

INSPECTION REPORT

ROSE GREEN JUNIOR SCHOOL

Bognor Regis

LEA area: West Sussex

Unique reference number: 125818

Headteacher: Mr A G Storey

Reporting inspector: Mrs S.Browning
1510

Dates of inspection: 5 – 8 November 2001

Inspection number: 192749

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

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INFORMATION ABOUT THE SCHOOL

Type of school:	Junior
School category:	Community
Age range of pupils:	7 to 11
Gender of pupils:	Mixed
School address:	Raleigh Road Rose Green Bognor Regis West Sussex
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Appropriate authority:	The governing body
Name of chair of governors:	Mrs D Willson
Date of previous inspection:	17 March 1997

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			Music	
11414	Ann Bennett	Lay inspector		Pupils' attitudes, values and personal development How well does the school care for its pupils? Partnership with parents
8003	Lionel Farraway	Team inspector	English	How good the curricular and other opportunities offered to pupils are?
			Equal opportunities	
22058	Christine Richardson	Team inspector	Mathematics	
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			Physical Education	
			Religious Education	
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			Geography	
			History	
			Information and communications technology	

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Rose Green Junior School, with 369 boys and girls aged 7+ to 11, is much larger than most other junior schools nationally. It is over-subscribed. Almost all children come from the nearby infant school. The full range of attainment is represented on entry to the school. The percentage of pupils identified as having special educational needs, at 21 per cent, is below the national average. The percentage of pupils with Statements of Special Educational Need, two per cent, is above the national average. The proportion of pupils receiving free school meals, at 4.9 per cent, is below the national average. There are few pupils from ethnic minority groups and pupils with English as an additional language. The majority of pupils come from the local areas of Aldwick and Pagham, and a minority from North and South Bersted. The full range of socio-economic backgrounds is represented.

HOW GOOD THE SCHOOL IS

Rose Green Junior School is a very effective school. Pupils achieve standards that are well above average. In National Curriculum tests for 11-year-olds in 2001, pupils reached standards well above average in English and science and above average in mathematics. Inspection findings reflect the standards achieved in the 2001 results. The school's results were well above average in English and science, when compared to similar schools, for pupils aged eleven, and were in line for mathematics. The leadership and management of the headteacher and key staff are very good. Teaching and learning are very good. Pupils' attitudes, behaviour and personal development and relationships are all very good. Attendance is satisfactory. The school provides a rich and stimulating learning environment. Provision is good for pupils with special educational needs and for higher-attaining pupils and those who are gifted or talented. Teachers are hardworking and are committed to high standards and school improvement. The school gives very good value for money. Its strengths far outweigh its weaknesses. The progress that pupils make in Year 3 is not as strong as in other year groups. Results in mathematics are not as high as those in English and science. The school is already dealing with these areas for improvement.

What the school does well

- Standards are well above national averages in English and science and are above the national average in mathematics. Standards in art, information and communications technology, geography and physical education are above those expected for eleven-year-olds. The number of pupils achieving the higher levels (Level L5+) in English has improved considerably.
- The use of information and communications technology across the curriculum is a strength.
- The progress made by pupils with special educational needs and those of higher attainment is very good.
- Overall teaching and learning are very good.
- Leadership and management of the school are very good.
- Pupils' attitudes, behaviour, personal development and relationships are all very good.
- The quality and range of learning opportunities, including the spiritual, moral, social and cultural provision, are very good.
- Extra-curricular provision is excellent.

What could be improved

- The progress that pupils make in Year 3.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school has made significant improvement since it was last inspected in March 1997. Results in the national tests for 11-year-olds continue to improve. The proportion of pupils reaching the higher levels is increasing. Generally pupils make very good progress. Teachers' expectations and standards achieved have improved through the completion of the schemes of work in mathematics, history and geography. Particularly noticeable are the improvements seen in information and communications technology. Work is much more closely matched to the needs and abilities of all pupils. The literacy and numeracy strategies have been well implemented. Lessons are well planned and monitored and indicate clear learning intentions which are shared with pupils. Planning meets the requirements of the National Curriculum, but is not yet fully developed in history and geography. Assessment is used well and informs future teaching and learning. The school is very focussed on school improvement and self-review. Management has targeted and introduced effective and practical methods to further raise pupil achievement, the quality of teaching and learning and curriculum development. Raising pupil attainment and monitoring and evaluating progress are strong threads that underpin the work of the school. Ongoing and development activities are clearly defined and are distinctively identified within the school development plan.

STANDARDS

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

Performance in:	compared with			
	all schools			similar schools
	1999	2000	2001	2001
English	D	B	A	A
Mathematics	C	C	B	C
Science	C	A*	A	A

Key	
very high	A*
well above average	A
above average	B
average	C
below average	D
well below average	E

In 2001, the average points scored in National Curriculum tests show that pupils aged 11 attained standards that were well above average in English and science, and were above average in mathematics. When compared with similar schools, results in English and science were well above average; for mathematics they were average. The percentage of pupils who achieved the higher levels (Levels 5 and above) was well above the national average in English and science and was above the national average in mathematics. Standards seen during the inspection reflect the results shown above. Standards are above those expected nationally in art, information and communications technology, geography and physical education. They are in line with those expected in other subjects. Standards are in line with those for the locally agreed syllabus in religious education. Pupils with special educational needs make very good progress in meeting the targets set for them. Higher-attaining pupils and gifted and talented pupils make very good progress.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Very good. Pupils develop very mature attitudes towards their work. This is because they enjoy their work. Younger pupils work with very good attitudes but they need greater help to begin to grow into self-motivating pupils.
Behaviour, in and out of classrooms	Very good behaviour in the classrooms. Behaviour in assemblies is exemplary. Behaviour in the playground is satisfactory but hindered by cramped hard playground space at this time of year. Play activities are also limited.
Personal development and relationships	Relationships and the personal development of pupils are very good. There are plenty of opportunities for pupils to take day-to-day responsibilities in the classroom and around the school.
Attendance	Attendance at the school is broadly in line with the national average, as is the proportion of unauthorised absence.

Pupils are well motivated by their teachers and have learnt to help each other and to share ideas. Older pupils are able to work quickly because they have been taught organisational skills. The school council is effective and is seen as important. Teachers and pupils work well together.

TEACHING AND LEARNING

Teaching of pupils:	aged 7-11 years
Lessons seen overall	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.

The quality of teaching and learning is very good overall. In English and mathematics a significant proportion of teaching and learning was very good and there was some excellent teaching. The teaching methods for developing literacy and numeracy skills are very good. The school meets the needs of all pupils well and teachers' expectations of what pupils can do are very high. A particular strength of teaching and learning is excellent lesson planning. Other notable strengths are teachers' knowledge and understanding, teaching of basic skills, the management of pupils and the quality and use of ongoing assessment. Pupils are interested in learning and they acquire new skills, knowledge and understanding. They work hard and produce a good volume of work. They understand how well they are achieving and what more they need to do to improve further. Pupils of all abilities make very good progress.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Very good. The curriculum is broadly based. It encompasses not only the requirements of the National Curriculum and religious education, but a wide range of additional learning opportunities which complement and enrich classroom learning. There is an excellent range of extra-curricular activities.
Provision for pupils with special educational needs	The provision for pupils with special educational needs is good.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Provision for pupils' personal development, including spiritual, moral, social and cultural development; is very good. Very good opportunities are provided for spiritual development. Pupils understand and follow the school's code of conduct. Socially the pupils are confident and well mannered. The school gives the pupils very good awareness of their own and other cultures.
How well the school cares for its pupils	There is a clear focus within the school on helping all pupils to achieve their best. Teachers use circle time and personal, social and health education time well to support their pupils.

Links with parents and carers are very strong. The school is outgoing: it invites parents in to school frequently, several parents help in class regularly. Parents are kept well informed and receive a good range of information. The curriculum is equally available to all pupils. A greater flexibility in teaching arrangements is required to ensure that pupils in Year 3 are provided with activities which match their capability and maturity. The school makes very good provision for pupils' personal, social and health education. Pupils are encouraged to take responsibility within the school and the wider community.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Very good. The headteacher has a clear educational vision, which is shared by staff. The headteacher, deputy headteacher and senior managers provide strong leadership. Those with key responsibilities are effective.
How well the governors fulfil their responsibilities	Governors contribute fully in the many aspects of school life. They are well informed and have good expertise. Their overall involvement in the school is excellent.
The school's evaluation of its performance	The school's priorities for development are good. Monitoring and evaluation of the school's performance are leading to very effective action and are very good.
The strategic use of resources	The strategic use of resources is very good.

The number, experience and qualifications of staff meet the needs of the National Curriculum. Accommodation is very good and is enhanced by some excellent displays. Leadership and management are well focused and fully committed to continuing to strive for educational

improvement. The school applies the principles of best value most carefully and gives very good value for money.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • Children like school. • Staff are easily approachable with questions or a problem. • Expects children to work hard. • Well led and managed. • Behaviour is good. • Helps children to become mature and responsible. 	<ul style="list-style-type: none"> • A greater range of activities outside lessons. • More information about their child's progress. • The right amount of homework. • Work more closely with parents.

The inspection team fully agrees with parents' positive views. The inspection team disagrees with the adverse views of some parents reported above. There is an excellent range of activities, some quite innovative, like the web-writers, who regularly update the information on the school's web site. Information about pupils' progress is very good. The majority of pupils receive the right amount of homework regularly, though the school will wish to look at the balance set. Links with parents and carers are very strong.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and pupils' achievements

1. In 2001, the average points scored in National Curriculum tests show that pupils aged 11 attained standards that were well above average in English and science, and above average in mathematics. When compared with similar schools, results in English and science were well above average; for mathematics they were in line. The percentage of pupils who achieved the higher levels (Levels 5 and above) was well above the national average in English and science and was above the national average in mathematics. This is a considerable improvement since the last inspection. Teacher assessments in 2001 for English, mathematics and science underestimated pupils' attainment quite considerably. The school has explained that this was due to the extreme caution of those involved in the assessments that year.
2. Results of boys and girls were not significantly different. It is worth noting that in the older classes in the school generally and in the year group accredited with these results boys outnumbered girls on the school roll. Girls aged 11 outperformed the boys very slightly in English, but in mathematics boys outperformed the girls slightly. Results in science were very close together. Although results have fluctuated in recent years they indicate steady improvement. During the inspection nothing was observed to suggest that there is any significant difference or disparity in the achievements of boys and girls.
3. Standards seen during the inspection reflect the results shown above. Inspection findings show that good and rapid developments have been made since the last inspection. Standards have significantly improved in the core subjects of English and mathematics. Science results were very high in 2000 and dipped by one per cent in 2001, although they also have improved significantly since the last inspection.
4. Standards are above those expected nationally in art, information and communications technology, geography and physical education. Many pupils achieve above average expectations in practical music-making activities. Standards are in line with those expected in other subjects. They are also in line with those for the locally agreed syllabus in religious education. This shows an improvement in standards for information and communications technology, art and music since the last inspection. Standards in geography and physical education have remained above those expected for pupils aged 11.
5. In English at age 11, most pupils' speaking and listening skills are well above national expectations. Speaking and listening skills are less well developed in Year 3. It is worth noting that traditionally there has been a dip in the progress of Year 3 pupils and the school is part of a local initiative group monitoring this. Although the full range of attainment is usually represented on entry to the school, pupils in the current Year 3 are of a lower attainment in comparison to other year groups. Year 3 has a greater number of pupils with special educational needs than in previous years. At age 11, most pupils' reading skills are above national expectations. Reading in Year 3 is below national expectations and in Year 4 standards are in line. In Years 5 and 6, attainment is generally above national expectations. Most pupils make very good progress as they move through the school. At age 11, most pupils' writing is above national expectations. Pupils make very good progress with writing. Standards are below national expectations in Year 3. By Year 5, most pupils write fluently, legibly and logically. Handwriting and the general presentation of work are neat and of a good standard. The school is fully aware that pupils in Year 3 need more support in terms of

developing their speaking, listening, reading and writing skills and has good measures in place which are beginning to address these concerns.

6. In mathematics, pupils are developing a secure understanding of number using the four computations of addition and subtraction, division and multiplication. They solve problems correctly. They understand shapes different from each other and use specific subject vocabulary of shape and measure. By the age of 11, pupils have a very good level of confidence in using complex operations in number, and in using two and three digit numbers accurately in problems involving multiplication or division. Higher and average attaining pupils have a very good understanding of equivalence between decimals and fractions and work out percentages and averages. Pupils have a more sophisticated understanding of different mathematical terms. They have a secure knowledge of reflective and rotational symmetry, data handling and co-ordinates. Results in mathematics have improved since the last inspection although they are not as high as those in English and science.

Literacy

7. The teaching of literacy is very good. Standards of literacy are generally above national expectations and are sufficient to support teaching in all subjects and in all year groups. Pupils' speaking and listening skills are well above national expectations by the end of the key stage. They are enhanced by a wide range of opportunities to listen and discuss with others. A strength of writing is the way teachers integrate the teaching of writing across a wide range of forms with subjects other than English. This has a significant effect on the improvement of pupils' writing skills. Regular reading practice and the opportunity provided for all pupils to read to an adult and discuss their reading in small groups contribute to the above-average standards in reading.

Numeracy

8. The National Numeracy Strategy is being implemented effectively and is raising pupils' attainment. Numeracy is used effectively across the curriculum in subjects such as science, geography, history and English. For example, pupils look at time lines in history and collect data in science. Information and communications technology is used well in data handling and to support other activities in mathematics lessons.

Pupils with special educational needs

9. In terms of inclusion the school is very well aware of the individual needs of different groups of pupils. Overall, pupils are achieving well and their needs are well provided for by the school. Pupils with special educational needs make very good progress. This is an improvement since the last inspection when pupils were seen to be making sound progress. Few are disapplied from the national tests. Consequently the results of pupils with special educational needs contribute towards the well above average standards achieved throughout the school. The additional reading support, provided for pupils with special educational needs and lower-attaining pupils, is helping to raise their standards. These pupils make very good progress in reaching the targets within their individual educational programmes in withdrawal sessions. In class they are well supported and benefit from very good teaching and progress at the same rate as their peers.

Higher-attaining pupils

10. Higher-attaining pupils and gifted and talented pupils make very good progress. They are usually challenged by the tasks and resources provided. The school has a register of pupils considered to be more able. Class teachers usually adapt their lesson planning to ensure that pupils are suitably challenged. Some have specific programmes of work within the different subject areas.

Pupils' attitudes, values and personal development

11. During their time at the school pupils develop very mature attitudes towards their work. This is because they enjoy their work; they are well motivated by their teachers and are expected to achieve high standards. Pupils in Years 4, 5 and 6 showed good attitudes towards their work in every lesson observed. Pupils in Year 3 work with good attitudes and behaviour in just over seven out of ten lessons, but there can be some silliness in a few lessons. Their relative immaturity and infant attitudes need greater help in order for them to begin to grow into the self-motivating young people that the school produces.
12. Generally, pupils' very good attitudes to their work lead to very good behaviour in the classrooms. Year 6 pupils respond readily in question and answer sessions, they talk and listen confidently and pay close attention when watching a film or listening to each other. They are able to work quickly because they have been taught organisational skills and been given a time-limited task. A good number attend the homework club, where they are supported in organising their own learning. Pupils in Year 5 really enjoy their learning; they are responsive and keen and eager to answer questions and this generates a buzz of excitement. They are well motivated and have learnt to help each other and to share ideas. Year 4 pupils are excited by new ideas; they work hard, persevere well and work well in groups, taking turns sensibly. In Year 3, pupils are interested in their work; they know the routines of the day well, and move quickly and quietly to their groups. Teachers and pupils work together and relationships are very good.
13. Pupils' behaviour in assemblies is exemplary: they sit quietly whilst others arrive, and listen attentively. We were all moved when the poems written in memory of those who died in the World Trade Centre were read out. This had been a School Council initiative, following a sensible discussion about an appropriate response. Pupils understood that money was not the answer, but that emotional support might help. They have subsequently decided that they would like to raise money for Afghan refugees.
14. The residential visits arranged by the school are very popular, and help pupils to develop socially. Those who exchange with French pupils benefit still further by encountering a new language and culture. Extra-curricular French is also popular among Year 6 pupils. Activities at lunch and after school are popular and groups such as the gardening club can see the difference their work makes to the grounds. Their initiative in picking and selling fruit from school trees has enabled them to buy seeds for next year.
15. Pupils feel that their opinions are listened to. A questionnaire asked Year 6 for their opinions of aspects of their last year at school, and governors studied their responses. The school council is effective and is seen as important; and there is a system that makes sure that every class is always represented. Those who asked for girls to be able to wear school uniform trousers were given the task of researching in the local shops as part of the decision-making process. There are plenty of opportunities for

pupils to take small day-to-day responsibilities in the classroom and around the school. Every pupil has a chance to work as a web writer, updating their class's contribution to the school web site. They like being trusted to take the digital camera to their classroom to photograph a display.

16. Behaviour in the playground is satisfactory but hindered by the cramped space, in terms of hard playground area, and limited variety of facilities. A few pupils are unhappy at playtimes. Pupils co-operate less well outside the structure of the classroom and there are a number of squabbles and disagreements, which pupils seem to be unable to resolve for themselves. Because they have been working so hard in the classrooms, many pupils want to run around, and the lack of structured games leads to a number of minor injuries. The school has plans to increase organised activities and provision at playtime.
17. Pupils know the implications of having their name written in "The Book" for bad behaviour. Incidences of bullying were recorded during the last year, and dealt with appropriately. No anti-social behaviour was observed during the inspection. One pupil was temporarily excluded twice during the last year.
18. Attendance at the school is broadly in line with the national average; the proportion of unauthorised absence is below the national average. The school has analysed patterns of absence in a sample of pupils, and decided not to authorise holiday absence during critical periods such as the beginning of the school year. Nearly all pupils arrive punctually for school in the morning; those who are a little late realise the importance of punctuality and run to their classrooms.

HOW WELL ARE PUPILS OR STUDENTS TAUGHT?

19. The quality of teaching and learning is very good overall. In just over half of the lessons seen teaching and learning were very good; one in ten of these were excellent. In nearly nine out of ten lessons teaching and learning were good and better. In the remaining lessons teaching and learning were satisfactory. No unsatisfactory teaching was seen. There were fewer instances of very good and good teaching in Year 3 in comparison with other year groups. Since the last inspection teaching and learning shows significant improvement. At the time of the last inspection teaching and learning were sound with many good features.
20. In English, mathematics and science a significant proportion of teaching and learning is very good and there is some excellent teaching. The teaching methods for developing literacy and numeracy skills are very good. Teaching is also very good overall in art, design and technology, geography, information and communications technology, music and physical education. In all other subjects seen it is mainly good with some very good and excellent teaching seen.
21. The school meets the needs of all pupils well and teachers' expectations of what pupils can do are very good. Very occasionally in Year 3, as for example in a literacy lesson, the work and expectation of what pupils could do is pitched too high. This results in some restlessness. A particular strength of teaching and learning is excellent lesson planning. Other notable strengths are teachers' knowledge and understanding, teaching of basic skills, the management of pupils and the quality and use of ongoing assessment. Pupils are interested in learning and they acquire new skills, knowledge and understanding. They work hard and produce a good volume of work. They understand how well they are achieving and what more they need to do to improve further. Pupils of all abilities make very good progress.

22. Lesson planning is based on a common format used by all teachers. Teachers plan lessons together and share their subject expertise with colleagues. Co-ordinators have a good oversight of planning across the school. Planning is informed by curriculum guidance 2000. Teachers have good information about pupils' prior attainment and use this consistently to inform lesson planning. Teaching provides good challenge for higher-attaining pupils, and tasks are well matched to extend them and reinforce what they already know. Planning clearly identifies learning objectives and these are shared with pupils and are constantly reinforced. Learning support assistants provide good support for pupils with special educational needs and other pupils within the class. Activities are varied and are presented to pupils in an interesting way.
23. Teachers are knowledgeable about the subjects they teach and they will often exchange classes to teach to their strengths. This has considerable benefits for pupils. The teaching of basic skills is reinforced in all subject areas and these are often applied to different subjects to further reinforce learning. The teaching and use of information and communications technology across the school are strengths.
24. Teachers generally use effective teaching methods. Questioning to promote and consolidate learning is a good effective teaching method used in many lessons. Teachers use a good range of subject specific vocabulary and plenary sessions to provide very good reinforcement of learning. Generally teachers use time effectively. A few instances were observed in Year 3 where teachers found it difficult to motivate the class. In a literacy lesson timetabled after lunch pupils were restless and, because of their immaturity, they found it very difficult to concentrate. The teacher worked hard to try and stimulate interest but progress was very slow. On another occasion the pupils sat on the mat inactive for over half an hour listening to the teacher read some poetry. This was far too long for their concentration span. Resources are used well. The computer suite enables teachers and pupils to use information and communications technology more effectively in timetabled lessons as an integral part of learning and some excellent teaching was observed. The management of pupils is very good. Pupils have been taught organisational skills and are able to work quickly in pairs, in groups or individually. They are encouraged to work independently and take some responsibility for their own learning. This becomes more apparent as they progress through the school.
25. The quality of teaching across the school for pupils with special educational needs is very good. This is partly because the teachers know their pupils very well and plan work to match their needs. Pupils with special educational needs are usually included in all classroom activities. When they are withdrawn for specialist help, teaching is also very good and relates very well to targets within the pupils' individual educational plans. Very good relationships are established and the teachers' expertise is used well. Although the curriculum is equally available to all pupils, a greater flexibility in teaching arrangements is required to ensure that higher-attaining pupils are fully stretched and lower-attaining pupils are always provided with activities that match their capabilities.
26. The quality and use of ongoing assessment are very good. An effective teaching strategy is the provision of group and some individual targets for pupils in literacy and numeracy. All pupils have writing targets. These are placed in front of pupils while they write. In a very successful lesson, pupils were expected to analyse the degree to which their writing met these targets.
27. Pupils work hard in their lessons and they are developing very good intellectual, physical and creative skills. Younger pupils are eager and keen to learn but require shorter focused tasks and activities presented in a variety of ways. They find it hard to concentrate for longer periods of time and find difficulty in remaining on task

independently. Younger pupils require a lot of additional support from adults to help them mature as independent learners. Expectations of what they are capable of vary within the year group. Expectations of behaviour are reinforced well. Sometimes different approaches more suited to their age and needs would be more effective. The school is very aware that this particular year group has taken much longer than usual to settle into the routines and expectations of teaching and learning. The school is rightly considering additional adult support, adjusting the timetable so that it is more suited to their needs, and greater flexibility of teaching approaches. In contrast, older pupils have developed very good skills of learning and these reflect the expectations and routines established as they move up through the school. Across the school, pupils use information and communications technology well to enhance their prior experience and breadth of understanding and also to improve the quality of presentation. The quality of some topic and research work is of a very high standard. Work on display is excellent.

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

28. The curriculum is broadly based. It encompasses not only all the requirements of the National Curriculum and religious education, but a wide range of additional learning opportunities which complement and enrich classroom learning. The school has an appropriate programme of school visits linked with topic teaching. For example, there are field study visits to places such as Graffham and The Weald and Downland Open Air Museum to complement classroom study in history, geography and science. Participation in the performing arts is encouraged by visits from sculptors and poets, from drama groups and musical ensembles. Over 80 pupils are learning to play musical instruments in the school.
29. There is an excellent range of extra-curricular activities which provide pupils with further learning experiences. There is a French club, a web writers' club and a 'Bookworm' club. There is a school band, a gardening club and chess and board games club. All these activities are well supported by the pupils. For Year 6, there is a homework club and a week's residential visit to the Isle of Wight. There is an annual 'Book' week and all pupils participate in class assemblies and the annual Christmas production. There is a good range of sporting activities which include netball, football and cricket coaching.
30. The curriculum is satisfactorily balanced with time allocations for subjects close to national guidelines. There is a weighting towards English and mathematics in line with national recommendations and for physical education at the expense of other subjects. Particular subject strengths are: English, mathematics, science, information and communications technology, art and physical education. The geography policy is to be rewritten and the timetable arrangements for Year 3, whereby some literacy lessons are taught in the afternoon, need to be reviewed. The curriculum is equally available to all pupils, but a greater flexibility in teaching arrangements is required to ensure that higher-attaining pupils are fully stretched and lower-attaining pupils are always provided with activities that match their capabilities.
31. In terms of inclusion the additional support provided for pupils with special educational needs is of a good standard. Pupils with special educational needs, such as those with visual impairment, have their computers adapted so that they have large print. They therefore use this facility well. Although efforts are made to ensure that the pupils with special educational needs are only withdrawn from class to have specialist work to enhance class activities, a few pupils are withdrawn from class activities. For instance, pupils missed an excellent lesson where Year 6 pupils learned to say 'no' to smoking

and to resist the pressure from their friends. Another pupil missed part of an art lesson, his 'favourite subject'. The school is aware that the timetable needs to be re-arranged and tries to ensure that any withdrawal is rotational.

32. The school provides effectively for pupils' personal, social and health education (PSHE), which includes sex education and drugs awareness. The school participated in the pilot PSHE programme, 'Life Education Centres', organised by the local Rotary club and now subscribes to the programme for Year 5 pupils.
33. Pupils are encouraged to take responsibility within the school and the wider community. There is an active School Council formed from class representatives. There are school prefects and library monitors. The school supports a different charity each year, with classes taking responsibility for raising money. Pupils also sponsor worthy causes as they arise during the course of the year. An example is the decision of the School Council to find a way to support the American people following the events of September 11th. It was decided to write poems and send them to the Mayor of New York. Pupils from all classes wrote poems, and a selection was read in assembly.
34. The school has established effective links with the main contributory infant school and with the local Community College. Year 3 teachers observe Year 2 classes. Subject co-ordinators for science, art, information and communications technology and physical education meet their secondary colleagues regularly. There are regular meetings between senior staff from both schools and well-established induction procedures are in place. There are good community links, with visitors from local services. The school not only maintains the link with the local Rotary club but is also host to the Avisford Football Club which organises under-8 and under-14 football teams.
35. Lessons, assemblies and visits within the locality provide pupils with very good opportunities for reflection as to the beauty and wonder of this world and for developing their spirituality and self-esteem. In assemblies, for example, pupils are asked to consider their greatest fears, for instance, 'dragons', and several pupils were asked to talk to the whole school about their fear. This was sensitively handled. In information and communications technology lessons pupils are often amazed at the special effects that they can create. The school visits the Downs in the Autumn. At this time of year the pupils experience the wondrous change in colour of the leaves on the trees and the special light.
36. Pupils understand the difference between right and wrong. They understand and follow the school's code of conduct. The behaviour policy is comprehensive and followed by all. The 'Children's Charter' is given to all pupils and states what is expected of each pupil and what every child should expect in return. The adults in the school set a very good example of consideration and respect. Added to this the school has a co-ordinator for personal and social and health education who oversees the pastoral development of each pupil.
37. Socially the pupils are confident and well mannered. As a result of 'circle time' they are sensitive to each other's feelings. They are given many responsibilities and the School Council, with representatives from each year group, helps pupils and staff to understand the needs of all. Pupils are given many opportunities to perform to the whole school and visit places of educational interest. On these visits their social skills are needed. In class pupils often work in pairs or groups so that they share their knowledge and are able to ask for help from their friends. This is particularly evident in the computer suite.

38. The school gives the pupils very good awareness of their own culture and other cultures. Traditional stories are told in assembly and the pupils perform Maypole and country dancing. Pupils visit museums in London. They communicate with the world by the Internet and have a strong connection with France. Many Year 6 pupils visit France each year. Pupils also support the education of a child in Peru. The curriculum covers several countries. In geography pupils study the Gambia, in music they listen to South African songs, and recently an Afro-Caribbean storyteller enhanced their literacy skills. Overall this provision is very good.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

39. Class teachers know their pupils very well; they keep good records on each pupil's progress and have a good supply of data from a variety of sources to help them offer very good educational and personal support to each pupil. There is a clear focus within the school on helping all pupils to achieve their best, and teachers use targets very well to motivate and focus their attention. They use circle and PSHE time well to support their pupils, to help them to value each other, and to develop more mature attitudes. The school makes further very good provision for its pupils' personal development through the residential trips it organises to the Isle of Wight for all Year 6 pupils, and the exchange to France for Year 6.
40. The pupils with special educational needs are cared for as well as other pupils. They are valued and expected to reach their full potential.
41. The system for monitoring attendance is satisfactory. The school analyses a sample of attendance statistics and has plans to follow up those that are unsatisfactory by letters to parents or carers. This half term the school is sending a letter home to parents of pupils whose attendance is less than 90 per cent. They are also sending a copy of the school attendance policy to encourage parents to ensure that their children attend.
42. There is a straightforward system for logging unsatisfactory behaviour, and a simple monitoring procedure that is well understood by pupils. It runs in parallel with a system for promoting good behaviour, the golden book. Occasional assembly times are used to celebrate and promote good behaviour. Any serious misbehaviour is dealt with well.
43. There are enough staff trained in first aid at the school. The number of minor injuries at lunchtime, however, severely stretches the capacity of the midday supervisors to cope within the medical room, and pupils spill out and have to occupy chairs in a circulation area. Those who are injured are well cared for. Midday supervisors have had some training, but not in encouraging play. They spend a lot of their time responding to requests to resolve squabbles. There is limited play space for pupils at this time of year, although balls, outdoor chess and skipping ropes are popular. There are picnic tables around the edge of the playground, but these do not work as quiet areas for those who do not want to run around. The school has started to think about developing its grounds to improve playtimes but this is an important area that needs further attention.
44. Health and safety is a regular agenda item for the relevant governor committee. Governors take their responsibilities seriously, are pro-active and are well supported in maintenance and repair tasks by the premises officer.
45. Matters of child protection are dealt with by the headteacher who makes sure that all staff new to the school are appropriately briefed. The new senior teacher, who has a pastoral role, has already received training, and good relationships are maintained with supporting agencies.

46. The school is data rich, and is making good use of all that it analyses. Pupils in every year group take spelling, reading and mathematics tests in October then optional National Curriculum tests in the summer. The October tests produce information immediately, and teachers are provided with a running record of each pupil's achievements in these and all other tests. This allows them to group pupils by specific ability, and to challenge those whose work shows they are under-performing.
47. The local education authority has provided a breakdown that matches questions in the optional mathematics tests to strands of the National Curriculum, and so the school is able to identify any areas of weakness in teaching that strand. Group targets are produced for three ability groups in each class. This is helpful for the teacher, because these areas can be covered again in more depth and the pupil is reminded of another, longer-term learning intention. The disadvantage lies in the fact that current targets relate to tests taken in summer 2000, and are therefore somewhat out-of-date, as the pupils' understanding has progressed. This summer's tests are still being analysed and results should be available for next term, six months after the tests were taken.
48. The October standardised reading and spelling tests are used very effectively to produce group targets in English, to which the teacher can add individual targets as a result of ongoing assessment of a pupil's work. Pupils know what their English targets are, and propping them up to be visible is part of the start of every literacy lesson.
49. Overall, the use of assessment information is having a good effect in improving pupils' academic progress. All the group targets rely on pupils remaining in the same class. Further use of the pupil database to record the information would allow the school to re-group pupils if necessary.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

50. Parents are very supportive of the school. Those who attended the pre-inspection meeting were very positive, and felt that the school listens to them. Fifty-one per cent responded to the pre-inspection questionnaire, and they are very confident that their children like school and are expected to work hard and do their best. They find the school easy to approach with questions or a problem, and feel that it is well led. Parents believe that pupils behave well, and that school is helping them to become more mature and responsible.
51. Almost a quarter of parents do not feel that the school provides an interesting range of activities outside lessons. Inspectors disagreed with the negative comments made. There is an excellent range of activities, some quite innovative, like the web-writers, who regularly update the information on the school's website. In three further areas around a fifth of parents had concerns, or did not know, related to: homework; the school working closely with parents; and whether parents were kept well informed about how their child is getting on. The inspection found that homework was given regularly, the amount was appropriate and that it was not an issue from the pupil survey of last year's leavers. The school may wish to review the balance of homework set.
52. Parents are kept well informed and they receive a range of information. The annual reports are very good: they give clear information to the parents on their child's achievements and attitudes towards work as well as a National Curriculum level in English and mathematics, and ideas of how work could be improved. All parents were consulted about the content of reports, and the questionnaire reported a high level of

satisfaction with recent improvements. Reports meet statutory requirements in terms of how many sessions there have been and reported absences. Half termly curriculum information is of very good quality. It is chatty, informative and used to request help; it is brief enough and written in an individual style by each year team. Newsletters give good diary details of forthcoming events, but are somewhat lengthy. All this information is also available on the school website.

53. Links with parents and carers are very strong. Parents of pupils with special educational needs are invited to attend annual reviews of their children's progress. Most parents are very happy with the provision made. The school is outgoing: it invites parents in to school frequently and has consulted parents of Year 6 pupils in both the last two years to try to assess the effect of the school's preparations for National Curriculum tests. It has analysed and compared the results in order to refine the process and do what is best for the children. Many parents help in class regularly, particularly with guided reading, and more do so at home with their own child's reading. Others help with swimming or accompanying trips. A very high proportion attends consultation evenings, and the school makes efforts to offer appointments that are convenient for working parents. Events and fund raising activities are well attended. Parents are invited to class assemblies, and several attended the Year 6 assembly during the inspection.

HOW WELL IS THE SCHOOL LED AND MANAGED?

54. The overall leadership and management of the school by the headteacher, governing body and key staff with responsibilities are very good. The headteacher has a very clear vision, strong commitment and high expectations for all. Leadership is decisive but recognises the value of consultation and negotiation. The school's aims most successfully underpin the work of the school.
55. Management responsibilities are clearly defined. The delegation of work to staff with management responsibilities and their contribution to management are well developed. The head teacher and deputy head form an effective team. The deputy headteacher is also a classroom teacher, and is a very good role model and practitioner.
56. The roles of co-ordinators are defined and they are fully accountable. Most have identified, evaluated and acted upon the priorities within their subjects. Significant improvements have been made in the monitoring of standards, teaching, learning and the curriculum. A regular cycle of lesson observations by the headteacher, deputy headteacher and other senior staff takes place and the outcomes are reported back to staff. Co-ordinators also report to the governing body.
57. The headteacher has given specific and excellent attention to the priorities identified in the previous report and has established the needs of the school systematically and in a measured way. This is evident in the strategic planning and through the longer-term School Improvement Plan. Targets are realistic and many have already been achieved most successfully. National and local performance data is analysed and evaluated to assess the attainment of pupils. Targets have been set and this information is collated and provides a good basis for informing teaching and learning and raising standards.
58. Governors work most effectively through a committee structure. They are very well informed. Through participation, they have gained an understanding of the school's strengths and areas for future development. They monitor teaching and learning through planned 'duty governor' visits to classrooms. They are responsive and have considerable expertise which is well utilised by the school. Their involvement in shaping the direction of the school is excellent, particularly by the Chair of Governors

who is proactive. Governors have undertaken training and engaged in performance management. The governing body fulfils its statutory responsibilities.

59. The school has a strong commitment towards its pupils with special educational needs and is inclusive. It ensures that pupils' individual needs are met well. The equivalent of one full-time teacher is employed to meet these needs, and training has been given to class assistants to help them meet specialist needs well. Outside specialist agencies, such as the education psychologist, give good support to the school. The special educational needs co-ordinator (SENCO) is given sufficient time to complete her job well. Consequently, pupils' individual educational plans (IEPs) are specific and helpful to teachers. The register of special educational needs complies with statutory requirements and pupils are entered on this register and their special help is increased and withdrawn appropriately.
60. The school has a commitment to policies and practices that promote educational inclusion of all pupils in the opportunities that it provides. Equality of opportunity is reflected well in the school's aims, its objectives, its curriculum and its compliance with relevant legislation. There are good identification procedures and a policy for pupils who may be gifted and talented.
61. The school has made significant improvement since it was last inspected in March 1997. A growing strength of the school is the improvement in standards. Results in the national tests for 11-year-olds continue to improve. The proportion of pupils reaching the higher levels is increasing. Generally pupils make very good progress. Teachers' expectations and the standards that pupils achieve have improved through the completion of a number of schemes of work. Particularly noticeable are the improvements seen in information and communications technology. Work is much more closely matched to the needs and abilities of all pupils. The literacy and numeracy strategies have been well implemented and have begun to make a significant impact on standards throughout the school. Pupils are challenged well. The focus on the teaching of writing over the past two years has clearly improved standards, as indicated by the latest results.
62. Lessons are well planned and monitored and indicate clear learning intentions which are shared with pupils. Planning meets the requirements of the National Curriculum. Planning is not yet fully developed in history and geography. Assessment is used well and it informs future teaching and learning. Pupils are assessed against National Curriculum levels twice every year and results are recorded on individual profiles. The school also uses National Foundation Educational Research (NFER) tests in reading and mathematics in all year groups. Additionally, optional Qualifications Curriculum Authority (QCA) tests are used in Years 3, 4 and 5. The subsequent strengths and weaknesses are fed back to the year group teams to inform their future planning.
63. The school is very focused on school improvement and self-review. Led by the headteacher, management has targeted and introduced effective and practical methods to further raise pupil achievement, the quality of teaching and learning and curriculum development. Raising pupil attainment and monitoring and evaluating progress are strong threads that underpin the work of the school. There is also a greater coherence in the school's development plan. The commitment to improvement and capacity to succeed further is very good.

Staffing

64. The number, qualifications and experience of teachers are very good overall. Teachers support and administrative staff work well together to support pupils in all aspects of

their development. One parent described the administrative staff as being 'the hub of the school' and this was borne out during the inspection. The provision of learning support staff and special educational needs assistants is very good, and pupils with learning difficulties make very good progress. Teaching is observed, professional development training needs are identified, and training is offered. An appropriate programme of support for teachers new to the school is in place.

Accommodation

65. Originally built in 1950, the school and buildings are generously proportioned. There is an ongoing programme of refurbishment and remodelling, resulting in good accommodation. The school is very well maintained and clean, with lively and often excellent interactive displays. The entrance to the school is bright, cheerful and welcoming. Classrooms are well organised and group areas provide additional working space for small group and individual work. The library is accessible and adequate. The recently appointed information and communications technology suite is particularly well used and the hall is used efficiently. The outside play area at this time of year can be cramped for pupils at play and lunch times. In good weather the school is able to use the extensive grassed areas.

Resources

66. Resources for learning, overall, are good. When deficiencies have been identified by co-ordinators they have been addressed. The school has a very good computer suite which provides good access. The newly refurbished library, although small, is well used. Resources are used well and contribute well to pupils' learning. The school makes very good use of outside resources and the local church, visiting artists and musicians, and parents.

Efficiency

67. The governors and senior managers work together to prepare financial plans. Identified educational priorities are funded appropriately. The school has been successful in its application of additional grants. All actions in the School Improvement Plan are costed and effective monitoring procedures are in place. The administrative staff are conscientious and efficient and provide a very good standard of day-to-day administration and control of the school's budget. There are good systems for ensuring best value for money is obtained when purchasing goods. The best value principles of comparison, challenge, consultation and competition are applied in the management and use of resources. Specific grants are monitored to ensure that they are allocated and spent wisely and for the designated purpose. The school makes good use of new technology for financial management, pupils' records, and administration.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

68. In order to raise further the standards of work and the quality of education provided, the governors, headteacher and senior managers should:

- (1) Improve the achievement and rate of progress that pupils in Year 3 make by:
 - considering a more flexible approach to teaching methods and a greater variety of activities more suited to younger pupils and their ability and level of maturity;
 - reconsidering the allocation of adult support in these larger classes;

- reviewing the timetabling arrangements particularly for literacy lessons taught in the afternoon.
(Paragraphs 1, 19, 24, 25, 27, 30)

The following minor shortcoming should be considered for inclusion in the governor's action plan:

Minor weakness

- (1) Raise the improving achievement in mathematics to the level of that achieved in English and science by:
 - building on the shared lesson planning and good practices and teacher skills;
 - developing the systems for individual and group targets across all year groups;
 - ensuring that progression is built on and established in all lessons;
 - standardising the pupils' methods of recording and presentation across the school.
(Paragraphs 1, 6, 47, 49, 81, 89)

The school has already identified the above key issue and minor weakness and has good strategies in place that are already beginning to impact on and address the concerns raised.

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed

77

Number of discussions with staff, governors, other adults and pupils

33

Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	10	29	28	8	0	0	0
Percentage	13	39	37	11	0	0	0

The table gives the number and percentage of lessons observed in each of the seven categories used to make judgements about teaching. Care should be taken when interpreting these percentages as each lesson represents more than one percentage point.

Information about the school's pupils

Pupils on the school's roll

	Nursery	Y3 – Y6
Number of pupils on the school's roll (FTE for part-time pupils)		369
Number of full-time pupils known to be eligible for free school meals		18

FTE means full-time equivalent.

Special educational needs

	Nursery	Y3 – Y6
Number of pupils with statements of special educational needs		8
Number of pupils on the school's special educational needs register		76

English as an additional language

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

Pupil mobility in the last school year

	No of pupils
Pupils who joined the school other than at the usual time of first admission	17
Pupils who left the school other than at the usual time of leaving	15

Attendance

Authorised absence

	%
School data	5.5
National comparative data	5.6

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 2 (Year 6)

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
	2001	48	41	89

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	41	41	47
	Girls	39	30	40
	Total	80	71	87
Percentage of pupils at NC level 4 or above	School	90 (84)	80 (77)	98 (99)
	National	75 (75)	71 (72)	87 (85)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	29	32	39
	Girls	29	23	37
	Total	58	55	76
Percentage of pupils at NC level 4 or above	School	65 (85)	62 (74)	85 (94)
	National	72 (70)	74 (72)	82 (79)

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

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	0
Black – African heritage	0
Black – other	2
Indian	2
Pakistani	0
Bangladeshi	0
Chinese	0
White	364
Any other minority ethnic group	1

This table refers to pupils of compulsory school age only.

Exclusions in the last school year

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

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

Teachers and classes

Qualified teachers and classes: Y3 – Y6

Total number of qualified teachers (FTE)	15
Number of pupils per qualified teacher	25:1
Average class size	31

Education support staff: Y[] – Y[]

Total number of education support staff	8
Total aggregate hours worked per week	175.5

Financial information

Financial year	00/01
	£
Total income	704765
Total expenditure	699172
Expenditure per pupil	1942

Recruitment of teachers

Number of teachers who left the school during the last two years	7.6
Number of teachers appointed to the school during the last two years	10
Total number of vacant teaching posts (FTE)	0
Number of vacancies filled by teachers on temporary contract of a term or more (FTE)	0
Number of unfilled vacancies or vacancies filled by teachers on temporary contract of less than one term (FTE)	0

FTE means full-time equivalent.

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	368
Number of questionnaires returned	196

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	53	42	2	1	2
My child is making good progress in school.	35	54	4	1	6
Behaviour in the school is good.	37	53	3	1	6
My child gets the right amount of work to do at home.	24	55	13	2	7
The teaching is good.	42	49	1	1	7
I am kept well informed about how my child is getting on.	29	48	14	3	5
I would feel comfortable about approaching the school with questions or a problem.	51	43	2	1	4
The school expects my child to work hard and achieve his or her best.	46	49	2	0	3
The school works closely with parents.	34	46	14	2	5
The school is well led and managed.	49	43	2	1	6
The school is helping my child become mature and responsible.	42	48	5	0	5
The school provides an interesting range of activities outside lessons.	22	41	19	5	13

Other issues raised by parents

Some twenty-eight written returns were received. The great majority of these were most supportive of the school, its standards, quality of leadership, teaching and curriculum offered. A few parents expressed concern about the monitoring of reading books and the different methods of teaching some subjects.

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

ENGLISH

69. Overall attainment at age 11 is well above the national average. In the 2001 tests, attainment in reading and writing was well above the national average. Both boys and girls attained above average standards, although girls do better than boys. Over the last few years, standards have risen faster than the national average. The school has been particularly successful in improving the proportion of pupils achieving the higher level (Level 5) in English. Test scores in 2001 also indicated that standards were well above schools in similar circumstances, a significant improvement from the previous year. Pupils with special educational needs make good progress and reach standards commensurate with their capabilities. Pupils generally perform better in English and science than in mathematics.
70. At age 11, most pupils' speaking and listening skills are well above national expectations. Speaking and listening skills are less well developed in Year 3, where pupils listen well but have yet to gain the confidence to speak fluently in class discussion. For all other year groups, attainment is above national expectations. Pupils are clear and confident in their speech, and levels of fluency develop through the year groups. At age 11, most pupils are confident, articulate speakers and higher-attaining pupils are able to think on their feet and sustain a reasoned argument. Most pupils make very good progress and the reasons for this are the good opportunities teachers provide for discussion in lessons. There are wider opportunities provided through assemblies, clubs and the 'Guided reading' programme. Teachers provide opportunities for pupils to read and evaluate their work as a whole class, in groups and in pairs. Pupils read their poems in assemblies and discuss their favourite books at the 'Bookworm' club.
71. At age 11, most pupils' reading skills are above national expectations. Reading in Year 3 is below national expectations and in Year 4 standards are in line. In Years 5 and 6, attainment is generally above national expectations. Most pupils make good progress as they move through the school. The additional reading support, provided for pupils with special educational needs and lower-attaining pupils, is helping to raise their standards. Effective reading strategies are well established; for example, the regular reading at school and at home, together with the 'Guided Reading' programme contributes significantly to pupils' progress. The 'Guided Reading' programme is well supported in every class by parents and friends of the school. It provides all pupils with the opportunity to read to an adult and to discuss aspects of their reading in small groups. For example, in Year 6, pupils read a version of 'A Midsummer Night's Dream' and discussed the relationship between the characters. However, insufficient care is taken over the book choices made by pupils, with the result that some pupils are reading texts which are too difficult for them.
72. At age 11, most pupils' writing is above national expectations. Pupils make very good progress with writing. Although standards are below national expectations in Year 3, by Year 5, most pupils write fluently, legibly and logically. Pupils with special educational needs make satisfactory progress and most attain standards commensurate with their capabilities. Handwriting and the general presentation of work are neat and of a good standard. Pupils write appropriately in a wide range of forms. A particular strength of the teaching is the development of writing skills as part of learning in other subjects. For example, pupils write leaflets about the Gambia in

geography and about the first landing on the moon as part of a science project. Pupils write and illustrate the 'Creation' story from the Bible and respond sensitively to school visits, for example to Chichester Cathedral. Poetry writing is encouraged and pupils of all ages have written poems of a high standard, expressing their feelings about the recent events in America. Strategies for developing writing skills are sound, with regular handwriting and spelling practice and regular basic skills development through a writers' workshop programme.

73. An effective teaching strategy is the provision of writing targets for pupils. These are placed in front of pupils while they write. In a very successful lesson, pupils were expected to analyse the degree to which their writing met these targets.
74. The quality of teaching and learning is good. All the teaching seen was at least satisfactory and almost all was of a good standard. A significant proportion of teaching was very good and there was some excellent teaching. Teachers' thorough planning enhances pupils' learning. Teachers plan series of lessons to ensure continuity and progression of learning. Pupils build new knowledge on old and develop their skills sequentially. For example, in a series of poetry lessons, teachers are building pupils' knowledge and understanding of the structure of poems and the words poets choose. Teachers plan individual lessons carefully. They ensure that learning activities are appropriate and stimulate pupils' interest. For example, teachers make good use of group work and paired activities to encourage pupils to take some responsibility for their learning.
75. There are imaginative approaches to teaching. For example, a teacher used the class reader, a Harry Potter story, to examine closely the meaning of the text and predict future events, to provide a punctuation competition and as a stimulus for creative writing. A feature of all the lessons observed was the clear explanation to pupils of the learning intentions of each lesson, thus enabling pupils to evaluate their own progress. In a very successful lesson, the teacher returned to the lesson objectives as the lesson proceeded to check the progress being made.
76. The effectiveness of these approaches to learning is limited in some instances by teachers not always ensuring that tasks set are appropriate to the capabilities of the whole range of pupils in the class. In this way, teaching does not always provide opportunities for all pupils to learn equally well. For example, opportunities are not always taken to provide higher-achieving pupils with activities which will extend their thinking and further develop their skills, and there are times when pupils with special educational needs are provided with extra support but not with an appropriate task. Although much of the teaching in Year 3 is good, teaching strategies are not always appropriate for pupils adjusting to the change from an infant school learning environment.
77. Teachers have high expectations, and pupils rise to meet the challenges set. Most pupils enjoy English lessons; they work hard, concentrate well in class and work co-operatively together. Their positive attitudes enhance their learning.
78. There are effective procedures for assessing pupils' work and monitoring their progress. Much has been done to improve assessment throughout the school. For example, there is a framework of whole school testing which is effectively used to map progress in year groups, set targets and identify a range of groups for additional support. There are, for example, 'booster groups' for pupils on the margin between National Curriculum levels and a register of very able pupils. Appropriate records are kept for pupils with special educational needs. Class teachers use test results and their own records of pupils' progress to set group writing targets, to monitor reading progress

and plan teaching. The next step is to develop skills-based assessment to produce individual targets. Teachers mark assiduously and positively. Marking supports pupils' learning.

79. The curriculum is broad and balanced and meets National Curriculum requirements. It is equally available to all pupils. The provision for drama is mainly cross-curricular, for example in history when pupils study the Victorians, or in class assemblies. There is no scheme of work to ensure the progressive development of drama skills. There are excellent extra-curricular opportunities which complement the curriculum, for example, the 'Bookworm' club and the annual Christmas production. The teaching of literacy through other subjects brings extra dimensions to pupils' experience. For example, a sculptor took pupils' favourite literary characters as subjects for sculptures. Provision for pupils' spiritual, moral, social and cultural development is very good. Teachers encourage pupils to reflect upon these dimensions of personal development through class discussion and in their written response. For example, pupils have produced some excellent 'first impressions' of Chichester Cathedral, considered the social and moral issues raised in 'Goodnight, Mr. Tom' and the cultural issues raised in 'Keneuke's Kingdom'. Parents make a good contribution to the curriculum. They are involved in the 'Guided Group Reading' session weekly, the Bookworm Club and the Christmas production. Parents are supportive of home reading.
80. The management and organisation are very good. There is regular monitoring of teaching, teachers' planning and pupils' work. Literacy teaching has been the subject of considerable staff development. There are sufficient resources. Speaking and listening and writing policies are due for updating. There has been a significant improvement since the last inspection. High standards have been maintained and assessment and monitoring, the two key issues from the last report, have been addressed.

MATHEMATICS

81. Standards in mathematics for pupils up to the age of 11 have been improving year on year. Standards have improved since the last inspection and are above the national average and in line with those in similar schools. The test results for pupils in mathematics are lower than those in English and science. This accurately reflects the level of mathematical skill and knowledge of the pupils identified in the optional tests. The raising of standards is due to a number of factors, including very good use of information from all tests used in the school and carefully planned 'booster' groups to help some pupils raise their level of attainment. Additional opportunities are provided for higher-attaining pupils to achieve in line with their capabilities, often well above what is expected for their age. Very good, constructive support from advisory staff from the local education authority supports teaching and learning. The high quality teaching encourages pupils to learn.
82. Challenging targets have been set for this year and inspection evidence suggests that these targets are likely to be reached and standards will be above average again.
83. Achievement in mathematics is good and pupils make good progress. Boys and girls achieve equally well throughout the school. Pupils with special educational needs and lower-attaining pupils achieve well. Teachers are sensitive to their needs, set them suitable tasks and encourage them to work hard and gain confidence. They often receive focused support and this helps them to gain skills and to take part in most lessons with the rest of the class. Higher-attaining pupils are well challenged. Teachers have high expectations and enable these pupils to achieve at an above average level.

84. Pupils in Year 3 are developing a secure understanding of odd and even numbers and counting on in tens and hundreds from any given number. Their speed in adding numbers together to make 20 is improving, although lower-attaining pupils still need support when taking numbers away from 20. In Year 4, pupils see patterns in numbers and improve their ability to double and halve numbers by using tables. By the time they are in Year 5, pupils are clear about addition and subtraction using large numbers. They solve problems correctly and work very thoughtfully and carefully to write numbers to 100,000, making sure that the correct number is in each column. Pupils explain the differences between a selection of triangles and rectangles because they understand what makes these shapes different from each other.
85. By the age of 11 pupils have a very good level of confidence in using complex operations in number, using two and three digit numbers accurately in problems involving multiplication or division. They use their knowledge of the value of each digit in a number to multiply and divide whole numbers by 10 or 100. Pupils work confidently with large numbers and use different processes and strategies to solve problems successfully. Higher and average attaining pupils have a very good understanding of equivalence between decimals and fractions and work out percentages and averages, completing number lines with negative and positive numbers with self-assurance. Pupils have a sophisticated understanding of different mathematical terms, knowing for instance, what 'denominator' and 'numerator' mean when working with fractions, or 'properties', when solving shape problems. Pupils have a secure knowledge of reflective and rotational symmetry, data handling and co-ordinates.
86. The quality of teaching and learning is very good overall. A rich culture of mathematical learning is created by teachers' interest and enthusiasm. This is evident in the ingenious ways they devise to make learning fun. For example, pupils are delighted when the teacher makes 'a deliberate mistake' or in a good humoured way increases the speed or level of questioning and challenge in a quick-fire activity or game. Games are used very well to help pupils learn in an enjoyable way. Teachers are very good at not giving away the right answer so that pupils have to think and justify their reasoning. Questioning is used well to challenge pupils' thinking. Planning is very good so pupils are very clear about what they are learning in the lesson. The careful marking of work helps pupils to know how they can improve their work and how well they are achieving their targets. Teachers plan more advanced activities for higher-attaining pupils so that they do not spend time on repetitive exercises and lower attaining pupils are given work that helps them consolidate their learning well. There are very good relationships with the pupils, which ensure that lessons proceed at a lively pace and teachers and support staff work very well together.
87. The structure of the daily mathematics lesson is used very effectively. The initial 'Kick-start' and mental mathematics sessions are used very well to sharpen pupils' thinking and to set up the subsequent group activities. Teachers are skilled at using different mathematical terms and at getting pupils to use these in their explanations. For example, pupils use the terms 'vertex' and 'vertices', explain the meaning of 'parallel' or the relationship between doubling and halving clearly. The accurate use of language means that not only do pupils learn to express what they have learnt correctly but also they actually understand more fully. Teaching assistants give good support, helping pupils with special educational needs to understand and participate fully by giving them individual explanations. Through such support, for example, pupils in Year 4 were helped to calculate that 15×4 could be worked out as $15 \times 2 = 30$ and doubled again as $30 \times 2 = 60$.

88. Pupils like mathematics and feel they are successful. Their positive attitudes make them keen to participate and learn. Their behaviour is mostly very good and they work at a good rate because they want to succeed.
89. The subject is very well managed in the school and the national numeracy strategy has been implemented very well. The co-ordinator for mathematics is well aware of the strengths in teaching and the provision for higher and lower attaining pupils and staff development. Areas identified for development are standardising pupils' methods of recording and presentation across the school.

SCIENCE

90. By the time that pupils leave the school, in Year 6, the standard of their work is well above average. Particular strengths are the emphasis on understanding ideas, the importance of presentation and the correct use of technical vocabulary. Pupils are encouraged to use their literacy skills well, and their work on computers helps them to research and analyse their results. Standards have risen significantly since the last inspection when they were already good. Boys and girls do as well as each other.
91. The results of national tests taken at the end of the Year 6 in 2001 are well above the national average and the average for similar schools. The percentage of pupils achieving the higher Level 5 is also well above average.
92. Progress throughout the school is good, both in individual lessons and in the longer term. The pupils build on what they have learned before. Progress is monitored regularly and teachers respond to their pupils' progress in lesson plans. For example when pupils did not fully understand the work on drainage the teacher changed the next lesson. As a result, they were better able to link the results of their experiment to their conclusions. Good support is given to pupils who have special educational needs, usually within the context of the lesson. Appropriate challenges are presented to the highest-attainers, enabling them to make rapid progress through the school.
93. Teaching of science was judged to be very good or excellent in nearly half of the 12 lessons seen. It was good or better in all but one lesson. This lesson was satisfactory. Planning is comprehensive and teachers ensure that the needs of all pupils, including those with special educational needs, are met. The good quality teaching stems from a revised and very useful scheme of work that helps pupils build on what they know. Its emphasis is upon investigation, and science lessons challenge pupils to find the answer to key questions. This captures pupils' attention and challenges them to find the answers. This scheme also links very well with other subjects such as geography and information and communication technology. Thus teachers use time very efficiently. For instance, when Year 5 pupils study Earth and Space in science, they use their information and communications technology skills to create multi-media presentations and learn about the different positions of countries on the globe. In the excellent lessons, learning was made fun, and the very good relationships developed between adults and pupils enabled the pupils to discuss and think about important issues, such as the reasons for not smoking. The pupils felt secure and were able to mention events that concerned them. Pupils listen to each other attentively; many volunteer to answer questions and give thoughtful answers.
94. The co-ordination of this subject is good. The co-ordinator has had recent training and therefore has a good subject knowledge. Good links have been established with local secondary schools. In consequence, staff can ask their secondary colleagues for help and benefit from this extra source of expertise. Test results and the curriculum have been analysed and steps have been taken to remedy relative weaknesses. The co-

ordinator has ensured that the curriculum is broad and balanced and is enriched by visits to the Downs and the local harbour. The co-ordinator is given sufficient time to monitor teaching and learning and help all teachers maintain high standards.

ART AND DESIGN

95. Pupils, including those with special educational needs and those of higher attainment, make very good progress. By the time they are 11, pupils achieve standards that are above those expected of pupils nationally. Standards of pupils' work are improved since the last inspection. The quality of work on display is often of a high quality. Some of the textile studies based on a visit to Chichester Cathedral and the sculptures of characters in books are of an excellent standard. Pupils achieve well across the school because art is well led and effectively taught.
96. Due to timetabling arrangements Year 3 pupils did not have art during the week of inspection. In a very good lesson in Year 4, pupils developed a good understanding of Pointillism through their study of the work of Seurat. They knew some facts about the Impressionists. They were able to draw on their previous experience to discuss the differences between Seurat's method of painting and that of Van Gogh. They had an excellent discussion about whether the paintings were old or modern. They discovered that there was no use of green and that the colours were made up of primary colours. Pupils were excited by their studies and worked hard. They made significant gains in their knowledge and understanding, especially when, after close observation of reproductions, they applied the techniques of Pointillism to their own work. As a consequence they explored different media and developed very good skills.
97. Year 5 pupils showed excellent skills in observing and recording, when studying various still life arrangements. They made quick line sketches and successfully experimented with different media. The resulting work was interesting and showed improved skill, knowledge and understanding. Drawing was bold and clear. They talked about overlapping objects, tone and shade using subject specific terms correctly.
98. Year 6 pupils successfully explored the ideas of movement through art. Through their drawings of each other and other life studies, they demonstrated a greater understanding of scale, proportion and masking of bodies. Figurative drawing, although at an early stage of development, showed some good developing observational skill.
99. The quality of teaching and learning is very good overall and occasionally excellent. Teachers are generally secure in their knowledge and understanding of the subject. Their expectations of what pupils can do are very good. Lesson planning is excellent and refers to a good range and variety of tasks using a wide range of media. Teachers share information about different artists, cultures and traditions well. Pupils learn effectively and they are encouraged to explore and experiment with their ideas. Sketch books are not always used to store pupils' developing ideas and studies to best advantage. The co-ordinator is aware of this and plans are in hand to address the issue. Information and communications technology is used effectively for research and supporting studies, and its use to enhance the subject is developing appropriately.
100. Pupils' attitudes and behaviour are very good overall. They enjoy their work and are often excited by the way it is presented to them. They listen carefully, concentrate and work hard. They readily share their views and are sensitive to different opinions. They share equipment and media and use them carefully.

101. The curriculum is good in terms of coverage, variety and exposure to art from different cultures and traditions. The co-ordinator is enthusiastic and knowledgeable. She has clear views and good plans for further developing the subject, such as improving the use of sketch books and developing sculpture. The curriculum is further enriched by opportunities to work with visiting local artists and visits to galleries. Work is also displayed in the local community.

DESIGN AND TECHNOLOGY

102. Only two design and technology lessons, both in Year 3, were observed during the inspection. However, evidence from teachers' plans, photographs and pupils' work indicates that by the time they are 11 pupils' attainment is in line with national expectations. At the last inspection, standards were above national expectations, but the difference is due to the change in the requirements of the curriculum. Pupils, including those with special educational needs, make good progress in learning the skills of designing and making throughout the school.

103. From the lessons observed it is clear that pupils in Year 3 have a clear understanding of the thinking and planning process when they consider designing a costume from recycled materials. They know that paper products, cans and bottles are recycled and offer lively and informative comments about recycled and biodegradable materials to explain their ideas and intentions. For example, they know about landfill sites and how most waste is disposed of after it leaves their homes. Pupils work hard and in their planning consider some of the problems they may encounter when making their costumes.

104. Pupils in Year 4 and 5 plan work carefully and produce thoughtful written instructions for making weather instruments, such as a rain gauge or weather vane. They draw accurate scale models of vehicles and produce an interesting range of different vehicles using colourful and attractive materials. Pupils make high quality drawings of Aztec masks from different elevations, and the completed masks are lively and stimulate the imagination. Pupils evaluate their work in their groups honestly. In Year 6, pupils produce informative and colourful guidebooks and leaflets about countries such as the Gambia. Designs for carrier bags are very carefully labelled and prepared so that the completed bags are usable and efficiently made.

105. The overall quality of teaching and learning is good. A key strength of the teaching is the quality of preparation, planning and the resources provided. These help all pupils to develop an interest in the tasks set. Teachers use open-ended questions well to promote thinking and listen to the suggestions pupils make, often helping them to extend their answers and think through the ideas they are offering.

106. Pupils enjoy the subject, mostly work sensibly together and support one another effectively when they work as part of a team. This helps pupils to develop their understanding of the task and to evaluate what they are doing. Some younger pupils need several reminders to work quietly when they are excited by a task but other pupils concentrate on their work well.

107. The co-ordinator is enthusiastic and is working hard to revise the guidelines for all year groups. She has a very clear knowledge of the subject and good plans to further develop the subject.

HISTORY AND GEOGRAPHY

108. No history lessons were observed during the inspection due to curriculum plans and timetabling arrangements. The subject co-ordinator manages both history and geography, and this assessment of the school's provision includes both subjects.
109. Pupils' attainment in history meets national expectations for this subject, and attainment in geography is above expectations. This is the same as during the last inspection.
110. In geography lessons in Year 6, pupils use the correct vocabulary and carefully listen to a tape of a child flying to school in the Gambia. They recognise and identify rivers and desert vegetation. In this year, pupils learn that Gambia is the smallest state in West Africa. They learn to understand maps and realise that the climate is connected to the position on the globe. They begin to understand that people in different countries use their environment to best advantage to grow crops. They have different houses and roads.
111. History displays show that the pupils are made aware of the development of their school over the last 50 years. Pupils in Year 6 stated the dates of Shakespeare's life as they are studying Shakespeare as part of their literacy topic. Year 5 pupils visit Chichester Cathedral and know that St. Richard was the Bishop of Chichester and that gargoyles decorate the building. Their work in art shows detailed observational drawing of gargoyles.
112. Overall pupils make good progress across the school as both their history and geography curriculum is linked well to topics and their information and communications technology skills are used well to research subjects. Visits to places of interest such as the British Museum and the local Downs enhance pupils' learning. However, the progress and understanding of skills in history are not well developed between Years 3 and 4. History work in Year 4 is a little better than that in Year 3.
113. The quality of geography teaching observed was very good. All lessons observed were in Year 6. Teachers have very good subject knowledge and plan their lessons well. These lessons are interesting and proceed at a fast pace. All pupils are included and are challenged to answer questions and interpret information gained from different sources such as photographs and videos.
114. Overall co-ordination of these subjects is satisfactory. The co-ordinator is new but despite this she is aware of the strengths and weaknesses within the school's provision. The curriculum is yet to be re-written in line with the new 'curriculum 2000.' Currently it is possible for teachers to repeat subjects such as 'permeability' too soon, as the guidance given in the current scheme is not clear. The co-ordinator is being given time next year to re-write the policies and she has plans to improve resources by including more CD Roms to ensure that the information and communications technology work better enhances the pupils knowledge and skills in history and geography.

INFORMATION AND COMMUNICATIONS TECHNOLOGY

115. Most 11-year-olds meet the standards expected and the majority exceed them. Consequently, overall standards are well above national expectations. The oldest pupils are very confident when using computers and do very well when using information and communications technology (ICT) for communicating ideas and

researching information. This subject is taught systematically. Consequently all pupils experience all elements of the subject during their time at school. However, the subject co-ordinator is aware that Year 6 pupils need to re-visit and further develop their skills in control technology. Standards at the time of the last inspection were in line with national expectations. There has been a significant improvement since then, partly due to staff training and improved resources. The computer suite, with 17 computers and a large screen, is a big asset. It is used very well.

116. Pupils' general skills are extended well. Most are confident enough to work independently. They demonstrate techniques to the whole class and help each other overcome difficulties. For example, pupils in Year 3 soon learned the procedure for using a new program, 'Logo'. Pupils demonstrated this to the class and were given help by their classmates. As a result the whole class used this programme to draw shapes within shapes. This required mathematical knowledge of the degrees of angles to make the line to turn in the right direction. Higher-attaining pupils were challenged to make complex drawings of houses. Most pupils add pictures to their text by using 'clip art' and manipulate their text to change the font and improve their punctuation. Pupils in Year 5 use the Internet to research the life of Mohammed. They use a digital camera on a school visit and the qualities of soil samples, collected on this visit, are entered on a database. They make pie charts to present information on hair colour. In this year they also use sensor equipment in their science topic on materials. It is used to test the transparency of different materials. All pupils in this year 'log on,' open a new document, control sound, select pictures from the 'intranet' and paste and copy this into their documents. By Year 5 pupils have good skills. They are very enthusiastic about this subject and are very keen to learn more. In an excellent lesson the pupils were absorbed in their work and excited about using special effects to make their presentations about 'Earth and Space' more interesting. In Year 6, pupils extend their Year 5 work on spreadsheets. They now use spreadsheets to enter and explain the results of science experiments testing the pulse rate during exercising. They identify 'cells and rows' and produce line graphs. They include written information to explain their conclusions.
117. Teachers have a growing confidence in ICT and the direct teaching observed was very effective. They increasingly use it for writing reports, planning and record keeping. Overall the quality of teaching observed was very good. Teachers are now much more confident due to extensive training, very good subject management and the provision of an excellent resource, the computer suite. This is used very well to develop specific ICT skills and to enhance work in other curriculum areas. The subject co-ordinator has provided a very good scheme of work that gives teachers very clear guidance and links very well with most curriculum areas. She is given sufficient time to monitor standards and is very aware of relative weaknesses in the school's provision. Teacher assistants have been trained and thus give very good support to the pupils. The teachers' very good subject knowledge, clear plans and enthusiasm for the subject are the major reason why they teach this subject so well. Generally, the teachers' very good relationships with their pupils and the fast pace to lessons ensures that the pupils are interested and do well. All pupils are valued and have equal access to this aspect of the curriculum.
118. The use of ICT across all curriculum areas is a strength of the school. ICT makes each subject more interesting and challenging. Pupils with special educational needs, such as those with visual impairment, have their computers adapted so that they have large print. They therefore use this facility well.

MUSIC

119. Pupils, including those with special educational needs and those of higher attainment, make very good progress across the school and achieve well. By the time they are 11, pupils achieve standards that are in line with those expected of pupils nationally. Standards in practical music-making, however, are often above standards expected. Standards are similar to those at the time of the last inspection. Instrumental work is a strong feature of music in this school. Over 40 pupils have instrumental lessons. Recorders and the school band are very popular and pupils have regular opportunities to perform in the local and wider community and for special events at school.
120. Year 4 pupils set a poem to a tune using tuned and untuned percussion instruments. They carefully followed call and response rhythms led by the teacher keeping the beat. In groups, the pupils composed short simple six note tunes and rehearsed these before performing to the class. Pupils listened very attentively to one another and offered helpful evaluations. They used subject specific language correctly. They recognised and use pentatonic notes. Resulting compositions were melodic and showed a good sense of rhythm.
121. Year 5 pupils worked well together in groups using a published programme. They explored different sounds to create short musical pieces based on timbre and texture. They showed a lot of enjoyment organising each other and playing within their groups. Year 6 pupils revised their knowledge and understanding of pentatonic scale. They listened well to the teacher and asked interesting and probing questions. In groups they set the words from Dragon Dance by Max Fatchen to music. They developed their compositions in pairs and performed them confidently to the class. By the end of the lesson pupils clearly understood three pentatonic scales and composed several lines of music. They also developed their understanding of word setting to work rhythms.
122. Teaching and learning are very good overall both when music specialists and when non-specialists teach. The school is fortunate in having a music specialist who mainly teaches classes where teachers are not as confident. This can give non-specialists a good opportunity to observe teaching skills at first hand. Planning is excellent and also supports other teachers well. Lessons are well organised and instruments and resources are well matched to activities.
123. Music contributes well to pupils' spiritual, social and cultural development. Oral assessment is used very well. The co-ordinator is experienced and has developed music well in the school. There are many good opportunities for pupils to perform, such as in annual concerts, performing arts events and in the local community. The school is part of the West Sussex Gridplus' scheme, whereby it can access ICT programs for use in music. The various video recordings of several previous musical events and productions indicate that standards of musical performance are very good.

PHYSICAL EDUCATION

124. Pupils, including those with special educational needs, make good progress across the school and achieve well. By the time they are 11, pupils achieve standards that are above those typical of pupils nationally. Standards of pupils' work are similar to those at the last inspection. Pupils achieve well across the school because the subject is effectively led and the teaching is of high quality.

125. Year 3 pupils develop a good range of movements in dance lessons as they respond to a poem about 'Ants'. In an excellent lesson with very good use of language enrichment, pupils try to match their movements to the different creatures. They use imaginative and creative ideas as they graduate from large animals to smaller ones, from round, angular stones to tangled and curvy roots of plants. Pupils organise their movements into a sequence and negotiate well in their groups. The imagination of those who watch is stimulated, too. When they rest at the end of their 'cool down', one watching child comments, 'It looks like a carpet of children'.
126. Year 4 pupils show good skills of travelling in a calm, controlled manner around the hall. They move at different levels and improve the quality of their hand movements as they demonstrate their good co-ordination. By Year 5 the pupils have built upon their physical skills very well. They understand that it is important to warm up their muscles before strenuous work so that muscles are not damaged. In gymnastics, pupils move lightly and concentrate on producing flowing movements as they travel around the hall and around the apparatus. They show very good change of speed and direction. Higher-attaining pupils show very good control as they balance and develop their sequences and pupils with special needs receive sensitive support to enable them to follow the teacher's instructions successfully.
127. Year 6 pupils successfully put together a sequence of actions inspired by work about the Gambia in a class assembly. They move well to the music, some girls with expressive hand movements in a stately dance, whilst a group of boys move together pushing and pulling one tool and digging with others. The influence of the music from another culture helps them to develop suitable sequences of movements. Pupils' ball skills are good. They catch and throw balls to a partner, dodge and mark well as they practise the new skill of throwing a rugby ball accurately and at a good speed and angle for the catcher.
128. The quality of teaching and learning is very good overall. The teachers' levels of expertise and expectations of what pupils should do are high and lessons are very well planned. A particularly strong feature of lessons is the teachers' very precise use of language to stimulate creativity and to give clear instructions. Teachers place good emphasis on the use of space and good use is made of pupils' evaluations of their own and others' work. Pupils learn effectively and gain new ideas in this way. Teachers demonstrate the required movements well, using higher-attaining pupils or themselves to inspire pupils. This has a positive impact on the quality of pupils' work. Teachers also make good use of praise to motivate pupils who have less confidence. Very good teaching of the safe way to lift and carry the apparatus ensures that pupils are sensible and careful when setting out the group arrangements.
129. Pupils' attitudes and behaviour are very good because they enjoy lessons and derive much pleasure from taking part. They listen carefully and try hard to build up their own sequences rather than copying others in the group. Pupils understand the need to listen carefully and concentrate on their performance. Their comments are perceptive as they begin to analyse how their sequence could be improved or make helpful suggestions to their partners.
130. The school provides a good curriculum and all the elements for physical education are present. The teacher who co-ordinates the subject has a good knowledge of physical education and is in the process of reviewing the policy and guidelines for teaching the subject. This will include a review of the length and timing of physical education lessons, particularly for pupils in Year 3. By the age of 11, pupils take part in a wide curriculum including swimming in the summer months, orienteering and outdoor and adventurous activities during a residential visit. The school's programme of extra-

curricular activities is excellent and includes sporting visits to other schools and involvement in tournaments. All of these raise the standards of pupils' work. The hall and outside space, and the swimming pool, provide good areas in which to work. The school uses these areas to very good effect.

RELIGIOUS EDUCATION

131. It was not possible to see any religious education lessons in Years 5 and 6 during the inspection, but planning, discussions and scrutiny of pupils' work show that pupils, including those with special educational needs, achieve well. By the age of 11, the majority of pupils meet the standards expected in the local education authority's guidelines. These findings match those of the last inspection.
132. Pupils in Year 3 know that there are several different stories about 'Creation' and recall names of people and events in them well. They are aware that there are some similarities between the various stories. Pupils know that people have different beliefs and special symbols or artefacts. This knowledge is extended through a study of Buddhism. Pupils discuss the fact that we sometimes ask unimportant questions instead of acting thoughtfully and listen with interest to the story of the Buddha. As they watch a video some catch their breath when they anticipate that the tortoise is going to open his mouth to ask a question whilst he is being carried through the air by the geese. They show that they are developing an understanding of the main point of the story. Year 4 pupils use their knowledge of what happens in a Christian church and how special events and festivals such as baptisms and weddings are celebrated when they discuss Judaism. Pupils think carefully about the artefacts they hold and handle them very respectfully. They suggest that the cup they hold, 'could be used to put holy water in' and that the plate is made of copper or brass, 'not gold'. Pupils ask many sensible questions about the artefacts and think of similar items in other faiths. For instance, one pupil suggest that there may be readings, 'like from the Bible', in the Torah.
133. Pupils' visit to Chichester Cathedral is a very important feature of the religious education programme in Year 5. Pupils dress up to dramatise the story of St Richard and follow the pilgrims' route around the Cathedral to the shrine. They read prayers that some of them have prepared and light a candle. Pupils' writing shows that they are very moved by their visit and they have learned much whilst absorbing the atmosphere of a place that one writes, 'was more colourful than we thought'. Some pupils have similar reactions to the Gothic cathedral in Coutenances, during the visit to France. 'It was amazing! It was huge! It had beautiful stained glass windows'. The beauty of the tapestry in Chichester and the windows in Coutenances inspire pupils to produce high quality writing, observational drawings, and attractive pieces of needlework. Fascinating models of gargoyles reinforce impressions of the buildings. By the time they are 11, pupils discuss aspects of religion in personal and social education lessons sensibly.
134. Teaching and learning are good and pupils' learning is enhanced by interesting activities linked to a variety of religions. Visits to places of religious significance and visitors to the school bring religious education to life and improve the quality of pupils' learning. Teachers place a good emphasis on faiths other than Christianity, so pupils have consistent opportunities to learn about and understand the customs and beliefs of other faith groups. There are good links with other subjects, for example history, art and design technology, and pupils' work is often presented in an interesting manner through use of information and communications technology. Pupils respond well to the opportunities that teachers provide for them to discuss and to express their own views

and because of this they find that religious education lessons are interesting and enjoyable.

135. The management of the subject is good and religious education is planned very effectively to make a major contribution to assemblies and to discussions in personal and social education lessons.