

# **INSPECTION REPORT**

## **NORTHCHAPEL PRIMARY SCHOOL**

Northchapel

LEA area: West Sussex

Unique reference number: 125846

Headteacher: Ms Claire Greenfield

Reporting inspector: Mr Brian Gosling  
22453

Dates of inspection: 19 – 22 June 2000

Inspection number: 192077

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

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## INFORMATION ABOUT THE SCHOOL

Type of school: First school

School category: Community

Age range of pupils: 4 - 10

Gender of pupils: Mixed

School address: Pipers Lane  
Northchapel  
Petworth  
West Sussex

Postcode: GU28 9HZ

Telephone number: 01428 707352

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Appropriate authority: Governing Body

Name of chair of governors: Mr Gary Fish

Date of previous inspection: January 1997

## INFORMATION ABOUT THE INSPECTION TEAM

Team members	Subject responsibilities	Aspect responsibilities
Brian Gosling Registered inspector	Mathematics; Information technology; Geography; History; Equal opportunities; Children under five.	What sort of school is it? The school's results and achievements How well is the school led and managed?
Elaine Parrish Lay inspector		Pupils' attitudes, values and personal development How well does the school care for its pupils? How well does the school work in partnership with parents?
Gerard Slamon Team inspector	English; Art; Music; Physical education; Special educational needs; English as an additional language.	How well are pupils taught?
Tom Allen Team inspector	Science; Religious education; Design and technology.	How good are curricular and other opportunities offered to pupils?

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## **PART A: SUMMARY OF THE REPORT**

### **INFORMATION ABOUT THE SCHOOL**

Northchapel Primary School is a First School that is smaller than other primary schools. Pupils leave the school at the end of Year 5. There are 80 pupils on roll, 39 boys and 41 girls. Five pupils are eligible for free school meals, which is below the national average. Twenty-three pupils have special educational needs, which is above the national average, and two pupils have Statements of SEN, which is also above the national average. There are no pupils from ethnic minority groups and one pupil has English as an additional language. When they enter the school, the children's attainment is generally average. The school is set in attractive grounds that provide a unique learning environment for the pupils. The school benefits from small classes and is very popular with parents. Many pupils come from outside the catchment area.

### **HOW GOOD THE SCHOOL IS**

Northchapel Primary is a very effective school. Pupils enter the school with average levels of attainment and they attain high standards, particularly in English, mathematics and science. The leadership of the school is excellent and is firmly focused on raising the quality of teaching, which is very good. Parents are very involved with their children's learning, and the pupils are clear about what they should do to improve. The expenditure for each pupil is comparatively high, yet the school gives good value for money.

#### **What the school does well**

- The school has established a very effective learning environment that is focused on the well being of pupils and their high achievement.
- Pupils achieve very high standards of work, particularly in English, mathematics and science.
- Pupils' attitudes are excellent and they thrive on the supportive relationships within the school.
- Inspirational and enthusiastic teaching sparks pupils' interest and enables them to achieve high standards.
- The school works hard to provide a rich, varied and interesting curriculum.
- The wide range of stimulating provision outside the classroom, that includes ducklings and a 'willow circle', is outstanding.
- The headteacher provides excellent leadership and her own professional development is inspirational to the work of the school.
- Curriculum co-ordinators work hard and are highly committed to raising standards of achievement.
- Information to parents about their children's learning is clear and helpful.

### **What could be improved**

- There are no areas in need of significant improvement.

*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. Since then, there have been significant improvements in standards in English, mathematics, science, religious education, design and technology and music. This is closely linked to improvements in teaching and developments in the leadership role of key staff. The headteacher has been appointed since the last inspection, as have two of the four classroom teachers. The headteacher has led a programme for school improvement that is firmly directed towards raising standards through improvements to the quality of teaching and learning. This includes professional development both in school, through staff meetings and training days, and out of school, on courses and visiting other schools.

The headteacher monitors teaching closely and identifies areas for improvement. Consequently, attention has been given to setting clear learning intentions for lessons; planning stimulating and purposeful tasks that match the needs of all pupils, and creating effective methods for making daily assessments of pupils' learning that inform teachers when planning future lessons. These strategies have been formalised in the revision of policies and planning documents that are constantly updated as the school finds new ways to improve. The ability of pupils to learn effectively has been encouraged by ensuring that they are aware of the purpose of lessons and of how they can improve. Targets for improvement are set for the school, groups of pupils and individuals, and teachers discuss these targets with pupils and parents. The school council has been established and all pupils, including the very youngest, take an active role in improving the school's provision, such as facilities in the playground.

The role of curriculum co-ordinators has been extended to ensure that they are clear about standards in their subjects and know what to do to improve them. For example, each co-ordinator monitors curriculum planning, and has observed all teachers (and some teachers in other schools). They regularly scrutinise pupils' work, compiling portfolios of pupils' work in all subjects that exemplify high standards and how they have been achieved.

The headteacher, staff and governors have addressed the key issues of the last inspection report thoroughly and with a clear commitment to raising standards. Curriculum planning has been revised and the school gives greater attention to pupils' progress by ensuring a suitable challenge in the tasks set for them. The timetable has been amended to ensure suitable time for religious education, and effective policies have been implemented for health education and sex education. New home/school reading records have been established, and parents were fully involved in this and the development of a homework policy, as were the pupils. They were consulted over the development of the reading records and a literacy evening was held for parents. Professional training has been undertaken to improve teachers' knowledge and pupils' achievements in mathematics.

The school has improved in almost all aspects of its work since the last inspection and is well placed to maintain high standards and make further improvements. The school is committed to maintaining its effectiveness through continual improvement of the quality of teaching and of the curriculum it provides.

## STANDARDS

The table shows the standards achieved by seven year olds based on National Curriculum test results.

Performance in:	compared with				<i>Key</i>
	all schools			similar schools	
	1997	1998	1999	1999	
reading	A	N/A	A	A	very high A*
writing	A*	N/A	B	B	well above A
mathematics	A	N/A	C	C	average above B
					average C
					below average D
					well below average E
					very low E*

The table above has not been completed for 1998, as there were fewer than ten pupils who took the tests in that year. Consequently, the figures are unreliable and cannot be usefully compared with other schools. A\* indicates that the school's results are in the highest 5 per cent of schools in the country.

Standards in English at the age of seven are consistently high. The results in mathematics in 1999 appear disappointing. However, the percentage of pupils who attained the nationally expected Level 2 was very high compared to the national average. On this measure, the school is in the highest 5 per cent of schools in the country. The reason for the average grade was the small number of pupils who attained the higher Level 3. The school carefully analysed the test results to identify the weaknesses in pupils' learning. This analysis has led to changes this year that have been very successful and 50 per cent of pupils attained Level 3 in mathematics in 2000. (These test scores, which have yet to be moderated, show that in reading and writing, 42 per cent attained Level 3).

The average of results over time can be the most reliable indicator of the performance of a school where, because each year group is small, results tend to fluctuate year by year. Over the years 1996–1999, the average of results at the end of Key Stage 1 were above the national average in reading and mathematics, and well above the national average in writing.

As pupils leave at the end of Year 5, the school has no end of Key Stage 2 (Year 6) results to compare with other schools. However, the school uses the tests provided by the Qualifications and Curriculum Authority to monitor pupils' progress at the end of each year in Key Stage 2. This year's tests at the end of Year 5 indicate that the percentages of pupils exceeding national expectations are 51 in English and 62 in mathematics. Furthermore, the percentage of pupils attaining Level 5 at the end of Year 5 is 12 per cent in mathematics and writing, and 23 per cent in reading. This is a strong indicator that standards are high and pupils' achievements are good.



The findings of the inspection are that standards in English, mathematics and science are above average at the end of Year 2, and well above national expectations at the end of Year 5 when pupils leave the school. Standards exceed expectations in information technology and religious education and are better than that usually seen for pupils of a similar age in all other subjects. The reasons for these very high standards are the careful assessment made of pupils' learning and the high quality of teaching that skilfully matches tasks to the learning needs of each pupil. The school has high expectations of pupils and has set itself challenging targets for improvement in test results.

## PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Excellent. Pupils love coming to school and they show exceptional interest and involvement in all activities.
Behaviour, in and out of classrooms	Consistently very good. This makes a positive contribution to pupils' learning.
Personal development and relationships	Excellent. The outstandingly positive relationships and mutual respect mean that the teachers get the very best from pupils.
Attendance	Good. Attendance is above the national average.

## TEACHING AND LEARNING

Teaching of pupils:	aged up to 5 years	aged 5-7 years	aged 7-11 years
Lessons seen overall	No Judgement Made	Very Good	Very 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.*

At the time of the inspection, all the pupils in the reception class, including three children who were still under five, were working securely with the Programmes of Study for the National Curriculum. It is, therefore, not possible to make a secure judgement on the quality of teaching for children under five.

During the inspection, there was no unsatisfactory teaching and all lessons observed were good or better. 65 per cent were very good or better and 12 per cent were excellent. There was very little difference in the quality of teaching between Key Stage 1 and Key Stage 2. This represents a significant improvement since the last inspection.

Teachers plan lessons carefully and take account of detailed assessments of what pupils have already learned to set tasks that are challenging and lead pupils towards the next stage of learning. They assess pupils' learning in all lessons to maintain the cycle and ensure that pupils continue their good progress. Different tasks are set in all lessons to meet the needs of all pupils, particularly those with special educational needs or English as an additional language. Excellent relationships are maintained in all classrooms and this contributes to lessons being happy and industrious occasions. Lessons are very well prepared to secure a good pace and

resources are used well to enhance pupils' learning and provide support, such as writing frames and number lines, for those pupils who need them so that all pupils attain the highest possible standards.

The school has carefully monitored teaching and analysed its own strengths and weaknesses to improve the quality of teaching. Consequently, the learning intentions of each lesson are clear and specific and the pupils are aware of them. This enables pupils to have a clear understanding of what they are doing and why, and they assess what they have learned and suggest how they can improve. The National Strategies for Literacy and Numeracy have been implemented conscientiously and enthusiastically. As a result, teaching and learning in English and mathematics lessons are of a very high standard.

## OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Very good. The school makes imaginative use of the local environment, both inside and outside the school site, to enhance pupils' learning. Statutory requirements are fully met.
Provision for pupils with special educational needs	Very good. Their full and equal access to the curriculum that allows these pupils to make very good progress.
Provision for pupils with English as an additional language	Good. The pupil with English as an additional language has made significant progress and has achieved the standards expected nationally.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Excellent. The personal development of all pupils is at the heart of the work of the school and this contributes significantly to the pupils' self-esteem and their highly developed personal and social skills. Pupils become mature and responsible.
How well the school cares for its pupils	Excellent. This is a very caring school. The best interests of the pupils are central to everything the school does.

The school has shown outstanding commitment to building strong links with parents and encouraging their active involvement in the school. This has resulted in an excellent partnership, and parents play a leading role in providing and maintaining the many learning stimuli that enhance the school's curricular provision.

## HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The headteacher provides excellent leadership. She provides a clear direction for school development that is focused on raising standards by improving the quality of teaching and learning. The headteacher is supported well by the curriculum co-ordinators who are very effective and share her commitment to high standards.
How well the governors fulfil their responsibilities	Good. The governors are very supportive and they have systems in place to monitor the school's effectiveness.
The school's evaluation of its performance	Excellent. The senior teacher analyses test results in detail to identify any weaknesses in pupils' learning, and these are quickly remedied. All co-ordinators monitor all aspects of teaching and learning, including curriculum planning, teaching and pupils' work.
The strategic use of resources	The school considers the use of its resources carefully and makes excellent use of the school grounds. The school applies the principles of best value well.

The staffing, accommodation and learning resources are very good and each makes a significant contribution to the maturity and high standards achieved by the pupils.

## PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> <li>• Their children like school.</li> <li>• The progress their children make.</li> <li>• Behaviour in the school is good.</li> <li>• The amount of homework provided.</li> <li>• The good quality of the teaching.</li> <li>• The information they receive about their children's progress.</li> <li>• The school is approachable.</li> <li>• The high achievement of the pupils.</li> <li>• The close links with parents.</li> <li>• The leadership and management of the school.</li> <li>• Their children become mature and responsible.</li> <li>• The range of activities outside lessons.</li> </ul>	<ul style="list-style-type: none"> <li>• There are no areas of concern for parents.</li> </ul>

Parents are very supportive of all aspects of the work of the school. Inspectors agree with parents' views and also find that there are no areas of concern and, indeed, many examples of excellence.

## **PART B: COMMENTARY**

### **HOW HIGH ARE STANDARDS?**

#### **The school's results and achievements**

1. The children under five are assessed soon after they begin school. A detailed scrutiny of the school's extensive records shows that children's attainment on entry is generally average, although it is below average for the county. Most of the children benefit from attendance at a playgroup. The playgroup based at the school, which is independent of the school, is managed by the headteacher, who provides professional and expert guidance.

2. At the time of the inspection, three children were under five. The school's policy is to introduce the National Curriculum Key Stage 1 Programmes of Study when the children are ready. During the inspection, all the pupils in the reception class, including these three children, were working confidently with the National Curriculum. The curriculum provided is imaginative and planned well; all children attain the Desirable Learning Outcomes<sup>1</sup> by the age of five and often well before they are five.

3. Pupils' attainment<sup>2</sup> at the end of Key Stage 1 in 1999 was well above both the national average and the average for similar schools in reading. It was above both the national average and the average of similar schools in writing, and close to the national average and the average of similar schools in mathematics.

4. The percentage of pupils who attained the expected Level 2<sup>3</sup> was well above the national average in reading, above the national average in writing, and very high in mathematics (very high indicates that results were in the top 5 per cent of schools in the country). In mathematics, all pupils attained the nationally expected Level 2. However, the percentage of pupils who attained the higher Level 3 was well above the national average in reading, below the national average in writing, and well below the national average in mathematics. The

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<sup>1</sup> On Desirable Learning Outcomes: QCA (Qualifications and Curriculum Authority) formally SCAA (School Curriculum and Assessment Authority) has produced a set of 'Desirable Learning Outcomes for Children's Learning on Entering Compulsory Education.' These outcomes are a set of skills, knowledge and understanding that children might be expected to achieve by the age of five in six areas of learning: language and literacy; mathematics; knowledge and understanding of the world; creative development; physical development and personal and social development.

<sup>2</sup> On pupils' attainment: For reading, writing and mathematics at Key Stage 1, and English, mathematics and science at Key Stage 2, the average test/task score achieved by a school is calculated by dividing the sum of the scores achieved for that test/task across all eligible pupils by the total number of eligible pupils minus those pupils who were absent or disapplied. Absent pupils and disapplied pupils are not included in the calculations as it is not possible to say what contribution these pupils make to the overall performance of the school. These comparisons are the ones used in the figures printed in the summary of the report. When the percentage of pupils attaining a particular level is compared to other schools, this is stated clearly in the text.

<sup>3</sup> On Levels: By the end of Key Stage 1, pupils are expected to attain Level 2 in all National Curriculum subjects. Those who achieve Level 3 are therefore attaining above nationally expected levels. It is a national expectation that all pupils should reach Level 4 by the end of Key Stage 2. Pupils who reach Level 5 are therefore attaining above the nationally expected level for eleven year-olds.

senior teacher analysed the test results to identify weaknesses in the pupils' learning, and amendments were made to provide greater challenge for pupils. This has been particularly successful, and this year the percentage of pupils who attained Level 3 in mathematics at age seven was 50 per cent. Additionally, 42 per cent of pupils attained Level 3 in reading and writing.

5. In small schools, test results often fluctuate greatly from year to year and it is not possible to make a secure judgement on standards based on a single year. A better guide to standards in small schools with small cohorts is to consider results over time. The average of pupils' attainment over the years 1996–1999 is above the national average in reading and mathematics and well above the national average in writing.

6. There are no pupils at the end of Key Stage 2 (Year 6) as they leave the school at the end of Year 5. The school conducts the tests provided by the Qualifications and Curriculum Authority with each year group in Key Stage 2 to monitor pupils' progress. In the tests this year, the attainment of Year 5 pupils is very good and compares favourably with national averages at the end of Year 6. In particular, the percentage of pupils whose attainment exceeded national expectations was 63 per cent in reading, 51 per cent in writing and 62 per cent in mathematics. A significant proportion of pupils attained Level 5 at the end of Year 5: 11 per cent in mathematics, 12 per cent in writing and 23 per cent in reading. This is a strong indicator that standards are high and pupils' achievements are good.

7. There is no significant difference between the attainments of boys and girls. Pupils with special educational needs, and the pupil for whom English is an additional language, receive good support and make very good progress. Targets are set for individual pupils, groups of pupils and for the school. The school also sets targets for pupils, who leave at the end of year 5, to achieve in their next school at the end of Year 6. All these targets are challenging and the school is committed to achieving them.

8. Standards have improved since the last inspection in English, mathematics, science, religious education, design and technology, and music. High standards have been maintained in all other subjects.

9. Standards in literacy are very good. Younger pupils read expressively with good understanding. Most pupils write in sentences, using capital letters and full stops correctly. Spelling is generally accurate and handwriting is joined and legible. Talented pupils write extended sentences; they choose words carefully for effect and use punctuation correctly. By Year 5, pupils read aloud fluently and accurately, with very good understanding. They name their favourite authors and explain their preferences. Talented pupils identify key features, themes and characters, and select phrases and relevant information to support their views. Handwriting and presentation become very good and pupils write for an increasingly wide range of purposes and different audiences. Standards of accuracy in spelling and punctuation are generally very good and many pupils have an impressive range of vocabulary. They write good and lengthy stories; their poetry shows imagination, and factual reports are clearly expressed and well structured.

10. Standards in numeracy are very good. Pupils in Key Stage 1 recognise number patterns, such as odd and even numbers, and many pupils have a good mental recall of number facts to 20. Many pupils learn multiplication facts to 5x5 and are able to calculate addition and subtraction facts using numbers to 100. Pupils reinforce their number skills through playing and devising simple board games and conducting investigations into the veracity of statements, such as 'I can make 10 by adding 3 numbers'. By the end of Year 5, pupils have a good mental recall of multiplication facts to 10x10 and addition and subtraction facts to 100. Many are able to calculate square numbers in their heads; they know the square root of some numbers and have a good understanding of ratio. They estimate and then measure accurately length, capacity, mass and time, and find the area and perimeter of regular and irregular shapes. They create and interpret a variety of graphs skilfully, representing data in frequency diagrams.

11. Standards in science are very good. In Key Stage 1, pupils begin to use a scientific vocabulary with increasing confidence and make good progress in their investigative skills. Pupils experiment on playground equipment when testing forces. They record their findings and explain the reason for differences. They make satisfactory predictions about the outcomes of an experiment and most have an understanding of a fair test. In Key Stage 2, pupils understand that the properties of certain materials make them suitable for different uses, such as insulators and conductors. They know and understand the difference between freezing point and dew point. Pupils understand the importance of a fair test and predict, test, refine and evaluate their work when measuring the amount of air trapped in different soils, for example. By the end of Year 5, most pupils have made considerable progress in answering factual questions, using appropriate scientific language and planning and recording experiments in a logical manner. They identify problems, design tests and conduct their own experiments.

12. Standards in information technology are good. Pupils have a good awareness of word processing and select a variety of fonts when writing for different purposes and audiences. They combine text and images and use a digital camera to take photographs for use in their work. They create databases and print a variety of graphs that they interpret well. The school has access to the Internet and each class has an email address. Pupils research information on the Internet in investigations for history and geography, for example. The school shares an Internet web page with local schools and pupils' work, photographed with a digital camera, is included.

13. Standards in religious education are good. Pupils know about the major world religions, including Christianity, Judaism, Islam, Buddhism and Hinduism. They understand the importance of religious festivals and that sacred books, such as the Bible and the Torah, contain guidelines for living and have special significance for believers. Pupils reflect on religious teachings, such as forgiveness, and relate them to their own experiences. They use their understanding of religious ideas in other topics, such as the Ancient Greeks, and older pupils apply this understanding when writing their own prayers of thanksgiving.

14. In all the non-core subjects, standards are good. Art remains a strong feature of the school. Pupils design and make complicated items, such as wallets, and they carefully evaluate their products to find ways to improve their designs. In history and geography, pupils produce work to a high standard and benefit from a variety of stimulating field trips

and visits. Standards in music have improved since the last inspection and the choir enjoys a good reputation locally. Pupils develop good skills in physical education and almost all pupils swim at least 25 metres confidently by the time they leave the school.

15. Pupils' achievements are good throughout the school. Their attainment is average when they arrive at the school. By the time they leave at the end of Year 5, attainment is very good and almost all pupils achieve or exceed, at this point, the standards expected nationally at the end of Year 6. The school has high expectations both of pupils' attitudes and of their standards of work. Teachers set challenging tasks that are carefully based on pupils' prior learning and pupils respond well. They work hard and produce work of a high standard that is very well presented. There is a commitment from staff and pupils alike to produce work to the very highest standards possible.

### **Pupils' attitudes, values and personal development**

16. Pupils' excellent attitudes to work and very good behaviour are a major strength of the school and have a striking effect on their learning. The very high standards noted in the last inspection report have been maintained and built upon. Pupils thrive on the excellent relationships throughout the school and their personal development is carefully nurtured in all aspects of school life. Parents strongly support the school in its high expectations of their children's behaviour and value the many opportunities given to help them become mature and responsible.

17. Pupils thoroughly enjoy coming to school and show high levels of interest in everything they do. Many lessons are characterised by imaginative and challenging activities and pupils respond by being inquisitive and eager to learn. Pupils' hands frequently shoot up in reply to teachers' questioning, and they develop a sense of achievement through pleasurable and rewarding activities. There are high expectations of pupils to apply maximum effort in their lessons and then to derive as much enjoyment from them as possible. In a Year 1 numeracy lesson, pupils worked very hard and displayed a real fascination for number, and there was a buzz of excitement in the air; 'This is fun', said one pupil. In a numeracy lesson in the reception class, the teacher's good-humoured approach focused pupils' attention quickly and helped them to be very responsive and co-operative.

18. In many lessons, pupils are highly motivated by the teachers' enthusiasm, which makes the subject come alive and adds to their achievement. In a challenging literacy lesson on persuasive writing for Years 4 and 5, pupils of all abilities were totally absorbed in reading and writing about the proposed Petworth by-pass. They displayed a very mature attitude to the subject, worked at an optimum pace and proudly discussed their work at the end of the lesson. The teacher's lively delivery during a choir practice inspired pupils to work hard, and a stimulating start to a music lesson on jazz immediately grabbed pupils' interest and enabled them to maintain their enthusiasm throughout the lesson.

19. Standards of behaviour in lessons, in assemblies and around the school are very good. Pupils display a natural courtesy and respect for each other and all adults. They uphold the school rules very well and there have been no exclusions. Good behaviour is positively reinforced with praise and a smile and pupils respond well to this clear approach. This very

good behaviour has a positive impact on the progress pupils make. Behaviour is equally good in the playground, where there is a strong sense of harmony and where pupils of all ages mix well. There were no signs of bullying during the inspection.

20. There are excellent relationships throughout the school; all adults are kind and friendly without their authority being undermined. Such positive relationships mean that teachers and pupils respect each other. Pupils are very polite to staff, visitors and to each other. They get on well together in lessons, supporting one another and listening attentively when other classmates are speaking. Excellent class relationships were apparent in a mathematics lesson for Years 2 and 3, where pupils helped one another to correct mistakes, and in a Year 1 literacy lesson where strong relationships encouraged pupils' confidence when reading aloud to the class. Even the very youngest pupils in the reception class show commendable self-assurance and co-operation because of the excellent relationships they have with their teacher. Pupils are encouraged to look after each other and to respect each other's views, and they do this sensitively. Teachers help pupils think about the results of their actions. In one lesson, pupils spontaneously clapped the good efforts of others and one pupil was overheard complimenting his friend on a piece of work well done. Pupils with special educational needs and with English as an additional language are well integrated and work well with their classmates. These pupils are keen to improve. Their attitudes to work and behaviour in lessons are very good. This has a positive effect on their learning and progress. They concentrate well on their work, and show respect for teachers and support staff.

21. Pupils develop independence in thought and action from an early age. They are encouraged to get involved in the daily life of the school and, in the reception class, they help to tidy up after lessons and take the registers to the office. The School Council provides an excellent mechanism for pupils of all ages to have their say in the running of the school community. By the time they reach Year 5, pupils increasingly take the initiative in operating the overhead projector in assembly, helping to sell snacks at break and clearing away after lunch. Year 5 pupils take these duties very seriously and act as very good role models for the rest of the school.

22. Pupils develop as independent learners in all classes. They respond positively to encouragement to think for themselves and work without the teacher's direct support. As they get older there are many opportunities for pupils to plan and organise their time. At an early stage they evaluate the strengths and weaknesses of their own and others' work. In a Year 1 literacy lesson for example, pupils were able to articulate clearly what they liked about a classmate's reading. One pupil said, 'She read very well because she used expression. Can we give her a clap?' Such positive reinforcement of independent learning skills enables all pupils to become confident learners with a natural love of learning.

23. Attendance is good and compares favourably with national averages. Registration is carried out quickly and efficiently with a real sense of joy about being in school. There are straightforward procedures for recording and reporting absences and parents strongly support the school's drive to maintain regular attendance and punctuality.



## HOW WELL ARE PUPILS TAUGHT?

24. The quality of teaching is very good in each key stage and varies from good to excellent. As a result of this very good teaching, pupils make very good progress. Teaching was excellent in 12 per cent of lessons, very good in 65 per cent and good in 23 per cent. There is no significant variation in the standard of teaching between the key stages. The very high quality of teaching represents a very significant improvement since the last inspection. Teaching then was good overall, but only 7 per cent was very good or better and some was unsatisfactory. Teaching has improved because the very effective monitoring of teaching ensures consistency of practice, improved use of assessment in planning, and the effective implementation of the National Literacy and Numeracy Strategies. Teachers have been given opportunities to observe good practice in their own and other schools. These initiatives have resulted in raising standards across the school. The headteacher's own professional development, as well as that of other teachers, is used well to improve the effectiveness of teaching in raising the quality of pupils' learning. All members of staff are thoroughly committed and work hard in the interests of their pupils.

25. The school has been very successful in raising standards. This is directly linked to the very good quality and use of ongoing assessment that ensures that every pupil is working at a task that builds on previous learning and makes the optimum progress. A significant strength of the teaching is teachers' knowledge and understanding of the developmental aspects of the National Curriculum, religious education and the areas of learning for children under five years of age. Teachers' thorough planning is effectively based on assessment of pupils' prior attainment, and the excellent management of pupils through very positive relationships. Teachers create a comfortable, supportive learning atmosphere, which gives pupils the confidence to attempt new work and to express their views. They have very high expectations of their pupils and motivate them through stimulating teaching methods. A very good example of this was observed in a Year 1 art lesson, where pupils watched in awe as the teacher introduced printing techniques. Teachers make effective use of homework to reinforce what is learned in school and to develop pupils' independent learning skills.

26. All teachers make efficient use of time and resources. Lessons are kept moving at a good pace and resources are well prepared before lessons and readily available when required by pupils.

27. The school meets the needs of all pupils well, including gifted and talented pupils. Teachers carefully monitor and track pupils' progress and, when difficulties are identified, additional support is quickly provided. The teaching of pupils with special educational needs is very good in both key stages. Teachers provide pupils who have special educational needs with good support and tasks are well matched to their needs. The well trained, dedicated support staff are very effectively deployed, and they provide pupils with a very good level of support in lessons. The visiting special educational needs teacher provides very good advice on teaching and on planning individual targets. These targets are clear and specific and they are used well by teachers in planning appropriate tasks in lessons. The teaching of these pupils ensures that they have full and equal access to the curriculum and to all aspects of school life.

28. The teaching of basic literacy and numeracy skills is very good. All teachers are technically competent in teaching phonics and basic mathematical skills. Literacy and numeracy lessons are very well planned and follow recommended structures. In literacy, teachers set good models of language in reading aloud expressively. Pupils are given many well-planned opportunities to speak in lessons and to take part in performances. The school has identified the need to provide pupils with further opportunities to extend their writing. As a result, an increasing range of good opportunities is provided for developing pupils' extended writing skills in English and other subjects, such as science, history, geography, religious education and art. Handwriting skills are progressively developed and pupils are introduced to a joined style as early as the reception class. In numeracy lessons, teachers make good use of questioning to check and extend pupils' mathematical understanding. Pupils are provided with a good range of opportunities to apply their mathematical skills in practical investigations. Their numeracy skills are promoted in other curriculum areas, such as science, geography and design and technology. Plenary sessions are used very well to consolidate and review what has been learnt during the lesson.

29. The teaching of science is very good in both key stages and contributes positively to the high standards that pupils achieve. Lessons are very well planned, with clear learning objectives that are shared with the pupils so that they are aware of what they are to learn. Tasks are interesting and well chosen, with a good balance of information given and opportunities for pupils to find things out for themselves. Pupils are very well challenged to explain why things happen, as in a lesson for Years 2 and 3 where pupils had to consider why a sponge returned to its former shape after being squashed. The skills of applying scientific knowledge to everyday situations are developed well.

30. The teaching of information technology is good. Pupils are provided with opportunities to use computers to draft and redraft their work and to use CD-ROM to find information. Teachers have a good knowledge of the subject and the increased range of resources is having a positive impact on the quality of teaching and learning.

31. Religious education is well taught in accordance with the requirements of the locally Agreed Syllabus and teachers have a secure understanding of the subject. Lessons are used well to give pupils a clear understanding of Christianity and the diversity and richness of other major faiths. Teachers make effective use of role-play activities to deepen pupils' understanding. A good example of this was seen in the Year 1 class, where pupils acted out the parable of the labourers in the vineyard and gained a deeper understanding of 'fairness'.

32. The quality of teaching seen in other subjects is very good. In art, music and physical education, teachers successfully balance control with creativity in allowing pupils to develop their ideas independently, as, for example, when creating works of art in a variety of media. The teaching of history and geography is very well supported by stimulating artefacts and well-planned field trips. Teachers and parents provide pupils with many opportunities to further develop and apply their skills outside the classroom, as, for example, in after-school sporting activities and art clubs.

33. There were three children under five at the time of the inspection. These children had already achieved the Desirable Learning Outcomes for children under five and were working confidently within the National Curriculum programmes of study. The very good progress these children make in their learning is a direct result of very effective teaching. Planning

indicates that children under five are provided with a good range of activities to support the areas of learning and work is well pitched to the children's stages of learning with an appropriate emphasis on developing their learning skills.

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

34. The quality and range of learning opportunities provided by the school are of a very high standard and a broad and balanced curriculum is provided throughout the school.

35. The school works hard to provide a rich and varied learning environment that promotes high standards of attainment in all areas of learning and personal development. Parents make an active contribution to the very good use of the school grounds in establishing a stimulating learning environment. There is a pond and wildlife area for scientific investigations; a 'willow circle' is used for a range of imaginative activities, and a vegetable patch from which produce is harvested and used as part of the curriculum. An enclosed area for ducks allows pupils to observe eggs hatching. The consequent delight in the wonders of nature contributes well to their spiritual development. Special play areas are designed and maintained by the Home/School Association, and the parents maintain and help with supervision of the swimming pool. This is in very good condition and has recently been refurbished, using the pupils' designs in conjunction with the television programme, 'Smart on the Road'.

36. Imaginative use is made of other stimuli to enhance the learning experiences of pupils. For example, pupils in the reception and Year 1 class are joined by their 'friend', Barnaby Bear, who shares in many of their learning adventures. They build a home for Barnaby in design and technology. In geography, Barnaby helps pupils understand the wider world. When pupils, staff or other members of the local community visit another place, they take Barnaby with them and he sends a postcard back to the school with a description of the place he is visiting. Maps in the classroom chart Barnaby's exploits and, in this way, pupils learn about places in Britain, Europe and the wider world.

37. The quality of the curriculum has improved considerably since the previous inspection. There are now schemes of work for all subject areas, sufficiently detailed to ensure good rates of progress and challenge for the talented pupils. Updated policies are now in place, including those for health education and sex education, and a clear programme of policy review. Sufficient time is allocated to meet the objectives of the locally Agreed Syllabus for religious education and for pupils' spiritual development. The school considers the planning of the timetable carefully. For example, sessions that include literacy and numeracy hours often last longer than an hour. Teachers are careful not to extend the literacy and numeracy hours and plan to use any extra time purposefully on other activities, such as information technology. This maintains pupils' interest and a brisk pace to lessons. The school makes good use of the Internet. All classes have an email address and the school shares a web page with other local schools.

38. The curriculum fully meets statutory requirements. Religious education is planned according to the locally Agreed Syllabus and the arrangements for personal, social and health education are good. There is a detailed health education programme, and appropriate areas for sex education and drug abuse are handled sensitively.

39. The strategies for teaching literacy skills are very good. All teachers follow the National Literacy Strategy and this is having a positive impact on pupils' learning. Learning objectives are detailed for each lesson and pupils evaluate whether these objectives have been met. Literacy skills are emphasised across all subjects of the curriculum. Writing skills are firmly established in Year 1 and the volume and quality of written work are of a very high standard. Pupils enjoy learning. Planning and teaching strategies for the National Numeracy Strategy are very good and indicate how pupils in each year group will develop their skills over the year. There is particularly good cross-curricular work in religious education, art, and geography.

40. The school analyses test results for each pupil and uses this information to inform planning. Members of staff know the pupils well and make provision to ensure their pupils make good progress. This is clear from the detailed records kept for each pupil. The analyses are used to identify areas for development and these are incorporated into the short and medium term plans. Careful monitoring ensures that the plans are implemented and that each pupil receives consistent and regular support.

41. The school provides equality of access for all pupils and works hard to ensure that pupils with special educational needs have access to all aspects of school life. The curriculum meets the needs of all pupils with special educational needs. The school has an appropriate policy and very good systems for supporting these pupils, which are effective in practice. Arrangements fully meet the requirements of the Code of Practice. The individual support provided for pupils is effective in enabling them to make very good progress. Individual education plans contain clear and achievable targets to address pupils' specific requirements.

42. A very good range of extra-curricular activities and clubs enriches pupils' learning. All teachers and a number of parents run a club and almost all parents agree that there is a good range of activities. The pupils from Year 3 upward have the opportunity to join a variety of clubs at the end of the school day. Over the year these include: football, art, gymnastics, netball, stool ball, 'new image' rugby, rounders and a 'challenge club' to provide extra challenge for talented pupils. Years 4 and 5 receive weekly coaching sessions during the summer from the Haslemere Rugby Club. Tournaments in football, netball and other competitive sports are played against other schools in the locality, and the parents run a swimming club on weekdays during the summer term. The curriculum is also enriched by educational visits to places of historic and cultural interest, and visitors, including a visiting lecturer from Ghana, the Rainbow Theatre Company and the West Sussex Music Ensemble, are an important feature of the curriculum. Year 5 pupils attend a residential course in Bristol and the Isle of Wight in alternate years.

43. The school has good links with the local community, which provides important opportunities for pupils' learning. For example, attendance at school events such as concerts and open afternoons is encouraged through the parish magazine and attendance is high at the Christingle and harvest festivals. The school works in partnership with the community for the annual village fete, and local businesses contribute to fundraising. The pupils of Northchapel won first prize at the West Sussex Alpine Garden Society summer flower show for their daffodil entry.

44. Constructive relationships are fostered with partner institutions. There is very close liaison with the intermediate school to which pupils transfer. The Year 6 co-ordinator is a regular visitor to the school and pupils from Northchapel spend a day at the school during the summer term. The progress of pupils with special educational needs is discussed regularly with the Educational Psychologist, and the Education Welfare Officer and the school nurse make routine visits to the school. The community police officer and the vicar are regular visitors to the school. Sporting and musical activities provide the opportunity for pupils to meet and work with pupils from other schools.

45. The school makes excellent provision for pupils' spiritual, moral and social development and good provision for cultural development. There are many opportunities for the pupils to experience awe and wonder in the natural world, particularly when they look after the newly hatched ducklings. They respond caringly and they produce sighs of relief during the story of the 'Owl and the Owlets' when mother owl returns to the nest of the worried owlets. Religious education lessons provide opportunities for reflection. For example, they reflect thoughtfully on the meaning of the Bible story of the labourers in the vineyard. In the school, pupils display a sense of wonder as they begin to explore the world around them. Collective worship makes a significant contribution to pupils' spiritual development. Assemblies reinforce the importance of considering feelings when the successes of pupils are celebrated and pupils share in the feelings generated by sad occasions. The calm, peaceful atmosphere of the school; the entry to assembly to the sound of appropriate music; the reverence during prayer, and the excellent ethos of the school, all contribute significantly to the spiritual development of the pupils.

46. The pupils have a clear sense of what is right and wrong and they care about the community in which they live. The members of staff provide very effective role models for the pupils and the relationships between staff and pupils are excellent. Pupils draw up their own class rules and adhere to them willingly. In science lessons, they consider the need for recycling and their ideas are demonstrated in a hall display. The school ethos and the high expectation of honesty and truthfulness support pupils' moral development well. In literacy lessons, pupils in Years 4 and 5 discuss the proposed Petworth bypass and consider their responsibility for caring about the environment.

47. The pupils work well together giving good support when opportunities arise. The older pupils, for example, take responsibility for the younger pupils at the dining table and in the playground. They co-operate well in class and are kind and considerate towards each other. They regularly work in support of charities, such as the National Children's Homes and the Save the Children Fund. Pupils entertain the senior citizens of the village at the Christmas tea party and they collect litter from the village green as part of the Parish Council's 'Clean Up Week'.

48. The school's provision for pupils' cultural development is good. The pupils have many opportunities to develop an understanding and appreciation of their own culture. They visit museums and places of worship and they enjoy receiving visitors to the school, including an academic researcher from Africa who told the pupils about life in Ghana. Stories from other cultures, such as 'A Balloon for Grandad' from India, are included in the literacy programme. They listen to a range of music in assemblies and class lessons and they study the works of famous artists, such as Turner, Monet and Renoir.

## HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

49. The school is a very supportive community with a warm and caring ethos, which places children firmly at the heart of everything it does. Pupils' confidence in the security and support that the school provides helps them to concentrate in lessons and achieve high standards. There are very good procedures to assess and monitor pupils' academic progress and personal development. The very good provision for pupils' welfare, support and guidance noted in the last inspection report has been maintained and extended.

50. All adult members of the school community work together for the good of the pupils. All adults are unfailingly kind and the pupils trust them completely. They know that staff can be relied upon in every situation to provide wholehearted support and sympathetic guidance. Teachers know their pupils and their achievements very well, and they respond readily and sensitively to their needs. They value pupils' contributions in lessons and this helps to raise pupils' self-esteem. This was well illustrated in a challenging numeracy lesson for Years 4 and 5, where one pupil had difficulty understanding the concept of ratio. Without drawing attention to the pupil, the teacher gently encouraged her with smiles and invitations to answer specific questions, slowly bringing the pupil back into the group with a good grasp of ratio. This was caring and very effective teaching.

51. The school makes very good provision for pupils with special educational needs and for whom English is an additional language, and there is close and effective liaison with appropriate outside agencies. Learning support assistants are patient and encouraging and make a very good contribution to pupils' learning.

52. The very comprehensive child protection procedures are well understood by all staff. The health and safety policy is detailed and is checked rigorously by the headteacher and the premises officer. There are no health and safety concerns and the whole school site is extremely clean and well maintained. The arrangements for first aid are good, and fire drills are held regularly. Although school meals are no longer provided, very thoughtful arrangements make lunch a pleasant part of the school day; pupils sit in mixed-year 'family' groups and take it in turns to say an opening prayer. Many members of staff eat their lunch with them, chatting happily and showing a genuine affection for their pupils. All pupils are closely supervised in the playground, where a particular feature is the way in which pupils of all ages play happily together.

53. The school uses very good procedures to promote good behaviour and the school functions as a calm and well-ordered community. There is a good behaviour policy, and procedures are applied consistently throughout the school. All parents who replied to the questionnaire felt that pupils behave well. There is no evidence of bullying or harassment and pupils are very clear that they must tell an adult if anything worries them. Effective measures promote good attendance, and it is made very clear to parents that they must inform the school if their child is absent. Good systems are in place to follow up absences and to monitor overall attendance.

54. The school keeps very good and extensive assessment records of the academic standards pupils achieve to monitor progress. Teachers use this assessment carefully to plan lessons with a clear focus on each pupil's next stage of learning. Assessment is a natural part of their teaching process and teachers work well together to identify any weakness in classroom

practice or provision and then seek remedies. Data from national tests are carefully analysed to identify possible gender variations or areas of the curriculum in need of development, and last year's disappointing mathematics results were rigorously scrutinised to help teachers seek ways to raise achievement. Pupils' assessed work is kept in individual subject portfolios.

55. Teachers have a clear picture of the strengths and weaknesses of pupils' work, behaviour and personal development. Procedures to identify gifted and talented pupils and pupils who need extra help early are very good and the school follows all the recommendations of the special educational needs Code of Practice<sup>4</sup>. The school takes care to acknowledge pupils' achievements, such as the weekly assemblies where pupils share their work and celebrate their achievements. There is a good system of headteacher certificates, which are greatly prized and which encourage pupils to achieve more.

## **HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?**

56. The school has shown exceptional commitment to building strong and very effective links with parents. This partnership makes an excellent impact on pupils' learning and the quality of life within the school. In the inspection questionnaires and at the pre-inspection meeting, parents expressed their very strong support for the school, with no significant concerns. Inspection evidence entirely supports parents' high levels of satisfaction with the way in which the school works in partnership with them. The good partnership with parents that was noted in the last inspection report has been improved commendably.

57. The school has put considerable thought into the way that it communicates with parents, and the quality of information it provides for them is excellent. Letters and newsletters are written in a very clear and accessible style and keep parents up to date with the current curriculum and school activities. The prospectus and a helpful induction programme give clear information about school routines, and introduce ways in which parents can support their children's learning at home. There are regular meetings to discuss various aspects of the curriculum, such as the introduction of the literacy and numeracy hour, as well as consultation evenings to discuss their children's progress. Parents are given a very good and comprehensive annual report of their child's standards. Teachers discuss this with them and include personal targets to help pupils to improve. Parents of children with special education needs are kept very well informed of their progress during reviews of their individual education plans.

58. Parents of pupils with special educational needs are involved in discussions about the targets in their children's individual education plans. Parents are regularly asked their views on a wide range of issues. For example, their views were sought in a questionnaire about homework. This resulted in a review of the homework policy, which carefully took parents' views into account. Parents' views were also sought on the home/school agreement and on the revised behaviour policy.

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<sup>4</sup> On SEN Code Of Practice: This gives practical advice to schools and local education authorities about their responsibilities and tasks to ensure that pupils who have special educational needs receive the most appropriate help to further their learning and personal development. This is a statutory duty under the 1993 Education Act.

59. Parents are very involved in the school and their contribution to the life of the school is very good and makes a significant impact on the quality of the activities provided for pupils. The school actively encourages parents to become involved in school and provides a welcoming environment for them. All members of staff are helpful and approachable. School policies encourage teachers to involve parents, and several parents make a regular commitment to help in classrooms and to accompany pupils on trips. The swimming pool is run and maintained by the continued help and support of parents. Parents have already signed the home/school partnership agreement and the greater majority co-operates readily, for example by listening to their children read at home and by reporting absences promptly. Parents demonstrate their interest in the school by attending open evenings, supporting school activities, and responding to questionnaires, although some meetings on aspects of the curriculum are less well attended.

60. A flourishing and imaginative Home/School Association contributes generously to school funds and cements excellent relationships between parents and staff. Pupils have benefited from the funds raised on their behalf; from the excellent playground facilities which parents have provided, and from the quality of relationships forged between home and the school. Parents are very appreciative of the support given by the school to the Home/School Association's events and see this as practical evidence of the school's strong commitment to building a strong partnership between home and school.

## **HOW WELL IS THE SCHOOL LED AND MANAGED?**

61. The school has improved almost all aspects of its provision and of pupils' achievements since the last inspection. One of the main reasons for this is the outstanding leadership provided by the school's managers, including curriculum co-ordinators, the governors and particularly the headteacher.

62. The headteacher provides excellent leadership. She has a very clear idea of the sort of school this should be and she inspires a commitment to high standards that is shared by staff and pupils alike. There is a joy of learning and a determination to achieve high standards in everything the school does. This ensures that pupils work hard, strive to achieve their best and consider how they can do better. In this way, the school is successfully achieving its aims. The headteacher monitors teaching and learning rigorously; discusses this with teachers, and suggests ways in which improvements can be made. For example, she realised that pupils had little understanding of why they were engaged in certain tasks. As a result, teachers sought ways to share learning objectives with pupils, who now have a clear understanding of them; evaluate what they have learned, and suggest ways by which they can improve their work.

63. Curriculum co-ordinators provide very effective leadership in their subject areas. Their roles have been clearly defined as 'To raise standards of pupils' achievements, which is dependent on the quality of teaching and learning'. They monitor all aspects of their curriculum areas and seek ways to improve. The school's monitoring and evaluation of its performance is excellent and it takes effective action to secure improvements. Planning is monitored and reviewed annually and pupils' work is scrutinised to establish strengths and weaknesses in their learning. All co-ordinators have observed teaching throughout the school. They also carry out audits of the resources available and evaluate the success with which they are used in the classroom. The school monitors the results of the national tests in detail to



seek ways to raise pupils' achievements. For example, although the percentage of pupils who attained the expected Level 2 in mathematics in 1999 placed the school in the highest 5 per cent of schools in the country, the school was disappointed with the percentage of pupils who attained the higher Level 3. The senior teacher analysed the results and this showed a number of areas, such as pupils' understanding of graphical representation, which could be improved. Amendments were made to teaching strategies and, this year, half of the pupils in Year 2 attained Level 3. Provision for pupils with special educational needs is very well managed. The headteacher and the visiting special needs teacher work effectively with the team of support assistants. They are well prepared by classroom teachers and carefully monitor pupils' progress. The named special needs governor is also a support assistant and liaises effectively with the headteacher.

64. The effectiveness of the governing body in fulfilling its responsibilities is good. The governing body shares the vision for school improvement and is very supportive. Governors have established committees for finance, premises, staffing and the curriculum that allow them to monitor the work of the school and evaluate its effectiveness. Specific governors have been identified with responsibility for special educational needs, literacy and numeracy. They work in the school as learning support assistants and have a good understanding of the daily life of the school. The link governor played an important role in working with staff and parents to draft the home/school agreement. A new framework for governors' visits is to be established next term to ensure that their monitoring role is clearly understood and managed well. The school development plan is a very clear and useful document that guides school improvement and establishes clear strategies for assessing the effectiveness of school developments. The school development plan is recognised as being 'a vital tool as a means of clarifying and organising the school's framework against which all decisions are made taking into account local and national demands.'

65. Financial planning is very good and governors recognise the need for strategic planning in the light of variations in pupil numbers from year to year. For this reason, a little more than the recommended 5 per cent of the budget has been carried forward to the current year. Financial planning is closely linked to the school development plan; spending is monitored closely, and the finance committee receives regular budget statements. Specific funds, such as those for special educational needs, literacy and numeracy, are spent appropriately and used effectively. Day to day finances are well managed and the school bursar is efficient and provides a very friendly welcome to parents and visitors. The school makes good use of new technology. The principles of best value are applied well and carefully costed plans to create a new staff room out of the kitchen will allow the current staff room to be converted for use as an information technology suite.

66. There is a good match of teaching staff and classroom support assistants for the effective delivery of the National Curriculum and the locally Agreed Syllabus. The staff are suitably qualified, experienced and trained and their roles are clear and understood by everyone. They work very effectively as a team and the classroom support assistants provide very good support for pupils, especially those with special educational needs or English as an additional language. They use resources well and these are good for all areas of the curriculum. Appraisal and induction procedures are very effective, and all members of staff have job descriptions that clearly define their roles and are reviewed annually.

67. The school's accommodation is very good and all areas, including the hall and

classrooms, are used well to provide a variety of learning opportunities. All classrooms have established areas for literacy and numeracy and the many interesting displays provide an attractive learning environment. The school grounds, which are not extensive, have been imaginatively used to provide a wide and stimulating, range of resources that enhance pupils' learning, in particular the enclosed pond area for the ducks and their ducklings. Parents are very supportive and are responsible for many facilities, including wooden constructions and a 'willow circle' for imaginative play, as well as the swimming pool. Pupils take an active role in caring for the school environment and, through the school council, take a leading role in creating an environment in which they take pride. The school is very clean and attractive and the premises officer willingly takes on extra duties in the commitment he shares with other adults at the school to provide a high quality learning environment for the pupils.

### **WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?**

68. The inspection finds that there are no areas in need of significant improvement. The leadership and management of the school are excellent. Teaching and the curriculum provided are very good. Pupils achieve high standards and their attitudes and relationships are excellent. Nevertheless, the school rigorously monitors its performance to find ways to improve and has correctly identified the increased use of new technologies and greater opportunities for extended writing as areas for development. The governing body may wish to consider these minor areas for development when drawing up the action plan.

## PART C: SCHOOL DATA AND INDICATORS

### *Summary of the sources of evidence for the inspection*

Number of lessons observed	34
Number of discussions with staff, governors, other adults and pupils	25

### *Summary of teaching observed during the inspection*

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
12	65	24	0	0	0	0

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

### *Information about the school's pupils*

Pupils on the school's roll	YR – Y5
Number of pupils on the school's roll (FTE for part-time pupils)	80
Number of full-time pupils eligible for free school meals	5

*FTE means full-time equivalent.*

Special educational needs	YR – Y5
Number of pupils with statements of special educational needs	2
Number of pupils on the school's special educational needs register	23

English as an additional language	No of pupils
Number of pupils with English as an additional language	1

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	5
Pupils who left the school other than at the usual time of leaving	11

### *Attendance*

#### **Authorised absence**

	%
School data	4.6
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	8	7	15

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC Level 2 and above	Boys	7	7	8
	Girls	7	7	7
	Total	14	14	15
Percentage of pupils at NC Level 2 or above	School	93	93	100
	National	82	83	87

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC Level 2 and above	Boys	7	8	8
	Girls	7	7	7
	Total	14	15	15
Percentage of pupils at NC Level 2 or above	School	93	100	100
	National	82	86	87

***Ethnic background of pupils***

	<b>No of pupils</b>
Black – Caribbean heritage	0
Black – African heritage	0
Black – other	0
Indian	0
Pakistani	0
Bangladeshi	0
Chinese	0
White	80
Any other minority ethnic group	0

*This table refers to pupils of compulsory school age only.*

***Exclusions in the last school year***

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

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

***Teachers and classes*****Qualified teachers and classes:****YR – Y5**

Total number of qualified teachers (FTE)	5.1
Number of pupils per qualified teacher	15.7
Average class size	20

**Education support staff:****YR – Y5**

Total number of education support staff	4.0
Total aggregate hours worked per week	69

***Financial information***

Financial year	<b>1999/2000</b>
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	<b>£</b>
Total income	218188.00
Total expenditure	222676.00
Expenditure per pupil	3093.00
Balance brought forward from previous year	21668.00
Balance carried forward to next year	17180.00

## ***Results of the survey of parents and carers***

### **Questionnaire return rate**

Number of questionnaires sent out	70
Number of questionnaires returned	35

### **Percentage of responses in each category**

	<b>Strongly agree</b>	<b>Tend to agree</b>	<b>Tend to disagree</b>	<b>Strongly disagree</b>	<b>Don't know</b>
My child likes school.	80	17	3	0	0
My child is making good progress in school.	83	17	0	0	0
Behaviour in the school is good.	51	49	0	0	0
My child gets the right amount of work to do at home.	31	66	3	0	0
The teaching is good.	77	23	0	0	0
I am kept well informed about how my child is getting on.	66	34	0	0	0
I would feel comfortable about approaching the school with questions or a problem.	77	23	0	0	0
The school expects my child to work hard and achieve his or her best.	69	31	0	0	0
The school works closely with parents.	54	46	0	0	0
The school is well led and managed.	69	31	0	0	0
The school is helping my child become mature and responsible.	74	26	0	0	0
The school provides an interesting range of activities outside lessons.	43	46	6	0	5

## **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**

69. The school carries out a detailed assessment of pupils' abilities soon after they start school. A detailed scrutiny of the school's extensive records shows that children's attainment on entry is generally average, although it is below average for the county. These children benefit from attendance at a playgroup. There is a playgroup based at the school, which is independent of the school. The headteacher is manager of the playgroup and she provides professional and expert guidance.

70. The school's policy is to introduce the National Curriculum Key Stage 1 Programmes of Study when the children have attained the Desirable Learning Outcomes<sup>5</sup> and are ready for more challenging work. During the inspection, all the pupils in the reception class, including three children who were still under five, were working confidently with the National Curriculum. It is, therefore, not possible to make a secure judgement of the quality of teaching for children under five. However, the curriculum provided is imaginative and planned well. All children attain the Desirable Learning Outcomes by the age of five and often well before they are five.

### **ENGLISH**

71. In the national tests for pupils aged seven in 1999, the percentage of pupils reaching the expected Level 2 or higher in reading was well above the national average. The percentage of pupils reaching the expected Level 2 or higher in writing was above the national average. The percentage reaching the higher, Level 3 was well above the national average in reading but below average in writing. Compared with those schools whose pupils are from similar backgrounds, results were well above average in reading and above average in writing. The attainment of pupils in the present Year 2 is above average in speaking, listening, reading and writing.

72. Standards of attainment in English are well above national expectations when pupils leave the school at the end of Year 5. Results of the tests provided by the Qualifications and Curriculum Authority for Year 5 pupils in 2000 show that 63 per cent attain above national expectations in reading, and 51 per cent in writing. Additionally, the percentages that attained Level 5 by the end of Year 5 are 23 in reading and 12 in writing. This evidence shows that standards and pupils' achievements are good.

73. In Key Stage 1, pupils learn to listen carefully to their teacher and follow instructions. They show good awareness of the needs of the listener by including relevant detail. Their answers show that they have listened carefully, and they are aware of Standard English and when it is used. Pupils across the school are becoming more confident in speaking to a range of audiences in a variety of contexts. By the end of Year 5, they take part confidently in formal class discussions, using technical terms effectively in analysing study texts such as the

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<sup>5</sup> On Desirable Learning Outcomes: See footnote in Part B, The School's Results and Achievements.

'Petworth Area Bypass'. Collaboration with others in small groups without teacher guidance is very good in both key stages, and pupils are given many opportunities to develop this skill. Pupils are confident in speaking to larger audiences, as in assemblies. Other subjects make a good contribution to developing speaking and listening skills.

74. Reading development is secured by the careful monitoring of pupils' progress, using well-designed reading records. In Key Stage 1, pupils are systematically taught the relationship between letters and sounds, and they make very good progress. By age seven, most pupils are independent in reading texts suitably graded to match their level of attainment. They are able to sound out unfamiliar words to find the meaning. Levels of accuracy are very good, and pupils have a good understanding of what they read. They read expressively when they read individually and in shared reading led by the teacher. Most parents give very good support by hearing their child read at home.

75. By the end of Year 5, pupils read longer texts with good concentration. They read aloud fluently and accurately, with very good understanding. Many have a good range and depth of reading experiences, naming favourite authors and explaining their preferences. In their responses, talented pupils identify key features, themes and characters, and select phrases and relevant information to support their views. They retrieve and collate information from a range of sources to help them in the study of other subjects such as history and geography.

76. The school, through very close analysis of test results, has identified greater opportunities for extended writing as an area for further development. Pupils make a good start in reception and their skills develop well, so that, by the end of Year 1, many confidently and accurately write stories and other forms, as when they use known story settings in writing their own stories. These skills continue to be well developed in Year 2. By age seven, most pupils develop ideas in a sequence of sentences, demarcated by capital letters and full stops. Spelling is generally accurate and handwriting is joined and legible. Talented pupils extend sentences logically, choose words for effect, and make good use of punctuation to mark sentences. Individual topics set for writing are stimulating and secure consistent development over time.

77. The good start in developing handwriting has a positive effect on standards throughout the school, and pupils in Year 5 write in a consistently joined style. Overall, standards of handwriting and presentation are very good. Pupils make very good progress overall in Key Stage 2. A strong feature of the school's provision is the increasingly wide range of purposes and audiences for writing, and pupils respond well to the stimulating curriculum. Pupils learn the task of writing through the study of good quality texts of all kinds. Through this process, they develop a wide vocabulary and a good understanding of the power of words. Pupils' writing is improved through the process of planning, drafting and re-writing. This process is increasingly supported by pupils' word processing skills. As a result, there are many pieces of very good quality work on display and in the school's profile. By the end of Year 5, many pupils write good stories, using a range of effects to hold the reader's attention. The best poetry shows imagination in creating pictures in words. Factual reports, as on a visit to the



D-Day Museum, are clearly expressed and well structured. Many pupils have an impressive range of vocabulary, both technical and imaginative. Talented pupils vary sentence structure well for dramatic effect. Standards of accuracy in spelling and punctuation are generally very good and regular homework supports achievement in spelling as well as reading.

78. Pupils with special educational needs take a full part in lessons. They make very good progress because teachers plan suitable work for them, guided by their personal targets. Support staff give these pupils very effective help, and their progress is very closely monitored. Expectations for talented pupils are consistently high, and pupils of average attainment or above respond very well to challenging opportunities to write for a real purpose. Lesson objectives are well focused on pupils' learning, and very good emphasis is placed on word and sentence building in the first half of the literacy hour. As a result, pupils are given the structure and language resources they need to tackle the writing tasks that follow. At the time of the inspection, there was one pupil with English as an additional language. This pupil has made very good progress in English during his time at the school, and is now making progress that is comparable to that being made by pupils of similar ability.

79. All of the teaching observed in both key stages was very good. Pupils enter the school with average attainment in English and, as a result of this very good teaching, they make very good progress in their learning. Teachers have a very good knowledge of the subject, enabling them to give clear explanations using the appropriate technical terms. Very high expectations, mutual respect, very positive relationships that support excellent pupil management, and planning based on what pupils already know, are key features of the teaching. Teachers effectively encourage pupils to contribute their views by skilled use of questioning, adapted appropriately to meet the differing needs of the pupils. As a result of this high quality teaching, pupils are inspired to work hard and to concentrate well. Pupils' very good attitudes and behaviour make a very positive contribution to their learning. The pace of learning is very good and the resulting work is of high quality. Plenary sessions at the end of lessons are very effectively used to ensure that lesson objectives have been met and to give pupils a good understanding of their own learning.

80. Marking of pupils' work is thorough. Teachers give encouragement, set targets for improvement, and require pupils to do corrections or further work on identified weaknesses.

81. The co-ordinator provides excellent leadership. The framework of the National Literacy Strategy has been successfully implemented, and its procedures are followed consistently across the school. The teaching of literacy has been closely and very successfully monitored to ensure consistency of practice. Resources for English are good and are regularly replaced and updated. Book Weeks, visits to a book-making factory, drama workshops, visiting poets and storytellers, do much to enhance the curriculum and to enrich pupils' experiences. In this way, and through discussions on environmental issues, the subject makes a strong contribution to pupils' spiritual, moral, social and cultural development. Parents are well involved in their children's learning, through curriculum evenings and by being consulted about their views on homework and pupils' reading records.

## MATHEMATICS

82. In the national tests at the end of Key Stage 1 in 1999, the percentage of pupils who attained the expected Level 2 or better was very high compared to the national average. This places the school in the highest 5 per cent of schools nationally. However, only 7 per cent of the pupils attained the higher Level 3 and, therefore, pupils' attainment overall was close to the national average and the average of similar schools. The school found these results disappointing and the senior teacher conducted a careful analysis of the test results to identify weaknesses in pupils' learning. A number of implications for teaching and learning were noted, particularly in pupils' understanding of graphical representation. These were incorporated into the curriculum with very successful results. In the national tests in 2000, 50 per cent of the pupils here attained Level 3.

83. It is not possible to make similar comparisons with pupils' attainment at the end of Key Stage 2, as pupils leave the school at the end of Year 5. However, the school conducts the tests provided by the Qualifications and Curriculum Authority at the end of each year to monitor pupils' progress. In these tests in 2000, 51 per cent of pupils exceeded national expectations and 12 per cent attained Level 5. Inspection judgements are that pupils' attainment is above average at the end of Key Stage 1 and well above national expectations at the end of Year 5 when they leave the school.

84. In the reception class, pupils develop a good initial understanding of number. They order and count numbers to ten and complete missing numbers to 20 on a number line. Older pupils in Year 1 use their understanding well in investigations of number. For example, they investigate statements, such as 'I can make 6 by adding 2 numbers' or 'I can make 12 by adding 3 numbers', to ascertain whether the statements are true or false. Pupils learn effectively, realising in their discussions that if  $3+3=6$ , then  $6=3+3$ , and they demonstrate evident enjoyment in these activities. 'This is fun', said one pupil. They recognise number patterns, such as odd and even numbers, and have a good mental recall of number bonds to ten, with many pupils using number bonds to 20. Many pupils have learnt multiplication facts to  $5 \times 5$ . Pupils make good progress and, by the end of Key Stage 1, many are able to calculate addition and subtraction facts using numbers to 100. Pupils are introduced to multiplication through repeated addition and they reinforce number skills through playing and devising simple board games. They recognise and name common two-dimensional and three-dimensional shapes, including wedge, ovoid and hemisphere. Pupils measure in both standard and non-standard measures, such as the span of their hands, and they are encouraged to estimate before measuring.

85. In Key Stage 2, pupils develop a secure understanding of number. This is assisted by a planned progression of number sequences that are displayed in each classroom throughout the school. At the time of the inspection, the reception class displayed balloons with the numbers to 20 in figures and words. Class 2 has number sequences to 100 in fives and tens, Class 3 emphasises the same sequences to 250, whilst Class 4 shows decimal sequences. Pupils in Year 5 have a good mental recall of multiplication facts to  $10 \times 10$  and addition and subtraction facts to 100. Many are able to calculate square numbers in their heads; they know the square root of some numbers and have a good understanding of ratio. They estimate and then measure accurately length, capacity, mass and time, and find the area and perimeter of regular and irregular shapes. They create and interpret a variety of graphs skilfully, representing data in frequency diagrams.

86. Standards in numeracy are very good. The school frequently conducts audits of its provision and monitors pupils' work carefully to find ways to raise standards. Consequently, sessions for mental mathematics have been improved and opportunities are sought in other subjects, such as design and technology, to develop pupils' numeracy skills and this now make a good contribution to pupils' understanding and use of numeracy. Pupils develop a very good ability to use addition, subtraction, multiplication and division quickly and accurately.

87. The quality of teaching is very good. It was excellent in two lessons observed and very good in another four. The basis of this high quality of teaching is how well teachers know their pupils. They assess carefully what pupils have already learned; note pupils' progress daily, and use this information when planning lessons to ensure that all pupils are suitably challenged. In one lesson, introducing the difficult concept of ratio, one pupil said, 'Please Miss, I don't understand.' The teacher replied encouragingly and from that point on, she did not draw attention to the pupils' difficulty but kept a 'peripheral' eye on the pupil, noting her contribution to the discussion, asking specific questions that she could answer, and repeating points when necessary. Eventually, the pupil understood the concept and was volunteering answers with the rest of the class. This is sensitive and skilful teaching. All lessons are planned well with a brisk pace and clear learning intentions that are shared with the pupils. Lessons are happy occasions because relationships are excellent, pupils are clear about what they are doing and why, and they are interested and enthusiastic. Pupils are encouraged to evaluate what they have learned, and marking includes frequent suggestions about how pupils can improve their work. Homework is set regularly to support and consolidate pupils' learning in lessons.

88. The co-ordinator provides excellent leadership in the subject and her role is clearly focused on improving the quality of teaching and learning in the subject. The National Numeracy Strategy has been implemented with enthusiasm and commitment. The co-ordinator has observed teaching in all classes, as well as in other schools, and each teacher has observed the co-ordinator teaching. Targets are set for individuals, groups of pupils and at school level. Curriculum planning and pupils' work are monitored to assess strengths and weaknesses, and teaching is improved as a result of this analysis. A portfolio of pupils' work is created each year that promotes high standards and gives examples the teaching methods by which these can be achieved.

## **SCIENCE**

89. Standards attained are above national expectations at the end of Key Stage 1 and well above expectations by the end of Year 5 when pupils leave the school. Progress is good in both key stages.

90. In Key Stage 1, pupils begin to use a scientific vocabulary with increasing confidence and understanding, and make good progress in developing investigative skills. In the reception class, they investigate various sources of light and pay attention to safety aspects when considering firework displays. They examine the difference between day and night and identify fluorescent materials that can be seen at night. They investigate the properties of a range of materials and understand why some materials are useful for specific purposes. For example, they discover that some materials absorb water better than others do and that plastic

is best for a rain hat. In Key Stage 1, most pupils know that the shape of materials can be changed by bending, stretching, twisting and compressing, and that materials change state by heating. Talented pupils know that some materials revert back to their original state, but others will not. Pupils experiment on playground equipment when testing forces. They record their findings and explain the reason for differences. They make satisfactory predictions about the outcomes of an experiment and most have some understanding of a fair test. By the end of the key stage, they enthusiastically investigate the characteristics of minibeasts. Pupils study the plant life within the school grounds and investigate the immediate environment when looking at the habitats of various creatures. They know that it is important to take care of the environment.

91. In Key Stage 2, pupils build on their earlier knowledge of materials. They understand that materials can be solids, liquids or gases, and that the properties of certain materials make them suitable for different uses, such as insulators and conductors. They know that when water is heated it turns into steam and that invisible water vapour is present in the air. Pupils experiment with warm water and ice cubes when investigating the process of condensation. They understand that the difference between very cold water and ice cubes is due to the difference in temperature and know the difference between freezing point and dew point. Most pupils understand the importance of a fair test. They predict, test, refine and evaluate their work when measuring the amount of air trapped in different soils. They study the human body and understand the importance of a balanced diet for healthy living. By the end of the key stage, most pupils have made considerable progress in answering factual questions, using appropriate scientific language and planning and recording experiments in a logical manner. They identify problems individually, design tests and conduct their own experiments. Most pupils use scientific vocabulary well and demonstrate a good understanding of such terms as photosynthesis, ecosystems, and habitat.

92. The quality of teaching and learning, including that for pupils with special educational needs and for those with English as an additional language, is very good and sometimes excellent in both key stages. Teachers have a secure understanding of the science curriculum and place a clear emphasis on experimental and investigative science throughout the school. Teachers' planning and the scrutiny of pupils' work show that tasks are related to the prior attainment of pupils and take account of continual assessment, which determines what is taught next. The learning objectives of lessons are discussed with pupils so that they know what they are supposed to learn, thereby enabling them to evaluate their learning in the lesson. Questions are used well to help pupils think for themselves and apply previous learning. As a result, pupils enjoy lessons and are eager to learn and reach the highest possible standards. Behaviour is very good in lessons, and pupils work together well and listen carefully to the views of others. They take turns sensibly and handle resources confidently.

93. The subject is well managed by a knowledgeable and competent co-ordinator who keeps up to date with developments in the subject through contact with cluster schools. The scheme of work has been adapted to suit the needs of the school and the subject policy was updated in March. Teachers' planning and pupils' work, especially in experimental and investigative science, are monitored carefully. In both key stages, teachers mark pupils' work

regularly, and comments provide guidance to pupils as to how they can improve their work. Information technology is used to improve presentation. Resources are good and fully support the teaching and learning of science throughout the school. Very good use is made of literacy and numeracy within science. For example, pupils design posters to advertise a balanced diet and draw graphs to present the findings of different investigations.

## **INFORMATION TECHNOLOGY**

94. Pupils' attainment in information technology exceeds expectations at the end of Key Stage 1 and Year 5. High standards have been maintained since the last inspection. Resources for the subject are good. Each classroom has three, modern, multi-media computers, including a laptop computer in all but the reception class. Time is allocated throughout the week to ensure that all pupils have sufficient time at the computer and a class log records the work that pupils undertake.

95. In the reception class, children explore a range of equipment and gain a secure understanding of the function of information technology in their world. Much of this work involves computers, but they are familiar with the potential of other equipment. For example, in work linked to a science topic on sound, they learn to operate a tape recorder skilfully to record a variety of sounds, including their own voices, and play it back. They develop their understanding of control technology through the use of a programmable toy. Pupils in Key Stage 1 gain a good understanding of the computer and can name the different parts of the computer. They develop a good control of the mouse in using a drawing program to adapt a face to look like their own. They use a simple word processor to enter their names and familiar nursery rhymes, which they print to consolidate their skills.

96. Older pupils increase their skills in using a word processor and investigate different fonts when considering the needs of different purposes and audiences. They combine text and images skilfully and create their own multi-media presentations. They gather data, such as their favourite foods, and enter the data into a database from which they print a variety of graphs. They interpret these graphs well. Pupils explore control technology in planning a route to be followed in a computer program, and they have begun to monitor external events, such as changes in temperature. Pupils use CD-ROMs and the Internet to gather information in other subjects, such as history and geography. For example, they use the Internet to research historical characters, such as Joan of Arc, and places in other countries. They send a postcard to the class with information they have discovered, as though they were visiting the country. Each classroom has an email address and the school shares a web page on the Internet with other local schools. This is used to give information about the schools and to display pupils' work, such as digital photographs of their artwork in pottery, observational drawings, weaving and mosaics.

97. The quality of teaching is good. All teachers plan at least one lesson each week on information technology, and pupils are encouraged to use the computers as often as possible during the school day. Teachers maintain a satisfactory knowledge of this fast-changing subject of the curriculum, including use of the Internet. Lessons are carefully planned to ensure that pupils develop their skills systematically and they maintain detailed records of pupils' progress. Pupils use the computers sensibly and co-operative well on tasks. They are very enthusiastic and, in all observations, their behaviour was very good.

98. The co-ordinator is very enthusiastic and has conducted an audit of pupils' skills as well as of the use of computers. Consequently, she has a good understanding of strengths and weaknesses in the subject and has plans to develop the subject. New computer programs have been purchased to improve teaching and learning; a computer suite is planned to be sited in the present staff room, and there is a commitment to extend the use of information technology across the curriculum.

## **RELIGIOUS EDUCATION**

99. Standards of attainment are above the expectations of the locally Agreed Syllabus in both key stages. Pupils with special educational needs and those with English as an additional language make good progress as a result of the very good teaching and support provided. There have been significant improvements since the last inspection, when standards were unsatisfactory in both key stages. The allocation of time to the subject has been increased to meet the objectives of the locally Agreed Syllabus for religious education and to promote pupils' spiritual development. The range of religious education provided is no longer limited and the teaching is very good overall. Teachers draw effectively from the richness and diversity of faith traditions to enable pupils, through discussion and reflection, to develop an awareness of spiritual response, of the importance of faith in the lives of others, and of how religions, society and the individual interact. Religious education contributes substantially to the very good ethos of the school, and this has a positive impact on the high standards achieved academically as well as in pupils' personal development.

100. In Key Stage 1, pupils gain appropriate knowledge of how Christians, Jews, Sikhs and Hindus celebrate special times such as Christmas, Hanukah and Diwali. They understand the importance of special places and the reasons for pilgrimages to such places as Mecca, the Golden Temple at Amritsar and Jerusalem. They know some Bible stories, such as David and Goliath, or the Good Samaritan, and people from the great religions of the world, such as Guru Nanak and Buddha. They understand that there are sacred books associated with each religion, which contain guidelines for daily living, and they know that books like the Torah and the Bible have special significance for believers.

101. In Key Stage 2, pupils explore life experiences when they discuss aspects of the world that they consider unsatisfactory, and offer suggestions of how they would like to make the world a better place. They are given good opportunities to reflect on how their lives could be affected by religious teachings. For example, they discuss the advantages of forgiveness and relate it to experiences they have had in forgiving and being forgiven. They link religious education to other subjects, as when they examine religious practices in Ancient Greece. The older pupils apply their understanding of religious education by writing prayers of thanksgiving to be read before meals.

102. The quality of teaching and learning is very good in both key stages. Teachers have a good knowledge of the subject. They show enthusiasm in their teaching and this is transmitted to the pupils, who are eager to contribute to discussions and take pride in their work. The very good relationships, which exist between pupils and with the teachers,

establish a productive learning environment where everyone respects the views and feelings of the others. Religious education makes a positive contribution to pupils' development in the teaching of right and wrong, valuing and caring for the world around us as well as caring for others. This is evident in the calm, peaceful and caring atmosphere that pervades the school.

103. The subject is ably co-ordinated by the headteacher, who acknowledges the positive role of religious education in pupils' personal development. Assemblies and daily worship enhance the teaching of religious education. This is demonstrated in celebration assemblies when pupils' achievements are acknowledged, and when the school is engaged in fund raising activities to help the less fortunate members of the community. Resources have improved with the acquisition of artefacts on world religions and the scheme of work is firmly based on the locally Agreed Syllabus. Visits to the local church for study and on special occasions for worship enhance the curriculum for religious education. The local vicar, who recently retired, was involved regularly in the life of the school.

## **ART**

104. Art remains a strong feature of the school and standards are better than those usually seen for pupils of this age in both key stages. The quality of artwork around the school enhances the environment and celebrates pupils' attainment in the subject. Pupils are taught a good range of skills and are given the opportunities to put them into practice through effective cross-curricular links. For example, they reproduce Roman and Greek pottery from clay. Art makes a valuable contribution to pupils' spiritual, social and cultural development, as they convey mood and feeling in their work and study the works of famous artists. The subject makes a sound contribution to pupils' literacy skills and Year 1 pupils make good use of batik skills to design and make covers for their 'special' books'.

105. Throughout the school pupils have many opportunities for independent decision-making in their work. For example, when printing, they choose materials for the visual and tactile qualities that stimulate and develop ideas for their work. They study the work of well-known artists, such as Turner, Monet and Renoir, and make effective use of the learning in their own work. For example, pupils in Year 5 make effective use of batik to create their own work in the style of Monet. This, combined with pupils' own growing expertise with materials provided for them, results in work of good quality. In both key stages, pupils evaluate their work thoughtfully, and make modifications when necessary. By the end of Key Stage 1, they present their work practically and imaginatively in two and three dimensions. By the time they leave the school at the end of Year 5, pupils represent chosen features of the surrounding world with increasing accuracy and attention to detail. They make very impressive use of photomontage to create imaginative images of war linked to their history topic.

106. Although only one lesson was observed during the inspection, other evidence, such as analysis of work, scrutiny of portfolios and teachers' planning, work on display, and discussions with staff and pupils, indicates that teaching is good. This promotes good learning in the subject in both key stages. Pupils' work indicates that teachers consistently reinforce the skills and techniques learnt during art lessons. Teachers' knowledge is secure; planning is clear with a good emphasis on teaching identified skills, and resources for lessons are identified and prepared carefully. They provide pupils with good opportunities to develop a range of skills so that they can learn effectively to convey their own feelings and ideas through their work. In

the lesson observed, the teaching inspired pupils to work hard and to produce good work. Pupils with special educational needs are supported well in lessons. This enables them to make good progress. Teachers use a good balance of whole-class teaching and individual work so that the pace of pupils' learning is good. Pupils' positive attitudes to art contribute strongly to the quality of learning. They enjoy the subject and readily talk about the work they have covered. In the lesson observed, and in the art club, pupils worked very well with good levels of interest and application to complete the tasks. They enjoy the practical experience and sustain concentration and good behaviour to achieve good results.

107. The subject is well managed by the co-ordinator, who has good plans for its future development through implementing the new curriculum orders during the next academic year.

## **DESIGN AND TECHNOLOGY**

108. During the inspection, it was not possible to observe any lessons in design and technology. Evidence is taken from teachers' planning, discussions with pupils and the co-ordinator, a scrutiny of pupils' work presented in a portfolio and work on display around the school. Standards at the end of Key Stage 1 and Year 5 are better than those usually seen for pupils of this age. This shows an improvement since the last inspection.

109. In Key Stage 1, pupils make very effective models, such as homes for Barnaby Bear, using junk materials including card, paper, plastic bottles and fabric. In reception and Year 1, pupils join different materials together using sellotape and glue. By the time that they are seven, pupils learn to evaluate their work and comment on how to make it better. They experiment with constructional equipment to discover which structures are the strongest when they make model houses from waste materials. They know how to mark out patterns with simple shapes, cut them out and join them by gluing. They understand that the making process begins with a plan. Teachers encourage pupils to develop their own original ideas.

110. In Key Stage 2, pupils plan their work carefully and produce appropriate designs. They understand the importance of accurate measurements and correct choice of materials. They list the tools required and the materials to be used, and say how they will realise their design. Pupils in reception and Year 1 design and make equipment for use in the playground. As pupils move through Key Stage 2, the design process is developed. Pupils in Years 4 and 5 create recipes for making different biscuits. They design and construct the packaging and display their produce for sale. They design and make more complicated items, such as a wallet. This involves careful measurement and design for a real purpose. They use a template for cutting the plastic for the inside of the wallet, discussing the need for waterproof material. They design compartments for credit cards, a section for a pencil and notepad, and space for money. Thorough evaluations of the finished efforts are perceptive, and their suggestions for improvement show a thorough understanding of the process of production and marketing. This leads them to realise the need to solve problems and refine their work.

111. Teachers successfully plan design and technology projects. Sometimes these are linked to other subjects such as the history of Ancient Greece, when pupils made models of Greek earthenware. Year 5 pupils talk happily about the products they make, and proudly remember projects undertaken by them in previous years in which they take pride. The quality of the finished work shows that teachers have high expectations and this is conveyed to pupils.



Finished products are highly valued by both teachers and pupils, and are displayed prominently in classrooms and around the school. This contributes to pupils' self-confidence and sense of self-esteem. As a result, pupils set themselves challenging goals; concentrate and persevere with the tasks; pay attention to detail, and take an evident pride in presenting their work well. Resources for the subject are used well and the co-ordinator monitors the planning of each year group, as well as pupils' work, to ensure that the subject is taught effectively.

## **GEOGRAPHY**

112. No lessons in geography were observed during the inspection. However, evidence from a scrutiny of pupils' work and teachers' planning, in addition to discussions with the co-ordinator and pupils about their work, indicates that standards are better than those usually seen for pupils at the end of Key Stage 1 and in Year 5. High standards have been maintained since the last inspection.

113. The youngest pupils in the reception class begin to use maps and draw maps that show the route they take to get to school from their home. They study their immediate environment in the village and consider the attractive and unattractive features of the village. Older pupils in Key Stage 1 build on this work by taking photographs with a digital camera that they 'download' into the computer. They map a 'best route' around the village that visits the most attractive aspects whilst avoiding the worst aspects. Pupils also consider different forms of transport and they record the modes of transport used by 'Barnaby Bear' to visit different places.

114. An indication of the quality of teaching is the imaginative use that is made of other stimuli to enhance the learning experiences of pupils. Their 'friend' Barnaby Bear, who shares in many of their learning adventures, joins pupils in the reception and Year 1 class. Barnaby helps pupils understand the wider world. When pupils, staff or other members of the local community visit another place, they take Barnaby with them and he sends a card back to the school with a description of the place he is visiting. Maps in the classroom chart Barnaby's exploits and, in this way, pupils learn about places in Britain, Europe and the wider world. Pupils respond positively and are very keen to talk to visitors about the places Barnaby has visited and what he has helped them learn. They are clearly highly motivated and are very enthusiastic about their learning.

115. In Key stage 2, pupils use atlases confidently to research European countries, focusing on those they would like to visit. They use the internet to research places in other countries and send a postcard to the class with information they have discovered, as though they were visiting the country concerned. They find out about the climates of different countries and consider which clothing is suitable for different climates. They evaluate their work and record what they have learned. Older pupils develop their understanding of maps by learning to interpret Ordnance Survey maps of the local area. They undertake fieldwork on the Isle of Wight or in Bristol and they design maps to show the route they will take. Pupils develop a good understanding of maps, and they use four-figure map references to find places and to

record them on their own maps. They contrast their own village environment with other places, such as a city (Bristol) and a village in another country (India). Pupils consider the water supply and movement around the school and extend this understanding in studying the water cycle. This leads them to consider the water supply in countries where it is scarce and how it is obtained, including the use of the Shaduf.

116. The co-ordinator monitors pupils' work closely and has a good understanding of the strengths in the subject, as well as areas that could be developed. The portfolio of pupils' work is an attractive and well-designed document that shows what can be achieved and demonstrates the commitment to high standards.

## **HISTORY**

117. The attainment of pupils at the end of Key Stage I and Year 5 is better than that usually seen for pupils of this age. High standards have been maintained since the last inspection.

118. Pupils in Key Stage 1 develop a good understanding that things change over time. They consider 'old and new', such as changes in toys, the kitchen and entertainment. They bring to school their holiday photographs and compare them with photographs taken long ago to see how things have changed. They are perceptive about the changes they note. One pupil said, 'We have little swimming costumes but in the past they had costumes from head to toe.' Pupils develop their understanding of the Victorians in an exciting visit to Petworth House, where they experience life in a Victorian House through role-play. Their study of famous people includes Florence Nightingale and pupils compare medical conditions in her hospital with those of today.

119. In Key Stage 2, pupils increase their knowledge and understanding of different time periods, including Ancient Greece and the Tudors. They have a good understanding of chronology and construct time-lines of the periods they study, charting significant people and events. Pupils enjoy a 'Tudor day' at the school when everyone dresses in Tudor costume. They also benefit from a Tudor workshop provided by visitors to the school, which they talk about willingly and enthusiastically. Artefacts from the museum, both real and reproduction, are studied and clues are sought to suggest the possible function of various items. In their work on Ancient Greece, pupils display a good knowledge of the period and study some aspects, such as Greek theatre, in detail. They are aware of tragedy and comedy and the masks worn to represent them, as well as the design of theatres and the use of acoustics. Some talented pupils use more detailed information from the Internet.

120. The quality of teaching is never less than good and often very good. Teachers assess pupils' work carefully and use this information to plan the difficulty of tasks in lessons. For example, in lessons on Greek Theatre and the examination of Tudor artefacts, tasks are set at three levels of difficulty for different groups of pupils. Consequently, all pupils were working at tasks that were challenging for them, and they responded with enthusiasm and a great deal of concentration. They share their ideas well and work co-operatively with the other members of their group to complete the tasks. Teachers' planning is very good and they maintain excellent relationships and a very good climate for learning. Pupils are busy and industrious, and they behave very well.

121. Stimulating visits to the D-Day Museum in Portsmouth, and to the Amberley Museum in their study of transport, also enhance the curriculum for pupils. The co-ordinator monitors pupils' work and compiles a portfolio of work that exemplifies the high standards that are expected in the school.

## MUSIC

122. There has been an improvement in standards in both key stages since the last inspection, when standards were reported to be satisfactory. Standards are now better than those usually seen for pupils at the end of Key Stage 1, and when they leave the school at the end of Year 5.

123. Singing is a strength of the school both in lessons and assemblies. In large groups, pupils respond sensitively to the mood of songs and sing rhythmically and in tune, enunciating their words carefully. By the end of Key Stage 1, pupils know and sing a good range of songs. They understand the meaning of a steady beat and are able to follow an ascending and descending tune in melodies. They play simple untuned percussion instruments, and appraise their compositions effectively to improve their performances. By the end of Year 5, pupils sing songs and rounds that have two parts, and they maintain independent instrumental lines with awareness of other performers. They harmonise skilfully with controlled phrasing, and synchronise their voices to good effect to produce a good standard of choral singing. Parents report that pupils' singing has a good reputation locally. Popular concerts and productions are regularly mounted for parents and friends of the school. The choir takes part in local events, such as singing at the carol services and harvest festivals.

124. Pupils in both key stages are provided with opportunities to listen to a wide range of styles in lessons, and to appraise and appreciate the works of famous composers as they enter the hall for assemblies. They understand the meaning of tempo, tone, piano and forte, and use a wide range of vocabulary when describing pieces of music. By the end of Year 5, pupils compose their own rhythmic patterns, representing them with symbols, and performing the finished composition after practice. A good example of this is provided in the school's portfolio of past work, which shows how pupils composed and added sound effects to enhance the oral presentation of poetry.

125. The quality of teaching observed during the week of inspection was very good. The specialist music teacher has a very good knowledge of the subject and uses a wide range of effective teaching strategies to motivate pupils' interest. Lessons are very carefully planned, with provision made for pupils to perform with others and develop a sense of audience. This very good quality teaching results in very good learning in both key stages. The teacher successfully balances creativity and control and, at the same time, allows scope for pupils to develop ideas independently. Pupils' interest in music and their very good behaviour and attitudes in lessons, contribute to their progress and enjoyment in learning. Percussion instruments are used imaginatively to improve pupils' performances. Pupils work well together in groups, co-operating sensibly to compose pieces of music that they can perform for the class. A very good example of this was seen in a Year 2/3 lesson where pupils were

composing simple rhythmic patterns to form an accompaniment. They responded very well to the teacher's high expectations; worked hard together to compose good quality work, and sensibly evaluated their own compositions as they worked. In this lesson, the quality of pupils' learning was very high. Pupils throughout the school respect each other's contributions in lessons.

126. The subject is conscientiously managed. Although the teacher is in school for just one morning a week, she uses her time very efficiently in teaching whole class lessons, choir and recorder groups. Pupils are offered good opportunities to enter song-writing competitions and to listen to performances by visiting musicians. The subject makes a good contribution to pupils' personal, spiritual, social and cultural development.

## **PHYSICAL EDUCATION**

127. The good standards identified at the time of the last inspection have been well maintained at the end of Key Stage 1, and when pupils leave the school at the end of Year 5. Although there is less time for teaching physical education, teachers and parents provide a wide range of extra-curricular clubs that are very well attended by pupils and enhance their attainment in the subject. By the time they leave the school at the end of Year 5, almost all pupils swim unaided, competently and safely, for at least 25 metres.

128. Pupils enter the school with a wide range of attainment and soon begin enjoying a broad, interesting curriculum that is clearly designed to promote their physical development and social interaction. Gymnastics, dance, swimming, games and athletics are covered through the year. Lessons in games and swimming were observed during the inspection. Parents, some of whom are trained swimming instructors, generously provide safety support for teaching swimming lessons in line with local authority guidelines, and take the two swimming clubs. Teachers receive regular training in safety procedures so that they can offer effective and safe support in pupils' learning.

129. By the end of Key Stage 1, pupils have increased their confidence in physical control and mobility. They perform a range of movements involving running and balancing, and they are gaining a good awareness of space. They plan and perform simple skills, and show control in linking actions together. Pupils develop elements of games' play that include running, throwing, catching and control using hands and feet. In swimming, they learn confidence in water, and how to float and adopt rest positions.

130. Pupils enter Key Stage 2 with a good basis for further development. They are developing good ball skills, and are applying these effectively in football, netball, stoolball and rounders. They practise and improve the skills of sending, receiving striking and travelling with a ball. Pupils show an increasing ability to evaluate their performances. For example, in a Year 3 lesson, pupils were effectively comparing and improving their performances and techniques when developing dodging skills.

131. Very good teaching supports the quality of learning in both key stages. Of the lessons seen during the inspection, one was excellent, two were very good and two were good. Other evidence, including scrutiny of teachers' plans, and observation of swimming clubs and other extra-curricular classes, confirms the judgement that teaching is very good overall. Teachers

have very good knowledge of the subject, and plan their lessons with clear learning intentions. Lessons are well paced and structured to include warm-up and cool-down sessions. Pupils are very well motivated by the teaching and are keen to succeed. Skills are progressively taught and teachers' very high expectations ensure a sustained effort by pupils. Very good examples of this were observed in the reception class and Year 1 swimming lessons, where the quality of teaching gave pupils' confidence in the water, motivated them to work hard, and added to their enjoyment. Teachers have developed very positive relationships within their classes. Consequently, pupils enjoy their lessons, behave very well and work together safely and co-operatively. They appreciate each other's efforts and recognise each other's achievements. Teachers are aware of the needs of less able pupils, and this helps to ensure that pupils' learning and progress are very good. Assessment of pupils' abilities is effectively used in lessons and this supports the learning of all pupils.

132. The subject co-ordinator is very enthusiastic and has clear plans for the future development of the subject. The accommodation, including the parish field and the school's own pool, is very well used for lessons and extra-curricular activities. The school has identified the need for more equipment to support the teaching of gymnastics. There are good links with the local rugby club, as well as with other schools through competitive events in football, stoolball and netball. The subject makes a strong contribution to pupils' social development and sense of achievement.