

INSPECTION REPORT

LYMINSTER INFANT SCHOOL
Littlehampton

LEA area: West Sussex

Unique reference number: 125927

Headteacher: Mrs M Lucraft

Reporting inspector: Mrs Janet Gill
18706

Dates of inspection: 28th to 31st January 2002

Inspection number: 193977

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 to 7 years
Gender of pupils:	Mixed
School address:	Wick Street Littlehampton West Sussex
Postcode:	BN17 7JZ
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Appropriate authority:	Governing Body
Name of chair of governors:	Mrs Karen Dales
Date of previous inspection:	12 th May 1997

INFORMATION ABOUT THE INSPECTION TEAM

Team members			Subject responsibilities	Aspect responsibilities
1870 6	Mrs Janet Gill	Registered inspector	English Art and design Music Physical education Religious education Foundation Stage Special educational needs English as an additional language	What sort of school is it? The school's results and pupils' achievements How well are pupils taught? How well is the school led and managed - Leadership? What should the school do to improve further?
8991	Mrs Pamela Goldsack	Lay inspector		Pupils' attitudes, values and personal development How good are the curricular and other opportunities offered to pupils? – Personal development How well does the school care for its pupils - Care? How well does the school work in partnership with parents? How well is the school led and managed – Staffing, accommodation and learning resources?
10204	Mr David Vincent	Team inspector	Mathematics Science Information and communication technology Design and technology Geography History Equal opportunities	How good are the curricular and other opportunities offered to pupils? - Curriculum How well does the school care for its pupils - Assessment?

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Lyminster Infant School is situated on the outskirts of Littlehampton. A variety of statistics suggest that some areas in the wards of Wick and nearby Ham are disadvantaged which is where many of the pupils attending the school live. Employment in the area is below average. Six per cent of pupils claim a free school meal, this is fewer than are actually entitled to them, an accurate figure is about 20 per cent which is above average. The school has a few more pupils than at the last inspection and is smaller than the average sized primary school. There are 96 pupils on roll, all attending full-time with more girls than boys. Attainment on entry to Reception is below average. There are 31 per cent of pupils with special educational needs; this is well above average. There are no statements of special educational need, which is below average. No child in the school speaks English as an additional language.

HOW GOOD THE SCHOOL IS

Lyminster Infant School continues to be an effective school. The headteacher, supported by the staff and governors, is providing the school with very good leadership. Many good improvements have been achieved. The quality of teaching is good and having a positive impact on learning and, as a result, standards are improving. Children are enthusiastic learners and make good progress. The school has effective strategies to promote educational inclusion and equal opportunities for all pupils. The school uses its resources well and provides good value for money, as in the previous inspection.

What the school does well

- The headteacher provides very good leadership, and together with governors and staff, is directed at improving the quality of education and raising the levels of attainment for all pupils.
- There is very good teamwork. All staff fully support each other with a very strong commitment, and the capacity, to improve the school's provision for the pupils in their care.
- Standards are above average in writing, science, art and design and history.
- The quality of teaching has improved since the last inspection and having a positive impact on rising standards. The support staff play a significant role in helping pupils with their learning.
- Pupils' attitudes and behaviour are very good in a particularly caring school where relationships are excellent.
- The quality of the curriculum is good. This, combined with a stimulating learning environment, helps all pupils, including those with special educational needs, to make good progress.
- Financial planning supports the school's educational priorities very well.

What could be improved

There are no major weaknesses but two minor areas could be improved:

- Arrangements for pupils to have greater access to computers following direct teaching lessons.
- The development of pupils' understanding of the multicultural society in which we live.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school has improved well since it was inspected in May 1997. It has addressed the areas for development identified in the previous inspection well, maintained the strengths in leadership and management and improved the quality of teaching and learning. The school has improved the provision for information and communication technology. It is placing more emphasis upon the direct teaching of skills through a well-structured programme to ensure that all pupils receive their entitlement. Assessment procedures are now good in the core subjects and are being extended to other subjects. A particularly good development is the analysis of data and taking subsequent action. Improvements in the accommodation have contributed to an effective learning environment and standards are rising. The governors' role in

monitoring has improved; they are proud of the significant strengths of the school and are aware of the weaknesses. The school is in a very strong position to continue to tackle its priorities.

STANDARDS

The table shows the standards achieved by pupils at the end of Year 2 based on average point scores in National Curriculum tests.

Performance in:	Compared with			
	All schools			similar schools
	1999	2000	2001	2001
Reading	D	C	C	D
Writing	D	B	B	B
Mathematics	E	C	C	B

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

In the 2001 Key Stage 1 National Curriculum tests, standards in reading and mathematics were average and in writing above average. In comparison with pupils from schools with a similar proportion of pupils entitled to free school meals, results are below average in reading because the number of pupils attaining the higher level was below average but above average in mathematics and writing. There is no significant difference between the attainment of boys and girls. Teacher assessment in science showed standards are above average, this is because the majority of seven-year-olds achieve the average level. There has been a steady improvement in standards since 1999. Children enter Reception with below average attainment. They make good progress and most are likely to achieve the early learning goals, with some higher achievement, particularly in personal, social and emotional development. Pupils, including those with special educational needs, achieve well and continue to make good progress through Years 1 and 2.

Currently, standards in English and mathematics are average, with significant strengths in writing. In science they are above national expectations. Inspection evidence indicates similar results to 2001. Given the increased focus on the core subjects it is to the credit of the school that satisfactory standards have been maintained in information and communication technology, design and technology, geography, music, physical education with strengths in swimming, and religious education. Above average standards remain in history and previously satisfactory standards in art and design are now good. Improvements are due to better teaching, planning based on the Literacy and Numeracy Strategies and National Curriculum guidance and good procedures in assessment.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Attitudes to the school are very good. Pupils enjoy school and are interested and enthusiastic in what they do. They respond very well to the good teaching that is offered to them.
Behaviour, in and out of classrooms	Behaviour, in and out of classrooms overall, is very good. The best behaviour was seen in most lessons. The high spirits of some pupils during outdoor play needs to be more sensibly directed.
Personal development and relationships	Personal development and relationships are good. The excellent relationships throughout the school create a stimulating and caring environment for learning. Pupils develop confidence as they progress through the school and appear capable of assuming even more responsibility at Year 2.
Attendance	Satisfactory. Attendance is just marginally below the national average and there is no unauthorised absence. Pupils are punctual.

The significant strengths in pupils' very good behaviour and positive attitudes help them to learn well.

TEACHING AND LEARNING

Teaching of pupils in:	Reception	Years 1 – 2
Quality of teaching	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.

High levels of good and better teaching are helping standards to rise and supporting the very good attitudes and behaviour seen throughout the school. Of the 32 lessons seen, 17 were good and ten very good or better. None were unsatisfactory, unlike the previous inspection. This is a good improvement. High quality teaching was observed throughout the school and in many subjects. Pupils are taught basic skills very well and teachers have a good knowledge and understanding of the National Literacy and Numeracy Strategies, these skills are taught very well which helps pupils make good progress. ICT skills are now taught satisfactorily through other subjects and writing skills are taught particularly well.

There are significant strengths in teaching. Teachers' expectations are very high and insist that pupils are attentive and present their work well, this coupled with enthusiasm and interesting activities helps to motivate pupils so they enjoy learning and make good progress. The quality of planning is very good with effective adaptation according to the progress pupils have made previously. Clear learning objectives are identified for each lesson, unfortunately these are not always shared explicitly with pupils. Teachers use very effective questioning to focus, check and extend pupils' thinking. The organisation and management of pupils, based on the very effective behaviour procedures and excellent relationships are very good. These strengths result in pupils concentrating very well and working hard. Teachers are skilled at using best methods to help different groups of pupils learn effectively. In addition the contribution made by support staff, particularly for those pupils with special educational needs, is very good. Day-to-day assessment is good and marking is positive and helps pupils to improve their work. The arrangements for homework are satisfactory but not all parents actively support their children at home, particularly hearing their children read.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	The quality of the curriculum for all children, including those in Reception, is good. There is a good emphasis on English and mathematics which is helping to raise standards. All the subjects of the National Curriculum, as well as health and sex education are included. The school offers a good range of extra-curricular activities.
Provision for pupils with special educational needs	The management and provision for pupils with special educational needs are good. They are very well supported by all staff, and make good progress and have good access to areas of the curriculum.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Provision for pupils' personal development is good. Very good attention is given to moral development. Pupils clearly know right from wrong, support the school rules and devise their own class rules. Provision for cultural development is satisfactory but there are insufficient opportunities for the development of pupils' understanding of the multicultural society in which we live.
How well the school cares for its pupils	The school has a very caring ethos where all pupils are valued. Procedures for monitoring pupils' behaviour and personal development are very good. Good procedures are in place for assessing and supporting pupils' academic progress in English, mathematics and science and are developing in other

	subjects.
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Parents have very positive views of the school. The school works hard to maintain the good partnership with parents and provide them with very good information. The contribution parents make to children's learning is satisfactory. Younger children read regularly at home but less frequently as they get older.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Leadership and management are very good. The headteacher sets a very clear direction for the school. She is very aware of what the school needs to do next to improve. This is shared successfully with the staff and governors. There is very effective teamwork; the headteacher and all staff show a strong commitment to ensuring equality of opportunity for all pupils and to raise standards further.
How well the governors fulfil their responsibilities	The governors fulfil their statutory duties very well. They are very supportive of the headteacher. They know the school very well and are committed to its further development. They have improved their monitoring procedures.
The school's evaluation of its performance	The school works hard to self-evaluate its success and weaknesses and is well aware of its overall performance. The school has taken good action to improve and is an effective school.
The strategic use of resources	Educational priorities are linked very well to financial commitments. The budget is very well planned and monitored by the headteacher and governors. Specific grants are used well to help pupils make good progress. Day-to-day procedures are very effective as a result of efficient administrative staff. The school continues to offer good value for money.

The principles of best value are very well understood and implemented by the headteacher and governors. The provision for staffing, accommodation and learning resources is good overall.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • Their children like school and behave well. • Children are making good progress. • The school is well managed and led. • The teaching is good. • There are high expectations. • Children are helped to become mature and responsible. 	<ul style="list-style-type: none"> • The range of activities outside lessons.

The inspectors fully agree with the parents very positive views of the school and the very high regard they have for the school overall. The inspectors consider the school provides a good range of extra-curricular clubs and these enrich the curriculum and help to extend pupils' personal development.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and pupils' achievements

- 1 Standards of attainment for seven-year-olds in the National Curriculum tests in 2001 were in line with the national average in reading and mathematics and above average in writing. When compared to similar schools they were below average in reading, and above average in writing and mathematics. The reason standards were as they were in reading is because the proportion of pupils attaining the higher Level 3 in the tests was below average. Conversely a higher number of pupils attained the higher Level 3 in both writing and mathematics which means that the overall performance is above that in similar schools. Standards in reading, writing and mathematics have been rising steadily since 1999. Teacher assessment in science indicates that the standards are above average, this is because the majority of seven-year-olds achieved at least Level 2, with an average number reaching the higher level. This is similar to the previous inspection in 1997.
- 2 When children start in the Reception classes their attainment is below average, with a minority of children achieving higher than expected for their age. However, there are a few pupils already identified as having special educational needs whose attainment is considerably below average, this has an impact on overall achievement. It is not clear from the previous report what the judgement was regarding attainment on entry to the Reception classes. However, the percentage of pupils with special educational needs has risen since 1997 from around average to well above average. This is linked to the increase noted by the school of difficulties in family circumstances. It would appear that attainment was broadly average on entry at the time of the last inspection.
- 3 Good quality teaching and an imaginative, stimulating and well-planned curriculum ensure that children make good progress in all areas of learning and many are likely to achieve the early learning goals, although a few will not. It is in communication, language and literacy and mathematics that overall, they just met expectations but they securely met them in other areas of learning. Linked with the school's very high emphasis on personal development and promoting good behaviour, many children exceed the early learning goals in personal, social and emotional development. They will be well prepared for the start of the National Curriculum in Year 1.
- 4 Inspection evidence shows that in Year 2, average standards have been maintained in speaking and listening, reading and mathematics. Overall standards in English are average but above average in writing. This represents good progress from when children start school, as their attainment is below average. In writing they have improved and are now above average. In science above average standards have been maintained. Standards of writing are above average because of the insistence of good presentation and neat handwriting coupled with interesting and challenging work. All pupils in Year 2 are encouraged to write for different purposes across a range of subjects. They are given good opportunities to write at length and develop stories over several days, as in the story of the 'Gun Powder Plot' this helps them to sequence events and develop characters. One of the reasons achievement in science has remained above average is the good promotion of independence when carrying out experiments and the development of investigational skills.
- 5 The effective teaching with a shared commitment to high standards from the headteacher and all staff, ensure all pupils make at least good progress in the core subjects. Higher standards are attributed to better teaching than in the last inspection. There are a number of reasons for this. The successful implementation of both the

National Literacy and Numeracy Strategies and initiatives in raising levels of spelling have given teachers very good expertise in teaching basic skills. Good analysis and interpretation of data to identify weaker areas in the subjects ensure work is specifically targeted to raise standards. For example, the school has identified that one of the reasons that standards are not as high in reading and mathematics as in writing is that children do not always read / listen to questions with understanding and reasoning, before working out the answers. This has become a priority for the school in the coming year. Effective planning with good attention on a good match of work for all pupils and good quality teaching means that standards continue to improve.

- 6 In the foundation subjects there has been good improvement in art and design and standards are above that expected for seven-year-olds. Above average standards have been maintained in history. In other subjects, information and communication technology (ICT), design and technology, geography, music, physical education (PE) and religious education (RE) satisfactory standards have been maintained. The strong commitment to the swimming programme means pupils have above average skills in this aspect of PE. It is to the credit of the school that these subjects are at least in line with national expectations or above.
- 7 The school has managed to combine raising standards in the core subjects with a good curriculum offering a wide range of stimulating and interesting opportunities for learning. The school has adopted National Curriculum guidance which has also helped to raise standards because there is clear progression in pupils' skills development and interesting activities to help them practise skills. For example, in art and design, pupils' standards are above average because they have opportunities to work with a range of media using different techniques. They learn how to apply pastels with care, mix their own colours when painting and are encouraged to look very carefully when carrying out observational drawings. Standards in PE are in line with national expectations, this is because pupils are given good opportunities to go swimming each week. To be able to practise their swimming skills regularly with expert teaching not only gives them great enjoyment but confidence in the water, consequently they reach good standards. However, such good arrangements are not securely in place for pupils to practise their skills in ICT as they often have to wait for some days before having their turn to practise what their teacher has taught them.
- 8 The school makes good arrangements to ensure that all pupils are included in the full range of activities. This ensures that there is little difference in the progress and attainment boys and girls make throughout the school. Provision for pupils with special educational needs is good and so pupils make good progress towards targets set in their individual education plans (IEPs). The clear well-planned provision for pupils is helping them to achieve their best. They work alongside other pupils in the classroom and because of the expertise and very good support from the classroom assistants their specific needs are met in everyday lessons. Pupils are encouraged to join in with lessons and there is high expectation of their learning and behaviour. For Year 1 pupils the school is carrying out a literacy programme – Early Literacy Support (ELS) this is for selected pupils who are likely to benefit from daily focused work to enable them to keep up with the National Literacy objectives. This ultimately will also help to raise standards as pupils are already making good progress.
- 9 Pupils with the potential for higher achievement are encouraged and challenged and set work at a level appropriate to their ability. This is evident in the number of pupils reaching higher levels in all subjects but given the lower starting point of many children, it is impressive that more than would normally be expected reach Level 3, in writing and mathematics. This is good achievement and reflects the commitment of the school to be fully inclusive and to ensure that all pupils whatever their talents and ability reach their potential. The school has also identified pupils with particular skills in art and design;

these pupils extend their skills in an after school art club, where they reach high standards particularly in fine observational drawing and painting.

Pupils' attitudes, values and personal development

- 10 Many children enter school with below average standards in personal, social and emotional development. Teaching is very effective in this area which helps most children make very good progress and, as a result, most are likely to reach the early learning goals by the end of the Foundation Stage, with a considerable proportion exceeding the expectations. All staff have very high expectations that the children will behave well, become independent and have positive attitudes to learning. In this the staff are very successful as children do become independent, make choices about their activities, work and socialise well together. They are confident, friendly and form very good relationships with adults and one another.
- 11 In Years 1 and 2, pupils' attitudes toward learning are very good and have improved since the last inspection. Pupils are very interested in their lessons and ask questions and engage in discussions eagerly. The direct link between high-quality teaching and very positive responses was evident throughout the inspection. Pupils' enthusiasm is also reflected in their active participation in the different after-school clubs. Parents who expressed their opinions were unanimous in their view that their children enjoy school.
- 12 Overall, pupils' behaviour in Years 1 and 2 is also very good and this has been maintained since the last inspection. The school is an orderly and pleasant community where pupils respond very well to the staff's high expectations of behaviour. No pupils have been excluded over the last reporting year. Parents are very pleased with the behaviour of their children at school. Pupils support the school rules and following thoughtful discussions in group time known as 'Circle Time' they agreed specific rules for their respective classes. Pupils' move around the school sensibly and treat equipment and displays with care. There is no evidence of bullying. Pupils enjoy lunch in the school hall and converse in a sociable manner. However, behaviour for a number of pupils outdoors on the playground at mid-day is too boisterous. Whilst many pupils are engaged in worthwhile games, too many others just run or push into each other. Year 2 pupils swim every week at a nearby leisure centre and their exemplary behaviour makes them excellent ambassadors for their school.
- 13 The overall quality of personal development and relationships continues to be good. However, the relationships throughout the school are now even better than they were at the last inspection. The excellent relationships that exist in this school are based on mutual respect. Pupils share equipment during lessons, speak politely to adults and each other and thrive in the stimulating environment that all adults have worked hard to create. Even the youngest pupils, many just four years old, arrive confidently and place their name cards next to the picture of their favourite activity each morning. Pupils listen carefully to teachers and each other and this contributes significantly to their learning. Pupils are keen to ask and answer questions, as they are confident that their classmates will listen politely.
- 14 The range of school trips and visitors to the school support pupils' good level of personal development. Teaching methods that include an element of independence also extend learning for older pupils. In a science lesson, Year 2 pupils were able to work with magnets, make predictions and record their evidence with little direct intervention by their teacher. In classrooms, pupils take turn distributing equipment and help to tidy up. There is scope to extend activities that allow for progression and give pupils more specific responsibilities as they mature and move on to the next class.

- 15 Pupils arrive promptly and attendance continues to be satisfactory but at 93.7 per cent it is still slightly below the national average. Despite the school's efforts to improve attendance, many parents continue to take family holidays during term time.

HOW WELL ARE PUPILS TAUGHT?

- 16 Improvements in the quality of teaching have made a significant contribution to the rise in standards seen since the school was last inspected. The overall quality of teaching is good, with much that is very good. In the May 1997 inspection a very small percentage of unsatisfactory teaching was seen and the rest was satisfactory with 55 per cent good or better. The strengths seen in the last inspection have been built upon. Now 84 per cent of all teaching is good or better. That the standard of teaching has improved is largely due to the good monitoring of teaching and learning supported by good professional development. Also the successful implementation of the National Literacy and Numeracy Strategies together with other recent developments in literacy and numeracy has given teachers considerable expertise in these subjects. In the current inspection, no unsatisfactory teaching was observed. Of the 32 lessons seen, the majority (27) were good or better with 10 being very good or excellent. High quality teaching was observed throughout the school and in many subjects, although teaching in English is usually very good. The high levels of good and better teaching results in good learning taking place throughout the school by highly motivated and hard working pupils.
- 17 The quality of teaching in the Foundation Stage is at least good with much being very good. Excellent teamwork between the class teachers and the classroom assistants helps to create a safe, secure and stimulating environment, where effective learning takes place. They plan the programme together very well, providing children with a rich and stimulating curriculum. It is based on the areas of learning and incorporates activities inside and outside of the classroom successfully. There are strengths in teaching in all areas of learning with a particularly high focus on personal, social and emotional development. Assessment arrangements are good and information is used well to ensure children are set appropriate work and identify those that need extra support. Consequently, all children, including those with learning difficulties, are supported very well, which greatly enhances their learning. This has helped children make good progress in their first term, and the majority of children are likely to achieve or exceed the early learning goals by the end of the Reception year.
- 18 Teaching is good for pupils with special educational needs. Throughout the school, teachers and support staff are fully aware of the targets set for these pupils and meet regularly to review and plan for the next step in learning. This is ensuring that lessons are being planned with the needs of pupils clearly in mind. The contribution made by the classroom assistants is of very high quality. This is partly due to the fact that they receive very good training from the school and are highly valued members of the school team. In addition, class teachers prepare them very well for the work they undertake in each lesson. They give particularly good support in ensuring the pupils with special educational needs are fully included in all activities and are helped to achieve well for their abilities. This enables the pupils to make the best possible progress and develop confidence. In group activities this support and encouragement ensures that pupils complete the work set thereby having very good access to the curriculum.
- 19 There are very few weaknesses in any elements of teaching either in the Foundation Stage or in Key Stage 1. Teachers enjoy teaching and their enthusiasm keeps pupils interested and keen to learn. They have good expertise, particularly in the core subjects of English, mathematics and science. As a result, the majority of the basic skills are very well taught and pupils, including those with special educational needs, are making good progress in learning. Writing, handwriting and presentation skills are taught particularly well which helps to raise the standards of work in other subjects. Teachers' expectations

- are very high in this area. Numeracy skills are promoted well; through a good focus on ensuring pupils acquire mathematical vocabulary as well as the mental recall of basic number facts and simple calculations. Teachers also make sure that pupils learn to apply their skills in practical and problem solving activities and provide appropriate opportunities for pupils to use numeracy skills in other subjects, such as map work in geography.
- 20 Information and communication technology skills are taught satisfactorily. There is more emphasis of direct teaching of ICT, however due to the present organisation it may be some days before pupils can follow-up the activity and practise their skills. More opportunities are provided for pupils to use their skills across the curriculum. Such as in a history lesson where pupils used a variety of fonts to replicate old documents and in art and design pupils used a digital camera to record patterns and shapes in the old school building.
- 21 The quality of lesson planning is very good and is consistent throughout the school. It is related well to medium-term planning, with effective adaptation according to the progress pupils have made previously. The match of work to the abilities of pupils is good with work being adapted well to meet the needs of all pupils. This helps all pupils make good progress, whether they are higher attaining pupils or have special educational needs. This underpins the ethos of the school well where every child is valued. A strong feature of the planning is the clear learning objectives identified for each lesson, unfortunately these are not always shared explicitly with pupils. When these are revisited at the end of the lesson and pupils are asked for their opinion on the progress they and others have made it reinforces what pupils have learnt in the lesson well. A very good example was in a Year 1, art and design lesson when pupils evaluated what they liked about each other's work. They did this with maturity and looked carefully at the details with such comments as 'I like the zigzags and pointy bits (the roof)'. This is a strategy that helps to motivate and challenge pupils and ensures they gain a good knowledge of what they are learning. In all lessons teachers have very high expectations of what pupils can achieve and this, together with the interesting activities provided, results in pupils achieving well.
- 22 An effective range of teaching methods is used, being adapted well to both the requirements of different subjects and the needs of pupils in the class. Teachers try very hard to ensure that pupils in mixed age classes have an appropriate curriculum. This is successfully managed in the mixed Reception / Year 1 class in literacy and numeracy. By encouraging the children to be independent in their learning, the teacher creates good opportunities to work with each year group effectively. This means all the pupils make good progress in their learning as well as gaining in independence. Teachers explain things very clearly, give good examples and demonstrate well. They use very effective questioning to focus, check and extend pupils' thinking. This was evident in a Year 2 history lesson when pupils were challenged to think creatively, to offer opinions and to make interpretations about schooling as it was many years ago. This had the effect of motivating pupils and of enhancing their learning and enjoyment of the subject. They are interested in history and discuss their work with animation, which also enhances their speaking and listening skills.
- 23 Pupils' learning is promoted well by the many opportunities pupils are given to discuss their work with a partner and then report back to the whole class. This helps pupils think of more effective descriptions for their story writing in Year 2. The good teaching methods seen throughout the school in all subjects help pupils to acquire knowledge and skills easily and to work hard.
- 24 The outstanding relationships seen in the school, together with the consistent application of the very high quality behaviour management procedures ensure that the organisation and control of pupils in lessons is very good. This very strong aspect of teaching, together with the challenging and interesting activities provided, means pupils are

interested in what they learn. They concentrate well taking an interest in their work, ensuring it reaches the high standards expected of them. Teachers are very skilled at moving learning forward and in all lessons a good pace is maintained, ensuring that pupils remain focused and work hard. Resources are carefully chosen and effectively used to help pupils understand and make good progress.

- 25 The scrutiny of work that pupils had completed previously showed good quality of marking. Marking includes helpful comments, encourages improvement and acknowledges when this has been achieved. Where the assessment has been thorough, the information is used well to plan the next lesson and identify any problems pupils may have had. During lessons, assessment procedures are effectively used by all teachers: this enables them to refine what they are teaching when necessary and support individual pupils well and at the same time challenging the higher attaining pupils. Homework is satisfactorily used to support pupils' learning, mainly in English and mathematics. However, not all pupils have the benefit of help and support at home. This impedes progress of some lower attaining pupils particularly in reading, as they do not have sufficient practice at home.

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

- 26 The school teaches all the subjects required by the National Curriculum and meets the related legal requirements. The requirements for religious education are also met. The curriculum offered provides a good range of opportunities for learning. The school places considerable emphasis upon English and mathematics but also ensures that pupils are given wide opportunities for creative and aesthetic work. This is a philosophy which seeks to provide not only the essential skills for learning, but also enriching and imaginative experiences. The wide range of writing experiences, the creative work in art, the regular swimming sessions and the investigative work in science are just some of the ways in which the basic curriculum is enriched. It is a philosophy cogently summarised by the headteacher as giving pupils 'Wings to fly'. The school also successfully motivates its pupils to have a good attitude to work and this has a positive effect upon their learning. The school has introduced the National Literacy Strategy effectively and there is good use of English skills in other subjects. The National Numeracy Strategy is being implemented with consistency and care and this is having a good effect upon the provision for mathematics.
- 27 The school is committed to providing an education which meets the particular needs of each of its pupils. Lessons routinely contain separate activities designed specifically for the higher and lower achievers. Pupils with a particular talent such as art and design are identified and the school is beginning to make provision to further enhance such gifts. Curricular provision for pupils with special educational needs is good and the requirements of the Code of Practice are fully met. Pupils with the potential for higher achievement are encouraged and challenged. The dedication and hard work of all who work at the school creates a purposeful, secure environment. Staff are sensitive to the personal circumstances and characteristics of each pupil and there is a quiet determination to do the best by every pupil. Every child is valued and included in this process.
- 28 The governing body has approved an appropriate policy for the teaching of sex education and matters relating to health education are given considerable emphasis. The school's programme for health education includes the required emphasis upon the importance of diet and harmful substances. The personal development of pupils is given a high priority and a programme that deals with a range of important and sensitive issues is successfully delivered. The development of good relationships and consideration for others is deeply embedded in the life and work of the school. Considerable efforts are

made to develop pupils' self-esteem, to enrich their experiences and to develop them as capable, responsible people. Overall, the provision for pupils' personal, social and health education is good.

- 29 The school has clearly defined what should be taught to each class. Where necessary the programme covers a two-year cycle so that the situation of having mixed year groups is addressed. This documentation provides a good basis for ensuring that a balanced programme is delivered. There is keen awareness of the need to review the way subjects are taught and the staff meet regularly to discuss curricular matters and to improve their expertise. There is a clear determination, shared by all associated with the school, to continue the process of curricular improvement.
- 30 The number of extra-curricular activities, which include computer and art club, is largely dependant upon the voluntary efforts of teachers and others, is good. These clubs continue the process of widening pupils' experiences and enjoyment. Visits to places of educational value, for example Hotham Park to plant trees and the beach, make beneficial contributions to several curricular areas, such as geography, science and history.
- 31 Good links with the community are evident. The school regularly participates in events organised locally and these are used productively to generate educational opportunities for pupils. Links with other educational institutions are also good. Teachers meet regularly with their colleagues in other schools in order to pool ideas and to ensure that the move between the infant and junior stages is as smooth as possible. The school participates in a number of initiatives involving other schools. This often has the effect of increasing teachers' expertise.
- 32 There has been a good response to the curricular weaknesses identified in the last inspection. There was criticism of the provision for information technology and this is now satisfactory. The programmes for religious education are now defined with greater clarity. Shortcomings in catering for pupils of different achievement levels within the same class have been rectified.
- 33 Overall, the school's provision for cultivating the pupils' spiritual, moral, social and cultural development is good and has been maintained since the last inspection.
- 34 The teaching staff work hard to inspire pupils with a sense of spiritual awareness and self-knowledge. This added dimension to learning is planned for in religious education lessons along with personal, social and health education. Pupils in Year 2 listened to the story of the 'Good Samaritan' and were then able to relate its Christian message to instances in their own life regarding friendship and helpfulness. Teachers also take care to highlight other areas of learning where pupils can reflect on why things occur. For example, pupils in a Year 2 literacy lesson were given the opportunity to extend their story ideas when a classroom assistant dramatised a story with a clay model of a volcano that then erupted with the help of bicarbonate of soda and vegetable dye. Further opportunities take place regularly within all areas of the curriculum. The school continues to use its original building as an inspiring teaching resource for the study of the Victorians. The outdoor nature area with its pond allows pupils to study living creatures and plants.
- 35 The provision for pupils' moral development is very good and has improved since the last inspection. The provision for social development continues to be good. The school's personal, social and health programme provides a very good format to extend pupils' development.

- 36 Pupils clearly know right from wrong and try hard to behave well. They support the school rules and have collaborated well to decide what is important in their own classrooms and then devised their own class rules. These are all positive in nature and compliment the school's constructive approach to behaviour management. Circle Time gives pupils ongoing opportunities to discuss relevant issues and voice their opinions. Children in the Foundation Stage are able to take turns and with the help of sensitive support from their teacher, tell the class what it is to be a good friend. The excellent relationships that exist in the school contribute significantly to the personal development of the pupils. All adults are very good role models for the pupils and deserve the high level of praise that parents have for them. Assemblies include an act of collective worship and also provide a calm opportunity for pupils to gather as a school community and share and reflect on different aspects of school life and each other's achievements. Pupils are encouraged to help each other and the weekly Celebration Assembly praises such efforts along with good behaviour and hard work. Social skills are also extended through the interesting variety of class trips that range from the Falconry Centre, Singleton Museum, nearby farms, the beach and a local church. Pupils' self-discipline and respectfulness is exhibited in Year 2 pupils' exemplary behaviour at their weekly swimming lesson at a community swimming pool. A positive awareness for older members of the community takes place during the annual Harvest Festival where pupils donate food items for senior citizens and sing at a nearby home.
- 37 As at the last inspection, cultural provision is sound overall with some good practice. Lessons in art, geography and history and religious education provide pupils with some good opportunities to develop cultural awareness. School displays celebrate pupils' awareness of western art forms. Members of the art club completed very pleasing work done in the style of Georgia O'Keefe. An appropriate awareness of other cultures takes place in religious education through the study of different world faiths. The travels of the school's 'Barnaby Bear' enables pupils to share their holiday destinations with their classmates within the context of the world map. Literature is promoted and celebrated at the annual Book Week. However, there are few opportunities for pupils to learn about the ethnic and cultural diversity of British society. Music is played at the start and end of school assemblies but it is used mainly for its calming effect and is not discussed as part of the programme to enrich pupils' knowledge of music. Despite the school's location so near the coast, opportunities are missed to inform pupils about Britain's place in the European community.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

- 38 This is a very caring school where the well being of all pupils is paramount. The procedures for child protection and ensuring pupils' welfare are very good and have improved since the last inspection. The school's own policy for child protection is very well written and follows the local authority's guidelines. The headteacher is the named teacher with responsibility in this area. Staff members review procedures on a regular basis and all are sure of their roles. Governors carry out regular risk assessment of the site and review health and safety matters at all meetings of the full governing body. The school values every pupil and works hard to build up the confidence and self-esteem of each one. This is evident in the many attractive displays of pupils' self-portraits and other artwork.
- 39 The staff member in charge of first aid is a very experienced medical professional. There are very well established routines in place to care for pupils who have ongoing medical needs or who become ill at school. However, there is no medical room and despite the school's best efforts, pupils are cared for in an open administration area that is inappropriate for their needs. There is no sink designated solely for first aid use.

- 40 Procedures for monitoring and improving attendance continue to be good. Parents are regularly reminded about the importance of prompt, regular attendance. Class registers are maintained to a high standard and now fully comply with statutory requirements.
- 41 High expectations along with very good management of pupils within interesting lessons are the basis of the school's very successful arrangements to support discipline. Pupils comply easily with school rules and discuss how to treat others during lessons on personal, social and health education. The weekly Celebration Assembly provides a good opportunity for the school community to recognise and reward pupils' best efforts. Although there is an adequate number of supervisors on duty at mid-day they do not always direct all pupils' high spirits toward appropriate playground games.
- 42 Teachers and classroom assistants monitor and promote pupils' personal development very well. They note pupils' development and this information is enhanced by the excellent relationships found within the school. Parents are informed about their children's personal progress in the end-of-year reports and also during formal and informal meetings during the year.
- 43 Procedures for assessing pupils' attainment and progress are good. Assessment arrangements are effective in the Foundation Stage and are used well to ensure children are set appropriate work and identify those that need extra support. Formal assessments relate particularly to English, mathematics and science. The school carefully analyses the resulting data to identify the strengths and weaknesses in the curriculum and then takes action to strengthen any identified weaknesses. This information forms the basis for whole-school initiatives and for individual and group targets. Raising standards in pupils' spelling and improving pupils' concept of time are examples of how the school has used data analysis to establish its priorities for improvement. The data is also used to establish whether any particular groups of pupils are not progressing as well as might be expected. In other subjects a sharp focus on the key elements of the programme is used well as a means of assessing progress. Collectively, these measures constitute very good use of the assessment data in determining what should be taught next.
- 44 The previous Ofsted report judged the assessment procedures in the core subjects to be good but the degree to which they affected the content of future lessons was inconsistent. This is now done very effectively and, overall, the school has made a good response to the issues raised.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

- 45 The school continues to maintain its good link with parents. Parents value the efforts the school makes to maintain an effective partnership with them. Parents are justified in their very positive views of the school. The welcome for new children and their parents begins even before the start of their Reception year. The induction programme is very well planned and includes several visits into school for both children and parents where information about the children's needs and school routines are shared. Children have several opportunities to take part in classroom activities and to get to know their new teacher. This helps them settle quickly when they start school.
- 46 Parents and volunteers from the community help in school with reading and crafts. The Parents Association of Lyminster is an active support group that organises a range of fund raising activities throughout the year. Their most recent acquisition was the high quality outdoor benches for pupils. The most significant contribution parents make to support the curriculum is their help with swimming lessons each week. The school recognises its unique location near the Channel and the River Arun and its long-standing commitment to provide swimming lessons makes a vital contribution to the health and

safety of its pupils. This programme could not be maintained without the ongoing support from parent volunteers.

- 47 The quality of information provided for parents is very good. There are meetings scheduled each term for parents and teachers to discuss pupils' progress. The prospectus and governors' annual report to parents are attractively presented and provide an in-depth and informative profile of all aspects of school life. Pupils' end of year reports to parents are of good quality and meet statutory requirements and report on each national curriculum subject and religious education. There are regular newsletters from the headteacher and each term parents are provided with information about the curriculum that their children will be studying. The school also makes arrangements for parents to meet with a tutor from the Family Literacy Group and offers parents a two-term course in helping them to understand the requirements of the English curriculum and how they can assist their children's learning.
- 48 The contribution parents make to their children's learning at home is satisfactory. Parents of younger pupils read regularly with their children at home and record their efforts in the home diary. However, as pupils become older this support diminishes and by Year 2 reading at home takes place from time to time. Parents who do read regularly at home with their children help to support standards.

HOW WELL IS THE SCHOOL LED AND MANAGED?

- 49 Lyminster Infant School is very well led and managed. Improvement since the last inspection has been good. All the key issues identified at the time of the previous inspection have been addressed positively. The headteacher and senior staff manage the school very capably. The leadership provided by the headteacher is very good. She has maintained the strong commitment to providing a clear educational direction to the school that was a feature of her work when inspected previously. She is not complacent and has a clear view of what the school needs to do to improve the quality of the pupils' education and the standards they attain. It is her determination to do the best for all the pupils, whatever their aptitude or background, that encourages the rest of her staff to join with her to make the school the success it is.
- 50 The headteacher has generated a strong team spirit amongst the staff which has led to the school receiving its 'Investors in People' status. All staff fully support each other with a very positive shared commitment, and capacity, to improving the school's provision for the pupils in their care. There is a consistency of approach that ensures that the school's fundamental aims and values are reflected in everything that they do. The school aims to develop confident, independent, caring individuals and in this it is successful. This is a school in which every child is valued and encouraged to develop their full potential. There is a concerted effort to ensure that every pupil is included in this process and a genuine belief that each individual has the capability to do well. This results in a well-ordered, stimulating and pleasant learning environment, where there are excellent relationships in which pupils are able to learn effectively.
- 51 A range of responsibilities has been appropriately delegated to staff all of whom have several subject and other responsibilities in addition to their teaching commitment. Job descriptions clearly define responsibilities that are shouldered happily and with considerable confidence. They are playing an increasingly active part in the further raising of standards although as yet, with the time constraints that apply in a small school where staff carry a heavier load than in larger schools, they have had limited opportunities to observe teaching and learning. Therefore, there is some room for improvement in this aspect of their work, particularly in the foundation subjects. Overall,

however, they have a good understanding of their subjects and work enthusiastically at managing them efficiently. They provide support, encouragement and help to ensure the consistency of approach, which is such a strong feature in the school. Effective management of the Foundation Stage has ensured children in both classes have good equality across all areas of the curriculum.

- 52 The special educational needs co-ordinator (SENCO) with the headteacher have worked very hard to ensure the identification and provision of special educational needs throughout the school is effective. This is because there is early identification through the baseline assessment, good knowledge of families in the area and information from the playgroups. There are clear, shared procedures, which are ensuring that the specific needs of pupils with special educational needs are being met well in school. Individual education plans (IEPs) are concise and targets are clear and shared by teachers, classroom assistants and parents. The school is beginning to respond to the new Code of Practice and the SENCO has the expertise and commitment to carry it out. However, the local education authority has yet to provide training for staff or governors. Secretarial aspects are well managed and kept up to date with the support from the headteacher. There is strong support from the governor with responsibility for special educational needs. She is very knowledgeable and keeps up-to-date with the progress children make on the Register and current initiatives.
- 53 The governing body has developed its role since the previous inspection in 1997. It is now very effective, and fulfils its statutory duties very well, including agreeing performance targets for the headteacher. They fulfil their duty to be a critical friend of the school effectively and have a very clear understanding of the strengths and priorities for development. Governors are properly involved in the work of the school both as members of various committees and as individuals properly undertaking their responsibilities. The governors fully support the headteacher in her vision for the school. They liaise closely with the school, use information given to them efficiently and monitor policies and developments very effectively. Since the last inspection their monitoring procedures have improved considerably and are now very good.
- 54 The school's strategic use of its financial resources, which are well above average, even for a small school, has improved since the previous inspection. It is now very good. Resources are very carefully managed, as are the additional funds to support pupils with special educational needs, who make good progress. It uses the money available very carefully and very effectively to improve the standards the pupils achieve and the quality of children's life in school. Spending is directed appropriately to help bring about what has been agreed for the best help to improve pupils' achievements. The financial planning process is very well organised with a clear cycle of planning and review that is linked directly to the school improvement plan. This enables governors and the headteacher to systematically and thoroughly review the progress being made towards improvement targets and amend the plan, where necessary, to ensure that adequate time and funding is available for staff to carry out improvements thoroughly. For example, there is a fairly high balance at present which is earmarked for further improvements to the accommodation. There is very good liaison between governors, the headteacher and staff in formulating the budget. Governors are fully involved in the budget setting process and play an active part in managing the budget. They explore all options open to them fully, and take decisions with the headteacher with confidence. Together with the headteacher they are totally committed to achieving the best value for money and the principles of best value are always considered and implemented. There is very effective corporate decision-making that ensures that the financial resources available to the school are properly targeted to improving the quality of education and raising standards throughout the school. Expenditure has been targeted to directly benefiting pupils' attainment and progress, by maintaining staffing levels, particularly classroom assistants, providing additional learning resources, and creating an improved working environment.

- 55 The school's overall administration arrangements, and the day-to-day control of its finances, are very good. The school secretary is very well organised, competent and committed and, with her assistant, they make a very significant contribution to the smooth running of the daily life of the school community. The school office is well equipped and there is effective use of technology here and elsewhere in support of the work of the school. There is good use made of the information available from the school's computerised management system and there are very good financial and administrative control procedures in place. There were only minor recommendations made as a result of the school's most recent audit, none of which remain a matter of concern. The positive picture at the time of the 1997 inspection has been further strengthened.
- 56 The match of teachers and classroom assistants to the demands of the curriculum is very good and has improved since the last inspection. All teachers are experienced and well qualified. A committed team of enthusiastic and well-trained classroom assistants very ably supports them. There is first-rate teamwork among staff members and all work hard to provide the best for the pupils.
- 57 This Victorian school building has been carefully adapted to meet the needs of the curriculum and still retains the charm of a traditional village school. It provides a good standard of accommodation and has been improved since the last inspection. Classrooms are generous in size and all available areas are utilised well to provide extra space. Many original features of the building are used to extend the teaching of Victorian history. The classroom and play area for the pupils at the Foundation Stage provide a welcoming environment for these young children. There is no separate staff room and the present adaptation of open corridor space is an unsuitable substitute. Also, the lack of a medical room limits the quality of care for pupils who become ill during the day. The school is cleaned and maintained to a high standard. Overall, resources are satisfactory and used well to deliver all areas of the curriculum. Resources for pupils at the Foundation Stage are good. The library has been inventively created within a former open area and houses a good range of fiction books along with a bank of four computers. This provides appropriately for the teaching of ICT in small groups and the after-school ICT club. Resources throughout the school are in good condition and stored neatly.
- 58 Lyminster Infant school is an effective school. The quality of teaching has improved, standards are rising and the pupils behave very well with very good attitudes to learning. Given the low starting point when children enter the school and the good progress they make, the school continues to give good value for money.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

- 59 The school has made good improvements since the last inspection. It has maintained the very good quality of leadership and management and the climate for learning. The quality of education provided by the school, particularly teaching, and standards achieved by pupils have improved. Consequently there are no key issues. However, there are two minor issues that the headteacher, governors and staff should address:
- (1) Review the arrangements for information and communication technology to ensure pupils have greater opportunities to practise their skills following a direct teaching lesson.

Paragraphs: 7, 20 and 109.

- (2) Provide greater opportunities for pupils to learn about the ethnic and cultural diversity of British society through religious education, art and design and music.

Paragraphs: 37, 92, 116 and 127.

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	32
Number of discussions with staff, governors, other adults and pupils	38

Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	1	9	17	5	0	0	0
Percentage	3.1	28.1	53.1	15.6	0	0	0

The table gives the number and percentage of lessons observed in each of the seven categories used to make judgements about teaching. When the total number is substantially less than 100. Care should be taken when interpreting these percentages as each lesson represents more than three percentage points

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)	96
Number of full-time pupils known to be eligible for free school meals	6

FTE means full-time equivalent.

Special educational needs	YR – Y2
Number of pupils with statements of special educational needs	0
Number of pupils on the school's special educational needs register	30

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

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	12
Pupils who left the school other than at the usual time of leaving	11

Attendance

Authorised absence	%
School data	6.3
National comparative data	5.6

Unauthorised absence	%
School data	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 (Year 2)

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	2001	10	14	24

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	9	10	10
	Girls	13	13	12
	Total	22	23	22
Percentage of pupils	School	92 (89)	96 (91)	92 (91)
	National	84 (83)	86 (84)	91 (90)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	10	9	10
	Girls	13	12	13
	Total	23	21	23
Percentage of pupils at NC level 2 or above	School	96 (89)	88 (91)	96 (94)
	National	85 (84)	89 (88)	89 (88)

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

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	1
Black – African heritage	0
Black – other	0
Indian	0
Pakistani	0
Bangladeshi	0
Chinese	0
White	59
Any other minority ethnic group	0

This table refers to pupils of compulsory school age only.

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.

Teachers and classes

Qualified teachers and classes: YR – Y2

Total number of qualified teachers (FTE)	5.1
Number of pupils per qualified teacher	18.8
Average class size	21.5

Education support staff: YR – Y2

Total number of education support staff	4
Total aggregate hours worked per week	98

Financial information

Financial year	2000/2001
	£
Total income	285259
Total expenditure	271996
Expenditure per pupil	2925
Balance brought forward from previous year	13987
Balance carried forward to next year	27250

Recruitment of teachers

Number of teachers who left the school during the last two years	1.0
Number of teachers appointed to the school during the last two years	1.0
Total number of vacant teaching posts (FTE)	0
Number of vacancies filled by teachers on temporary contract of a term or more (FTE)	0
Number of unfilled vacancies or vacancies filled by teachers on temporary contract of less than one term (FTE)	0

FTE means full-time equivalent.

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	95
Number of questionnaires returned	19

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	84	16	0	0	0
My child is making good progress in school.	89	11	0	0	0
Behaviour in the school is good.	53	42	0	0	5
My child gets the right amount of work to do at home.	53	42	5	0	0
The teaching is good.	79	16	0	0	5
I am kept well informed about how my child is getting on.	42	47	5	5	0
I would feel comfortable about approaching the school with questions or a problem.	89	11	0	0	0
The school expects my child to work hard and achieve his or her best.	74	21	0	0	5
The school works closely with parents.	53	37	5	0	5
The school is well led and managed.	74	21	0	0	5
The school is helping my child become mature and responsible.	74	21	0	0	5
The school provides an interesting range of activities outside lessons.	42	26	11	0	21

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

- 60 The Foundation Stage is a strength of the school because a high percentage of teaching is very good which has a significant impact on the good progress children make. There have been good improvements in the provision and teaching for children in the Foundation Stage since the previous inspection. There are 19 younger children in one Reception class and 13 older children in the mixed Year 1 / Reception class, all of whom are already five. Positive links have been established with the parents through daily contact and a very good induction programme prior to the children coming to school. Children are very soon settled and get used to school routines. Many have had pre-school experience prior to starting school. When children enter the Reception classes, their attainment is below average and what is expected for children of their age. However, there are a few children whose attainment is considerably below average and already on the Register for special educational needs. The entry testing data confirm this attainment profile. Children make good progress and, by the end of the Foundation Stage many are well prepared to start Year 1 work.
- 61 There is a good curriculum in place for the children in the Reception class and for older Reception children in the mixed-age class. Similar opportunities are offered to each group of children and there is very good access to the Foundation Stage curriculum. This is an improvement since the previous inspection. It is well structured to ensure coverage of each area of learning. This helps all children make good progress. Excellent teamwork between the class teachers and the classroom assistants helps to create a safe, secure and stimulating environment, where effective learning takes place. The arrangements for teaching literacy and numeracy are good; children are taught in small groups following a whole-class introduction while other children have opportunities to work and play in activities, both inside and outside the classroom. Assessment arrangements are good. The information available, such as the entry data, is used well to ensure children are set appropriate work and identify those that need extra support. Consequently, all children, including those with learning difficulties, are supported very well, which greatly enhances their learning.

Personal, social and emotional development

- 62 Children's personal, social and emotional development is given a high priority to very good effect. Teaching is very effective in this area which helps most children make very good progress and, as a result, most are likely to reach the early learning goals by the end of the Foundation Stage, with a considerable proportion exceeding the expectations. Classroom organisation and the management of children are very effective. All staff have very high expectations of the children. This has a positive impact and consequently behaviour and attitudes to learning are very good and children respond positively to instructions, although there is a very small minority that have to be checked more frequently to ensure they listen and attend appropriately. This is done unobtrusively by both the teachers and classroom assistants. There is strong promotion of personal development, with an emphasis on sitting quietly and taking turns. They are confident, friendly and form very good relationships with adults and one another. Adults encourage the children to be independent. For example, very good routines have been established as children select an activity from inside and outside the classroom to go to later. The children sensibly select their independent learning activities noticing whether there are too many children already in an area. This gives them good opportunities to use their initiative and work independently and make choices about their activities. Good opportunities exist for the children to play together, particularly in the role-play and construction areas and on the computers. They share toys and equipment and co-

operate well, for example, when working in the sand, ensuring they both have a construction workers hat and goggles on, whilst building houses for the 'Three Little Pigs' out of twigs and straw. Children are expected to tidy up at the end of sessions and put on their coats and fasten them; this helps them learn routines that will help them later.

Communication, language and literacy

63 On entry to school, children's communication, language and literacy skills are below average although there is a little higher attainment. The quality of teaching is very good; this helps children make good progress and learn effectively. By the end of the Foundation Stage, many will achieve the early learning goals, with a few reaching higher levels although a few will not achieve the goals. Children enjoy looking at books and understand how books are organised. They are beginning to understand that print conveys meaning, where the title is and that an illustrator draws the pictures. The higher attaining children read simple text with good understanding and accuracy. Teaching of basic skills is very good and children are given very good opportunities to practise their skills through a variety of interesting activities. The teachers have a very good understanding of how young children learn and make learning fun and appropriate. This helps all children make good progress. During a literacy lesson the teacher introduces the book 'Wibbly Pig' in a way which captivates the children's imagination. She creates anticipation and enjoyment as she very carefully opens the flaps to find out what is underneath. Very good attention is paid to developing children's literacy skills in all areas of learning. Very good opportunities for speaking and listening and personal development are given in the role-play areas, when children work out who is going to be the shopkeeper with a comment from one child 'if you see a customer standing there, tell me'. Children are given good opportunities to write in a variety of ways and encouraged to recognise and write their own name on their work. The higher attaining children are beginning to write in simple sentences using a neat script. All children attempt to write lists or labels, using words or symbols, such as what is inside their lunch boxes.

Mathematical development

64 When children enter the Reception classes, their attainment in mathematics is below average. The quality of teaching of mathematics and the provision for the development and awareness of mathematical language are good. The teachers have a secure knowledge and understanding of mathematics and make learning fun. The children make good progress and most are likely to achieve the early learning goals by the end of the Foundation Stage but a few will not. There is a good balance between practical activities and work that is recorded. Children are developing an understanding of measurement, pattern and shape as they build using three-dimensional shapes and make beds for the 'Three Bears'. They are introduced to block graphs when their favourite food is recorded and they sequence the main events in their day. The pace of the lessons and an interesting variety of activities maintain the children's interest and they are keen to take part. The use of resources, including the outside area, helps to promote learning in mathematics well. Effective organisation ensures that tasks are well matched to prior achievement and helps to reinforce number concepts well, such as consolidating the order of numbers, 1 to 20. The lessons observed were very well planned and much thought had gone into lessons to ensure individual needs were met. The most able children count and order numerals to at least 30 and practical tasks help them to subtract numbers from 20. Average children work within 20 and begin to recognise and use some coins. There is very good reinforcement of mathematical concepts using ICT as individuals use a program involving counting on and back. The teachers promote learning well with their enthusiasm and helps children acquire positive attitudes to mathematics.

Knowledge and understanding of the world

65 Provision and teaching for children to develop knowledge and understanding of the world around them are very good. From teachers' planning there is an appropriate promotion of religious education as the children are taught about the Christmas story and introduced to Bible stories. Children's learning is promoted very well in other areas and they make good progress and, by the end of the Foundation Stage, most are likely to achieve the early learning goals. Scientific concepts are developed when they explore the properties of magnets and make simple circuits. They learn about the properties of sand and water, playing inside and outside, when they pour from and fill containers. It is evident from the planning, photographs and displays that children experience a good range of activities that give them a good basis for their later learning in science, history and geography. Visits are used to support children's learning well in geography. Good resources borrowed from Chichester museum help children develop an awareness of the past. They are encouraged to use their senses when they describe old and new teddies and dolls. Particularly good links are made with literacy, numeracy and art and design which help to reinforce children's knowledge of the world. There is very good acquisition of new knowledge as a direct result of very effective planning, use of resources and first-hand experience. For example, children work with adults to create houses for 'The Three Little Pigs' using straw from the local thatcher, twigs and bricks. Not only do they learn about the construction with a variety of materials but also have to use their thinking skills to work out the best way to join materials to provide a suitable shelter. Children are given good opportunities to develop their technological skills when they use tape recorders to listen to stories and songs. They work on computers and use a mouse to place items accurately on the screen and create their own portraits using a graphics program.

Physical development

66 Overall teaching is good which helps children make good progress and most are likely to attain the early learning goals in physical development by the end of the Foundation Stage. There are good links with other areas of learning, particularly personal and social development when they work together with a partner. The majority of children enter the hall appropriately, listening attentively and follow instructions. They are being taught a good awareness of health and safety issues in physical education as they warm up by moving around on different parts of the body or younger ones by playing games. Older children are moving with developing co-ordination and control when they link simple movements on the floor and apparatus. Younger children respond well in the hall and are developing an awareness of space and are careful of others. Their throwing and catching skills are developing well. They try hard when working with a partner and their skills improve during the lesson. There are well-planned activities for the children, particularly to promote physical activities in the outside area for all the children. There are large wheeled vehicles, available on some days, and an area designated just for the Reception children. Good opportunities help them to catch and throw balls and hoops and develop good eye-hand co-ordination. Dexterity is developed through the handling of objects, when working in sand and water, using playdough and painting. Children handle scissors, glue, pencils and brushes successfully and, from the time they start school in September, their writing, cutting and sticking skills develop well.

Creative development

67 Children make good progress and many are likely to attain the early learning goals by the end of the Foundation Stage. Teaching is very good and creative development is promoted well. Children learn about colour, pattern and texture in two- and three-dimensional representations. Children have good opportunities to mix their own colours and paint good representations of pigs. An older child used a darker shade of pink on the

pig's tail this was 'because he got his tail dirty'. They enjoy art and try very hard. Good skills teaching are evident. Children are encouraged to look carefully at texture and other artists' work, for example the picture of 'The Hare' by Durer before they complete their pictures of teddies. Older children are introduced to colour washes and create effective outlines of winter trees. Children's work is highly valued and displayed very well to make a stimulating learning environment. Opportunities for role-play are very good. Children have good opportunities to play in the shop as they decide who is the shopkeeper and they discuss how to organise the vegetables, lining up the carrots and turnips. There are very good resources to promote creativity and imaginative play. Particularly good clothes help to create characters in 'The Three Little Pigs' story as one boy puts on the wolf's fur coat, mask and politely asks for help to attach his claws! All adults successfully intervene which helps to develop children's activities, providing some direction to their play. Music is incorporated into many activities, across the areas of learning, as well as having dedicated music sessions. Younger children use a range of percussion instruments to generate sounds and effects appropriate to the story of 'The Three Little Pigs'. This they do successfully, identifying striking, shaking and brushing sounds and respond to basic signals from the teacher including start, stop and increase/decrease the volume with due regard for the contributions of others.

ENGLISH

- 68 The previous report indicated that standards in English were at least in line for seven-year-olds. The school has made good progress in all aspects of English and standards have improved and are still improving. These better results are associated with the effective implementation of the National Literacy Strategy and a strong commitment to raising attainment in the school by staff and governors. There has been good monitoring of planning, teaching and learning, and assessment and tracking of pupils' progress which is an improvement since the previous inspection. The quality of teaching has improved and the majority of teaching observed was very good. There are good procedures for assessment, and effective use is made of the information gathered to set school and individual literacy targets.
- 69 Inspection findings from current and previous work show attainment in English to be above the national average by the end of Year 2 in writing and in line with the national average in speaking and listening and reading. All pupils, including pupils with special educational needs, make good progress from a low starting point. Many children enter school in Reception with below average skills in communication, literacy and language. There is no significant difference in the attainment of boys and girls. Work is very well matched to pupils' needs and their prior attainment. This ensures that higher attaining pupils are very well challenged as evident in some of the high quality teaching and learning. Some pupils in Year 1 have extra help through the Early Literacy Support groups (ELS) which is helping to raise their achievement. Recently the school adopted Progression in Phonics (PIPS) programme to raise achievement in spelling and word knowledge, this has led to pupils applying their skills effectively when writing.
- 70 Standards of attainment in speaking and listening are in line with the national average. Teachers provide pupils with good opportunities to ask and answer questions, to listen and respond to others, to present their own ideas and opinions clearly. High expectations and effective discipline ensure pupils listen attentively and build on each other's responses whilst waiting for their turn to speak. The pupils are confident and friendly and want to communicate; this helps them to make good progress. Teachers encourage pupils to use the correct terminology, not only in literacy, but in other subjects as well. For example, in mathematics there is a good focus to extend pupils' vocabulary and a focus upon key mathematical words routinely in lessons. The vast majority of pupils listen well, this helps them to make predictions about stories, talk readily about illustrations, recall the main points of the story and describe the actions of characters

with clarity. This was illustrated in Year 1, when pupils discussed the layout of a cartoon version of 'The Fox and The Stork' and recalled the moral of the story.

- 71 By Year 2, two-thirds of pupils read securely at the average level in reading with accuracy and fluency. The school promotes reading well as all pupils demonstrate obvious enjoyment when reading and sharing books. In all classes, basic reading skills are developed well, as pupils link letters with sounds and recall words by sight. In Year 1, pupils make good progress, with more confident readers starting to self-correct their reading. Learning moves on well in Year 2, where pupils read with understanding in an accurate and fluent way. They talk readily about books they enjoy, including poetry. Most pupils with special educational needs make at least satisfactory progress. However, the school has identified that some do not understand the text sufficiently in order to predict and recall information. Pupils, by Year 2, have a good understanding of the role of the author and illustrator, the contents page and index. However, a few less capable readers are confused about the difference between fiction and non-fiction books. Average and higher attaining pupils have satisfactory dictionary skills and understand where letters come in the alphabet. The recently developed library provides an inviting, stimulating area of good quality, well-chosen books. This helps older pupils to be independent and visit the library to select their own books.
- 72 Writing is a strength of the school. Very good skills teaching is a feature throughout Years 1 and 2 and helps pupils make good progress. Pupils make good progress through Year 1 and this continues through Year 2. Because pupils with special education needs are given good support, they achieve well and make good progress in their writing. Teachers offer their pupils a good range of work within literacy and in other subjects. They encourage them to write in a variety of forms. Pupils write instructions, for example 'How to make a Banana Smoothie Drink' in Year 2, lists and posters linked with 'Ourselves' science topic in Year 1 and use a reporting style in design and technology. One of the reasons standards are above average in writing is pupils are given good opportunities to write at length in both Years 1 and 2. This is clearly illustrated by the story of the 'Gun Powder Plot' written in history. The higher attaining and average pupils write their stories with good punctuation and sensible attempts at spelling words. Their work is ordered well and ideas are developed well through the story. All pupils are joining their writing neatly; this is impressive and links with the very high standards of presentation that is insisted upon by the headteacher and teachers. Pupils make appropriate attempts at spelling using their knowledge of sounds when writing their news, stories and poems. The higher attaining pupils in Year 2 work at a particularly high level and all pupils work hard, are interested and very motivated. Information and communication technology is used appropriately to support learning in the lesson. In Year 2, pupils use word processing to write their story, they have satisfactory skills to be able to set out their work and use correct keys to ensure they use punctuation appropriately.
- 73 The quality of teaching is very good. Lessons in literacy are very well planned with additional times in the week for group reading and handwriting. Work is built on well on what most pupils can do already and this is supported by the good assessment within the lesson and over a period of time. The school's very good procedures for behaviour management, which are consistently applied by all staff, mean that the management of pupils is very good. This aspect is considerably enhanced by the excellent relationships teachers have with pupils. Very good attention is given to including all pupils well in learning. The support given by the very well qualified classroom assistants is excellent. This is specially so for pupils with special educational needs. The classroom assistants help to explain things during introductions and pupils are encouraged to prepare their answers before answering in front of the whole class. This gives significant support to their self-esteem. Homework is given to pupils, including reading for both year groups and learning spellings for older pupils but not all pupils receive the help and support at

home that they need. This ultimately effects some pupils' progress in reading, particularly those with reading difficulties, as they do not have the practise they require.

- 74 The co-ordinator provides very good leadership for the subject. She, along with the headteacher, has monitored the effectiveness of teaching, learning and planning. Standards of reading have been identified as a priority on the school improvement plan. The school has analysed previous national test papers and identified that reading comprehension skills needed improving. This is linked to some lower attaining pupils' inability to use language and understand the text sufficiently in order to predict and recall information. The school has made good improvement in aspects of the subject and is in a powerful position to continue to improve the good standards pupils already achieve.

MATHEMATICS

- 75 The majority of pupils enter school in the Reception classes with mathematical skills which are lower than those expected for pupils of this age and a significant proportion have special educational needs. Most make good progress as they move through the school and by the end of Year 2 achievement is in line with the average. There was no significant difference in the attainment of boys and girls in the National Curriculum tests or in the lessons and work observed during the inspection. Pupils with special educational needs are sensitively and effectively supported and such pupils also make good progress. Higher attaining pupils are suitably challenged and have extension work to complete during the lesson. This helps them to achieve well as evident in the above average number of pupils attaining the higher level in the National Curriculum tests. This is an improvement on the previous inspection, where such pupils did less work than they were capable of. The quality of learning is good for all pupils regardless of prior attainment.
- 76 The school places considerable emphasis upon mathematics and there is proper attention to the development of sound understanding of mathematical principles. The school works hard to extend pupils' vocabulary and a focus upon key mathematical words is routinely included in lessons. By the end of Key Stage 1, most pupils count to 100 and beyond, accurately mentally add and subtract numbers to ten and, sometimes, beyond. The proportion who are beginning to understand place value, use some of the multiplication tables, employ the appropriate operation when calculating and understand halves and quarters is in line with the national average. A majority identify the common two and three-dimensional shapes and describe some of their features and properties. Most collect information systematically and construct simple graphs to illustrate their findings both in mathematics and in other subjects. Pupils are beginning to use standard and non-standard measures of weight, capacity and length accurately. Higher attaining pupils clearly understand and measure using kilograms and grams. All pupils make independent decisions as they use and apply their mathematics to solve problems.
- 77 Pupils make satisfactory use of their mathematical knowledge in other subjects. Such as, in a Year 1 science lesson, when pupils use magnets. They record their results on a simple chart. In Year 2, pupils use a timeline to gain an understanding of events a hundred years ago. There is appropriate use of information and communication technology to support learning. For example, in Year 1 programs are used to reinforce odd and even numbers and mathematical vocabulary and in Year 2, pupils' favourite fruit drinks are presented in block graphs.
- 78 The quality of teaching is good. Teachers are conscientious in the support which they provide and display awareness of the individual needs of their pupils. Lessons focus

sharply upon promoting the underlying mathematical understanding and teachers demonstrate good subject knowledge. A good range of activities to support learning and help to sustain interest are used. Good quality planning contains the precise objectives of the lesson. When these are shared with pupils it helps to create a sense of purpose and achievement. In the better lessons, the need for pupils to articulate their mathematical reasoning is well understood and is used effectively to help deepen language and mathematical understanding. This was demonstrated well in a lesson relating to simple equations where the discussion, the purposeful pace and the positive attitudes of the pupils combined to promote good progress.

- 79 The effect of the consistently good teaching is to promote enthusiasm for the subject. Almost all pupils enjoy the subject and have an extremely positive attitude. Most pupils, including the youngest, collaborate productively. They work hard, sustain concentration and often become absorbed in the task. Most will persevere to overcome problems. In several lessons, pupils responded particularly well with thoughtful discussion and a real determination to do well. These good attitudes mean that there is little loss of productive time during lessons and this has a clear-cut impact upon the quality and pace of their learning. Overall, the response of pupils to mathematics is good.
- 80 The co-ordinator provides thoughtful and committed leadership. She is helping to foster a collaborative drive for sustained improvement. The school has implemented the National Numeracy Strategy with commitment and rigour. All teachers have a clear understanding of the rationale of the strategy which is properly reflected in planning and lessons. The thoroughness with which the Numeracy Strategy has been introduced together with consistently good teaching is having a direct and positive influence upon the learning and standards.
- 81 Teachers know their pupils well and this enables them to assess day-to-day progress accurately and to respond meaningfully. A good range of formal tests is used to monitor individual progress and results are thoughtfully analysed so that the strengths and weaknesses of the programme can be identified. Teachers establish individual and group targets as a result of this analysis. Overall, the procedures for assessing pupils' work are good and their influence over what is taught next are very good.
- 82 The previous Ofsted report indicated that the majority of pupils attained average standards but found that some pupils required more challenging work. Work which extends the higher achieving pupils is now set regularly and such pupils achieve well. There has been a good response to the shortcoming identified at the time of the last inspection.

SCIENCE

- 83 Science is well taught and pupils make good progress as they move through the school. Pupils acquire good knowledge and skills in Year 1. These are built upon in Year 2, so by the time pupils reach the end of Key Stage 1, their achievement in science is above average.
- 84 Pupils in Year 2 can identify a range of common materials and describe some of the similarities and differences. They are aware of some of the changes which can occur to materials and undertake simple classification. They understand some of the elements essential to life and how humans change as they grow. They are aware of the parts of a plant and are beginning to understand the nature and effect of forces such as pushing and pulling. With support, most pupils can plan and record experiments using a scientific structure. Pupils are encouraged to hypothesize, predict outcomes and to reach conclusions based on evidence and they display good levels of independence in these investigational skills. Almost all have good understanding of the importance of fair testing.

This was clearly illustrated when Year 1 pupils devised tests to find materials that might be suitable to make a raincoat for Barnaby Bear. There are good cross-curricular links as pupils write reports about healthy eating and record their findings about magnets in charts. There is satisfactory use of ICT to support the subject.

- 85 The majority of pupils enter the school with scientific knowledge and understanding which is below what might be expected for their age. The school works conscientiously to build scientific understanding and to enrich pupils' experience. These efforts result in pupils making good progress as they move through Key Stage 1, including those with special educational needs who are sensitively and effectively supported. Teachers and classroom assistants work particularly effectively to ensure pupils make good progress in their scientific knowledge and understanding. Pupils who are capable of higher achievement are encouraged and given opportunities to extend the depth of understanding. This was illustrated when higher attaining pupils clearly understood that magnets attract metals but they realised that this did not apply to all metals.
- 86 Teaching is good and this results in good advancement. The relationships between teachers and pupils are productive and class control is secure. There is effective use of scientific inquiry as a means of developing knowledge and understanding across the various aspects of the subject. This good teaching promotes the positive attitude which most pupils have towards science. With very few exceptions, pupils concentrate well and work industriously. Interest in scientific inquiry is demonstrated by almost all pupils. Pupils collaborate productively when engaged in practical work and are keen to demonstrate their growing knowledge by answering in class and by contributing to discussion. Overall, pupils' attitude to science is good.
- 87 The co-ordinator provides committed and informed leadership. This is giving clear direction for sustained improvement. There is suitable balance between the required aspects of the subject and experimental work is given proper emphasis. Learning is systematically assessed and the information gained is used well in evaluating effectiveness and in determining what should be taught next. The previous Ofsted report stated that standards were above average; this position has been maintained.

ART AND DESIGN

- 88 The attainment in art and design of seven-year-olds exceeds that expected for their age. This is an improvement since the last inspection when pupils were attaining standards that were expected nationally. This is a good achievement for the school considering the focus on raising standards in the core subjects. The headteacher and the staff are determined that art and design in the school should have a high profile in the school. The school has recently identified able artists and the co-ordinator gives these children further opportunities by working with them in art club. Their work on flowers, after famous artists, such as Georgia O'Keeffe is particularly effective. The good progress pupils make in the Reception classes continues through Year 1 and 2.
- 89 Pupils make good progress in Years 1 and 2, as they express their ideas through a range of different experiences in art and design. They have regular access to textiles, paint, pencils, pastels and learn how to mix colours, and from an early age apply paint with care. An extensive range of work has been produced already this year. There are particularly good links with other subjects as identified at the time of the previous inspection. For example, as part of the topic about food, pupils used batik techniques to create their picture of bread and produced carefully drawn pictures of apples using pastels. Following a visit to the Minerva theatre to see a play based in Iceland, Year 2 pupils create snowy scenes showing the isolation of a cottage and paint pictures of volcanoes using a range of suitable colours. There is good progression of skills as well as a variety of techniques used to represent one idea. In Year 1, pupils take a photograph

of part of the attractive old school building, from this they sketch, with considerable care, the patterns of the bricks and stones. They also represent their ideas in rubbings and use paint to create repeating patterns. Fine pencil work is developed from the youngest children in Year 1 as in a 'Three Little Pigs' picture with the wolf and the three houses drawn with considerable care and detail. In Year 2, detailed dragons were imaginatively drawn with a good choice of colour.

- 90 Teaching in art and design is good and pupils are challenged to undertake new experiences and experiment with different ideas. Teachers have good subject knowledge and understanding and are confident to demonstrate techniques and skills where appropriate. Classroom assistants offer good expertise and work well with the children. High expectations and effective skills teaching, help pupils learn well in art and design and this gives them a good basis upon which to work. Pupils are encouraged to reflect on their work and make improvements with very good attention to the finished work. The way teachers present art work shows pupils that their efforts are valued and appreciated. Pupils gain self-esteem and confidence as they proudly share their work and thoughts about art and design. Appropriate use is made of day-to-day assessment to plan subsequent work, and a system is being developed to assess pupils' skills or progress over time.
- 91 The co-ordinator is fairly new in post, but has great enthusiasm and expertise to continue the good quality work already found in the school but also to extend the range and experiences. She has developed a good art and design curriculum that is broad and rich, as well as now being better planned to give pupils experience of different techniques and media, including working with three-dimensional material, such as clay. It builds well on pupils' previous knowledge and skills and so they make good progress in their learning as they move through the school. She is developing the use of sketchbooks with her Reception children and using them well, this is to be reviewed and extended throughout the school. Recent developments in the teaching of ICT supports work in art appropriately as pupils use a digital camera to take photographs of the school building in order to be able to draw the patterns of the bricks and stones. Particularly good use is made of ICT, as the teacher introduces a lesson in Year 1, and encourages pupils to look for patterns and shapes in the environment. However, there is less imaginative ICT graphic work than is often seen for pupils of a similar age. Pupils' learning in art and design also supports their work in mathematics well, as symmetrical and repeating patterns are created.
- 92 The subject makes a good contribution to pupils' spiritual and social development, through the richness of interesting and stimulating displays of pupils' and other artists' work, for example Lowry. The pictures capture the essence of the style with good representations of the houses, industrial buildings and people. Social development is promoted well in the development of pride in pupils' achievement as well as encouraging good co-operative work. Some attention to art and design from non-western cultures is given, such as the Chinese New Year, but this is an area less well developed and represented in the school. The displays of pupils' artwork are highly valued and significantly enhance the learning environment in the school.

DESIGN AND TECHNOLOGY

- 93 Pupils achieve levels of knowledge and skills in design and technology which are appropriate for their age. This is similar to standards achieved in the previous inspection. They are able to select from a satisfactory range of materials when designing and making products and proper consideration is given to the purpose of each item and to the subsequent design and construction. Pupils are competent in their ability to relate what they are making to what they planned. In Year 1, for example, pupils produced annotated plans which guided their construction of a coach for Cinderella. Overall, skills

associated with design and technology are satisfactorily developed. The quality of learning is satisfactory and the majority of pupils, including those with special educational needs, make sound progress.

- 94 Although the number of lessons observed was limited the available evidence indicates that teaching is satisfactory. Teachers are clearly aware of the essential elements of design and technology such as providing opportunities for original and creative generation of ideas. Teachers successfully include material to develop knowledge associated with simple mechanisms and structures and how products can be refined and improved. For example, when designing a vehicle in Year 2 and amending it to improve the structure.
- 95 Pupils' attitudes to the subject are good. They are interested and motivated in their work which they discuss with animation. They concentrate well and persevere to overcome problems. Collaboration is particularly productive.
- 96 The school has adopted national guidance to assist teachers' planning. This helps teachers to plan the development of skills and to ensure that learning occurs systematically. There is satisfactory management of the subject and the co-ordinator has a clear understanding of her role and has suitable subject expertise .
- 97 The previous Ofsted report made some criticism of the development of skills but this has been satisfactorily addressed through the well-defined programme which is now in place.

GEOGRAPHY

- 98 Although no lessons were observed during the inspection the available evidence confirms that standards in geography are similar to the national expectations. The quality of learning is good and pupils, including those with special educational needs, make good progress.
- 99 At Key Stage 1 pupils have a rudimentary awareness of the features and development around the school. Older pupils are beginning to gain knowledge relating to the countries and main features of the United Kingdom. Competencies associated with the use of maps, such as how roads and buildings can be represented on a plan, are understood and contrasts between different forms of settlement. The imaginary island of Struary provides a rich source of learning. Overall, pupils' depth of knowledge in these areas is broadly in line with that expected of pupils of similar ages. Given that many pupils join the school with limited relevant experiences, the standards achieved constitute good progress.
- 100 Although no lessons were observed at Key Stage 1 other evidence signifies that teaching is good. Teachers offer a range and quality of work that gives the subject proper emphasis to ensure pupils' geographical knowledge is secure. No judgement was made in respect of pupils' attitudes.
- 101 What is to be taught to each year group is well defined and teachers have exact guidance when planning their programmes. Specific geographical skills are taught but there are also good cross-curricular links that are established through the topic approach that the school has adopted. An example is the topic relating to transport, which helps to show how the development of vehicles has influenced mobility. The co-ordinator has satisfactory expertise and an appropriate awareness and direction the subject needs to take. Geography has a secure place in the curriculum; a comprehensive programme is based on national guidance and delivered with proper emphasis upon both knowledge and geographical skills. Assessment is being incorporated appropriately to assess the progress the pupils are making.

- 102 The previous Ofsted report stated that pupils reached average standards; this has been maintained.

HISTORY

- 103 The levels of historical skills and understanding acquired by pupils in Key Stage 1 is higher than that expected and pupils make good progress as they move through Years 1 and 2. This is similar to the findings in the previous inspection.
- 104 By the end of the key stage, pupils identify some of the changes which have occurred over time in such subjects as transport and education. They have a good understanding of chronology for their age. They are able to investigate, interpret and explain the past using simple sources of information such as photographs, books and personal accounts. They have good knowledge of some important events in the past such as the fire of London. Satisfactory use is made of ICT to support learning as exemplified by pupils' use of particular fonts to replicate old documents. There are particularly good links with literacy as pupils write imaginatively about the 'Gun Powder Plot' in Year 2. Pupils with special educational needs are well supported and such pupils also make good progress.
- 105 Although the number of lessons observed was small the overall evidence indicates that the quality of teaching is good. Lessons are conducted at a purposeful pace within a productive working atmosphere. Teachers work hard to make the material meaningful. In a practical Year 2 lesson, for example, pupils were challenged to think creatively, to offer opinions and to make interpretations about schooling as it was many years ago. This had the effect of motivating pupils and of enhancing their learning and enjoyment of the subject. Pupils' attitudes are good. Most are interested in the subject and discuss their work with animation. They collaborate with other pupils in a mature and responsible fashion. Concentration is sustained.
- 106 Published guidance forms a sound basis for teachers to arrange what should be taught and when, and extension work is identified for higher attaining pupils. The programme is planned appropriately over a two-year cycle in order to address the problem of mixed year classes. The available evidence indicates that a substantial and balanced history programme is delivered. The co-ordinator offers sound leadership in the subject and a satisfactory awareness of the direction the subject is taking. The curriculum is enriched by the use of borrowed resources from Chichester Museum and visitors coming to talk to the children about their experiences.
- 107 The last Ofsted report showed standards in history to be above average and pupils made good progress because of good teaching overall. This position has been maintained as evident from the present inspection findings.

INFORMATION AND COMMUNICATION TECHNOLOGY

- 108 Standards in information and communication technology (ICT) at the end of Key Stage 1 are in line with those expected. This is similar to the findings in the last inspection. Pupils at the end of Year 2 display sound competencies in basic keyboard skills and have satisfactory levels of proficiency in word processing. The ability to save and retrieve information, with support, is secure. Most pupils are able to select options when investigating on-screen situations and use 'painting' programs with appropriate skill. Given support, most enter data and present findings successfully using simple graphical representations. There is satisfactory use of ICT to support learning in other parts of the curriculum. The use of a mathematics program in Year 1, for example, provided valuable extension of the main class work relating to counting on and back.

- 109 The quality of learning is satisfactory and the majority of pupils, including those with special educational needs, make satisfactory progress as they move through the school. The school has recently made major improvements to the provision for information and communication technology and is placing more emphasis upon the direct teaching of skills. Despite this significant investment in resources the number of machines still does not allow all pupils to have immediate 'hands on' experience of the taught skills and it may be some days before the appropriate follow-up activity can take place.
- 110 Teaching is satisfactory overall. Teachers have good levels of expertise following extensive training. Lessons are carefully planned and the purpose of each lesson is shared with the pupils. Class management is very secure and relationships between teachers and pupils are warm but purposeful.
- 111 Throughout the school, pupils display very good attitudes to ICT. Almost all pupils strive to achieve the desired outcome and interact well with each other and with staff. There is productive co-operation and behaviour is mature and responsible. Almost all pupils clearly enjoy their work and this contributes significantly to progress and standards.
- 112 The school has made a substantial financial investment in order to promote ICT. In addition to these improvements a well-structured programme is now in place which describes what should be taught and when. Alongside this programme pupils' skills in ICT are assessed against levels in the National Curriculum. A direct result of these initiatives is that the majority of pupils are making satisfactory progress as they move through the school. The school charts individual experience and progress and this is helping to ensure that every pupil receives his or her entitlement.
- 113 The co-ordinator offers good leadership and had set a clear direction for the subject. This has led to good improvements in ICT. The last Ofsted report was generally favourable although it criticised the use of ICT to support other subjects. Since then the requirements and prominence of ICT within the National Curriculum have been greatly increased. The school is steadily increasing the use of ICT in other subjects, such as in literacy, mathematics, science and art and design. In addition there has been a significant improvement in resources, what is to be taught is more clearly defined and teachers maintain good records of pupils' progress. Overall, the school has made good progress in responding to the issue in the previous report.

MUSIC

- 114 The previous inspection report found pupils' attainment to be in line with national expectations by the end of Key Stage 1. Pupils, including those with special educational needs, made satisfactory progress overall. These standards have been maintained and pupils' attainment is in line with national expectations by the age of seven in performing, creating and developing musical ideas. Unfortunately, very little singing was heard to make a judgement on the quality but from planning and discussions with teachers, pupils do have appropriate opportunities to cover all the elements of the music curriculum.
- 115 In Year 1, pupils perform actions to accompany the poem 'Happiness'. The teacher's clear directions and enthusiasm helps pupils make good progress during the lesson as they tap the instruments at the appropriate time as directed. They take turns well and handle the instruments carefully. Good planning and systematic teaching of musical skills help pupils learn well as Year 2 pupils build on their knowledge of clapping in time, from the previous lesson. Pupils have good opportunities to explore sounds in a methodical manner as they carefully watch a bubble burst, then clap. They enjoy this activity and are delighted when the teacher blows several bubbles. This helps to focus pupils' attention as they become fixed on their chosen bubble. Gradually during the

lesson pupils learn to make a sequence of sounds using humming while their bubble floats, followed by a clap when it bursts. This is good teaching and makes a valuable contribution to pupils' spiritual development. They work hard, evaluate their performance and after hearing their efforts recorded, decide what they need to do to make their performance better next time. Good teaching in Years 1 and 2 help children to learn well and build on previously taught skills.

- 116 Music, particularly performing and listening, makes a good contribution to pupils' spiritual and social development. Opportunities to develop cultural awareness are sometimes missed, however. For example, children learnt about the Chinese New Year but opportunities were not taken to play Chinese music. An appreciation for music is not developed sufficiently during assemblies. Music chosen for entry and exit is appropriate but does not follow a particular plan; nor is there an explanation about the pieces chosen which would extend the pupils' knowledge about music. Pupils take part in productions, which gives them good opportunities to work together and perform before an audience such as the Christmas performance. They enjoy their lessons and behave well. Because they are encouraged and their musical contributions are valued by the teachers, they try hard in lessons.
- 117 From the planning and scheme of work, there is a structured approach to teaching music based on national guidance and commercial schemes. The co-ordinator monitors planning to ensure coverage of all elements of the curriculum are in place. Recently systems have been introduced to monitor pupils' progress over time. The school uses visitors appropriately to enhance the music curriculum, for example the annual visit by the local education authority's music service gives the pupils an opportunity to hear live music and learn about different instruments.

PHYSICAL EDUCATION

- 118 The satisfactory standards that were reached at the previous inspection have been maintained for the seven-year-olds. There is no difference in standards between boys and girls and pupils with special educational needs achieve standards similar to other pupils. All the elements are covered appropriately and pupils experience a broad and balanced physical education (PE) curriculum. In addition, Year 2 pupils go to swimming lessons each week throughout the year. This not only promotes PE well, but also ensures pupils learn to swim, which is considered a priority by the school as they are situated near the coast and a river.
- 119 Throughout the school there is a good attention on health and safety aspects in PE. All pupils are trained to warm up and cool down at the end of exercise, although during the lessons observed there was no mention why this should happen and one lesson ended too abruptly. Pupils are encouraged to carry equipment correctly with a good awareness of the safety of themselves and others.
- 120 Pupils in Year 1 experiment with different ways of travelling on the floor. These movements are transferred successfully on to benches. During the lesson, pupils link movements with control and agility. They demonstrate their skills with confidence to the class. In another Year 1 lesson, pupils enjoy dance when they move with co-ordination and control and appropriate rhythm to music as they explore situations under the sea. Good intervention by the teacher and classroom assistant helps pupils to refine their movements, as they balance carefully and move their arms and legs gracefully like an octopus.
- 121 When engaged in swimming lessons, pupils' behaviour is exemplary, this is because the teachers have very high expectations. Pupils listen very well and all are very aware of health and safety procedures. The teacher has excellent subject knowledge and

expertise and with her enthusiasm, pupils learn well and are attaining higher standards in swimming than would normally be expected. They are confident and able pupils are developing good techniques as they swim. All work hard to improve and even the less confident swimmers will put their heads under water when working with the swimming instructor. Children are achieving very well and reaching good standards due to the high quality instruction.

- 122 Learning by all pupils is promoted well because attention is given to explaining how to improve performance. It could be further enhanced if more opportunities were taken to encourage pupils to comment on their own and each other's work as in a Year 2 dance lesson. All pupils are keen and they really enjoy their lessons. Most of them try hard and they are not afraid 'to have a go'. However, there are a few occasions when a few pupils in both year groups do not listen carefully enough to instructions. They mostly work co-operatively in groups although there are a few that take too long to organise themselves. Teachers use good strategies to get them back on focus.
- 123 The quality of teaching is good overall, but of very high quality when teaching swimming. In lessons, teachers use resources, including time effectively; and take time to teach and reinforce skills and safety aspects. Teachers' planning is good, but teachers do not always share the learning objective of the lesson explicitly with their pupils. Day-to-day assessment procedures are good, and assessment of pupils' PE skills to establish what pupils have learnt and identify what they need to do next to improve are currently being developed.
- 124 The co-ordinator gives sound support to her colleagues. Monitoring of teaching and learning is mostly informal, but plans are monitored to ensure coverage of the curriculum. Each aspect is taught for half a term, which gives pupils good opportunities to learn and consolidate physical skills.

RELIGIOUS EDUCATION

- 125 By the age of seven, pupils reach standards that are in line with the requirements of the locally agreed syllabus, as at the last inspection. Pupils enter school with very little knowledge of religions and awareness of others and their beliefs. There has been very little written work at the end of Year 2 but it is evident from their discussions in lessons and previous work that they had a sound knowledge of Christianity and world faiths. Overall most pupils, including those with special educational needs, make satisfactory progress in their knowledge and understanding in religious education.
- 126 By the age of seven, pupils have a sound understanding of special times and special places in Christianity. By Year 2, pupils know that the Bible is a special book for Christians and identify and take part in Christian celebrations such as Christmas and harvest. Pupils in Year 1 are introduced to Bible stories, such as 'The Lost Sheep', which is built upon in Year 2. Seven-year-olds know what a parable is and pupils show empathy for the victim in 'The Good Samaritan'. They understand the moral message and have a good understanding of right and wrong from the story. The theme is extended well by the teacher and pupils when they discuss what they can do for others, reflecting on helping elderly people at harvest, fund raising for NSPCC and donating to a charity for a school in Peru.
- 127 By seven, pupils have some understanding of world faiths as they learn about Hinduism through the story of Rama and Sita, as part of Year 1 work on Divali. Year 2 pupils learn about special books in other faiths when they study Judaism and learn about the Torah. However, this aspect of religious education teaching is more limited.

- 128 A lesson was observed in each class and teaching is satisfactory overall. Teachers sensitively handle religious issues and encourage respect for faiths and beliefs. They provide good opportunities for pupils to reflect on spiritual and moral issues and in this aspect teaching is good. For example, pupils share their ideas for a better world in Year 2 and their promises in Year 1. Pupils visit a local place of worship nearby and some religious artefacts are shared with them, however, giving direct experiences upon which to build their knowledge are limited.
- 129 Examination of teachers' plans and pupils' work indicate that pupils have sufficient time to extend their knowledge and understanding of Christianity and other world faiths. The scheme of work has been devised to take into account the locally agreed syllabus and national guidance. Planning is now better and teachers build on previously taught knowledge and skills which ensures the curriculum is covered appropriately. The co-ordinator checks teachers' plans for coverage which is an improvement since the last inspection, but monitoring of teaching and learning is mainly informal. Provision for assessment of individual pupils' progress over time is at present being developed.
- 130 Collective worship makes a satisfactory contribution to the subject and to pupils' spiritual, moral and cultural development. There is a good emphasis on celebrating and reflecting on successes and valuing individuals. The promotion of moral development strongly pervades much of the work of the school. Pupils have a strong sense of right and wrong which is evident in their values, respect for others and their very good behaviour.