils and staff are warm and amicable.
Attendance	Above average attendance has been successfully maintained for several years. There is however, a minority of pupils who are unpunctual in arriving at school, which sometimes interrupts lessons at the start of the day.

TEACHING AND LEARNING

Teaching of pupils:	aged up to 5 years	aged 5-7 years	aged 7-11 years
Lessons seen overall: 26	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.

Overall, the quality of teaching across the school is good. Ninety-six per cent of the teaching observed was satisfactory or better; over half was good and one lesson was very good. One unsatisfactory lesson was observed where group activities in spelling were undemanding, particularly for the higher attaining pupils in the class. Elsewhere, the teaching of literacy skills is of high or very high quality and this is enabling pupils to achieve well. Mathematics teaching is good overall. Teachers expect pupils' work for display to be of reasonable quality, but do not demand sufficient neatness in the organisation and presentation of day-to-day written work, so pupils do not always take pride in what they are doing. Marking is not as productive for assessment purposes as it could be. A good feature is the interesting, stimulating range of practical experiences teachers provide to help pupils learn. Teachers have good skills in class management; usually this is reflected in the pupils' good rate of learning. Pupils with special educational needs are well supported by learning assistants, who are skilled at assisting them with literacy tasks.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	The curriculum meets statutory requirements. Good features are its breadth, and the cross-curricular strategies that the teachers employ to make topics interesting and relevant for the pupils. Most subjects have schemes of work, but these are not all tailored fully to the school's requirements. There are some inconsistencies in the way teachers are using the school's systems for short-term and medium-term planning.
Provision for pupils with special educational needs	The school meets the main requirements of the Code of Practice. Provision is good overall. All pupils on the register of special educational needs have detailed individual education plans and targets for improvement, which is beyond the requirements of the Code. Close support is helping most pupils to make good progress.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Good overall. There are regular lessons to develop pupils' personal, social and moral education. Moral and social provision are good, as is the development of cultural experiences. There are good links with the church community and a sound use of other subjects to promote spirituality.
How well the school cares for its pupils	Pupils are well cared for. Individuals and their needs are well understood and problems are dealt with swiftly. The arrangements to track pupils' progress in English and mathematics are satisfactory, but these are less well developed in other subjects.

The majority of parents are supportive of the school, are satisfied with the standards achieved and what the school provides. A good proportion of parents help in classes. The school has an appropriate home / school agreement. There are systems, such as 'home link' books to assist regular contact between home and school, but there is some inconsistency in their use. Nevertheless, a significant minority of parents feel the partnership with the school is not close enough.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The school is soundly led and managed. A strength is the pastoral leadership. The priorities for improving standards have been successfully followed through since the last inspection. Co-ordination of priority subjects has been sound, but the other subjects are not as well co-ordinated.
How well the governors fulfil their responsibilities	The governing body fulfils its role satisfactorily. The strong, often informal, frequent links made by governors, such as working in classes is a good feature. New committees are developing their roles appropriately, but as yet the curriculum committee does not have a systematic approach to gathering information about the school's performance.
The school's evaluation of its performance	The headteacher and chair of governors have a clear picture of the school's strengths and its areas for development. There is too little focused monitoring and evaluation of the school's work, which is a weakness.
The strategic use of resources	Resources targeted at strategic initiatives, such as improving computer hardware, have been well spent as standards are rising. In the school development plan the priorities are well linked to budget planning and the aim of raising standards.

The school has sufficient well-qualified teachers and efficient learning support staff. Its accommodation is well cared for, but has some significant shortcomings. Classrooms are well sized, but there is very little other accommodation within the school for administration, staff privacy or storage. It is difficult to offer gymnastics in physical education. The resources are at least adequate for all subjects. The school uses some benchmarking information to compare its spending with similar schools, but there is scope for further development to evaluate the school's effectiveness and improve its consultation procedures, as identified recently in 'best value' principles.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • The school encourages positive values and good behaviour, and is helping its pupils to become mature and responsible. • The good teaching that the children receive. • The expectations by teachers that pupils will work hard and do their best. • That it is easy to approach the staff with questions or problems. 	<ul style="list-style-type: none"> • The communication with parents and information about their children's progress. • Greater consistency in the homework children receive. • A more interesting range of activities beyond the classroom.

Inspectors confirm the positive views that parents expressed. Regarding matters of concern: inspectors find that the information provided to parents about their children's progress is very similar to that offered by many schools. Senior managers are aware that some parents of pupils on the special educational needs register would value more information about this. The school has a suitable homework policy, the details of which have been sent to parents. However, there have been some inconsistencies in the way homework has been provided and the school's intention is to monitor this more closely. Inspectors consider the school provides a reasonable range of activities beyond the classroom, to enhance the curriculum, such as visits to places of interest, residential experiences for the oldest pupils and various sporting activities. There has been some diminution in the music activities in this academic year. A few parents expressed concern in the Parents' Survey that there were three age groups in each class. Inspectors did not find that this was having an adverse impact on pupils' learning. The school recognises the challenges this poses and teachers are working together closely to provide equitably for those pupils in the split year groups.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and achievements

1. When children start in reception, baseline assessments indicate that their language, number and social skills are generally above average when compared with pupils in West Sussex schools. Inspection evidence confirms this; by the time the present reception children move into Year 1, almost all will have achieved or exceeded the expected learning outcomes for five-year olds in literacy, mathematics, knowledge and understanding of the world and creative development. Several have already reached these standards. When last year's reception group was re-tested on the baseline assessment at the end of the year their average points score had increased markedly, indicating better achievement during the year than might be expected and high standards.
2. Statistical analysis of national test results in small schools has to be undertaken with some caution. There are usually small numbers of pupils in each age group, which can produce some considerable variations in test results as each pupil represents a relatively high percentage of the whole group. Analysis of the results of national tests at the end of Key Stage 1 reveals a steady improvement in pupils' reading standards since 1996, a decline in writing standards until last year, and fluctuating standards in mathematics. Throughout the four years, reading and mathematics standards have always been at or above the national average, but writing standards dipped to below average in 1998. A sharp improvement occurred in writing in 1999, and pupils gained standards well above the national average, and better than average for schools of a similar type. The school attributes this improvement to a greater focus on this element of English. Well above average standards were also achieved in reading, with half the pupils gaining the higher level (Level 3). Standards were very high in mathematics, putting the school in the top five per cent category for this subject. Over half of the pupils gained the higher level (Level 3). Teachers' assessments of science indicated that here, too, pupils achieved much higher standards than found nationally.
3. At the end of Key Stage 2, the trend in results of statutory tests from 1996-1999 indicates that standards in English and mathematics were well above the national average, and performance in science was very high in comparison to the national average. Results of the tests in 1999 show pupils' performance was well above average in English and mathematics, but dipped a little to above average in science. When compared with schools of a similar type, that is those with up to eight per cent of eligibility for free school meals, pupils' standards in English and mathematics were above average, and they were average in science. Nearly a third of pupils gained the higher level (Level 5) in all the core subjects. This was above average performance in English and mathematics. One pupil achieved Level 6 in mathematics.
4. As there are small numbers of pupils in each year group it is difficult to establish valid differences in attainment between boys and girls. When test results, over a four year period, are analysed the differences in performance between the boys and the girls is similar to that found nationally; boys perform a little less well than girls in English, but slightly better in mathematics, and science performance is similar. The governors have set targets for standards in English and mathematics from 1999 and beyond. These are based on pupils' performance in various objective tests. The targets were exceeded by twenty-six per cent in English and five per cent in mathematics in 1999. The targets for 2000 for the present Year 6 are lower than last year, but are appropriate for this cohort that has almost a third of its pupils on the special educational needs register. These pupils are on course to achieve the targets at the end of the year.
5. Across Key Stage 1, pupils' achievement in English is good overall and it is sound in mathematics, based on generally above average skills when children start school. Inspection evidence suggests that, for the present Year 2, standards in English and mathematics are broadly average with some aspects above average, but not as high as that of last year's cohort. These pupils have a wider range of ability, several

pupils are high attainers but others have special educational needs. There is above average attainment in speaking and listening, and in number in mathematics. Pupils are being offered a demanding curriculum so, for example, Year 1 pupils are continuing the good achievement of the reception year and demonstrating high standards in English and mathematics. The standards seen at the end of Key Stage 1 are similar to those observed in 1997. Higher attaining pupils in Year 2 read fluently. The school has been successful in its drive to improve writing standards. Pupils make good progress in learning to write in sentences and the more confident writers are using their skills well in other subjects. In mathematics, most pupils in Year 2 have a good knowledge of two and three digit numbers. They use estimation strategies and are able to solve simple problems through the support of apparatus, such as a number line or square. They experience games and opportunities for applying mathematics.

6. Overall, across Key Stage 2 pupils are achieving soundly in mathematics in terms of their earlier attainment and mainly achieve well in English. Pupils currently in Year 6 are unlikely to gain standards as high as last year in the end of Key Stage 2 tests. Their attainment is closer to average in both English and mathematics with some useful strengths: standards in speaking and listening, reading, number and some aspects of shape and measurement are good. There are clear reasons for the slightly lower standards; as already noted, almost a third of the pupils are on the special educational needs register, which has an impact on attainment. Elsewhere in the key stage, pupils are often achieving above average standards in English and mathematics, particularly in Years 3 and 5. There is an appropriate emphasis on literacy, numeracy and the use of technical vocabulary in other subjects. In spoken English, most pupils have a wide vocabulary, and express their views clearly. Most pupils at Key Stage 2 use secure phonic knowledge to break unknown words into syllables. Pupils use their literacy skills well in other subjects, such as history and geography. Many upper Key Stage 2 pupils use evocative language in poems. Their imaginative use of language reflects their good range of reading. However, in Year 6 particularly, pupils' spelling is weaker than expected. Often, too, the older pupils are not producing the highest standards of which they are capable in their everyday exercise books. In mathematics, the oldest pupils have above average understanding in number and their mental recall of number facts is secure.
7. Science standards are in line with national averages at the end of both key stages, and pupils learn effectively in lessons and demonstrate good achievement. At Key Stage 1, pupils show they are building up their scientific knowledge steadily, and are successful in recording their investigations, such as one on the distance toy vehicles travel. At the end of the Key Stage 2, pupils achieve well in several aspects of the subject, for example in work on healthy living. Pupils have sound competence in scientific investigation skills, and could explain about variables when setting up an investigation. In information technology, pupils in both key stages are achieving well. At Key Stage 1, the expected standards are being met in all elements of the subject. Pupils are competent in using word-processing and art applications for communication, and control programs for robot toys. Then, at Key Stage 2, many of these skills are built on successfully and progress is good. However, because of past limited use of information technology and under-achievement, the oldest pupils in Year 6 have reached the expected standards in information and text handling, but not fully in control and modelling. Pupils' communication skills develop quickly and they use the computer to write at some length. This work is well presented, and, in some instances, contains pictures and illustrations from a range of sources. At the end of Key Stage 2, pupils are starting to program successfully, using logo, and can draw simple and complex shapes.
8. Pupils' attainment in religious education at both key stages meets the expectations of the locally Agreed Syllabus, and their achievement, judged mainly on examples of work, is sound. Pupils' learning about religious customs and people's lives in different religious traditions is wide-ranging. Key Stage 2 pupils are acquiring a good amount of knowledge about Christian and Jewish traditions and elementary knowledge about other religions. In other subjects at both key stages, pupils are generally achieving at least as well as expected for their ages. In response to a key issue of the last report, a more challenging curriculum and better teaching have led to above average standards and good achievement in design and technology. It was not possible to get a full picture of standards and achievement in physical education and music. However, hockey skills for the oldest pupils are good and singing is a good feature in music.

Strengths are the pupils' standards in local history and geography studies, and their understanding of chronology in history. These activities build well on pupils' previous knowledge and skills, and are effectively linked to work in other subjects, such as art and information technology.

9. Pupils' generally good skills in literacy enable them to learn appropriately in other areas of the curriculum. The emphasis on using technical terms in mathematics and other subjects, such as science and history, promotes pupils' understanding. Good use is made of the wider curriculum to develop pupils' literacy skills. For example, their writing in history is often of a high quality. Standards of speaking enrich class discussions generally. Pupils make good use of their numeracy skills in science, design and technology and geography activities. For instance, they used their measuring skills effectively when designing and creating slippers, and use graphs when they record and interpret their science results.
10. Across the school, pupils on the special educational needs register mainly make good progress relative to their prior attainment. Clear and relevant targets are identified in their individual education plans, and the reviews of their progress indicate that many of these targets are met. Effective support, particularly with reading, has a good effect here. The school has identified a small number of particularly able pupils. These individuals are encouraged to take part in the additional activities provided by the local authority.

Pupils' attitudes, values and personal development

11. Pupils are keen to come to school. In the morning they enter school calmly and with a sense of purpose. Throughout the day they show enthusiasm for their work in all subjects and across all age groups. This purpose is sustained and promoted by good teaching and the organisation of lessons that interest the pupils, such as in a Year 5 science lesson about friction. This was made much more appealing by the teacher's introduction of granny's shoes, which seemed to be the cause of her falling over – was there sufficient friction between the soles and the ground? The pupils' motivation to investigate the problem noticeably improved as a result.
12. All pupils are clear about the way they should behave. They are encouraged by the ethos of support and care to be involved in their learning. Behaviour of pupils around school and in lessons is always good, and often very good. Pupils are consistently courteous, trustworthy and show respect for property. Constructive relationships are formed with each other, with teachers and other adults. Good examples of the positive relationships were seen during information technology lessons with Year 1 and Year 5 pupils. In these cases, a parent and grandparent were supporting the pupils' work well and there was mutual respect. During times when pupils of all ages are together, for example, at lunchtimes, there is a good degree of harmony. There have been no exclusions. Pupils reflect on what they do, particularly in terms of their behaviour. During an interview with Year 6 pupils, they explained why it was important to show a good example to younger pupils. A useful evaluation sheet is often used at the end of a topic in science, geography and history work. This provides an opportunity for reflection by the pupils in judging their success in such aspects as working collaboratively and use of reference sources. Even better, this information is shared with parents providing clear insights about the quality of their children's work.
13. Pupils show a healthy respect for each other's feelings, values and beliefs. This was seen in whole class discussions led by teachers, and in pupils' discussions during group work. While talking to a group of Year 6 pupils, there were sometimes differences of opinion about aspects of school life, but alternative views were listened to and not belittled in any way.
14. Good levels of initiative and a strong willingness to take responsibility are apparent. This was seen in all classes. The younger children clear away equipment very well at the end of a lesson, or at the end of day. A group of Year 3 pupils was seen to use reference books sensibly and to take responsibility for replacing these correctly – tidying other books as they went about their task. Older pupils take responsibility for helping to organise assemblies by preparing the room and selecting music to use at the beginning and end of the occasion. Pupils gain in confidence as they get older with many of them

showing this to good effect in a Parents' Assembly, which they organised and led very effectively. High levels of confidence were shown in their ability to speak clearly and move, often in a synchronised manner, in front of an audience of adults.

15. The school has successfully maintained levels of attendance above the national average over many years. This enables pupils to take advantage of the educational opportunities the school is providing. A few pupils take holidays during term time and this does have an effect on the overall attendance figures. There is little unauthorised absence, the rate being below the national average. There is however a minority of pupils who arrive late for school, some frequently.

HOW WELL ARE PUPILS TAUGHT?

16. The quality of teaching is good overall. Teaching was good or better in fifty-eight per cent of lessons, resulting in a good rate of learning for pupils. All teachers taught several good quality lessons. Just one very good lesson was observed amounting to four per cent overall. Of the rest, thirty-eight per cent of lessons were satisfactory and one lesson (four per cent) was unsatisfactory. In this weak lesson, the work that was planned for spelling was undemanding, so pupils did not make enough progress. Teaching quality is very similar to that noted at the previous inspection, but then teaching at Key Stage 2 was sound overall and now more is good. Teaching for children under-five is effective and well balanced between practical independent activities and direct teaching. There is a well-developed awareness of their needs, to which the support is well matched. This enables them to learn productively, as seen, for example, when some were investigating movement using a range of mechanical toys. In the good teaching observed, the high-quality class management is a strength, as is the skilled questioning.
17. At Key Stages 1 and 2, the teaching of English and mathematics is good overall. Teachers are using the new strategies in literacy and numeracy appropriately, and often well, and teach purposeful introductory parts to these lessons. Literacy and mathematics hours are mainly well organised and match the expectations of national strategies, although some changes have been made to the literacy hour structure to deal with three age groups in a class. Planning for the literacy hour, however, tends to vary in quality. The best is detailed and of high quality, but elsewhere it is not as comprehensive and well presented, which has an impact on the match of work being planned for different age groups, for example in spelling. Planning for mathematics lessons is usually good. A strength is the attention that teachers pay to developing pupils' speaking skills, not just in English but through developing the technical vocabularies of the wider curriculum. This contributes strongly to pupils' learning. Pupils are usually expected to record work for themselves, which is a strength in developing their literacy skills in the wider curriculum. However, although teachers usually expect pupils' final drafts of work to be neatly executed this is not the case for work in English exercise books. In these instances teachers are not guiding pupils sufficiently to organise and present their work neatly.
18. All teachers have a good knowledge of the curriculum, which is reflected in their teaching and the high-quality learning that it promotes. In whole-class sections of lessons teachers explain new ideas clearly and are skilful at questioning pupils to check their understanding. A good feature is the way teachers plan opportunities for pupils to develop their information technology skills in literacy, mathematics and other subjects, as seen in the independent work in writing by Year 1 pupils and the use of a logo program to extend the pupils' understanding of position and turns in upper Key Stage 2. Teachers provide interesting books and artefacts to stimulate pupils' interest in various topics, and develop local studies well. In history, for example, a teacher has produced an attractive display to celebrate pupils' work on the Celts and Romans, and kindle further interest. A strength is the uncontrived links that are made between the studies in the foundation subjects and literacy and mathematics.
19. Good teaching and support is offered to the pupils with special educational needs. Individual education plans are well targeted and identify appropriate strategies and the support needed to help pupils meet

those targets. The school is staffed with an efficient group of support assistants. Teachers liaise with assistants to plan the support given to pupils, and these arrangements help pupils to make good progress; for instance, support assistants work effectively to develop reading skills and comprehension. As a result, these pupils make good progress. Teachers do not always make the best use of learning support assistants, however, in the whole class parts of lessons.

20. The short-term planning for non-core subjects is inconsistent and difficult to follow. Teachers mainly work from medium-term plans and the learning intentions are often not precise enough for individual lessons. This was a criticism at the last inspection too. A new strategy is to share learning intentions with pupils, and where this occurs it is improving pupils' learning because they understand the purpose of their work. Written evaluations of the outcomes from lessons also lack consistency and are sometimes absent, so do not provide a tool to aid the planning of future work.
21. Across the school, teachers have good relationships with their pupils and this contributes positively to pupils' rates of learning. Teachers offer appropriate praise and encouragement. There is a productive working atmosphere in all classes. Teachers often give pupils time targets to complete work and this ensures an appropriate pace is maintained. Assessments, using probing questioning to gauge pupils' understanding, are evident in many lessons. Assessment through marking is less effective. Although teachers discuss work with pupils, they do not note this on pupils' exercise books so pages often appear unmarked. Marking, which informs pupils what to do next to improve, is rarely seen. This is a weakness across the school. Sometimes pupils self-mark work, such as spellings, and do this incorrectly, but this is not altered by teachers. Teachers provide a reasonable range of homework, mainly linked to literacy and mathematics class-work. Pupils are expected to read at home. Older pupils are guided to undertake other activities linked to the broader curriculum; for example, they have worked on projects.

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

22. The school meets statutory requirements to teach all subjects of the National Curriculum and religious education. Children under five experience a sufficiently wide-ranging and stimulating curriculum. The curriculum offered to Key Stage 1 and 2 pupils has some good features, for example, lots of interesting, practical experiences are provided in subjects such as science, history and geography. The weekly time allocation for teaching exceeds the minimum recommended. The curriculum is reasonably balanced between subjects and relevant to pupils' needs. Its strengths are its breadth, for instance in the way subjects are developed in a cross-curricular manner, and the good use of literacy and mathematics skills to support other subjects.
23. A high, but appropriate amount of time is spent teaching English and mathematics throughout the school. The National Numeracy Strategy has been implemented well. The National Literacy Strategy has been implemented soundly at both key stages, and modified appropriately for younger children in Class 1. There are also modifications elsewhere in the school, to accommodate the need to teach three age groups in the classes. The amount of planning required for both schemes has proved very time-consuming for staff. Teachers have visited other schools to explore the best forms of planning and practice in these circumstances. At present they are still adjusting the planning and procedures, and recognise these needs to be finalised to produce common planning formats. In 1997, it was found that the higher attaining pupils were not always provided with sufficiently demanding tasks in the core subjects. This is less apparent now, although in one class, issues remain regarding spelling opportunities.
24. At the last inspection, provision for special educational needs was judged to be good and this remains the case. The policy for special educational needs is clear and useful, ensuring that provision meets statutory requirements. There is, however, a need for individual education plans to have a section for parents' signatures and views. The headteacher provides additional literacy support for those pupils who require it at lower Key Stage 2. Also, lower attaining pupils are supported soundly by learning assistants in

literacy and mathematics lessons, and the curriculum is adjusted to match their needs. There is clear evidence that this is successful in literacy in Class 3.

25. Curriculum development formed a key issue after the 1997 inspection. The school has made reasonable progress in fulfilling the recommendations. Most subjects have national guidance as schemes to guide teachers' half-termly planning. The staff realise that further development is required to ensure these schemes more closely match the requirements of the school. Music, art and physical education are still without schemes. There is inconsistency in the style and quality of teachers' medium-term and short-term plans. Different ways of using the formats are apparent. In some instances learning objectives lacked precision, which occasionally affected the impact of teaching on pupils' learning. The school was requested to raise teachers' expectations of able pupils. A useful policy has been developed that sets out the procedures for identifying and supporting these pupils. The school now has an able pupils register and supports these pupils with additional work when appropriate. On its recommendation several pupils have been encouraged participate in the West Sussex Enrichment Programme.
26. The curriculum includes appropriate opportunities to develop personal, social and health education. Sessions in each class help to promote meaningful discussions on life in and out of school, and give pupils opportunities to express their own feelings and develop their points of view. The staff and governors have developed a drugs education policy that will be implemented as part of the personal, social and health education program. There is an appropriate programme for teaching sex education. This is well linked to the science curriculum, and takes full account of the governing body's policy statement.
27. There is equality of access for all pupils to the full curriculum. The provision for extra-curricular activities is satisfactory. Several sports clubs are organised throughout the year by teachers. Specialist coaches offer cricket and, recently, judo training, which is proving popular. Links with other schools have been developed through the West of Chichester cluster of schools. Joint music workshops, drama and sporting activities enable pupils to share and meet with children from other cluster schools. There has been a reduction in those participating in recorder playing this year, as it is no longer taught in lessons. Booster classes are provided for all Year 6 pupils in preparation for national tests. A suitable range of visits to places of interest supports learning, particularly in history and geography. Visitors also come to the school; for example, a theatre group recently acted excerpts from Shakespeare for older pupils. Year 5 and 6 pupils also benefit from residential visits, which include outdoor pursuits.
28. The school has good links with the community that make a positive impact on pupils' learning. There are a number of contributions to the curriculum from local people, for example a governor brought Victorian costumes for the pupils to see. Good use is made of local resources to support class work. The school has a close liaison and good relationship with the local pre-school group and the local secondary school, although pupils do transfer to a number of secondary schools in the locality. There are well-established transfer procedures that cover all issues relating to pupils' academic and pastoral needs. These include pupils visiting the school and a transfer of records.
29. Pupils' spiritual development is cultivated soundly and there are some good features within this. There is regular collective worship and a strong portrayal of Christian values in the work of the school, closely linked to the high expectations and standards being achieved in pupils' attitudes and behaviour. A strong element is the connection between the school and local church shown, for example, by services held in church and frequent visits made by the vicar to the school. His assembly on the theme of Easter was an effective occasion for reinforcing and developing pupils' knowledge and understanding of spirituality in everyday life. A large percentage of pupils are directly involved with the local church, for example, through singing in the choir. Older pupils produce some examples of poetic writing that touch the heart of the reader. The school provides regular opportunities for pupils to discuss important moments in their life, such as birthdays.

30. The school promotes pupils' moral development well. Pupils of all ages have a clear view of the differences between right and wrong. Much of this provision stems from the high expectations set by the school and reinforced through the well-structured behaviour policy, especially with the younger age groups. As the pupils become older, the same quality of provision is made, but with an increasing emphasis and expectation on self-control and self-awareness. Assemblies give good opportunities for highlighting and reinforcing such matters as honesty and respect. Staff provide good role models for pupils. This results in mutual respect being evident between adults and pupils, and between pupils. The recently established home/school agreement helps to provide a basis for agreed understanding between parents, teachers and pupils.
31. Pupils' social development is promoted well. They are given good opportunities to show responsibility. Older pupils act as monitors while younger children are expected to be responsible for their belongings, and for clearing away books, puzzles and other equipment. The school encourages pupils of all ages to mix and mingle at break times. Older pupils respond by showing good concern and care for younger ones. A biennial residential visit to Swanage provides a very good opportunity for older pupils to develop socially in a different setting. Pupils are made aware of their responsibilities to the wider community by participating in money-raising efforts and charity support.
32. The school cultivates pupils' knowledge and understanding of their own culture well. Many opportunities are planned and organised to promote this good provision. Special occasions such as the annual 'Crown a June Princess' introduce and reinforce local traditions as part of the Summer Fair. Church festivals are celebrated. Good use is made of educational visits to historic buildings and sites, providing yet more opportunities for cultural understanding to be developed. Within assemblies, music and prose introduce cultural themes, as seen during the Parents' Assembly, where there was a strong emphasis on the writing of William Shakespeare. The appreciation of the diversity and richness of other cultures is satisfactorily developed. Music provides elementary insights into the life of people at home and overseas. Ethnic origins are explored further through dance. Geographical studies of foreign countries, such as India and Gambia reinforce provision soundly. Stories from other cultures are sometimes used as part of literacy or topic work. The school has identified the need to increase the range of books available to pupils, to provide a greater breadth of sources and better representation of other cultures and the cultural diversity of Britain.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

33. The school has maintained the high levels of support and guidance identified in the previous inspection report. It fully achieves its aim to provide a happy secure learning environment. The headteacher and staff know the pupils well and the school provides a caring supportive atmosphere that contributes positively to learning, and enables pupils to take full advantage of the educational opportunities provided.
34. The school successfully ensures the health and safety of its pupils. It has good procedures for dealing with minor accidents and emergencies and a number of staff members have first aid qualifications. Staff are made aware of all the pupils in their class with medical conditions. There are appropriate procedures in place to identify health and safety risks. Regular checks of the site, premises and equipment are carried out. The headteacher was aware of some of the minor health and safety issues identified during the inspection and already had plans in place to rectify them. However, one important issue is the lack of separation between pupils and cars when they leave and enter school. The school has suitable systems in place to deal with any child protection issues that may occur and the headteacher is trained as the designated person for these matters. Local child protection procedures are complied with and staff have been made aware of the correct procedures.
35. Good procedures are in place to monitor and support pupils' personal development; they provide a secure foundation for pupils to learn. Class teachers have effective systems, both formal and informal, to keep track of pupils' needs. Monitoring cards are completed when anything worthy of note occurs, and 'concern sheets' record significant matters.

36. Effective measures are in place to promote and monitor good discipline and behaviour. The standards of behaviour expected are implicit in the ethos and values of the school. Pupils know the standards expected and, since the introduction of the new system of sanctions, are fully aware of the consequences of any inappropriate behaviour. Parents expressed some concerns about staff inconsistency in the sanctioning of pupils, but during the inspection no inconsistencies were observed. There are procedures in place to deal with any incidents of harassment and bullying, but pupils were happy to confirm that such occurrences are extremely rare.
37. Procedures to monitor and improve attendance are satisfactory. The school operates a first day contact scheme when a pupil is absent without notification, and newsletters are regularly used to remind parents about the importance of children arriving in school on time. The majority of parents are conscientious and immediately inform the school in the event of absence. However, the school does not always follow up absences in those few instances where no reasons are received. It has no systems to specifically follow up those pupils who frequently arrive late for school, and has no regular procedures to check registers or strategies to increase attendance levels.
38. Procedures for monitoring pupils' progress in English and mathematics, and for managing end of key stage assessments, are satisfactory. The school has made some improvement in its monitoring of pupils' progress since the last inspection. There is a clear policy that outlines the range of record keeping. A good range of data, on which to base judgements about attainment in English and mathematics, is recorded. However, senior managers are not yet making the best use of this to track the progress of individuals and cohorts. For example, all children are assessed using a standardised baseline test on entry and again at the end of the reception year, but the data is not used to analyse the year group's progress. At Key Stage 2, pupils are tested each year using objective tests, but trends and common weaknesses are not analysed in depth. Further use of this information could be made to pinpoint areas for development, so as to raise standards further. The school has plans to use new technology to provide this picture of attainment and progress for individuals and year groups. There is inconsistency in the use made of assessments to inform short-term planning, and the school recognises this needs to be further developed. For instance, some teachers use the assessment section of the medium-term planning format on a weekly basis, to identify the next steps in learning, but others do not. Other records are not always consistent between classes, or as helpful as they could be for identifying individual needs, or for establishing agreed standards in the foundation subjects. For instance, a good feature is the evaluation sheets used at the end of topics by pupils and teachers, which provide valuable information. These are sent home with pupils' topic folders to inform parents, but copies are not kept in pupils' records in order to build up a picture of their development in the foundation subjects.
39. The school has developed useful portfolios of work in the core subjects, information technology and religious education, which show the range of work undertaken and pupils' achievement over time. These are not available in the other subjects, so in these, it is difficult for the school to demonstrate how pupils' learning progresses from year to year. Pupils' progress is reported to parents through detailed annual reports. These include some individual targets for improvement, which can be checked on in subsequent terms to show progress. The system to identify pupils with special educational needs and to monitor their progress is good and is having a positive impact on their learning. Detailed notes are kept on the pupils on the special educational needs register. Teachers identify the needs of these pupils informally and through annual formal assessment activities, including baseline assessment. Pupils' needs are clearly targeted in statements and individual education plans, then linked to necessary strategies and support. The school does more than is required by the Code of Practice, as pupils, who are at Stage 1 on the West Sussex audit procedure, are provided with detailed individual education plans. For instance, pupils with reading and spelling difficulties are put on phonic programmes and have regular reading practice with learning support assistants. Class teachers monitor these pupils effectively. Support assistants play a valuable role in closely monitoring the social, academic and physical needs of the pupils with whom they work.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

40. The majority of parents are supportive of the school, are satisfied with the standards achieved and with what the school provides. The parents, who returned the questionnaires or attended the pre-inspection meeting, all agreed behaviour in the school was good. However, a significant minority of parents have expressed concerns about several areas. While most parents feel comfortable in approaching the school when they have worries or concerns, there are some who are less comfortable, and feel that the school does not work sufficiently closely with parents.
41. Inspection evidence does support some of the issues highlighted by parents, but not all the concerns are justified. For example, inspectors consider that the information provided to parents about their children's progress is very similar to that offered by most schools. The school realises that information about the planned termly activities, which used to be provided, has lapsed and intends to remedy this. Senior managers are also aware that some parents of pupils on the special educational needs register would value more information about this. The school provides a reasonable range of activities beyond the classroom, to enhance the curriculum, such as visits to places of interest, residential experiences for the oldest pupils, as well as after school football and netball, recorder lessons and a gardening club. Again, inspectors found these to be similar to the range found in many schools. There has, however, been some diminution in the music activities in this academic year. Parents were particularly concerned about the inconsistency of homework. Inspectors found that homework organisation had begun to improve as a result of the school becoming aware of parental concerns and was satisfactory. The school has a homework policy, the details of which have been sent to parents. This provides clear guidance in outline of the amount and type of homework to be expected in each class, which is now followed by teachers. Older pupils are expected to develop independence, for example, writing details in their homework diaries and planning to do work over several days. A few parents expressed concern in the Parents' Survey that there were three age groups in each class, with some year groups split between classes. The school recognises the challenges this poses and teachers work together closely to provide equitably for pupils in split year groups. The inspectors' view is that the arrangements the school makes for pupils in mixed-age classes are satisfactory and are not having adverse effects on pupils' learning.
42. Many parents are actively involved in their children's learning. A number of parents make important contributions towards school life and many support fund raising initiatives. Overall, the links with parents are sound, but do not appear to be as close as they were at the last inspection.

HOW WELL IS THE SCHOOL LED AND MANAGED ?

43. The leadership and management by the headteacher and key staff are satisfactory in providing direction for the work of the school and promoting appropriate standards. The clear direction is apparent in the school development plan, with a strong emphasis correctly placed on literacy and numeracy. A particular strength is the pastoral leadership shown by headteacher and staff, which has resulted in a very positive and well-ordered learning environment for the pupils. Key issues from the 1997 inspection have been prioritised and standards in design and technology and information technology have improved as a result of these actions. A key issue in the 1997 inspection was for the role of subject co-ordinators to be improved. Since then some satisfactory improvement has taken place, especially in relation to co-ordinators' roles in literacy and numeracy. Here co-ordinators have played a greater management role in bringing about improvement, by implementing the national strategies and in monitoring planning and some teaching. In other subjects, there is still scope for the co-ordination role to be improved. Greater autonomy of action and delegation of responsibility is needed to manage resources and monitor planning; also, to work with colleagues on improving the teaching and learning opportunities, and to evaluate standards of pupils' attainment and achievement.

44. The school has explicit aims and values, which include a strong commitment to good relationships and equality of opportunity for all. These aims and values are achieved well and easily identified in its day-to-day work. Throughout the inspection period, relationships in the school were consistently positive and supportive. All staff set a good example and are providing a good standard of care and support for the pupils. As a result, there is equality of access to all opportunities for all pupils.
45. The overall effectiveness of the governing body in fulfilling its responsibilities is satisfactory. Most of the governors, especially the long-serving ones, are hard working and very supportive of the school and its staff. The strong, often informal links with the school are a particularly positive aspect of their role, for example, as seen through the regular contact made by the chair of governors. Recent increases in the number of governors and the induction of new members are being managed well. The opportunity has been taken to revise and improve the framework in which the group can effectively carry out its duties. New committees have been established with sound terms of reference to guide their work. The finance group is providing regular information to governors and monitors the budget well. Committee meetings are being minuted with increasing effect so that full governing body meetings are being informed of recommendations and decisions. Several governors spend time each week working with pupils, so they are gaining insights into how well pupils are learning. However, few formal systems are yet established for the governing body to gather information to monitor the curriculum and pupils' achievement.
46. Governors are succeeding in shaping the direction of the school, in consultation with the headteacher and staff, and have a sound understanding of its strengths and weaknesses. This is particularly true of those governors who have enjoyed lengthy relationships with the school. The involvement of governors in drawing up and monitoring the school development plan is assisting their vision and view of the work of the school. Governors are attending training activities to further assist them in carrying out their roles effectively. The school prospectus and annual governing body report are both useful documents to keep parents informed about the school, but there are small omissions of statutory information, for example, explanation of the improvements based on the school's action plan from the last inspection.
47. The monitoring and evaluation of the school's performance are unsatisfactory. Monitoring, evaluation and development of teaching lacks rigour. There has been some monitoring of teaching, for example, in literacy and numeracy lessons, sometimes with the use of Local Education Authority officers. These observations have been useful, but are not frequent enough, nor focused consistently on raising standards of specific aspects of teaching and learning. Teachers have several responsibilities for curriculum management, but do not have regular opportunities to see their colleagues teaching and pupils learning. Other aspects of the monitoring and evaluation process are stronger, for example, the use of test results for setting future learning targets in English and mathematics.
48. Since the 1997 inspection, there has been a good improvement in the focus of the school development plan towards raising pupils' standards of work. A good example is the improvement in information technology standards at Key Stage 2. The current school development plan, along with positive attitudes of staff, show there is a good level of shared commitment to improvement. A meeting with the headteacher and teaching staff provided clear insights into the professional pride and increasingly effective teamwork, taking place in the school following recent staff changes. The present personnel provide the school with a good capacity to succeed.
49. Educational priorities are well supported by careful financial management. The headteacher receives very good support from the administrative assistant, bursar and chair of the governor's finance committee. Budgets are set carefully and monitored well. Some elementary evaluation is made of financial decisions to establish their effectiveness in improving standards. The school's use of new technology is satisfactory. Electronic mail is not yet used, but some use is made of the National Grid for Learning and Internet applications. The headteacher is aware that the system of recording financial information in electronic format is dated and would benefit from being improved.
50. The school provides sound value for money. It has been operating to achieve value for money in recent years. The finance sub-committee uses some benchmarking information to compare its spending with

similar schools, but there is scope for further development to evaluate the school's effectiveness and improve its consultation procedures, as identified in 'best value' principles. Specific grants are used appropriately for their designated purposes, for example to improve the provision of information technology hardware, which has helped to raise standards in the subject. A recent audit confirmed the school has satisfactory financial systems; the relatively minor issues are being addressed.

51. The school is well staffed as the headteacher has no direct class responsibility. The teachers' qualifications and experience match the demands of the curriculum soundly. Arrangements for the induction and mentoring of recently appointed staff have worked satisfactorily. Arrangements for staff development are good due to the close link with school priorities. Recent focus areas have been information technology, numeracy and literacy. Staff appraisal is taking place satisfactorily; the school awaits new national guidelines on performance management to be finalised. Support staff provide a good level of assistance to the headteacher and teachers in carrying out their duties effectively. The overall management of special educational needs provision is well organised and effective.
52. Resources for learning are satisfactory overall. Music and religious education resources are of a good quality and quantity. Aspects of the accommodation are unsatisfactory, such as the lack of an adequately sized indoor space to teach gymnastics effectively. A lack of space and storage areas, restricts the placement and size of the library and the number of computers that can be made into a suite. The rooms of the headteacher and administrative staff are very small. There is no staffroom. These cramped conditions present considerable difficulties to the staff. They respond very well, making the best use of what is available. Other aspects of the accommodation and premises are better. Classroom space is good and allows whole class and group work to take place readily. The grounds are of a very good size, although there is no designated outdoor space for children under five years of age to play with large equipment.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

In order to improve the quality of education and raise standards further, the governing body, headteacher and staff should now:

- (1) Improve the monitoring and evaluation of the school's performance by:
 - a) establishing a rigorous system to monitor the impact of the curriculum and teaching on pupils' learning;
 - b) developing the co-ordinators' roles as subjects become priority areas for improvement;
 - c) strengthening the formal systems that the governing body use to gather information about standards and the quality of education, to inform its long-term plans.
 - d) developing strategies to ensure the principles of 'best value' are being applied.
Paragraphs (38,43,47,50,68,81,83,88,97,103,106, 110)

- (2) Complete the development of the curriculum planning and assessment procedures by:
 - a) ensuring that all subjects have schemes of work which are tailored to the needs of the school;
 - b) using the objective assessment information that is gathered more productively to inform teaching;
 - c) bringing all medium-term and short-term planning, assessments and lesson evaluations, and marking of work up to a high quality; and monitoring these features closely to ensure they contribute to improved teaching and learning.
Paragraphs (20,21,23,25,38, 60, 85, 106)

Sections 1a and 2a are already identified in the school's improvement plan.

Other issues which should be considered by the school are to:

- Continue to foster the partnership with parents, and consult with them to find ways to improve relationships and communications. *Paragraphs (40,41)*
- Ensure that pupils take pride in the presentation and organisation of all their work. *Paragraphs(6,66,90,95)*
- Continue the initiatives already underway to improve the inadequate aspects of the accommodation. *Paragraphs (52, 110)*
- Explore ways to improve the health and safety issues identified in the report and to the governing body. *Paragraph (34)*
- Ensure minor omissions to documents are remedied. *Paragraph (46)*

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	26
Number of discussions with staff, governors, other adults and pupils	18

Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
	4	54	38	4		

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	Nursery	YR- Y6
Number of pupils on the school's roll (FTE for part-time pupils)		79
Number of full-time pupils eligible for free school meals		8

FTE means full-time equivalent.

Special educational needs	Nursery	YR – Y6
Number of pupils with statements of special educational needs		1
Number of pupils on the school's special educational needs register		18

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	4
Pupils who left the school other than at the usual time of leaving	6

Attendance

Authorised absence	%
School data	4.0
National comparative data	5.4

Unauthorised absence	%
School data	0.1
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	6	8	14

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	4	6	6
	Girls	8	7	8
	Total	12	13	14
Percentage of pupils at NC level 2 or above	School	86 (87)	93 (73)	100 (73)
	National	82 (81)	83 (85)	87 (86)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	5	6	6
	Girls	7	8	8
	Total	12	14	14
Percentage of pupils at NC level 2 or above	School	86 (73)	100 (87)	100 (80)
	National	82 (81)	86 (85)	87 (86)

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	7	14

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	7	7	7
	Girls	7	5	6
	Total	14	12	13
Percentage of pupils at NC level 4 or above	School	100 (71)	86 (86)	93 (100)
	National	70 (65)	69 (59)	78 (69)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	4	7	7
	Girls	5	3	7
	Total	9	10	14
Percentage of pupils at NC level 4 or above	School	64 (72)	71 (86)	100 (86)
	National	68 (65)	69 (65)	75 (72)

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

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	
Black – African heritage	
Black – other	
Indian	
Pakistani	
Bangladeshi	
Chinese	
White	72
Any other minority ethnic group	

This table refers to pupils of compulsory school age only.

Exclusions in the last school year

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

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

Teachers and classes

Qualified teachers and classes: YR– Y6

Total number of qualified teachers (FTE)	4
Number of pupils per qualified teacher	19.8
Average class size	24

Education support staff: YR – Y6

Total number of education support staff	3
Total aggregate hours worked per week	72.5

Financial information

Financial year	1998/99
	£
Total income	204134
Total expenditure	209139
Expenditure per pupil	2461
Balance brought forward from previous year	13353
Balance carried forward to next year	8348

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	82
Number of questionnaires returned	56

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	55	38	4	4	0
My child is making good progress in school.	34	51	11	4	0
Behaviour in the school is good.	45	55	0	0	0
My child gets the right amount of work to do at home.	25	54	16	5	0
The teaching is good.	46	46	4	4	0
I am kept well informed about how my child is getting on.	32	41	16	11	0
I would feel comfortable about approaching the school with questions or a problem.	44	48	8	0	0
The school expects my child to work hard and achieve his or her best.	49	46	5	0	0
The school works closely with parents.	27	52	21	0	0
The school is well led and managed.	38	52	10	0	0
The school is helping my child become mature and responsible.	41	52	3	0	4
The school provides an interesting range of activities outside lessons.	13	41	25	14	7

Other issues raised by parents

Several parents wrote to praise the school for its care of their children and the help that they were given with individual needs.

There were a range of concerns expressed in writing including:-

- an inconsistency between teachers in communication about children's work;
- several parents were concerned that there are three age groups in each class;
- the difficulties the school faces in organising computer provision, and the lack of space in the school to provide gymnastics;
- individual parents wanted more information on their children's special educational needs;
- inconsistent use of pen by the older pupils;
- criticism of national education policy and the difficulties it creates for small schools;
- the withdrawal by the local authority of school meals.

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

53. Children under-five may start school at the beginning of the academic year in which they have their fifth birthday. Most of them have attended pre-school before starting in reception. Children's abilities are assessed during the first few weeks of schooling. Over the past two years, this information indicates that children's social, language and mathematical skills are above average when compared with other children of this age in West Sussex. However, this year's cohort of nine children has a wider spread of ability than those in last year's cohort. When last year's group was re-tested at the end of the year their average points score had increased considerably, representing better achievement during the year than might be expected and high standards. Most of the present reception group are moving forward steadily in their learning and are likely to achieve or surpass the expected standards for language and literacy, mathematics, knowledge and understanding of the world, and creative development, by the time they start Year 1; several have already done so. This judgement of standards being mainly above average is similar to that made in the last inspection. It was not possible to judge their achievement in physical development.

Personal and social development

54. This aspect of the children's development is good. They respond positively to their work, showing good concentration and independence in undertaking tasks at this early stage in their school lives. They are co-operative with each other and the support assistant. They know the class routines well and are able to tidy away sensibly when asked to do so. The warm relationships being forged with staff contribute significantly to the children's spiritual, moral and social development.

Language and literacy

55. Literacy attainment by five is above average, children last year made good progress and a particular strength was the development of reading skills. Literacy is given priority with regular sessions on reading books together. Children understand that print carries meaning, use picture clues to help them explain stories, and several are reading a small number of key words accurately. Children are starting to use their good knowledge of initial sounds to write words and to sequence short sentences, and are aware of the importance of capital letters and full stops. Their letter formation and writing skills are better than usually seen at this age. Children are provided with interesting activities to develop their literacy and are confident when talking to their support assistant about these.

Mathematics

56. Most of the children's attainment is likely to be in line or exceed that expected for this age group by the time they move into Year 1, and they are learning at a good rate. Scrutiny of work shows those with higher attainment can already use pencil and paper methods to add three low numbers and count and record in tens. Other children are recognising numbers to ten and starting to order these practically. They experience a suitable range of practical activities and number games to consolidate their understanding of number and shapes. They recognise colours and the main plane shapes readily, and match these to make patterns.

Knowledge and understanding of the world

57. The curriculum is suitably planned to give children a wide range of opportunities to learn about the world around them. Their acquisition of knowledge in this aspect is generally good and more advanced than usually found for this age group. High quality practical opportunities are provided to explore scientific and technological ideas. For example, children have explored the different movements of push, pull and

twist. Several could explain the differences to an adult and match the concepts to the movement of various items in the classroom. They also showed real interest in non-fiction books about movement and discussed the pictures, drawing on their own previous experience. Good use is made of information technology programs to reinforce the children's knowledge, particularly in literacy.

Creative development

58. Children have average attainment in this aspect and are learning at a satisfactory rate. They experience creative activities in a range of materials including paint, malleable materials and construction kits. They attempt observational drawings and pattern printing with plastic cogs and round items. They are confident at drawing shapes, such as triangles and circles, and produce quite detailed, carefully coloured drawings. Most artistic, creative activities are closely controlled and opportunities for pupils to explore colour, texture and shape independently and imaginatively are less apparent. No music activities were observed in the inspection. Children were seen enjoying using puppets for imaginative play. A small role-play area is available with its focus as a school at present. However, it is not a particularly dramatic or exciting feature in the classroom.

Physical development

59. It is not possible to make a judgement on this area of learning as no physical activities were seen. The under-fives are using pencils, crayons and scissors appropriately. Children are encouraged to play on the patio and grass area outside the classroom, but this is not a secure outdoor area as expected for the age group. No large wheeled toys are available and there is little large indoor apparatus for climbing, so the demands on pupils' physical development are restricted.

Quality of teaching and the curriculum

60. The class for reception children provides appropriately equipped and interesting areas for purposeful play and successful learning. The quality of teaching is good overall. The teacher observed has a good knowledge of what to expect from this age group and high quality skills of questioning. The learning that is expected in each session is usually shared with children when the lesson starts. Children have appropriate support from the learning assistant. A less effective aspect is the organisation of children's completed work, which is collected in folders but rarely dated, so it is not easy to judge their progress in learning over time. The marking of children's work is always affirming, but without any annotation to analyse their progress in activities. The curriculum is good and initially based in the six areas of learning, moving to the early stage of the National Curriculum as the school year progresses. Medium-term and short-term planning is sound, but produced in several different formats so it is awkward to manage and read.

ENGLISH

61. The Key Stage 2 results in the 1999 national assessments were well above the national average, and above average when compared with those of similar schools. The school exceeded the reasonable target it had set by twenty-six per cent and all pupils gained at least Level 4. These results were an improvement on the previous year, but the trend for the past three years has been for standards to be above the national average. The numbers in each cohort are small, so any use of statistical data has to be cautious. There is a difference in boys' and girls' performance over four years, girls have performed better, but this is very similar to the national trend. In the national tests at the end of Key Stage 1 in 1999, pupils' results in both reading and writing were above the national average. Standards were broadly in line with those for pupils in similar schools in reading and above average in writing. The school had been aware from previous years' results that writing at Key Stage 1 needed improvement and this was achieved last year.
62. The overall attainment of pupils currently in Year 2 is in line with the national average with some strengths, such as pupils' speaking and listening skills. As the cohort is small, pupils' individual performance plays a significant part in the overall judgement. Several pupils are attaining at an above average level, but equally others have special educational needs in literacy. The attainment of pupils in Year 6 is above average in speaking and listening and reading, but broadly average in writing. They are unlikely to achieve the results gained in national tests last year, but are well on course to meet the target set by the school. Due to the small size of each year group the attainment in each one is quite varied. For example, pupils presently in Years 1, 3 and 5 are reaching standards that are higher than usually seen at these ages.
63. Pupils listen attentively in lessons, showing above average attainment. A high proportion of pupils are articulate with wide vocabularies, although a few are less skilled and are sometimes more reticent to speak in class or to adults. Standards of speaking overall are above average. Many opportunities are provided to develop pupils' speaking and listening skills, with all classes engaging in discussion at the beginning and end of literacy lessons. Pupils in the upper Key Stage 2 class spoke out well during their class assembly. They had learned small sections from several Shakespeare plays and most recited these with enthusiasm and verve, demonstrating good achievement in this topic. Technical vocabulary is well taught in other subjects and pupils are able to use this to explain their work.
64. Pupils enjoy reading. Standards are average at the end of Key Stage 1 and above average at the end of Key Stage 2, which is an improvement from the last inspection. Higher attaining pupils in Year 2 read fluently, emphasising the meaning, while more hesitant readers are supported individually each day by a reading support programme, which is helping them to make good progress. The literacy strategy is proving beneficial in emphasising the development of phonic skills and spelling. Pupils in Year 2 demonstrate their phonic knowledge by breaking unknown words into syllables or phonemes to aid reading. Home support from parents in listening to their children read, has a positive impact on standards. Older pupils experience a wide range of reading opportunities. For example, in the time set aside for Literacy Circles, groups were observed reading poems and with adult help, analysing the meaning, and exploring different ways to read aloud to make the most impact. Individuals with special educational needs read quite fluently and are clearly making good progress in terms of their prior attainment. Other pupils were able to indicate why they enjoyed particular books or authors. Most of the older pupils are reading quite challenging texts fluently, with good expression. The under-achievement in older pupils' independent reading noted at the last inspection is no longer apparent and achievement in reading is good at both key stages.
65. Older Key Stage 1 pupils and those in Key Stage 2 know how to use non-fiction books for research, understanding the classification system in use to find books on the library shelves. Lack of space in the school makes it difficult to display books attractively and awkward for pupils to use the library area for research. In addition, there are well kept sets of books for individual and group reading, and big books for class work. The youngest pupils were seen confidently and independently changing their reading

books. Class book areas are available, but there is scope to make these more lively and appealing to pupils.

66. Standards in writing at age seven and eleven are average overall, but several higher attaining pupils are exceeding the national expectations. At the last inspection the oldest pupils were considered to be under-achieving in writing. The school has worked to improve this aspect with some success, and overall achievement is now good. There is a good range of writing undertaken through the school, including imaginative stories, poems, instructions, letters and reports. The youngest pupils make good progress as they learn to write sentences in cursive script. Writing in other subjects develops pupils' literacy skills well and is a good feature in the provision for literacy. For example, pupils in Year 2 have written quite long accounts of their visit to Fishbourne. Lower Key Stage 2 pupils, in connection with their history studies, have reported on local census information, while the older pupils have written detailed accounts of aspects of the history and geography of Chichester. Generally pupils are achieving well in learning to craft writing in different ways; they are becoming confident at writing in different styles, for example, formally in a letter and informally as a journal, or in poetic style. Some of their poems, on Bravery for instance, are of high quality, with evocative language, which enhances their understanding of spiritual matters. Regular handwriting practice helps pupils make sound progress in developing a reasonable, cursive style. There is, however, too much variation between the quality of writing they produce for final copies of work and the 'everyday' writing in their books. Often the latter is carelessly executed and the organisation and presentation are weak. Occasionally the covers of pupils' exercise books are spoilt with unattractive scribble; sometimes work is undated, making it difficult to assess rates of learning. Although pupils clearly take pride in producing their termly topic books, not all are taking similar pride in their day-to-day writing. The development of pupils' knowledge of punctuation and grammar is good, often supported by appropriate individual targets. Spelling skills are sound in most year groups, they are good in Year 2, but weaker than expected in Year 6. The co-ordinator has recognised the problem and has made alterations in the school's strategies for teaching spelling, placing a greater emphasis on teaching spelling rules.
67. The overall quality of teaching is good, with some very good teaching at Key Stage 2. One lesson with unsatisfactory teaching was observed, but generally there has been an improvement in teaching since the last inspection. Younger Key Stage 1 pupils make particularly good progress as the work planned for them is suitably challenging, and the whole-class teaching they receive moves their learning forward at a good pace. In a very well taught upper Key Stage 2 lesson the teacher used pupils' ideas effectively to skilfully show how these could be modelled into a well-crafted sentence. The teacher's very good subject knowledge was reflected in the pupils' acquisition and correct use of terms such as assonance and onomatopoeia. When the teaching was weak, spelling activities failed to challenge the different abilities of pupils in the class so they were not acquiring new knowledge fast enough; the group activities were not sufficiently stimulating for the pupils capable of higher attainment and this limited their learning. There is good deployment of learning support assistants when they work individually with special educational needs pupils. They work soundly with the pupils during their group activities in class, but sometimes are not used profitably during the whole-class section of the lesson. Teachers provide interesting displays in their classrooms, supporting literacy work.
68. Pupils enjoy their literacy lessons and their behaviour is mainly good. Most are keen to be involved in discussions and settle to independent work well. However, where these activities are uninspiring they are less settled and positive. The subject has been a focus for development since the last inspection, in line with the requirements for the National Literacy Strategy. Assessments of pupils' skills are made regularly and targets are set with older pupils in reading and writing, and for younger ones in reading. A good feature is the strategy whereby the older pupils analyse their own work and decide whether they are reaching their writing targets. There is little formal assessment of pupils' progress in speaking and listening, but the recording of pupils' reading progress is secure. There is a wide-ranging portfolio of pupils' written work and examples of moderation of writing between different schools. The enthusiastic co-ordinator has undertaken a little monitoring of teaching and learning, to enable improvements in practice, but there is scope for more analysis of this.

MATHEMATICS

69. In the 1999 national tests, at the end of Key Stage 1, results were very high in comparison with the national average, and when compared with those for pupils in similar types of schools. At the end of Key Stage 2, the 1999 results revealed that standards were well above the national average. Over time, from 1996 to 1999, at the end of Key Stage 2, pupils' performance has been well above the national average. In comparison with similar schools, the 1999 national test results were also above the national average. Boys' performance has been slightly stronger than girls over four years but the difference follows the national pattern in general. Currently, at the end of both key stages, pupils in Years 2 and 6 produce standards of work broadly in line with national expectations. The school has small numbers of pupils in each year group and this can result in marked differences in standards from year-to-year. The ability profiles for Years 2 and 6 are closer to average than those of the 1999 cohorts. In both year groups, pupils' numeracy standards are good and they are achieving well to gain these standards. Year 6 pupils also demonstrate good standards in some work on shape, space and measures.
70. Since the previous inspection, overall standards of pupils' work have been maintained at the end of Key Stage 1, including the good attainment in number work. Evidence gathered during the inspection indicates that most Year 2 pupils will reach, and a few will exceed, the expected standard by the end of the year. Pupils in Year 1 are mainly working at a higher standard than is usually seen for this age group. Year 2 pupils work confidently with low numbers to carry out a range of simple calculations. Higher attainers are developing their understanding of larger numbers; as seen in one lesson where pupils showed a good appreciation of the value of digits when they added several two digit numbers together mentally, and explained their strategies for doing this. Pupils are able to apply their mathematics knowledge soundly, as seen when they created graphs on favourite forms of transport and used these to extract simple information. Recent achievement on this topic has been good and pupils have organised and presented this work neatly. However, the general presentation and organisation of pupils' written work lacks quality.
71. Standards of the current Year 6 are similar to those observed at the last inspection, but with an improved standard of number work. These pupils' attainment is broadly at the national average, though it is lower than that of pupils in the last two years, as the current Year 6 group has a relatively high number of pupils with special educational needs in mathematics. The school has set a realistic target for the proportion of pupils expected to gain Level 4 or better in this year's Key Stage 2 tests and pupils are on course to achieve this. In other Key Stage 2 year groups, standards are better than usually seen in Years 3 and 5, and broadly average in Year 4. This variation is due to the different overall abilities of pupils in each age group. In Year 6 pupils have covered a sound range of mathematics this year, in line with the expectations of the National Numeracy Strategy. Written work has included investigations involving number, shape and space, and data handling. Pupils' mental recall of number facts is good and effectively supports their work in other aspects of mathematics. They carry out a range of written calculations using numbers into the tens of thousands. In one lesson observed, where pupils' learning was good, two-thirds of the pupils understood place value to four places of decimals and effectively used this knowledge of numbers and their size to check their calculations.
72. Across the whole school, pupils achieved a good rate of learning in three of the five lessons observed. Pupils' achievement over time is satisfactory in terms of their prior attainment, and a steady progression of knowledge, understanding and skills is seen as pupils move through the school. Their achievement in number and algebra is good, demonstrated in their good knowledge, understanding and skills when working with numbers. These abilities are frequently seen during numeracy lessons: at the introduction when mental arithmetic is being practised, and later in lessons as calculations are being performed. Pupils with special educational needs are provided with work, which matches their needs appropriately, and they receive extra support that enables them to make sound progress.

73. The overall quality of teaching is good. Important elements seen in the best lessons included: clear learning objectives, usually written on the board and shared with pupils at the start of lessons so they know what they are expected to learn, a brisk pace to assist with keeping pupils interested, and a good balance of time spent in whole class work, practical activities and written tasks. There is a strong focus on teaching basic skills, which has a good impact on pupils' learning. Lessons are drawn together well at the end of the sessions to reinforce pupils' learning effectively. For example, in one well-organised lesson pupils of varying abilities were provided with demanding work on doubling. The activities were well matched to pupils' capabilities, so the older and able pupils were challenged to calculate mentally with large numbers. Elsewhere, individuals with special educational needs received good support from a learning assistant to practise quick mental addition of numbers.
74. Pupils are managed well and the good, and sometimes very good, attitudes and behaviour of pupils are positive factors in their achievement throughout the school, and are a response to good teaching. Pupils show interest and enthusiasm and listen carefully to explanations. They respond well to question and answer sessions and offer their own ideas and methods. Older pupils were well motivated during an investigation on predicting numbers in order to reach 1000. They supported and co-operated with one another well during the activity. A general weakness however, is the casual way many pupils organise and present their written mathematics; it does not always reflect their abilities and teachers are not expecting high enough standards in this respect.
75. Teachers ensure other subjects make a good contribution to pupils' competency in numeracy. Examples of this are seen in a wide range of subjects that include information technology, science, geography, and history. Topic folders throughout the school contain many examples of numeracy work: to produce graphs and charts using computers and in supporting work, for example, in the collection and collation of census information in history. In science, findings of experiments are recorded. In geography, data is used to produce rainfall graphs.
76. Management of the subject has been good in recent years. The development of numeracy and the implementation of the National Numeracy Strategy have been priorities that have been improved well. Many actions have taken place to secure improvements in the organisation of the subject, teachers' planning and assessment of pupils' work and the setting of targets for pupils' attainment. Pupils' test results have been monitored and evaluated. A small amount of monitoring and evaluation of teaching has taken place, but this is insufficient in providing a rigorous drive to raise standards of teaching and learning further.

SCIENCE

77. Teachers' assessments of pupils at the end of Key Stage 1 in 1999 indicated very high standards in all aspects of the subject, in comparison with national scores and those of similar schools. Inspection evidence, drawn mainly from pupils' written work finds that the present Year 2 pupils' attainment is in line with national expectations, as the quality of work they have produced is similar to that seen in many schools. In experimental and investigative work pupils are able to compare living things and events. These are recorded and described in simple terms. For example, Year 2 pupils are successful in making simple records of their investigation into the distance travelled by a vehicle. In work on life processes, they can recognise that different living things are found in different places. Pupils identify a range of common materials and begin to classify them into groups, depending on their properties. They make sensible observations about changes in light and sound and, for example, about the way different devices work in electrical circuits.
78. The proportion of pupils reaching the expected Level 4 in the national tests for eleven-year-olds in 1999 was above average. Over time from 1996 to 1999, the performance has been very high in comparison with the national average. In comparison with similar schools the results last year were broadly in line with the average. Some variations in performance and differences from year-to-year may be expected

when there are small cohorts to reflect the differing abilities of pupils in each year group. The school has maintained the level of pupils' attainment and achievement seen at the last inspection. The overall attainment of the present Year 6 is in line with the national average. High achievement is evident in several aspects of the subject, for example, in work on Earth and space and about the human body: blood circulation, movement and healthy living. Pupils' work shows that they can classify living beings and understand the concepts of habitat and food chains. They can classify solids, liquids and gases. Most of the older pupils have a secure understanding of how to conduct a fair test, for example, as seen in a lesson about friction. Pupils talked confidently about variables in setting up an experiment and about making general hypotheses about the likely outcomes.

79. The quality of teaching is good. At Key Stage 1, lessons are planned with care and clarity. Pace is maintained, which helps to sustain pupils' interest, motivation and concentration. There is plenty of well-organised, practical group work organised to assist the learning process. For example, Year 1 pupils were encouraged to devise their own questions about forces, such as 'How many corks in a container will make it sink?' and then try to find the answers; this led to high quality learning and pupils recorded their findings independently. The appropriate content and organisation of the lesson show the teacher's good subject knowledge. Sessions are ended effectively, drawing the pupils' thinking and actions together and reinforces their learning. A similar picture is found in Key Stage 2 and the same strengths are evident. The good quality of teaching is a key factor in the good achievement made by pupils as they move through the school. It also has a positive impact on pupils' attitudes and behaviour, which are consistently good at both key stages. They are interested in their work and make positive responses to teacher's questions and challenges. They have a good regard for sensible working as they undertake practical work, for example, as seen during a lesson involving Year 1 and 2 pupils in using a ramp to test the travelling distance of toys.
80. The subject is making a good contribution to pupils' literacy and numeracy skills by providing a range of opportunities that reinforce, and sometimes extends learning in other subjects, such as art and information technology. For example, Year 1 pupils used measurement skills soundly when investigating how far their car rolled down a ramp. Year 5 pupils set out their experiment in a particular format, increasing their understanding that writing and its style has to be adjusted for a variety of purposes. Graphical representation is used to show, for example, the growth of plants.
81. The curriculum is organised to provide a good breadth of learning opportunities for the pupils. Pupils produce topic folders, which contain some of their science work. The standard of work is satisfactory overall. The subject has not been a recent priority for development, but improvements have included resource management and setting out ideas for the future. The co-ordinator has a clear vision for development, which includes the need to audit the progression and continuity of practical and investigative work being offered to the pupils. Long-term planning has been improved. The amount of time for science is lower than found in most schools, which makes it difficult for teachers to have enough time to teach all aspects of the subject in sufficient depth to maintain high standards. The situation would benefit from being reviewed now that a long-term curriculum plan has been established. There have been no opportunities for teaching and learning to be monitored and evaluated in a rigorous way. The assessment of pupils' work is developing slowly, with a good quality portfolio of work that shows the development of pupils' work over time. There is scope for further improvement to take place.
82. Since the 1997 inspection, pupils' attitudes and behaviour have been maintained at a good level. Their achievement does vary from year group to year group. Currently, high achievement is apparent in Years 5 and 1. A scheme of work has been put in place to improve the coverage of the Programmes of Study of the National Curriculum. The quality of teaching has improved.

ART

83. The school has maintained the sound standards identified in the last inspection. Just one lesson was observed, but the variety of work on display, and in pupils' topic books, shows that they continue to experience a wide art curriculum. They are steadily extending their achievements as they move through the school by using an interesting range of media. Year 1 pupils progress from making simple private drawings, which help them to make sense of the world, to those with more detail that represent what they see and know about, to other people. The detailed, high quality observational drawings and follow up paintings of bicycles, produced by Years 1 and 2, are good examples of this and demonstrate good achievement. In Year 2, pupils continue to refine their descriptive capabilities. They readily mix drawings and written text to express ideas more clearly, as seen in their work on The Romans. Across the school, a good feature is the way art supports learning in other subjects. For instance, the experience of creating patterns with mosaic tiles as part of historical enquiry. Topic books are made attractive with covers that have examples of tie-dyed fabric, printing and collage work.
84. Pupils have good attitudes to art and they enjoy the activities in this part of the curriculum. At Key Stage 2, there are good examples of progress in learning seen in the skills development in three-dimensional work with clay. Younger Key Stage 2 pupils have made pinch pots or small models using finger techniques. Older pupils have produced some well-crafted coil pots and abstract models. Pupils know about the work of several artists, from books and local visits, and produce their own examples of work in their styles. They also experiment with the subtle use of colour and complementary shades. Some use is made of sketchbooks, but these are often untidy with carelessly executed drawings. Pupils are not using these to best effect, for instance to build up annotated examples of experiments and exploration of new techniques. The point made at the last inspection, on the need for teachers to review this work with pupils to help them improve, remains true.
85. The small amount of teaching observed was good. A new technique, hatching, was clearly explained to older pupils and this was linked effectively to the work of Hogarth, seen on a visit to Chichester. Examples were provided so pupils could explore the different techniques for themselves. Those involved in this activity concentrated well and worked carefully, yet quickly, to devise their own ways of using pencil lines to produce different shapes and depth of tone. Several transferred these ideas successfully to experimenting on drawing tree bark. The school's art policy is still the same useful document commented on at the last inspection. It gives, in broad terms, the skills and media pupils are expected to use in each year group. It has not yet, as recommended in 1997, been extended into a scheme of work with a detailed progression of skills. This is a weakness that the school is aware should be addressed as soon as possible, so that planning becomes more precise and standards may be raised further. Overall, the subject is contributing soundly to pupils' spiritual and cultural development.

DESIGN AND TECHNOLOGY

86. This subject has been a focus for improvement since the last inspection. Then, standards at Key Stage 2 were found to be below expectations, as the full range of the curriculum was not being covered. This is no longer the case and the standards of the good range of work on display at both key stages, are better than usually seen in many schools. High quality learning is being promoted and pupils are achieving well, including those with special educational needs. It was not possible to see design and technology being taught, as this is done through blocked units that were not on the timetable during the inspection.
87. All of the criticisms made at the last inspection have been addressed. At Key Stage 1, pupils are now designing and making a wider range of artefacts, including structures in hard materials. For instance, Year 2 pupils have planned and made vehicles with axles and wheels and included a simple cotton reel winding mechanism. They have thought carefully about their work and how it could be improved. Younger pupils at Key Stage 2 have created attractive pop-up books using slide and spring mechanisms in paper. Their understanding of movement mechanisms has then been extended into making amusing

models, and linked to science with the application of simple pneumatics techniques. Displays of the older Key Stage 2 pupils' work show that they now have the opportunity to develop designs to fulfil specific criteria, make and refine the products, and then thoroughly evaluate the outcomes. The stages of the design process are demonstrated very effectively in the slippers that pupils have made. Paper patterns to fit individual feet have been constructed and used as templates for the textile articles. Mathematics skills have been used well to measure accurately. Pupils have chosen the materials, methods of construction and style of decoration, so that each example on display is unique. Literacy skills have been employed in the written reports evaluating the slippers. Those pupils spoken with thoroughly enjoyed making the slippers and acquired a good understanding of the design process.

88. Although no direct teaching was seen it is apparent from the outcomes, in the work on display, that teachers are planning effectively for this subject, and teaching the key skills appropriately. The developments needed to improve standards have been well managed. The school now has a long-term rolling programme to ensure that pupils experience a range of design activities. National guidance is used as the scheme to develop pupils' skills progressively, but there is still scope to customise this to meet the specific requirements of the school. The school has purchased more resources for the subject and a suitable variety of tools and construction kits is available. There is, though, no systematic approach to monitoring and evaluating the improvements that the school is making.

GEOGRAPHY

89. There was a limited opportunity to observe lessons during the period of inspection. One lesson was seen, a scrutiny of pupils' work and teachers' planning took place, along with discussions with teachers and pupils. Standards at the end of both key stages are in line with expectations for pupils of these ages. Pupils of all abilities achieve satisfactorily over time. The school has maintained pupils' attainment and achievement since the 1997 inspection.
90. By the end of Key Stage 1, pupils show a good understanding in carrying out studies at a local level, for example, in looking at changes in land use while studying a topic on farming and food. They show an early awareness of places beyond their own locality. Work on the school buildings and grounds is producing a sound understanding of maps and plans. They have a satisfactory knowledge of other countries and their people, for example, Sioux Indians, Inuit Eskimos and African people. Pupils produce topic books that contain their findings on the above aspects. The standard of work is satisfactory overall, but its presentation is sometimes untidy. By the end of Key Stage 2, pupils are able to recognise and describe a range of physical processes, for example, weather and river features. They recognise that people have the ability to improve and destroy environments and look at ways they may be able to improve their own village.
91. The quality of teaching seen in a Year 6 lesson was satisfactory. A good use of questioning was employed to draw out and improve the quality of pupils' responses. The pupils were given the opportunity to discuss what they would improve in Compton, following a walk around the village. Their responses were interesting and of a sound standard. This lesson exemplified a particular strength of the curriculum throughout the school; that is the focus on studying the locality. Pupils' knowledge of their surroundings is good as a result.
92. The role of the co-ordinator has been one of maintaining the subject in light of priorities being focused and needed in other subjects, for example, English and mathematics. A particular strength of the curriculum is the breadth of learning opportunities provided, which stimulates pupils' interest well. Good use is made of cross-curricular links with other subjects, for example, mathematical skills are applied well in graphical recording of weather.

HISTORY

93. There was a limited opportunity to observe lessons during the inspection. One lesson was seen, a scrutiny of pupils' work and teachers' planning took place, along with discussions with teachers and pupils. Standards at the end of both key stages are in line with expectations for pupils of this age. A particular strength in pupils' knowledge and understanding throughout the school is their sense of chronology. They are able to place events in order with good accuracy.
94. At the end of Key Stage 1, in addition to their understanding of chronology, pupils are able to use sources of information to answer questions about the past. This is seen in their topic folders where they refer to books and artefacts used to gain information about, for example, the Celts and Romans. At the end of Key Stage 2, pupils continue to develop their understanding and knowledge steadily. In addition, they show a clear understanding of the differences between past times, for example, the Victorian period and the present day. Topic folders about Saxons and Vikings contain satisfactory work showing a range and depth of historical knowledge about main events and people associated with that time.
95. As in geography, a particular feature of the school's work is the use of local studies. In a portfolio of work, a study of St. Mary's church made a good contribution to pupils' knowledge and use of a first-hand source to stimulate their learning. Educational visits to a number of sites and places of interest are used well to bring pupils' studies alive, for example, Amberley Museum was visited during work about Britain from the 1930's. Topic folders contain numerous examples of work from other subjects, for example, literacy skills feature prominently, and information technology skills are used to word process accounts of research. The topic about Saxons and Vikings contained sound use of maps and letter writing in describing a Viking attack. Pupils' understanding develops steadily as they move through the school, as observed in their topic books. The standard of work is satisfactory overall but its presentation is varied, and occasionally unsatisfactory, due to inconsistent expectations.
96. In the Year 3 lesson observed, the quality of teaching was satisfactory. Texts were well chosen to present alternative views of Celtic and Roman life. Pupils showed a good interest and positive attitudes to their work. They concentrated well and made some insightful comments in response to the teacher's questioning, occasionally drawing on their own local knowledge.
97. The role of the co-ordinator has been one of maintaining the subject while other subjects are priorities. No monitoring of teaching and learning has taken place. A particular strength of the curriculum is the breadth of learning opportunities provided, which stimulates pupils' interest well. A good use is made of cross-curricular links with other subjects, for example, literacy and information technology skills are used well to present written work and local studies. Since the 1997 inspection the school has maintained the standards of pupils' work satisfactorily. A national scheme of work has been adopted and its use is beginning to improve the development of skills as pupils move through the school.

INFORMATION TECHNOLOGY

98. At the end of Key Stage 1, pupils' attainment is in line with national expectations in all aspects of the subject. Pupils are able to enter, save and retrieve work. They can retell their experiences of information technology, both at school and at home. Pupils can plan and give instructions to make things happen, for example, when using a floor turtle as a programmable toy. There is some good work being produced by Year 1 pupils in recording their thoughts on how a bicycle works. They are achieving well and show high levels of confidence and skill in using the keyboard to input text, present it in sentences, and to print the finished article.
99. At the end of Key Stage 2, pupils' attainment is in line with national expectations with regard to information and text handling. They are able to communicate and handle information sensibly and effectively. With increasing confidence and maturity, pupils are able to discuss their experiences of

information technology, its use in their work and in everyday life. They present information in a number of different forms. This is seen in the topic books where text, pictures and graphs are very much in evidence, and produced to a good quality, demonstrating good achievement. At the last inspection the standards at Key Stage 2 were judged to be below average, particularly in the control and modelling element of the subject. Since then effort has been put in to raising standards with some success. In Years 3, 4 and 5 the pupils are reaching the expected standards in control and modelling. However, Year 6 pupils' attainment remains below national expectations in parts of this element, because they have not yet made up the gaps in their knowledge. Currently they are making good progress in improving their knowledge, understanding and skills, following the unsatisfactory provision and limited achievement in the past. Pupils are now able to use sensors to supply data, for example, in measuring temperature over a period of time, from which they make sound efforts to interpret the meaning of results. They use programmes that provide opportunities to explore patterns and relationships in simulations and modelling exercises. Year 6 pupils were seen using a modelling programme and predicting/investigating the effects of using angles of different size. Good learning took place and pupils' attainment was of a satisfactory standard in this activity.

100. A small amount of direct teaching was observed at upper Key Stage 2. This good teaching was well organised and new skills were taught effectively, so pupils were then able to explore a complex new program independently and successfully. Elsewhere the often good levels of skill and confidence shown by pupils of all ages and abilities when working independently indicates that the teaching they receive is good overall. Pupils are enthusiastic and derive great enjoyment from the varied activities and learning opportunities planned for them. They are well supported by teachers and other helpers.
101. The school has been fortunate to find a few adults with both the time and expertise to spend working with the pupils. Not only do good relationships exist between pupils and adults, but also a useful transfer of skills is taking place to the advantage of the pupils and their learning. The use of helpers and carefully planned timetabling enables the school to get the best use from a relatively small number of computers and the very limited space available.
102. Information technology has been a priority for development since the 1997 inspection. The school has made good improvement on a number of fronts. Despite accommodation restrictions, the site arrangement of a small suite of four computers has made best use of available space. The purchase of new, more reliable computers and software has enabled a greater breadth of learning opportunities to be available for the pupils. The adoption of a national scheme of work has helped ensure a better continuity and progression of pupils' work. Staff training has improved the confidence and understanding of teachers with the result that better teaching and learning opportunities are taking place. A strong focus on improving standards of pupils' work at Key Stage 2 in controlling and modelling work has produced good increases in pupils' knowledge. This accelerated progress is having a positive effect on raising standards.
103. There has been good subject management to achieve the above improvements. An area that is unsatisfactory at present, is the level of monitoring and evaluation of teaching and learning that is taking place. The co-ordinator has no opportunities to see pupils at work, other than those in her class. A portfolio of pupils' work gives some general indications of standards for different age groups. Assessment records are being developed, but at present, improvements in skills and understanding are not well recorded.

MUSIC

104. There was little opportunity to observe music during the inspection because the lesson in upper Key Stage 2 was replaced by a special assembly for parents. In 1997, the standards pupils reached were better than national expectations. It was not possible to confirm this during this visit, or make an overall judgement on standards at either key stage. However, the quality of pupils' singing in assemblies is good.

They sing with sweetness and clear diction and this makes a good contribution to the spiritual nature of the events.

105. Teachers plan for pupils to have regular musical experiences of composing and performing music, and listening and appraising. For example, the youngest pupils have listened to Peter and the Wolf, in order to identify the different instruments being played. Extending this theme they have drawn pictures of a 'Sound Walk' and these are displayed with instruments so they may experiment. Some Year 2 pupils, and those in lower Key Stage 2, were observed composing independently in small groups. They chose instruments appropriately to reflect the different experiences of Celtic and Roman Life that they wished to represent. Some groups found it difficult to discuss how the structure of the composition should be developed and needed more practical guidance to make the best of the activity. However, the short compositions the groups performed satisfactorily reflected the different elements, such as a sea journey and invasion. The oldest pupils have listened to different styles of music, such as Vivaldi's 'Four Seasons' and extracts from the musical Lion King and made comparisons. These experiences have been satisfactorily extended into dance creation and performance.
106. Some of the good features identified at the last inspection are no longer present and music does not have the high profile that was apparent then. For instance, all pupils at Key Stage 2 used to have recorder tuition in lessons, but now only a few attend an after school recorder club organised by a governor. The former co-ordinator kept records of pupils' progress, but at present there is no system for showing how pupils make progress as they move through the school, so monitoring is less effective. In the strong links with the church a good number of the pupils have the opportunity to be choir members. A small number of pupils also have tuition from a peripatetic teacher of brass instruments. There is not yet a scheme of work to aid the non-specialist teachers in their planning and the school is aware of the need to remedy this weakness. The resources for the subject are good and pupils have the opportunity to play a wide range of percussion instruments.

PHYSICAL EDUCATION

107. Three lessons were seen in the inspection, teachers' planning was scrutinised and discussions with teachers and pupils took place. No lessons were seen at Key Stage 1 and therefore it is not possible to make any judgements on standards at the end of this key stage.
108. In Key Stage 2, two games and one dance lesson were observed. At the end of Key Stage 2, pupils' hockey skills are good. They are able to control the ball and maintain a good body shape when striking the ball and changing direction. Year 3 pupils show average skills when trapping and passing in football. The same age group are able to perform dance skills soundly in putting together movements to music, based on the Roman invasion of Britain. Swimming takes place during the Summer Term for Year 4 pupils. Based on past records, most pupils achieve the National Curriculum standard of swimming 25 metres. The 'Ten Step' awards scheme for athletics is used for Key Stage 2 pupils. Evidence from records for 1999, shows most Year 6 pupils achieve good standards by reaching the top level.
109. The quality of teaching was good in the Year 6 hockey and Year 3 dance lessons, and satisfactory in the football skills session. Teachers have good subject knowledge and this has a positive impact on pupils' learning, providing a very clear focus on teaching the skills of the subject in the best lessons. Good use is made of demonstration and pupils' self-evaluation to improve performance as seen in the dance lesson; here, pupils watched one another carefully and responded well to the music to create different characters with facial expressions and body shapes. Pupils with special educational needs are fully involved in these demonstrations and discussions. Pupils enjoy their lessons and respond to the teaching positively, with good attitudes and behaviour. There is a good level of co-operation and collaboration between pupils as they work on their skills in pairs and teams, which also enables successful learning.

110. The subject is co-ordinated by two teachers. Each one is responsible for physical education in one key stage. The subject has not been a priority for development and little liaison has taken place between the two post holders. The monitoring and evaluation of teaching and learning has yet to take place. The accommodation is preventing a full programme of gymnastics being taught and places restrictions on the learning opportunities the school is able to provide. There is only classroom size space available for indoor work. The teachers make good use of outdoor space, but this is dependent upon the weather. At the last inspection standards were found to be above expectations, but not enough evidence was gathered this time to confirm these previous findings.

RELIGIOUS EDUCATION

111. It was only possible to observe one religious education lesson during the inspection, as those in other classes were held on Friday after the completion of the visit. Most evidence is drawn from discussions and the high quality portfolio of pupils' work that the co-ordinator has organised. This portfolio is a useful monitoring tool as it effectively demonstrates the progression in pupils' learning as they move through the school. At the last inspection, standards were found to meet the expectations of the West Sussex Agreed Syllabus. On the evidence available this is judged to still be the case and pupils' work shows sound achievement throughout the school.
112. In Key Stage 1, pupils study a good range of familiar stories from the Bible. Most recently they have been studying the life of Joseph and recorded this through bright, carefully executed drawings of him in his 'coat of many colours'. Some Year 2 pupils have made storyboards about Easter and used their literacy skills soundly to convey the message of each part of the story. Others have written extended pieces of writing on the life of Moses. Pupils are also learning to appreciate special events and the importance of family life and love.
113. In Key Stage 2, pupils continue to develop an understanding of Christianity. For example, those in the lower key stage have discussed the Ten Commandments and put them into their own words, and have considered the Christian Year and made posters to represent this. A positive feature is that pupils undertake their own recording of work, through writing and art, and are not constrained by using commercially produced worksheets. In the upper part of the key stage the knowledge of religions is broadened beyond Christianity and Judaism, and pupils study Islam and the Buddhist way of life. They have undertaken a useful comparative study of religious buildings such as synagogues, mosques and churches. This work has been recorded in an interesting and personal manner. In previous years they have had the opportunity to visit a local Buddhist temple. Teachers indicate that pupils take part in discussions exploring their own attitudes and feelings, and expressing opinions about the questions of faith and existence that face human beings; however, this is not apparent in the portfolio evidence.
114. In the lesson observed, which was soundly taught, some Key Stage 1 and younger Key Stage 2 pupils studied Judaism and the Passover Meal. Facts were explained to them through a story and the use of artefacts, such as a scroll and a plate for the Seder meal. Pupils were attentive and interested throughout the lesson. They demonstrated good recall of the story of Moses and the reasons for Passover. They were also able to link the idea of tradition to several traditions in the Christian year. Overall, the subject is carefully planned for, good quality resources and books are available to enhance pupils' studies, and visits are made to create further interest in the subject.