

# INSPECTION REPORT

## **LANCASTRIAN INFANT SCHOOL**

Chichester, West Sussex

LEA area: West Sussex

Unique reference number: 125822

Headteacher: Miss L Chaplin

Reporting inspector: Colin Parker  
OIN: 16396

Dates of inspection: 13 – 15 March 2001

Inspection number: 192763

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

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## INFORMATION ABOUT THE SCHOOL

Type of school:	Infant
School category:	Community
Age range of pupils:	4 – 7 years
Gender of pupils:	Mixed
School address:	Orchard Gardens Chichester West Sussex
Postcode:	PO19 1DG
Telephone number:	01243 782818
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Appropriate authority:	The Governing Body
Name of chair of governors:	Mrs A Briggs
Date of previous inspection:	17 March 1997

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Team members			Subject responsibilities	Aspect responsibilities
16396	Colin Parker	Registered inspector	Science Information and communication technology Art and Design Design and Technology	What sort of school is it? How high are standards? – the school's results and pupils' achievements How well is the school led and managed? What should the school do to improve further?
9537	Caroline Marden	Lay inspector		How high are standards? – pupils' attitudes, values and personal development How well does the school care for its pupils? How well does the school work in partnership with parents?
17811	Catherine Shirley	Team inspector	Mathematics Music	How well are pupils taught?
22896	Kate McGuinness	Team inspector	English Geography History Physical Education Religious Education Equal opportunities Special educational needs English as an additional language	How good are the curricular and other opportunities offered to the pupils?
2913	Sue Airey	Team inspector	Special educational needs	

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

### **INFORMATION ABOUT THE SCHOOL**

This small school, serving the local area, has a roll of 127 pupils, aged from 4 to 7 years, from a variety of social backgrounds. Initial assessments show that the children's attainment on entry to the reception class is just above average, with strengths in number and areas for development in other aspects of mathematics and in writing. Approximately 28 per cent of pupils have special educational needs, broadly in line with the national average. One pupil has a statement of special educational need. Seven pupils have English as a second language. The majority of children in the reception class previously attend local pre-school settings. Entry to the reception class is over three terms.

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

Lancastrian Infant School continues to be an effective and good school with many strengths and no major weaknesses. It fosters in its pupils very good personal development, attitudes and behaviour. Standards by the age of seven are well above the national average in English and mathematics, good in science, religious education, history, geography, art and design, and music while standards in information and communication technology, design and technology, and physical education are satisfactory. Teaching is good and learning is also good. There are good procedures for ensuring the pupils' welfare and the headteacher, staff and governors work hard to achieve the aims of the school. The school is providing good value for money.

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

- Standards in reading, speaking and listening, and mathematics are very good.
- The quality of pupils' learning is good and this reflects the good quality of teaching.
- The provision for pupils with special educational needs is very good; they make good progress.
- The school is well led and managed by the headteacher and senior staff, with very good support from governors.
- The adults in the school provide very positive role models: pupils are keen to learn, have very good attitudes to school and behave very well: the personal development of the pupils is very good and relationships are excellent.
- The quality and range of curricular and other opportunities for learning and personal development are very good.
- The staff cares well for the pupils and the overwhelming majority of parents have highly favourable views about the school.

#### **What could be improved**

- Enhance pupils' knowledge of their own learning by more consistently effective use of learning objectives, feedback to pupils and pupils' evaluation of their own work.
- Minor areas for improvement: the use of support staff, the outdoor provision for under fives, the flexible use of time and teaching and the annual reports to parents.

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

### **HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION**

Since the last inspection in 1997, improvements to standards have been made in reading, religious education, and art and design. The national strategies for literacy and numeracy have been implemented successfully. The good provision for spiritual, moral, social and cultural development identified in the last inspection is now very good. Significant and valuable links beyond the school have been made. The school has made good progress.

In the last inspection, the school was found to be good with many strengths and no major weaknesses. The school's very positive atmosphere reflects its commitment to provide a caring and safe environment,

which also promotes high standards of achievement. All of the four key issues have been addressed. Co-ordinators now play a fuller part in curriculum development and in monitoring standards. The school development plan has been strengthened by the inclusion of action plans. The development of schemes of work to support teachers' planning has been completed. Action has been taken to improve the opportunities for pupils to take responsibility for their learning. The school is in a good position to maintain the high standards achieved.

## STANDARDS

The table shows the standards achieved by 7 year olds based on average point scores in National Curriculum tests.

Performance in:	compared with			
	all schools			Similar schools
	1998	1999	2000	2000
Reading	A	A	A	A
Writing	A	A	A	C
Mathematics	A	A	A	B

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

When children start school in the reception classes their skills, knowledge and understanding are wide ranging and just above average overall. By the time they enter Key Stage 1, the children achieve above the expected standard against the early learning goals. For the last three years, attainment at the end of Key Stage 1 in national tests of reading, writing and mathematics has been well above the national average. In 2000, the tests showed standards in reading and mathematics were higher than in similar schools and writing was close to the average for similar schools. The school has identified writing as a priority area for improvement. On the basis of teacher assessment for science the percentage of pupils reaching level 2 or above was above the national average and close to the average for similar schools.

The school is making good progress towards its targets and they are sufficiently challenging. Work seen during the inspection indicates well above average standards in English and mathematics, with particular strengths in speaking and listening, and in reading. Standards are above average in science, religious education, history, geography, art and design and music. Standards are satisfactory for seven-year-old pupils in information and communication technology, design and technology, and physical education.

Pupils are making good progress and they are achieving above pupils in similar schools except for writing. There is potential for further improvement through the development of teaching and learning.

## PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Pupils have very good attitudes to work and try hard to achieve what the teachers ask of them. They are keen to attend, play a full part in school life and enjoy the wide range of activities.
Behaviour, in and out of classrooms	Pupils behave very well in lessons and at playtimes. They show consideration for one another and are attentive of their teachers.

Personal development and relationships	Pupils' personal development is very good. They clear up after lessons and work well without direct adult help. Relationships between pupils, and between staff and pupils, are excellent.
Attendance	Attendance of pupils is good.

## TEACHING AND LEARNING

Teaching of pupils:	Aged up to 5 years	aged 5-7 years
Lessons seen overall	Good	Good

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

The overall quality of teaching in English is good and some very good teaching takes place during the whole class part of the literacy hour. This is because teacher subject knowledge is thoroughly researched and they are familiar with a wide range of resources, books and materials. The teaching of basic skills, including phonics, is a strength. In mathematics teaching is good. Good pupil management, the provision of much challenging work and opportunities to talk about their work results in high levels of confidence among all ability groups within classes. The skills of literacy and numeracy are taught well.

The quality of teaching is good overall throughout the school. All of the teaching seen was at least satisfactory and in just over one lesson in ten it was very good. The needs of all pupils are well met. The emphasis on cross-curricular planning and links to other subjects is a particularly effective feature of teaching throughout the school. Further refinements in the use of teaching assistants during whole class sessions could make their contribution even more effective. Pupils have the potential to be more effective as learners by having better knowledge of their own learning. Teachers do not consistently make clear to pupils how their work will be judged, where they are aiming and the steps they need to take on the way.

## OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	The school provides a broad and balanced curriculum of high quality, which is enriched by a very good range of other activities.
Provision for pupils with special educational needs	Provision is very good. The leadership and management of special educational needs are strong and have a significant impact on pupils' progress.
Provision for pupils with English as an additional language	Provision is effective and as a result these pupils make appropriately good progress.
Provision for pupils' personal, including spiritual, moral, social and cultural development	There is good overall provision for pupils' personal development, with very good provision for their moral and social development and good provision for their spiritual and cultural development.
How well the school cares for its pupils	The school has good procedures and policies that it successfully puts into practice to ensure the welfare of the pupils. The school provides a safe and secure learning environment for the pupils.

The school has a very good partnership with parents, who are supportive of all that the staff does for the children. The school has created and maintains very good links with parents, provides regular information and good opportunities to meet in school. The annual reports give parents a clear picture of what their children can do and understand, but they do not always outline the next steps to improve attainment and progress. A strength of the school is the wealth of opportunities given to pupils to enrich and extend the curriculum.

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

Aspect	Comment
Leadership and management by the headteacher and other key staff	The school continues to be well led and the staff works closely and effectively together. This has a direct and positive effect on the quality of education provided.
How well the governors fulfil their responsibilities	The governing body is very effective in fulfilling its responsibilities and in supporting the work of the school.
The school's evaluation of its performance	The monitoring and evaluation of the school's performance by the headteacher, governors, senior staff and subject co-ordinators are good and lead to effective action for improvement.
The strategic use of resources	Resources are well used. The use of resources for pupils with special educational needs is very good.

The staffing, accommodation and resources for learning are very good. The outdoor environment is good and provides an impressive range of recreation and learning facilities that is well used. One of the reception classes does not have direct access to an outdoor classroom. The effectiveness of support for educational priorities through financial planning is very high. The principles of best value are applied realistically and well. The work of subject leaders and the monitoring, evaluation and development of teaching have both improved since the last inspection. The main focus for this has been on literacy and numeracy.

#### PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> <li>• The children like school, their behaviour is good and they make good progress.</li> <li>• Children get the right amount of work for home and an interesting range of activities outside lessons.</li> <li>• Parents feel the school is approachable and are kept well informed of how their children get on.</li> <li>• Teaching is good and the school expects hard work and achievement.</li> <li>• The school is well led and managed, works closely with parents and helps the children mature.</li> </ul>	

The great majority of parents expressed positive and highly supportive views about the school and the inspection team strongly endorses these views.

## **PART B: COMMENTARY**

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

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

##### **How high are standards**

1. When children start school in the reception classes their skills, knowledge and understanding are wide ranging and just above average overall. The initial assessments for the current reception year show strength in number and areas for development in other areas of mathematics and in writing. By the time they enter Key Stage 1, the children achieve well above the expected standard against the early learning goals in personal, social and emotional development and in communication, language and literacy. They achieve well in mathematical areas of development, knowledge and understanding of the world and in physical development and at a satisfactory level in creative development.

2. For the last three years, attainment at the end of Key Stage 1 in national tests of reading, writing and mathematics has been well above the national average. In 2000, the tests showed standards in reading and mathematics were higher than in similar schools and writing was close to the average for similar schools. The school has identified writing as a priority area for improvement. On the basis of teacher assessment for science the percentage of pupils reaching level 2 or above was above the national average and close to the average for similar schools. The percentage of pupils who performed at a higher level in science was well above average and well above the average for similar schools.

3. The school is making good progress towards its targets and they are sufficiently challenging. Work seen during the inspection indicates well above average standards in English and mathematics, with particular strengths in speaking and listening and in reading. Standards are above average in science, religious education, history, geography, art and design and music. Standards are satisfactory for seven-year-old pupils in information and communication technology, design and technology and physical education.

4. Pupils with special educational needs make good progress. Work is planned to take account of the needs of pupils with special educational needs and they are successful in their learning. Appropriate support is given to the pupil with a statement of special educational needs and work is well matched to his significant needs. There is good in-class support and a detailed programme of specialist teaching for some pupils with identified learning difficulties in addition to individual help with literacy and reading skills. Good progress is supported by the use of early intervention, appropriate assessment procedures, individual programmes for pupils, use of information and communication technology programmes and good links with home including homework.

5. The progress of pupils with special educational needs is also supported by a positive and caring attitude from the teaching and teaching assistant staff and other children.

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

6. The pupils' very good behaviour and attitudes to learning seen in the last inspection continue to be strengths of the school.

7. Pupils come happily into their classes in the morning and settle quickly to their work. They have very good attitudes to work and listen attentively to their teachers. Pupils are keen to take part in lessons and eagerly answer questions in whole class sessions. They also are very good at listening to each other's ideas. Pupils try hard to achieve what the teacher asks of them and even if they find the work difficult they do not usually give up. This was evident in a religious education lesson where pupils were making crosses for their Easter gardens. In this lesson many pupils had difficulty in using willow withers to bind together the two pieces of willow to make the cross, however they worked tenaciously to the end of the lesson.

8. Behaviour is very good in all aspects of school life. Pupils move round the school sensibly and sit quietly in assembly. In lessons the very good behaviour makes a significant contribution to the good progress pupils make. Pupils are polite to visitors and happily answer questions. There have been no exclusions in the last year. Pupils have a good understanding of what is right and wrong and can explain why something is wrong. This is well promoted through the behaviour policy. Pupils' personal development is very good. They clear up after lessons and work well without having direct adult help during group work in literacy and numeracy lessons.

9. Relationships between pupils and between staff and pupils are excellent. Pupils genuinely co-operate with each other. They can discuss their ideas and come to a consensus about how to approach a problem. For example a group of pupils in a reception class worked together to estimate how many computer steps it would take the floor robot to reach one of the "Three Little Pigs" houses. In the playground at playtime pupils play very well together. During the act of collective worship pupils bow their heads respectfully and listen attentively to the prayer.

10. Attendance of pupils is good. It is in line with the national average and the level of unauthorised absence is very low.

11. Pupils with statements of special educational needs are well supported by trained teaching assistants and this enables them to show interest and sustain concentration. Their attitude to learning is good and they are seen to persevere and make learning gains, encouraged by teachers and teaching assistants. When the work is well planned to match the targets in the individual education plans or the interest and abilities of pupils, they are able to work well and their behaviour is very good. They show interest and concentration and are encouraged to persevere. An example of this was seen in a literacy lesson where pupils with special educational needs were encouraged to produce rhyming words for themselves. They could take a full and active part in the discussion and make valuable contributions to the whole lesson.

## **HOW WELL ARE PUPILS OR STUDENTS TAUGHT?**

12. Since the last inspection, nearly half of the teaching staff has changed and the school has maintained its good teaching. The overall quality of teaching is good and is at least satisfactory in all the lessons seen. In just over one in ten lessons teaching was judged to be very good or excellent. Just over half of the lessons were good or very good and just under half were satisfactory. In the satisfactory lessons the strengths outweighed the weaknesses. In the foundation stage in reception classes and in art and design, mathematics, English, geography, history and science teaching is good. It is very good in music and satisfactory in information and communication technology, physical education, religious education and design and technology. The management of pupils' behaviour is very good. Teachers offer positive praise and encouragement to pupils in their work. The relationships and rapport between pupils and teachers are very good and these encourage the pupils' personal

development. They create a good groundwork for learning and result in pupils enjoying their work in all subjects, as well as having confidence in their own abilities.

13. Teachers know the detail of the subjects they teach and their planning of the curriculum to make connections for learners is very good. As a result of their knowledge and planning, teachers are very competent in teaching the basic skills. Individual and group tasks are related well to class activities and learning objectives where these are specifically identified in teachers' plans. The teachers aim for and achieve high standards from their pupils and work is particularly challenging for the most able. In the better teaching seen, the teachers employ a range of strategies to promote thinking skills, to enable pupils to sort and choose resources and equipment, and reflect and try out ideas. Teachers model work, procedures and activities for pupils to emulate. Once they have observed the way pupils respond to tasks, teachers refocus their questioning in appropriately challenging and supportive ways.

14. Resources, such as specific subject equipment, white boards, photographs and artefacts, are used very effectively. Visits are carefully planned and enhance learning. In geography work on rivers was based on the recent floods. In history a visit to Pallant House provided exciting first hand opportunities to develop pupils' understanding of how life has changed during the past century. During lessons learning assistants boost the success and learning of those pupils with special educational needs. However, there should be opportunities for them to be more directly involved during whole class discussions or introductions. In a mathematics lesson they could, for example, have usefully been employed to record pupils' responses to assess understanding. Good use is made of homework. Parents are kept well informed about forthcoming topics and pupils are engaged in a range of worthwhile activities to support and extend their learning.

15. Where the teaching is satisfactory rather than good, teachers focus on the activity rather than the learning objective of the lesson and the latter is not sufficiently specific nor is it shared well enough with the pupils. As a result, the teachers do not use learning objectives to focus the introduction on what is to be learnt, assess progress in the lesson or review learning at the end of the session. Frequently it is not made clear to pupils how their work will be judged, where they are aiming and the steps they need to take on the way. Teachers know their pupils' capabilities and make copious records on what pupils can do. This places a considerable burden on them, as many of the records are unnecessary and do not provide further guidance for teachers to plan the next stage of work.

16. Teachers are aware of special educational need issues and the needs of certain pupils. Much work has been undertaken by the headteacher in her role of special educational needs co-ordinator, in supporting teachers and training teaching assistants. This has impacted positively upon the quality of teaching for pupils with special educational needs. In one literacy lesson seen a teaching assistant was working with groups of children on improving their handwriting skills and she very successfully extended pupil's understanding of how letters have to flow across a line. Teachers and teaching assistants have copies of the individual education plans and pupils' personal targets and work appropriately. Teachers and learning assistants work together to ensure they understand their respective roles for the lesson. There is good provision of appropriate resources and reading books to support learning. The pupil with a statement of special educational needs has a very detailed learning programme which enables him to show interest and sustain concentration.

17. Across the school as a whole, pupils' learning is good. They make good progress and this is aided by their positive attitudes to school, their concentration and independence. Pupils work productively in lessons and at a good pace; they show interest in their work. They organise themselves well and are able to work effectively without the direct supervision

of an adult when this is appropriate. In lessons where learning objectives are not so well focused or not so effectively shared, although the pupils can describe the activity, they are much less clear about what they are doing and why they are doing it in terms of learning and improvement. When teachers do not make it clear how work will be judged the pupils have a less effective understanding of what is good about their work and of how it can be improved. Consequently, pupils' own knowledge of their learning – their understanding of what they are doing, how well they have done and how they can improve – is not as good as other aspects of their development as learners. A more consistently effective approach to this has the potential to increase the incidence of good teaching and improve further the impact teaching has on learning, progress and attainment.

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

18. At the time of the last inspection the school was deemed to provide a high quality curriculum. This remains the case and there are now significant enhancements to aspects of this broad and balanced curriculum. Since 1997 the school has successfully implemented the national literacy and national numeracy strategies, whilst sustaining the emphasis on the very good provision for the foundation subjects, particularly those related to environmental education. The school meets the requirements of the subjects of the revised National Curriculum, religious education and personal and social education. Work has recently been done to ensure that the curriculum for the reception classes covers the early learning goals for the foundation stage. Further work on this is identified in the school development plan. All pupils, including those with special educational needs, have access to the full curriculum.

19. Curriculum co-ordinators have successfully revised the subjects that they are responsible for and following the implementation of the revised National Curriculum, have developed long term plans and schemes of work. These provide a sound basis to support the development of skills, knowledge and understanding although some, including physical education, information and communication technology, and music, have yet to run through a full cycle. There are good medium term plans for literacy and numeracy and the overall curriculum gives due emphasis to these aspects.

20. The key issues related to curriculum development in the last inspection report have been addressed in a satisfactory and effective manner. In addition to subject co-ordinators playing a full part in curriculum development, they have ensured that long term plans are linked to pupils' improved attainment. Every class teacher provides medium term plans for each half term. Monitoring of short term plans is currently undertaken by the headteacher. Further work will be required to ensure that there is a progressive framework in all subjects for pupils who remain in some classes for two years. The information and communication technology and religious education schemes of work meet the legal requirements and these, along with others are reviewed regularly. This is an improvement since the last inspection. Information and communication technology has been identified as a priority for development in the school development plan and appropriate long term plans for the development of this aspect of the curriculum are in place.

21. One of the aims of the school is to ensure that provision matches the interests, aptitudes and special needs of every child and this it ably achieves. A strength of the school is the wealth of opportunities given to pupils to enrich and extend the curriculum. This is planned for carefully, but the school is also very quick to participate in new projects deemed to be worthwhile. There is a range of educational visits matched to the curriculum. The school keenly exploits the wealth of different experiences that the town and the local environment has to offer, such as the Festival Hall, museums and the river. In addition there are planned visits from speakers and theatre groups. These are particularly effective and

help learning come alive for pupils in English, history, geography, religious education and science. Events, such as Maths Days, help to sustain motivation and make learning fun.

22. In addition to the broad range of worthwhile opportunities within the school curriculum, the school provides enrichment through its extra-curricular provision for Year 2 pupils. Clubs are run for writers, chess, art and gardeners. There is also an opportunity for pupils to learn French with external tutors.

23. Provision for personal, social and health education is very good. There is a scheme of work and this aspect of the curriculum, along with citizenship is mainly covered through a range of subjects, including science and sex education. It is also an important feature in assemblies. The school consulted with parents on this and about sex education and drugs education. The annual reports to parents include comments on the development of pupils. Some discrete planned lessons such as circle time sessions are held within classes, but this is not consistent throughout the school. There are excellent relationships between adults and pupils and between pupils themselves. Pupils also see adults treating each other in respectful and positive ways. This contributes to the very good ethos in the school, which in turn provides a strong basis for delivery of the formal scheme of work for personal and social development. As a result these skills are very well developed across the school. Visitors such as the school nurse and the community police officer contribute to this aspect. The clear guidelines for sex education and drug education link directly to the main parts of the curriculum. There is a wide range of resources including books, videos and other materials to support teaching.

24. The school makes effective use of a variety of links within the local community and beyond. Partnership with another infant school is used to promote best practice in the curriculum. They also share meetings for parents and governors on curriculum matters such as the importance of drama. Good links also exist with two local schools. The school actively participates in many local events such as 'Tree Week' and the best 'Millennium Project'. The school has strong links with local artists, the church and the cathedral.

25. The very good provision for pupils' spiritual, moral, social and cultural development is a strength of the school. All adults provide very good role models through their relationships with each other and with the pupils. Pupils are treated consistently and they are supported well as they develop qualities to help them mature and become more responsible. The good provision for spiritual, moral, social and cultural development identified in the last inspection is now very good.

26. Good provision is made for the spiritual development of pupils. There is now a comprehensive policy and the scheme of work for religious education fully meets the requirements of the locally agreed syllabus. Daily assemblies are well planned, broadly Christian in content and provide good opportunities for reflection and prayer on religious and moral themes. Teachers now share responsibility for these and so there is a broader range of ideas and approaches brought to these occasions. Collective acts of worship fulfil the statutory requirements. Effective use is made of these opportunities to help pupils think about their place in the world, to share good work and celebrate events and news. The school has a good range of resources to support the scheme of work and assemblies and help pupils reflect on religious beliefs. Regular visits are paid to the local church and are planned to the cathedral on a biannual basis. The vicar is a familiar visitor to the school and he contributes to assemblies when appropriate. The curriculum includes planned opportunities for pupils to develop spiritually, to reflect on the beauty of the wider world and their place in it.

27. The provision for pupils' moral development is very good. There is a shared emphasis on the principles of caring for each other, respect for each other and tolerance, which clearly impacts on the attitudes and actions of pupils. All adults have high expectations with regards to the behaviour of pupils. Praise and positive reinforcement is used very effectively. Pupils develop a strong sense of right and wrong and know how their actions affect others and the world about them. This is further promoted by regular events to raise funds for various charities and the careful way the school plans to celebrate harvest festivals as occasions for sharing.

28. The school makes very good provision for the social development of pupils. The relationships within the school are a great strength. Pupils demonstrate a high level of collaboration whilst working and playing. They share resources well and help each other willingly. The very youngest pupils learn to take turns and there is encouragement given to all pupils to co-operate and support each other, for instance whilst preparing for a games lesson. Pupils are confident and the high degree of self-esteem they have helps them learn from mistakes. This is supported by opportunities to participate in performances and assemblies. They are courteous and polite and show responsible attitudes within the caring and pleasing school environment.

29. The provision for cultural development is good. The international links which have been forged with a French school, L'Ecole Maternelle Pierre de Courbertin near Chartres, the city twinned with Chichester, has been a positive experience for pupils. This, together with the new link to a school in Italy is promoting ideas about other cultures and traditions. The Italian link has also some very interesting connections with art. There is planned provision within the religious education curriculum to help pupils experience some of the diversity of life within a multi-cultural, multi-faith society. In addition pupils begin to appreciate the traditions of the local culture. The links forged with local artists and drama groups promote this and pupils have a well developed sense of being part of a cultural community. Another interesting aspect of the curriculum is the opportunity for the pupils to experience the flavour of another language. A parent comes into school regularly to introduce French to older pupils and this, together with the ever-developing international links and good range of books and resources help to deepen pupils' cultural understanding. Music has the potential to make a more effective contribution to the promotion of pupils' cultural development.

30. All pupils with special educational needs receive their entitlement to the National Curriculum. Care is taken to ensure that those pupils who are withdrawn from lessons for a programme of reading recovery and basic skills are not disadvantaged and do not miss major parts of the lesson. Much work has been undertaken to ensure good quality individual education plans and the setting of appropriate targets. This has been successful and supports pupils with learning and behaviour difficulties.

31. The co-ordinator for special educational needs provides individual and small group programmes for pupils with specific learning difficulties and individual self-esteem improvement programmes for a small number of pupils with emotional and behavioural difficulties. These sessions ensure pupils are supported and have equal access to the curriculum.

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

32. The school has good procedures and policies that it successfully puts into practice to ensure the welfare of the pupils.

33. The school provides a safe and secure learning environment for the pupils. In particular the class teachers know their pupils very well and pupils and parents have great confidence in the ability of the teachers to sort out any problems. The procedures for promoting good behaviour are very effective and the school has shared these with parents. Teachers reward pupils, for good work or good attitudes, with praise and stickers. Each week two pupils from each class are given stickers in assembly for something particularly praiseworthy, for example helping other pupils with their work on the computer. Pupils show great pride when their name is called out to receive a sticker in assembly. The school monitors attendance regularly and follows up all cases of unauthorised absence.

34. Child protection procedures are in place. The headteacher is the designated member of staff to deal with child protection issues and she has a good knowledge of the procedures. She ensures that the staff is aware of these through the staff induction programme and the staff handbook. The school has a health and safety policy that governors last reviewed in 1999. Governors take their responsibilities for ensuring a safe environment seriously and make termly checks of the premises.

35. The school has good assessment procedures in place for monitoring pupils' academic and personal development. In English, mathematics and science the procedures are more developed. In other subjects they are being developed appropriately, often alongside recently introduced schemes of work. The school assesses all children entering the reception year within the first few weeks using an appropriate baseline scheme. This provides the school with a clear picture of pupils' skills and understanding on entry. Teachers have begun to make good use of this information to set targets both for the initial year in school and for the end of the key stage. Subject co-ordinators report to governors and the school provides targets for the local education authority. Teachers share assessment information with parents at consultation evenings and discuss progress with pupils. Reports to parents give useful information about what pupils have done and how they have progressed. They do not routinely identify next steps for improvement in areas such as literacy and numeracy. Very comprehensive portfolios of pupils' work are maintained for subjects. They serve to illustrate the range and level of work done in the school. They are also used to support consistent teacher assessment of attainment and provide evidence of the assessment decisions teachers make. More use could be made of the national materials that illustrate pupils' work with examples of different approaches at different National Curriculum levels and so make some time available to develop further pupils' own knowledge of their learning.

36. The school effectively identifies pupils with special educational needs and makes regular and consistent assessments. Good record keeping systems are in place, particularly for pupils with more significant learning difficulties. The individual education plans are an important part of the process and provide detailed information regarding targets set and achieved. They are reviewed regularly and good use is made of the targets in planning

pupils' work. The special educational needs policy states the importance of inclusion and of valuing pupils as individuals and it is successfully implemented. Pupils with special educational needs work and play with their peers in a very caring environment.

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

37. The school has developed a highly effective partnership with parents and successfully involves parents in the education of their children. Parents are extremely supportive of the school. In particular they feel the school is well managed and that the staff is very approachable. Parents report that their children's personal development is good.

38. Parents receive very good information about both the curriculum and their children's progress. The annual reports give parents a clear picture of what their children can do and understand, but they do not always outline the next steps to improve attainment and progress. Parents find the termly consultation meetings useful. Teachers and the headteacher encourage parents to discuss any concerns they may have as they occur. The school informs parents about what their children are learning and how they are taught in a number of ways. Half termly newsletters provide information about the topics that the pupils will be studying. Occasional workshops and meetings give parents an insight into different areas of the curriculum such as numeracy and literacy.

39. The school encourages parents to help in school and approximately 15 help regularly with classroom activities such as hearing readers. The school provides a booklet for these parents outlining what they are expected to do. There is an active Friends Association that raises significant amounts of money for the school. Over recent years this has mainly been used to improve the outside environment.

40. Parents of pupils with special educational needs are kept informed about progress, as part of the reporting to parents system. Information regarding individual education plans is sent home and parents know if there are changes to levels. The headteacher/special educational needs co-ordinator attends parent-staff consultation meetings to be available to talk to parents of pupils with special educational needs and she believes in working very closely with parents and carers in the best interests of the children. She has good working links with external support services such as speech and language therapists and works on the advice provided. She also works well with the educational psychologist, health service, social services and voluntary agencies that exist to support pupils and their families.

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

41. Since the last inspection nearly half of the teaching staff and governing body has changed. The headteacher, longer serving staff and several governors have been key in providing continuity and maintaining the very clear sense of purpose and direction in the school. The school continues to be well led and the staff work closely and effectively together. This has a direct and positive effect on standards and on the quality of teaching and learning. It is also reflected in the very positive and caring ethos that pervades the school.

42. The governing body is very effective in fulfilling its responsibilities. The governors are well informed about all aspects of school life. They attend to many of their responsibilities through work in various committees. All statutory requirements are met. Their involvement, with school review and target setting for literacy and numeracy, supports the governors' role in shaping the direction of the school and in their understanding of its strengths and weaknesses. The recently introduced programme of governor visits is focused on literacy

and numeracy and includes the subject co-ordinators. It is very well used to monitor and support these aspects of the work of the school.

43. Overall the school has made good progress since the last inspection. All of the four key issues have been addressed. Co-ordinators now play a fuller part in curriculum development and spend more time in classrooms to monitor and evaluate standards of achievements and teaching. The current approach to monitoring is recent and is a useful and effective tool for school improvement. Although it has not yet reached the end of the first cycle in all subjects, it is beginning to be focused more closely on particular aspects and issues.

44. The school development plan has been strengthened by the inclusion of action plans for developments across the curriculum to show targets, success criteria, time scales, long term aims and resources. In English and mathematics the success criteria are linked to the school targets for literacy and numeracy. In each section of the curriculum the actions for 2000-2001 follow a summary review of 1999-2000. These improvements complement and support the work of the co-ordinators and governors.

45. The development of schemes of work to support teachers' planning has been completed; there are now schemes of work for information and communication technology and religious education. The schemes are reviewed and kept up to date. Further refinements are identified in the school development plan.

46. The key issue about improvements in opportunities for pupils to take responsibility for their learning has been acted upon, but in some respects it has not been effectively addressed. The issue relates to an evaluation in the section on attitudes, behaviour and personal development. It highlights the need for pupils to ask questions, generate ideas, solve problems and use secondary resources. The subject section for mathematics reported "They respond when asked 'what if?' questions, but are given insufficient opportunities to formulate such questions themselves." In science "There is scope to encourage pupils' personal initiatives in extending lines of enquiry". In geography "There is a need for pupils to make further use of secondary resources to reinforce other geographical work".

47. The school has identified the tasks undertaken to address the issue. They involve work on the needs of more able pupils, formulation of a policy for developing independence and pupil autonomy, training from the school library advisor and scrutiny of able pupils' work. As a result teachers routinely ask challenging questions and encourage able pupils to lead and model high standards to their peers. Teachers plan opportunities for developing independence and the library has been reorganised so children can develop library skills. Able pupils demonstrate a high level of attainment with a pleasing range of work. The staff carried out exercises regarding different learning styles and how they could consider making provision for this.

48. The policy for promoting independent learning sets out the progression in personal and social development from reception to Year 2. The policy describes expectations for such things as the personal development of confidence and positive attitudes to learning and the social development of appropriate behaviour and the recognition of the needs and concerns of others. The policy aims to have children become self-reliant, self-sufficient, self-assured, self-confident, individualistic and competent. This list of attributes is strongly evident in the pupils and is reflected in the expectations of staff. Pupils are certainly able to behave responsibly and work effectively on their own and in small groups. However the actions taken to address the key issue have not focused so effectively on the opportunities for pupils to ask questions such as 'What if?' or to take personal initiatives in extending lines of enquiry. There

are insufficient opportunities for pupils to explore and investigate things, ideas and issues in their own ways that do not necessarily lead to an end point predetermined by the teacher.

49. All teachers play an effective part in monitoring and evaluating the performance of the school and in diagnosing its strengths and weaknesses. The school development planning process is used well to identify priorities and take effective action to secure improvements. Data from statutory assessment is used to inform these decisions and to evaluate the outcomes. The delegation and contribution of staff with management responsibilities is well organised. The information about teaching and learning that comes from classroom observation rather than from planning and work sampling, offers important insights into strategies for school improvement. For more time and energy to be spent on this, consideration should be given to reductions in other areas of work.

50. The arrangements for the appraisal of staff and for performance management are in place and securely connected with the priorities for school improvement and with staff development. New members of staff are very well inducted into the culture and practice of the school. The staff shares a strong commitment to improvement. The recent success in improving boys' reading through innovation rather than simply working harder shows how the school has the capacity to use new strategies.

51. The administration of the school is well supported by information and communication technology. Decisions on resourcing and spending are well linked to educational priorities and educational priorities are particularly well supported by careful financial planning.

52. The school provides good support for pupils with special educational needs. The headteacher is the co-ordinator for special educational needs and she spends half a day each week on this. Her work is mainly concentrated on assessment and planning with teachers and a teaching programme of small withdrawal groups for language, literacy and numeracy support. The school also provides 22 hours of teaching assistants per week. This is part of the good provision for pupils with special educational needs and others. The special educational needs co-ordinator promotes new initiatives such as training for teaching assistants and information related to specific needs such as autism and speech and language/communication needs. The school has made good progress for pupils with special educational needs since the previous inspection.

53. The quality of administration of special educational needs is very good. Clear records are kept and the special educational needs register and other documentation are well organised. The school development plan clearly identifies special educational needs issues and priorities for development and the special educational needs policy is detailed and clearly set out so that parents can understand it. The management by the special educational needs co-ordinator is very effective and informative for members of staff. Useful records are kept and the procedures for auditing and distributing key information about pupils on the special needs register are very good. The statutory provision identified in statements is correctly managed.

54. The special educational needs co-ordinator monitors the provision for all children with special educational needs and there are regular reviews of progress and discussions with class teachers. The named governor for special educational needs is very involved with the school through listening to pupils read and through regular meetings with the headteacher/special educational needs co-ordinator to discuss any issues and developments. The special educational needs co-ordinator regularly updates the governing body and parents about pupil progress through the production of comprehensive reports.

55. The systems for financial administration are unobtrusive, efficient and effective and do not interfere with the work of the teachers. The information available to the headteacher and to governors ensures very good financial order and costs are easily determined. The governors and senior managers review the effectiveness of expenditure decisions and the principles of best value are applied realistically and well. The recommendations from the last auditor's report have been acted upon.

56. The staffing, accommodation and learning resources are very good. The qualifications, experience and expertise of the teachers are well matched to the demands of the curriculum. The support teaching assistants are a very good resource and are very well used to augment the good work of the teachers. They are particularly effective when working with groups of pupils and with pupils who have special educational needs. Their contribution could usefully be extended through more participation alongside the teacher in whole class literacy and numeracy activities.

57. The accommodation is well cared for, presents a stimulating and attractive learning environment and reflects the caring and positive ethos of the school. Various parts of the building, such as the area for art and design, and design and technology, have been successfully adapted to the changing demands of the curriculum. The outdoor environment is good and there is an impressive range of recreation and learning facilities that is well used. One of the reception classes does not have direct access to an outdoor classroom to support the foundation stage areas of learning. There is potential for this to be done by re-designating and adapting part of the existing outdoor space between the buildings.

58. The Friends Association makes significant contributions to the quality of facilities at the school. The school is very well resourced in all subject areas with the exception of information and communication technology, where there is a realistic plan to extend and upgrade the provision. There are good resources, computer programmes and reading books for pupils with special educational needs.

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

59. In order to build on the many strengths in what is already a good school and to improve further the provision for the pupils, the headteacher, staff and governors should:

- Enhance pupils' knowledge of their own learning (paragraph17) by:
  - teachers more consistently and effectively sharing learning objectives with the pupils at the beginnings of lessons, referring to them during lessons to maintain the focus and give pupils feedback, and linking with them again in the plenary (paragraphs 15, 92, 99, 104, 122, 127, 138 and 145); and
  - regular and systematic sharing of criteria for assessment with pupils so they know how the teacher will evaluate their work and what is expected, and so pupils can use the criteria to evaluate work themselves (paragraphs 15, 99 and 104).

60. In the context of its many strengths, the headteacher, staff and governors should also consider the following minor points for inclusion in the school improvement plan:

- Use support staff more actively in whole class teaching (paragraphs 14, 56, 92 and 104);
- Provide access from the reception class in the main building to a designated outdoor classroom for children under five (paragraphs 57 and 78);

- Encourage teachers to continue with and extend flexibility in their use of time on the timetable and the strategies and methods for teaching in response to the needs of the pupils and the demands of the curriculum (paragraph 68);
- Give more information, in the annual reports to parents, on the next steps for pupils to improve their attainment and progress (paragraphs 35 and 38).

## PART C: SCHOOL DATA AND INDICATORS

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

Number of lessons observed	45
Number of discussions with staff, governors, other adults and pupils	16

### Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0	9	42	49	0	0	0

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

### Information about the school's pupils

Pupils on the school's roll	YR – Y2
Number of pupils on the school's roll (FTE for part-time pupils)	115
Number of full-time pupils known to be eligible for free school meals	3

FTE means full-time equivalent.

Special educational needs	YR – Y2
Number of pupils with statements of special educational needs	1
Number of pupils on the school's special educational needs register	36

English as an additional language	No of pupils
Number of pupils with English as an additional language	7

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	7
Pupils who left the school other than at the usual time of leaving	7

### Attendance

#### Authorised absence

	%
School data	5.4
National comparative data	5.2

#### Unauthorised absence

	%
School data	0.0
National comparative data	0.5

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

### Attainment at the end of Key Stage 1

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	2000	24	20	44

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	24	20	24
	Girls	18	17	18
	Total	42	37	42
Percentage of pupils at NC level 2 or above	School	95 (93)	84 (93)	95 (95)
	National	84 (82)	85 (83)	90 (87)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	23	24	24
	Girls	18	18	19
	Total	41	42	43
Percentage of pupils at NC level 2 or above	School	93 (93)	95 (95)	98 (100)
	National	84 (82)	88 (86)	88 (87)

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

### ***Ethnic background of pupils***

	No of pupils
Black – Caribbean heritage	0
Black – African heritage	0
Black – other	0
Indian	0
Pakistani	0
Bangladeshi	0
Chinese	0
White	87
Any other minority ethnic group	1

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

### ***Teachers and classes***

#### **Qualified teachers and classes: YR – Y2**

Total number of qualified teachers (FTE)	6.1
Number of pupils per qualified teacher	18.9 : 1
Average class size	17.8

#### **Education support staff: YR – Y2**

Total number of education support staff	8
Total aggregate hours worked per week	133

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

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

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

### ***Financial information***

Financial year	1999
	£
Total income	265,772
Total expenditure	274,872
Expenditure per pupil	2,148
Balance brought forward from previous year	12,155
Balance carried forward to next year	3,055

## Results of the survey of parents and carers

### Questionnaire return rate

Number of questionnaires sent out

127

Number of questionnaires returned

41

### Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	29	11	0	0	1
My child is making good progress in school.	25	15	1	0	2
Behaviour in the school is good.	22	17	1	0	0
My child gets the right amount of work to do at home.	26	13	1	0	0
The teaching is good.	26	13	0	0	2
I am kept well informed about how my child is getting on.	20	18	2	0	1
I would feel comfortable about approaching the school with questions or a problem.	31	10	0	0	0
The school expects my child to work hard and achieve his or her best.	27	13	0	0	0
The school works closely with parents.	23	17	1	0	0
The school is well led and managed.	30	10	0	0	1
The school is helping my child become mature and responsible.	29	9	0	0	2
The school provides an interesting range of activities outside lessons.	20	8	4	1	7

### Other issues raised by parents

61. The vast majority of comments, made on questionnaires and at the parents' meeting, were positive and complimentary. Many parents gave thoughtful and appreciative examples of how the school worked effectively with parents for the good of the pupils.

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

### **AREAS OF LEARNING FOR CHILDREN IN THE FOUNDATION STAGE**

62. The school has maintained its good teaching, high standards and good pupil progress since the last inspection. The school has a very effective induction programme for pupils and a welcome pack for parents that provides very helpful information and guidance. These ensure children settle quickly and happily into school life and many of the children start school well prepared to learn from the experiences on offer as they have attended some form of pre-school setting.

63. There is a broad mix of abilities, though overall the attainment of children on entry is just above average. Initial assessment on the current group of children indicates strengths in number, with the need to develop writing and other aspects of mathematics. The quality of teaching is good and this is reflected in the fact that by the time they enter Key Stage 1, the children achieve well above the expected standard against the early learning goals in personal, social and emotional development and in communication, language and literacy. They achieve well in mathematical areas of development, knowledge and understanding of the world and in physical development, and at a satisfactory level overall in creative development.

64. Teachers plan for all the areas of the foundation stage curriculum, but focus too much on the tasks without always stating clearly the learning objectives for the various activities. They identify the children's skills and understanding and use local education authority procedures to record and keep extensive records on what the children have achieved. The workload this creates is heavy and detracts from the need to note progress against the learning objectives as a guide to planning for learning during the next day or the next week. The procedures are currently under review.

#### **Personal, social and emotional development**

65. The children settle in quickly and are keen to learn. By half way through the school year they interact confidently with adults and other children, share and play well together in a very mature manner. This comes from the effective way in which the teachers manage the children's behaviour, by giving positive messages about what is appropriate and celebrating and sharing success. The children learn to show care and concern for others through the range of activities that are well planned. For example, the class has rewritten the story of the 'Three Little Pigs' to make it more inclusive of all the characters, acting it in dance and writing their own books which they share.

66. The children are able to handle their physical needs. They dress themselves, use the toilet independently and make decisions about using their time. They like to be able to choose and initiate activities and show high levels of concentration in many ways. They listen intently to tapes, adults and other children in a range of situations and sustain their attention in all areas of learning. The early learning goals are exceeded by the time the children leave the reception class.

#### **Communication, language and literacy**

67. Speaking and listening skills among the children are particularly well developed. They listen and respond to others and speak clearly using complete and often complex sentences to explain their ideas, needs and views. The simulated estate agents activity area generates

considerable interest and pupils eagerly visit it to select a new home and spend time talking together.

68. Aspects of the national literacy strategy are well developed. However, during the inspection the teachers structured some of the sessions as full literacy lessons that led to restrictions in the quality and range of activities available to the children. Whilst the children continued to make progress and show an interest in the word level work, it created an imbalance in the curriculum and the pace of learning slowed as a result of the time spent by teachers organising pupils unnecessarily.

69. Reading and writing opportunities are keenly grasped and frequently children visit the book corner, listening area or writing table to make use of the wide range of equipment. The children have a good knowledge of initial phonic sounds and most use this to help write or read words they cannot spell in both teacher led activities and those they have chosen themselves.

### **Mathematical development**

70. The children's grasp of mathematical language is very secure, as the teaching is particularly effective. They know the correct names of flat and solid shapes and use them accurately to describe their pictures and the shapes around them, as well as describing the characteristics by counting the sides and the corners.

71. The majority of children can count to 10 and know what the numbers represent so they can be seen counting things around them. Many children understand the basic structure of number. They can count forward and backwards to 30 or more and some begin to calculate the pattern of counting in twos.

72. Guiding the floor robot, playing in the doll's house and an apparatus lesson in physical education all provided a range of situations in which the children could use their knowledge of positional language. They learnt to move the robot forwards and backwards and change direction; they set up the house with suitable furniture in each room and moved over, under, around and through the apparatus following directions. With practice, their skills in estimating how far the floor robot needed to travel to reach the house became very accurate.

### **Knowledge and understanding of the world**

73. The children learn about the way the world varies through experiences in a range of activities. They look at building materials and can sort into categories of rough and smooth, explaining what they both feel like. They know about some of the jobs people do from the role play in which they engage. Through trying out all the options they learn that warm water and soap powder will clean clothes better than cold water or no soap powder.

74. Visits around the school site and to places in the town help them to get to know their local area. The story of the 'Three Little Pigs' led to the construction of a model with the houses and the paths linking them.

75. They are very good at using the computer independently and are very dextrous in their use of the mouse to operate the programme. They are able to open and close it and print a copy of their own design as a record of their work with the drawing software. Children also use a broad range of other equipment. They learn to programme the floor robot, take photographs of their models with the digital camera and operate the tape recorder.

76. The classrooms are arranged so that resources and equipment are easily accessible and the children choose appropriately and use them carefully to build using sand and recycled materials. They have been taught to use glue without it dripping over their work and to handle scissors carefully so they cut a range of materials to create their picture.

### **Physical development**

77. Rain prevented regular access to the outdoor area for learning for much of the inspection. The area contains climbing equipment, wheeled vehicles and opportunities to engage in many different outdoor activities. However, the enclosed area offers only limited space for even the one class that has direct access to it. It is only accessible to the children in the second reception class when an adult takes them to it.

78. The inequality of direct access impacts on the quality and breadth of the curriculum. This applies not only for the physical development of the children, but also provision across other areas of learning and early learning goals in the foundation stage.

79. Both reception classes have sessions timetabled for them to use the school hall. During one session, the children showed how well they use the space around them in the hall. They run, jump, balance and climb and create their own dance showing that they are aware of others.

### **Creative development**

80. The opportunities for children to become involved in role play and play musical instruments are good. The resources for these opportunities are readily available for much of the time and children become engrossed in making sounds and rhythms on the many unpitched instruments that are displayed for their use. They often go with a friend and work together to create interesting ideas. The role-play areas have been introduced very thoroughly so they encourage an inventive use of language between children.

81. Their ability to use paint and collage materials to create a range of pictures is good. Children learn to mix colours and create their own. The resources for creative art work are varied and adults assist the children to develop the necessary skills. At times, the guidance given by adults can be too prescriptive and stop the children from exploring and developing their own ideas.

## **ENGLISH**

82. Overall, pupils in Year 2 attain well above the standards they are expected to reach nationally in both reading and writing. The high standards, when compared with those nationally, have been sustained over the last four years.

83. The 2000 national test results show that the school's standards in reading are above those of similar schools while standards in writing are close to the average compared to similar schools. The school has identified writing as a priority area for development.

84. Boys have consistently performed well above the national average. The performance of girls is more varied and has been just above average for the last two years. During the inspection, in lessons observed and work scrutinised, standards were well above the national average.

85. The language skills of pupils entering the school are just above national expectation. They have well developed speaking and listening skills. The good teaching and broad based

curriculum provide ample opportunities for pupils to make very good progress as they move through the school. The school has successfully implemented the national literacy strategy and this has provided even more planned opportunities to ensure high standards in English.

86. Throughout the school standards in speaking and listening are well above average. The whole class sessions, which form the first part of the literacy hour, are used by teachers as a very effective means of developing pupil's oral skills and understanding. Pupils feel that their ideas and opinions are valued and readily respond to a range of questions. They particularly enjoy discussing the books they read together and will talk easily about the characters, plots and parts of the stories and poems. They develop a wide range of words to describe events, characters and feelings. Older pupils demonstrate a good understanding of words used to describe aspects of grammar. The way that the school systematically develops pupils' vocabulary was praised as a strength in the last inspection and this has been improved and built on by using the literacy strategy as a means of making powerful links with other subjects. As a result, pupils benefit from more opportunities to explore and research and apply new words related to topics. Pupils demonstrate high levels of interest and express themselves with increasing confidence and fluency. They can focus well on relevant details of artefacts they are asked to describe, for instance in describing Victorian flat irons and comparing them to modern day steam irons. They are given many opportunities to develop their speaking and listening in a wide range of contexts including drama, assemblies and role play. They listen attentively and respond eagerly and thoughtfully. The level of interaction between pupils is high. They talk about their work, share ideas and take turns to listen and respond.

87. Pupils make very good progress with reading and the standards reached are very good. Younger pupils soon begin to recognise familiar words. They are beginning to make use of initial sounds and can distinguish these when reading aloud. They enjoy talking about books, following simple texts and stories. In Year 1 pupils are able to use a range of phonic blends to build up and identify new words. They use a range of strategies to establish meaning. Even pupils who are at the earlier stages in the development of reading skills are confident, take obvious pleasure in reading and readily comment on stories and illustrations. At the top of the school, many pupils are reading a range of texts fluently and accurately. They can recall and predict events well. They retell stories accurately and in correct sequence. They will use a range of word attack skills including graphic, contextual and phonics and will self-correct errors when necessary. Some pupils are able to identify preferred genre and authors. Many clearly know the difference between fiction and non-fiction books and are beginning to understand their characteristics. With boys' reading as an area for focus, grandfathers and male teaching staff provide good role models and this together with relevant books and resources is impacting on their progress. However, this is not yet impacting sufficiently in their writing.

88. Overall pupils' writing is good, although rates of progress differ. The youngest pupils learn how to sequence a story and the more able pupils are beginning to construct very simple sentences. There is evidence that they are beginning to use initial phonics. All these pupils clearly demonstrate and understand that print has meaning. During the following year of school pupils learn to use a range of vocabulary thanks to the strong cross-curricular links. Their sentences become more complex and they generally use capital letters and punctuation marks with accuracy. Where the writing tasks are appropriately pitched to the ability levels of these pupils, work is completed well and their pride in the work is evident. Many simple words are accurately spelt and there are many examples of phonetically plausible attempts at more difficult ones, for example platypus spelt platapus. In their final year of the key stage pupils can describe what punctuation marks are used for with flair, for example apostrophe, "it's when you kick out a letter like 'i' in it is." They can talk about the differences between sentences, paragraphs and story, and use a wide range of vocabulary in

narrative and other written forms. Because of the breadth of the curriculum they write for a great variety of purposes and for different audiences.

89. By the end of the key stage handwriting is usually legible, well presented and joined. In one class a pupil wrote a sentence describing a water cycle on to the board with fluency and accuracy. In another class pupils with special educational needs were well supported and, therefore, successful in their attempts to practice letters with ascenders and descenders. Overall handwriting is of a satisfactory standard and pupils share a great deal of interest and pleasure preparing their work which is often presented in pleasing ways such as specially made books or folders.

90. The overall quality of teaching is good and some very good teaching takes place during the whole class part of the literacy hour. This is because teacher subject knowledge is thoroughly researched and they are familiar with a wide range of resources, books and materials. The teaching of basic skills, including phonics is a strength. Another particularly effective feature of teaching through the school is the emphasis on cross-curricular planning and the links to other subjects. This encourages the development of pupils' vocabulary and descriptive powers. Teachers provide a very good range of experiences and throughout the school pupils are exposed to a rich diet of environmental print and opportunities to explore language.

91. Teaching is very effective when pupils are encouraged to reflect and expand their thinking through sensitive and quite complex questions and this is beginning to be a feature in some lessons. Teachers have high expectations of pupils and this is reflected in the good behaviour and attitudes throughout the school. Although there are some good examples of teachers assessing how pupils are making progress, sharing this information with pupils is an underdeveloped strategy. Therefore the end of the literacy lessons is generally used to celebrate pupils' work rather than an opportunity to help pupils plan the next stage in learning.

92. Teachers plan well to cover all aspects of literacy, but they share this information with pupils in terms of what will be done in lessons rather than what will be learnt. Teaching assistants give effective support to pupils, including those with special educational needs, and their sensitive interaction and questioning helps the pupils make good progress. When the teaching assistants are actively involved in the whole class sessions they support the teaching points very effectively. For instance, in a lesson describing the fearsome characteristics of the wolf in the three little pigs, a teaching assistant backed up the teacher's good questioning by using relevant vocabulary and word cards. In addition to the shared reading that is planned for, teachers still read with all pupils on an individual basis each week. They encourage parental involvement through diaries and also some recently introduced writing cards. This is a valuable link that underlines the high profile of language and supports the high standards of literacy.

93. The English co-ordinator has worked very hard at ensuring the effective implementation of the national literacy strategy within the school. Her good management of resources and keen commitment to connections with all other aspects of the curriculum has ensured the place of literacy at the core of the school. Monitoring of the literacy strategy has taken place and although this is at an early stage, the link governor has observed lessons with the co-ordinator. This is strengthened through observations by the headteacher. The process is well focused on shared and guided writing. This is reflected in the school improvement plan and has led to effective action. The school is on track to meet its targets.

94. The well-stocked library is used effectively. Another positive feature is the involvement of several grandparents who come in on a regular basis to talk to pupils and read with them, providing yet another source of language enrichment. There is a popular writing

club which is well planned with lots of stimulating opportunities to give pupils a platform from which to practise writing at home. Unfortunately, at present, it runs concurrently with a chess club which attracts boys' attendance. Overall the school has made good improvements in this subject since the last inspection.

## **MATHEMATICS**

95. Overall, pupils in Year 2 attain well above the standards they are expected to reach nationally in all aspects of mathematics and the 2000 national test results show that the school's standards are above those of similar schools. The high standards, when compared with those nationally, have been sustained over the past few years. Boys have consistently performed well above the national average, but with girls the picture is more varied. Whereas they attained above the national average prior to last year, in the 2000 national tests girls' results were on a par with the national levels. During the inspection, in lessons observed and work scrutinised standards were well above the national average in number, shape, space and measures work, with no evidence of variations between boys and girls. Pupils with special educational needs make good progress for their ability.

96. Teachers have high expectations of their pupils, who confidently use large numbers in a range of situations and understand place value, including work with money. In Year 2, pupils add the values of coins that total over one pound and record these accurately using a decimal point to show pounds and pence. They employ correct mathematical terminology such as cuboid, cone and cube, explain how they construct a symmetrical pattern and use their knowledge of half and quarter to tell the time. Pupils have a good grasp of number bonds and count in twos, fives and tens, both forwards and backwards. Many can add two-digit numbers together confidently, halve and double numbers and identify those which are odd and even.

97. Overall, the quality of teaching is good and the progress made by pupils is very good. Good pupil management, the provision of much challenging work and opportunities to talk about their work generally results in high levels of confidence among all ability groups within classes. Teachers are confident in teaching mathematics and give very clear explanations. This encourages the pupils who clearly enjoy the way the subject is presented to them and makes them eager to offer ideas and explanations in front of others. The quality of resources used has a direct impact on the quality of learning and the use of real money increases pupils' understanding, removing possible confusion when using plastic coins.

98. Teachers' planning is securely based on the National Numeracy Strategy and the good teaching of numeracy extends into the work of other subjects. This is a result of good leadership by the co-ordinator who is working with all teachers to develop a scheme of work. Pupils regularly use mathematical ways of recording and presenting their work in science, geography, history and information and communication technology. Across the school pupils learn how to present their work using diagrams, graphs and symbols. They are able to explain their calculations and why the answers are correct. However, they do not have the opportunities to make their own decisions on how to use and apply their knowledge, as the methods and recording of work in lessons is closely directed by the teachers and opportunities to investigate independently are limited. While attainment in this strand of mathematics is satisfactory, this issue was noted in the last report and little has changed.

99. Key learning objectives are written into termly plans, but are often not sufficiently detailed in the short term, which makes it difficult to share them explicitly with pupils at the start of a lesson and use them to reinforce key learning outcomes at the end of a lesson. It also makes it harder for teachers to use them as the basis for pointing out to pupils what they

need to do to improve and among the Year 1 pupils in the mixed age classes, there was some anxiety about this.

## **SCIENCE**

100. At the end of Key Stage 1 in 2000, teacher assessments showed the percentage of pupils reaching level 2 or above was above the national average and close to the average for similar schools. The percentage of pupils who performed at a higher level was well above the national average and well above the average for similar schools.

101. The previous inspection report found standards were good and above the national expectation. Evidence from the current inspection shows that standards have been sustained and are above average.

102. By the end of Key Stage 1, pupils record the results of their observations and investigations through the use of pictures, charts and text and many make predictions about expected outcomes. They sort living things into groups and provide simple explanations for changes such as pollutants in the water provided to grow cress. They can explain simply why some materials are particularly suited to specific purposes such as glass for windows. They recognise that some changes are reversible, for example evaporating water, while others are not. They can make simple circuits and are beginning to link cause and effect such as when a circuit is broken by a gap or the addition of a non-conductor. Pupils make suitable use of numeracy skills as they handle data for their investigations. Literacy skills are employed and practised as they follow instructions, record observations and describe in increasing detail the methods used to carry out their investigations. Their skills in observational drawing are also used very effectively.

103. Teaching and learning are good. Pupils apply the scientific process well for their age and successfully share their ideas in group discussion and whole class discussion. In Year 1 pupils were engaged in identifying and describing properties of building materials. They were strongly attentive while other pupils handled the items and were confident to explain their decisions about sorting the objects. In Year 2, pupils looked at the effects of pollutants on the growth of cress. The investigative task was well structured with good expectations of the pupils' ability to work independently. This led to good learning and met well the needs of pupils with different earlier attainment. The pupils worked conscientiously at their experiments, competently recorded their observations in drawings and findings in simple tables and were beginning to make conclusions about what they were finding. There are however, insufficient opportunities for pupils to explore and investigate things and ideas using their own methods and to record and present them in their own ways.

104. Lessons are effectively planned and organised. The management of pupils is particularly good and is a strength in teaching. The routines are well established and the expectations from the teachers are clear. These enable pupils to feel confident about what they are doing and to organise themselves quickly and sensibly respond to the requests of their teachers. Teachers have good subject knowledge and this is reflected in their use of vocabulary and questioning. Words on display and labels helped pupils focus on and use particular scientific vocabulary. In a lesson about the properties of materials pupils were sensitively encouraged to make decisions for sorting into categories. They were also given time to ponder when the teacher used questioning to promote and challenge thought. Teaching assistants are used well to support pupils with special educational needs and this enables them to make good progress in individual lessons. There are opportunities for teaching assistants to be more actively involved in the introduction and whole class parts of lessons. There is the potential for teaching to be enhanced by improving the pupils' knowledge of their own learning with more explicit use of learning objectives in the

introduction, during lessons and in the plenary. This could also be supported by more routinely informing pupils about how their work will be judged so they can focus on these aspects.

105. The positive attitudes and good behaviour of pupils make a significant contribution to their learning. All pupils show a keen interest in science. They can work well independently in groups or in pairs and enjoy good relationships with each other and with their teachers. They make enthusiastic contributions to discussions.

106. The curriculum is broad and balanced. It is enriched and supported by the very good and deliberate connections with other subjects through studies on topics such as the local river and buildings. Assessment arrangements give a clear picture of what pupils know, understand and can do. The feedback pupils get through marking is variable and does not routinely indicate how they could improve; the feedback pupils get at first hand from their teachers is more effective. There is an extensive portfolio of pupils' work. It is used to moderate standards and to show outsiders the work in the school. The national materials that illustrate levels of work offer an alternative ready-made source of reference. They also provide helpful examples of approaches to work and methods of recording.

107. The subject is well led and managed. The co-ordinator has begun to monitor the subject and the schemes of work have been reviewed. The school grounds are used well as a resource. Fruit trees and a vegetable garden provide interest and are used as a resource for learning. Resources for the subject are generally good and support teaching and learning effectively. The current use of information and communications technology is under-developed; the skills and resources in the subject do not yet have a significant impact on teaching and learning in science.

## **ART AND DESIGN**

108. Based on the scrutiny of pupils' work, work in progress, displays and activities in lessons, standards in art are just above the national expectation. This is an improvement since the last inspection. Pupils achieve well because of the focus on skills.

109. By the age of seven, pupils record their ideas and feelings confidently. They work practically and imaginatively with an appropriate range of techniques in two and three dimensions. They can describe and compare images in simple terms. The Year 1 pupils produce some well controlled patterns and lively, confident drawings and paintings. The seven year olds achieve good standards in their observational drawings and collage work. They benefit from opportunities to experiment with techniques and materials, such as collage and line and wash. They are successfully encouraged by their teachers to observe carefully, to improve the quality of their work and to use their knowledge of colour. Work in their sketchbooks show they are learning the skills of drawing solid objects and shading with pencil and taking notes of colours.

110. Painting and drawing skills are well taught. There is a good emphasis on teaching colour mixing, which is well established in the reception year. In a lesson on extending part of a magazine image the teacher helpfully suggested techniques for painting and used appropriate technical vocabulary such as foreground. At the end of the lesson she introduced examples of urban landscapes by Lowry and Beckmann and helped the pupils begin to explore some of the verbal and visual vocabulary involved. The learning, attitudes and behaviour of pupils are good. They attend well to instructions, make sensible suggestions about how artists might have produced effects and use resources appropriately and clear up quickly.

111. There is a good range to the art curriculum and pupils experiment with line, texture, pattern, tone, shape, form and space within their work with different media. There is very good cross-curricular work in art and the subject is used well to bring other subjects alive. For example the interpretation of real Victorian kitchen objects through use of line and watercolour wash and the expression of emotions in collage with gummed paper and wool. Information and communication technology was used to explore the difference between the image captured by a digital camera and what they drew while looking through a frame viewer. The local area is used well as a resource for learning.

112. The co-ordinator maintains a portfolio of the pupils' work to gain an overview of the standards across the school and monitors the subject. Teachers refer to a helpful planning document based on the Qualifications and Curriculum Authority scheme linked to topics and supported by seasonal and whole school activities. The school's guidance on progressions in art skills is very helpful. Picture resources are well organised and of good quality. They are usefully arranged to link to topics of work across the curriculum and they support the pupils' cultural development. The status of the subject and its contribution to the life of the school is enriched by inputs from professional artists and visits to the local gallery and other sites. The quality of displays of art and other work in classrooms and around the school significantly enhances the learning environment.

## **DESIGN AND TECHNOLOGY**

113. By the end of Key Stage1 standards meet the national expectation. This is based on evidence from the scrutiny of pupils' completed work, of work in progress and of activities in classes. The school has maintained the standards reported in the last inspection.

114. Pupils are taught the safe use of tools, fixings and adhesives. They disassemble products to inform their own designs. For example they look at a variety of puppets or bags and examine what materials they are made from and how they are joined before designing their own finger puppets or potato bags. They use annotated pictures and diagrams to support their designs and choose from a suitable, although not extensive, range of materials, tools and methods of fixing. They recognise what they have done well as their work progresses and are beginning to suggest what they could do better in the future. The previous inspection found pupils had insufficient opportunities to evaluate products. These are now clearly identified in the planning. Once the scheme of work and progression of skills takes effect, the improved quality of teaching and learning, in combination with the good attitudes and behaviour of the pupils, can be expected to lead to a rise in standards.

115. The quality of teaching is satisfactory. Teachers plan their lessons in appropriate detail and make good use of the teaching assistants available to them. Pupils respond to the teaching and assignments with enthusiasm and demonstrate good powers of concentration. They are given clear instructions and are told how their work will be assessed against the criteria for testing. For instance the shopping bags are required to hold one kilogram of potatoes and to be waterproof.

116. The design and technology curriculum is planned over two years and covers all the strands, allocates time to units of work and connects well to topics. It is an effective document and is well augmented by progression sheets for designing skills and making skills.

117. Leadership and management in design and technology are satisfactory and building momentum now that literacy and numeracy are more established. Improved access to resources by pupils and the display of their work are current areas of development. The work of teaching assistants has been observed as part of monitoring the subject. Perusal of plans

and observation of lessons are yet to come. There is a suitable range of materials and tools available to support work in the subject. The use of information and communication technology is under-developed.

## **GEOGRAPHY**

118. The good standards achieved by pupils at the time of the last inspection have been sustained. By the end of the key stage attainments remain above the national expectation. Pupils realise the significance of maps and acquire related skills. They can construct maps of their school and local environment and follow routes such as the one that they had taken on a visit to a museum. They confidently describe the physical features of rivers and the effects of flooding and pollution. They are able to describe locations accurately and they recognise familiar locations from aerial photographs and maps. Because of the effective way geography is taught and linked to other aspects of the curriculum, pupils use technical language with understanding, in discussion and in written work. They clearly understand the effect people have on their environment when they compare polluted and clean rivers. Sensitive links with literacy have developed pupils' ability to communicate feelings as well as describe changes brought about in the environment by people. They can explain terms such as river source and differentiate between hills and valleys with understanding. Making up questions to accompany their painting such as "Why is oil in the river?" also extends their understanding and provides opportunities to use vocabulary to reinforce learning.

119. The good progress made by the pupils in their knowledge and understanding of their world is built on as they move through the school. In lessons observed, pupils' progress is generally good, but better where pupils have plenty of opportunity to consolidate their skills and understanding through a range of activities. In lessons where pupils have the opportunity to discuss the rich range of geographical experiences from visits to different localities and the work based on these, they make good progress. Pupils demonstrate obvious enthusiasm when they work towards a shared goal such as in a lesson where they knew that they would be producing a class report on how a flood was avoided in Chichester. They can collaborate well on a range of activities such as making clay models of the bridge and pipes used and geographical stories showing the journey of a river. They respond well to questions and follow instructions with care. They recall first hand experiences with great interest and accuracy and confidently talk about work they have undertaken. They are always courteous and willing to help others. They share and look after resources well. Because of the high level of support given, pupils with special educational needs enjoy all the experiences available and make good progress for their ability. Similarly a recently admitted pupil from overseas with very little English is made to feel part of her new school because the work prepared for her is carefully linked to the geography topic by the teacher from the local education authority's language service.

120. All the teachers are committed to the relevance of environmental studies for the pupils and this is reflected in the good quality of the teaching seen in the pupils' work, displays and in lessons throughout the school. Great care is taken to ensure that connections are made to other areas of the curriculum. In literacy the topic on rivers provides the focus for making a water cycle and links the pupils' work on the River Lavant with science and the development of writing skills and vocabulary. In another lesson a fictional story and the illustrations were used as a basis to elicit responses about the effects of pollution. This was linked to a visit made by the class to see first-hand the results of neglect and litter.

121. The use of visits to different localities and the knowledge that teachers have of these and the range of resources within the school are strong features of lessons. Even when a visit to the river at West Dene had to be cancelled because of restrictions on access to the

countryside, teachers ensured a level of experiential learning took place by providing a wealth of material and photographs collected in the past.

122. Good use is made of technical vocabulary and this is backed up by interesting displays to reinforce learning. Questioning by teachers is generally effective especially when it is framed to ensure that pupils have opportunities to reflect and develop geographical thinking. Teaching is not so effective when activities, particularly writing, is not matched to the pupil's abilities. When this occurs pupils frequently have difficulty completing their work or lose motivation. Teachers use praise well to encourage pupils. Lessons often feature effective opportunities for pupils to share work with each other. However, there is little opportunity provided for pupils to review what they have learnt.

123. The co-ordinator provides clear direction and a good overview of the curriculum. She has successfully tailored the programme of study for geography to run alongside history and link to environmental work. The teaching is well supported by a thorough scheme of work that has recently been revised to ensure national requirements are met, whilst maintaining the high status geography has in the curriculum. Resources for geography are well managed and are used effectively. Parents particularly value the emphasis on environmental education and the letters received to inform them of the half-termly topics.

## **HISTORY**

124. Throughout the school the standards achieved by the pupils in this subject exceed the national expectation and in some instances the standards are well above. Pupils in the school at the time of the last inspection were judged to have a well developed sense of the past. This continues to be the case and pupils at age seven have a good understanding and knowledge of what some things were like in the past.

125. A good awareness of history is developed as pupils are exposed to a rich range of experiences involving a skilfully used array of artefacts and well chosen books and materials with visits to places of historical interest. All of this is carefully planned through topics and ensures pupils make good progress. They develop understanding of chronology and sequencing of events in the past through work on timelines and family trees. In very good lessons artefacts such as Victorian and modern irons are used to help develop observational skills and powers of description. Following a visit to a Victorian kitchen, pupils look at present day changes as a result of twentieth century inventions. They compare their own kitchens where washing machines are used to those in Victorian homes and make informed comments and judgements. They recognise that their own lives are different from the lives of people in the past and this is reinforced in role play situations in the much appreciated Victorian kitchen where they enact being servants and use appropriate artefacts. Throughout the school, pupils can use common words and phrases related to the passing of time with confidence. By Year 2 pupils are very clear about the contrast in their lives with those of people living in the past. The work undertaken on shopping now and in their grandparents' time has clearly impacted on their understanding and feeling for history.

126. There is clear enjoyment and satisfaction in the work and experiences undergone during history lessons. Pupils demonstrate very positive attitudes throughout the school. They readily respond in discussions and because interest levels are high, their concentration and retention is very good. They enjoy and gain much from the rich diet of visits to museums and other places and the visitors to the school, such as a theatre company when pupils were actively involved in role play working in a Victorian factory.

127. Throughout the school teaching is consistently good and where teaching is very good lessons are planned with flair. The teachers questioning skills elicit reflective responses and

this, partnered with a carefully introduced range of strategies helps to move the pupils' learning on. This was seen in a lesson which was purposefully introduced as "We are going back in time now". A range of artefacts were introduced one by one which helped pupils to focus and describe. Expectations are clear and pupils are involved in their own learning. A wide range of activities are planned which promote effective learning. Teaching has less impact on the consolidation of what pupils know and understand when opportunities to reinforce learning are not taken, such as at the end of lessons when teachers do not talk to pupils about what has been learnt.

128. There is good leadership by the co-ordinator who believes in the positive contribution history makes to the pupil's learning. There is a clear policy and a recently revised scheme of work which maintains the status of the subject whilst ensuring it meets recent national requirements. There are effective cross-curricular links and a particularly powerful one is with visual arts. There are many examples of historical artefacts providing a focus for very good close observation drawing. Families are regularly involved in activities such as questionnaires with their children at home and are very positive about their involvement in this aspect of the curriculum.

## **INFORMATION AND COMMUNICATION TECHNOLOGY**

129. Standards of achievement in information and communication technology are in line with the nationally expected standards for pupils of this age. Although a limited range of pupils' finished work was seen during the inspection, in all classes pupils, often working in pairs, make regular and appropriate use of computers and other equipment to enhance their learning in literacy, numeracy and other subjects. They also receive regular whole class taught lessons in the subject. Progression to the higher levels is still an issue, though the introduction and use of CD-ROMs and the Internet are significant improvements.

130. The pupils are familiar with the computer keyboard and use of the mouse. They have good hand-eye co-ordination. Pupils use the computer to list the results of their work on data handling and graphically represent information. They can use a word processing program appropriately to supplement their writing activities in literacy hour and at other times. They can use the features of a graphics package to explore and realise their ideas in relation to the art of Jackson Pollock and Mondrian. They use CD-ROM to access resources for learning in subjects such as river studies in geography. They use a digital camera to explore the extent and effect of interpretation when recording by drawing. The pupils show good, positive and responsible attitudes to the use of the various pieces of technical equipment, such as tape recorders, remote control toys and floor robots. Pupils, including those with special educational needs, make satisfactory progress. All pupils concentrate and co-operate well when working individually or in pairs.

131. The quality of teaching is satisfactory. Effective use was made of whole class teaching to increase and consolidate pupils' knowledge and understanding. This was seen in a whole class introduction to use of a CD-ROM as a learning resource for geography. Pupils were used to demonstrate the teaching points to the rest of the class so that they could access the information, in pairs, with the help of a teaching assistant later in the session. Teachers have an increasingly realistic view of the potential of the subject and their confidence as users is growing well.

132. The newly developed scheme of work is based on units from the Qualifications and Curriculum Authority materials. It is integrated well into the schemes of work for other subjects and the schools' topics. Good progress has been made since the last inspection. The subject development plan identifies a realistic programme for the medium term with a strong emphasis on training that builds on the successful beginning of taught information and

communication technology and its use across the school. Since the last inspection the school has increased the range and quality of equipment and software. Long term aims include continued upgrade of hardware provision, use of national grid for learning materials in half of topics and themes and use of e-mail by pupils. The new co-ordinator has made a good start. The simple and straightforward portfolio is a useful aid for teachers to understand the range and pitch of work in the scheme. This could be supplemented by inclusion of some of the national material to illustrate further approaches to work and to support consistency in teacher assessment. As the school continues with its planned programme of development and improvement of information and communications technology, standards can be expected to be raised and the impact on standards in other subjects be expected to be more effective.

## **MUSIC**

133. Pupils in Year 2 attain standards in music that are above those expected for their age. They enjoy participating in all the activities and have very good levels of concentration when listening to professional musicians or when others perform. The quality of their singing is very good and shows good pitch, tone and clarity, as well as an increasing understanding of the importance of the varying length of notes when played or sung. Their sense of rhythm is evident when singing straightforward songs and two part rounds, composing and copying a sequence. Pupils' confidence enables them to sing or perform alone, in small groups and as a class, interpret musical ideas such as the movement of a river and evaluate each other's work.

134. The music co-ordinator employed to teach music was not observed during the inspection. However, the supply teacher is a musician and familiar with the school's approach and high expectations, and the scheme of work provides very effective guidance. The high standards the supply teacher was able to achieve make it evident that the quality of specialist teaching from both the co-ordinator and supply teacher is very good. This is reflected in the pupils' attitudes and the very good progress they make. Lessons have a good balance of singing, rhythm and instrumental music-making, which is challenging, but builds on earlier work. A broad range of good quality instruments is available to pupils in lessons. Pupils experience a sense of success in these activities and enjoy the opportunities to listen to taped music as well as that of their peers.

## **PHYSICAL EDUCATION**

135. The overall standards of attainment at the end of the key stage are satisfactory. Pupils attain good standards in dance and are in line with national expectation in the development of gymnastic skills. There is no difference in the attainment of boys and girls.

136. All through Key Stage 1 pupils enjoy dance activities and these form an important link to other subjects and the celebration of these. Evidence of past work clearly demonstrates pupils having opportunities to use movement imaginatively. In annotated portfolios of work, records are maintained of pupils' dance creations using music and costumes. In gymnastics lessons older pupils are developing a range of physical skills and actions. In one lesson for example, pupils were attempting quite complex balancing movements and rotation stars. They work hard at using space and apparatus in a variety of ways. They concentrate on trying to balance for more extended periods and can turn and roll competently. Younger pupils perform skills in travelling in different ways and speeds and can find a new space well. Within the curriculum there are opportunities for pupils to develop a range of skills associated with games. These were not observed during the inspection, but portfolios of work achieved demonstrate their progress in this aspect.

137. All the pupils respond well, they are enthusiastic and try very hard to follow instructions. They make particularly good progress when teachers use modelling to demonstrate good practice. They are sensible and well organised and help each other readily with clothing and in taking turns. They understand why they need to take care setting out apparatus and move carefully around the hall. When opportunities arise pupils make good progress working with partners on a sequence of activities. The very youngest pupils can express how they feel following physical effort: "I feel hot, my heart is beating," and they will keenly demonstrate to others how they travel over and under apparatus.

138. Teaching is satisfactory. It is effective when the pace of the lesson allows for a variety of strategies to be used. Pupils progress well when challenged in this way. Teachers use praise well to reinforce learning and to motivate pupils. Expectations in most lessons are clear and well established. Pupils work at a better rate in lessons where the main activity takes up the greater proportion of the time. The involvement of pupils in reviewing what they have learnt is generally under-developed. However, when the teacher planned for this to take place, the youngest pupils were able to recall the best parts of the lesson and the teacher elicited a good learning point from this. Teaching assistants give effective support, such as when they took part in the activities as a role model in a Year 1 gymnastics lesson. Pupils with special educational needs are well supported and have access to the full curriculum. Overall lessons are well organised and managed.

139. The subject co-ordinator has a good strategic overview of priorities for development. She has received external support and some monitoring of lessons has taken place although this aspect is in its infancy. Schemes of work have been revised recently and are currently being trialled. There is an awareness of the need to develop this aspect further in the foundation stage. An appropriate range of resources is well managed and the hall is good for indoor work. The school is now in a position to raise standards of achievement further.

## **RELIGIOUS EDUCATION**

140. The overall standards of attainment are good in relation to the objectives of the locally agreed syllabus. Because of the breadth of the curriculum and the many opportunities pupils have to explore religious themes their achievements are better than average. This is an improvement since the last inspection.

141. Because of the carefully planned and comprehensive scheme of work pupils grow in knowledge and understanding of Christianity and other religions as they move through Key Stage 1. They are given many experiences such as learning about Hindu people celebrating the coming of Rama with Diva lamps, which helps them to realise that people can worship in different ways. At the top of the school pupils can discuss the importance of beliefs in people's lives and the relationship of Jesus to God in the Christian faith. They begin to understand what festivals mean through various opportunities to celebrate events such as Palm Sunday and pancake making on Shrove Tuesday. They learn to appreciate that groups of people celebrate together to mark important and religious events. Pupils are given many opportunities to become familiar with stories associated with religions. For instance, during a topic related to homes they learn about Moses and how he was found and how he grew up to lead the Israelites. Learning about the power, beauty and cruelty of the natural world and appreciating its wonder through the story of the creation is reinforced by discussion and the cross-curricular links with work done on the environment give further opportunities for pupils to reflect on these issues.

142. Because pupils have many opportunities to visit the local church they are very familiar with aspects of worship such as liturgical music and the importance of the baptismal font and other features. They record through illustrations with labels, church vestments following a

visit made to school by the local vicar and the pupils can recall the Easter story after seeing a re-enactment by a theatre group.

143. Pupils respond well to their lessons. They work hard, enjoy listening to stories and recalling them and join in discussions with confidence. In a lesson related to Palm Sunday they described who Jesus was and the feelings the crowd may have experienced. They take pride in the wide range of work they carefully maintain in special folders. The standard of behaviour in lessons and assemblies is very good and pupils work very well together and are well behaved.

144. The standard of teaching in lessons is satisfactory. Teaching is strongest where there is good questioning which involves all the pupils and helps them to recall learning from past lessons such as the Easter story. Teachers make good use of the wide ranges of resources available such as artefacts and bibles. Pupils' interest in the learning points is extended and deepened when the teachers give them practical first-hand activities and experiences. Related to the telling of Palm Sunday pupils planned with the teacher to re-enact the entry of Jesus. They made palm hats and discussed the meaning of Hosanna. In such lessons teachers consolidate points pupils are learning by helping them to review and talk about future work. Teachers' classroom organisation and behaviour management is effective.

145. In all lessons pupils with special educational needs are well supported and make progress. Classroom assistants add considerable value when they actively interact with pupils to question and discuss the lesson. Assemblies are well planned and effectively delivered by different teachers using a range of strategies and resources. Lessons are not so effective when the teacher lacks clarity about the learning objective. Equally, when there is not careful consideration of the aims inherent in the aspect of the scheme to be taught, learning is not effective. When the aims of the lesson are misinterpreted, pupils' concepts and understanding are muddled.

146. As the subject co-ordinator, the headteacher has a very good overview of the curriculum for religious education. She has succeeded in developing a scheme of work based on a wide range of experiences, which are practical and meaningful for pupils. She is aware of the need to link the units of work to opportunities for assessment of pupils' understanding and this is currently being developed. A wide and full range of resources are available which are well managed and monitored. Resources outside school are fully exploited and the local church has been involved in the scheme of work, which also includes biannual contact with Chichester cathedral. Teachers' materials and resources are linked to the scheme of work and are well developed. Pupils' books and displays about various aspects of the religious lessons are well displayed and presented. Overall because of the high level of commitment by the staff and the subject leader to this aspect of the curriculum the systems and structures in place support the pupils' learning effectively.