

INSPECTION REPORT

**EASEBOURNE CHURCH OF ENGLAND PRIMARY
SCHOOL**

Midhurst

LEA area: West Sussex

Unique reference number: 126003

Headteacher: Mr. Arthur Bain

Reporting inspector: Natalie Moss
RGI No. 22685

Dates of inspection: 4th – 7th March, 2002

Inspection number: 194673

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

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INFORMATION ABOUT THE SCHOOL

Type of school:	First school
School category:	Voluntary controlled
Age range of pupils:	4 to 10
Gender of pupils:	Mixed
School address:	Easebourne Street Midhurst West Sussex
Postcode:	GU29 0BD
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Appropriate authority:	The Governing Body
Name of chair of governors:	Mrs. Jeanette Sutton
Date of previous inspection:	12 th May, 1997

INFORMATION ABOUT THE INSPECTION TEAM

Team members			Subject responsibilities	Aspect responsibilities
22685	Natalie Moss	Registered inspector	English Geography History Religious education Music Equality of opportunity Teaching assistants	Information about the school The school's results and pupils' achievements How well are pupils taught? How well is the school led and managed? What should the school do to improve further?
9075	Juliet Baxter	Lay inspector		Pupils' attitudes, values and personal development How well does the school care for its pupils? How well does the school work in partnership with parents?
30144	Edgar Hastings	Team inspector	Physical education Areas of learning for children in the foundation stage	
29426	David Grimwood	Team inspector	Mathematics Science Information and communication technology Art and design Design and technology Special educational needs	How good are the curricular and other opportunities offered to pupils?

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Easebourne Church of England Primary School is smaller than the average primary school nationally, catering for boys and girls from four to ten years old. Pupils move on to Intermediate schools at the end of Year 5. There are 139 pupils on roll, compared with the national average of 246. Twenty-six of these pupils are in the reception class. About three-quarters of the pupils come from the two local villages and their vicinity, areas of mixed housing, and the remaining quarter from a town estate in Midhurst. The school building has had recent extensive improvements and more are planned for this year. The proportion of pupils with special educational needs is 26.7%, above the national average, and two pupils have statements of special educational needs, close to the average. The percentage of pupils known to be eligible for free school meals is 3.8%, below the national average. There are very few pupils from ethnic minority backgrounds or who have English as an additional language. The school has five classes, three of which are mixed age groups. Pupils join the school in reception, most having experienced pre-school education. This year, a pre-school playgroup has begun to share the school's site. The level of attainment on entry to the school is broadly similar to the national average and movement in or out of the school other than at the normal times is higher than average because of movement in and out of the villages.

HOW GOOD THE SCHOOL IS

Easebourne C of E Primary School is an effective school which provides its pupils with a good quality of education. Children make good progress in the reception class and up to the age of seven and good progress by the time they leave the school at ten. Most pupils by the age of ten are likely to exceed national expectations for their age group in English, mathematics and science. Standards in all other subjects are average, except in history, where they are above average by the age of ten and information and communication technology, where they are below average at the age of seven. Overall, teaching is good in the reception class and in Years 3, 4 and 5 and satisfactory in Years 1 and 2. There are specific strengths in the teaching which help to raise standards, particularly teachers' knowledge and their effective teaching methods. The headteacher and governors provide good leadership. The school has made substantial improvement since the previous inspection. Overall, the school provides good value for money for its pupils.

What the school does well

- Standards are good overall by the time pupils leave the school at the age of ten.
- Teaching is good in reception and in Years 3, 4 and 5 and pupils in these year groups learn well.
- Pupils have good attitudes to school and enjoy the activities they experience there.
- The curriculum and provision for children in reception are good.
- Provision for pupils with special educational needs is good.
- The school offers pupils a very good range of out of school activities.
- The provision for pupils' personal development is good, particularly their moral and social development, and the school provides its pupils with good personal support.
- The leadership and management provided by the headteacher and governors are good.
- Links with parents are very good, as is the quality of information parents receive.

What could be improved

- The raising of standards by the end of Year 2 to match those reached by the end of Year 5.
- Ensuring that pupils in Years 2 and 3 are provided with work appropriate for their ages and the stage they have reached in the National Curriculum.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

Since the school was last inspected in 1997, most key issues identified then have been successfully addressed. Standards in writing and spelling have improved well and standards in mathematics, science, geography, design and technology and information and communication technology (ICT) have also risen, indicating that teachers' expectations have been raised in these areas. Teacher's knowledge in ICT and resources for the subject have improved significantly and standards are now

average by the age of ten and are close to matching it by the age of seven. Assessment is now used consistently in English, mathematics and science, though not in some other subjects, and the results of assessment are now being put to good use in planning initiatives for raising standards. Most lessons now offer an appropriate level of challenge and proceed at a good pace. The schools' curriculum framework is now consistent and organised. Schemes of work identify the necessary skills, knowledge and understanding. These are effectively monitored by subject co-ordinators and ensure that all elements of the National Curriculum programmes of study are covered. The quality of teaching in Years 3, 4 and 5 is now good. The school has received a School Achievement Award in 2001 for improving the quality of teaching and learning. The school has made good improvement and has the capacity to make further good improvement.

STANDARDS

The table shows the standards achieved by pupils at the end of Year 2 based on National Curriculum test results.

Performance in:	compared with			
	all schools			similar schools
	1999	2000	2001	2001
reading	C	B	E	E*
writing	D	B	E	E*
mathematics	C	A	E	E*

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

In the national tests for 7-year-olds in 2001, standards in reading, writing and mathematics were well below average, while those in science, judged by teacher assessment, were average. All results were very low when compared with those of pupils in similar schools, in the lowest five per cent nationally. Results in all subjects were significantly lower than in the previous year, where standards had risen to at least above average. Two factors, however, contributed to these disappointing results. The school had experienced a great deal of staffing difficulty for pupils in Year 2 in 2001, which resulted in insecure learning for these pupils. There was also a higher than usual proportion of pupils with special educational needs in that cohort of pupils. Standards in reading, writing, mathematics and science for pupils in the current Year 2 are close to national average and pupils are making satisfactory progress. Results have risen well over the last three years in reading, writing, mathematics and science, until 2001.

Standards at the age of ten for the current Year 5 are above the national average in English, mathematics and science and that pupils are making good progress and gaining a good foundation for the next stage of their education. Children in the Foundation Stage achieve national expectations and make appropriate progress. Good teaching and the introduction of the new national measures in literacy and numeracy help to explain the overall rise in standards. Standards in all other subjects are average at the ages of seven and eleven, except for history, which is good by the age of ten and information and communication technology by the age of seven, where standards are still below average, though rising rapidly.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Pupils' attitudes are good. They enjoy coming to the school and know they are valued. Most work hard and show enthusiasm for all activities.
Behaviour, in and out of classrooms	Behaviour in lessons and around the school is satisfactory. Although most pupils behave well and responsibly, there is a significant minority whose behaviour can be challenging for teachers and disruptive for other pupils.
Personal development and relationships	Pupils' personal development is generally satisfactory, as are the relationships between pupils and staff. Pupils are generally responsive and considerate, apart from a minority who do not realise the impact of

	their actions on others.
Attendance	Good. The level of attendance is above the national average and the school has satisfactory procedures in place to ensure continued good attendance.

TEACHING AND LEARNING

Teaching of pupils in:	Reception	Years 1 – 2	Years 3 – 6
Quality of teaching	Good	Satisfactory	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.

Teaching is good in the reception class, characterised by careful teaching of basic skills, good planning, high expectations, good management of pupils and time. Support staff and resources are used well. As a result, pupils' learning is effective overall. In Years 1 and 2 teaching is satisfactory. There have been many changes of staff in these classes in the last eighteen months, but teachers' knowledge and understanding in the lessons seen during the inspection was good and pupils were making steady progress. In Years 3, 4 and 5 teaching is good, particularly teachers' knowledge and expertise, their effective planning to meet the needs of all pupils, their expectations and teaching methods and their management of pupils. The teaching of literacy and numeracy is good in its effectiveness. The school meets the needs of pupils with special educational needs well overall. The school also plans some extension work for more able pupils in the later years, which helps to encourage them to achieve their full potential. Teachers' marking of pupils' work is satisfactory and homework is usually, but not always, set.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	The quality and range of the curriculum are satisfactory and they are good in reception stage, providing a broad and balanced education for pupils. There is very good provision for activities outside lessons.
Provision for pupils with special educational needs	Good. Teachers' planning meets the needs of pupils well and this, together with the good quality of support staff, contributes to pupils making good progress.
Provision for pupils with English as an additional language	The very few pupils for whom English is an additional language make satisfactory progress, in line with their peers.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Provision for pupils' personal development, particularly their moral and social development, is good. It is fostered throughout the school, through curriculum subjects and through the school's ethos. Provision for pupils' cultural and spiritual development is satisfactory.
How well the school cares for its pupils	Satisfactory overall. There are good procedures for supporting and guiding pupils and for ensuring their protection and welfare. The school promotes good behaviour and attendance satisfactorily. Procedures for assessing pupils' attainment are good in the core subjects and assessment information is put to good use in planning.
How well does the school work in partnership with parents	The school has very good relationships with parents and involves parents well in their children's learning. The quality of information provided for parents is of a high quality.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Good. The headteacher provides good leadership and is well supported by his senior staff and subject co-ordinators.
How well the governors fulfil their responsibilities	Good. Governors play an effective part in shaping the school's future and fulfil their statutory duties well. They have sufficient understanding

	of the school's strengths and weaknesses to help decide its priorities.
The school's evaluation of its performance	Satisfactory. The school evaluates its performance closely and takes appropriate action in areas of weakness. There is a strong determination to succeed and to raise standards.
The strategic use of resources	Good use is made of resources to support and improve the standards attained by pupils. The school is very successful at acting wisely when purchasing supplies or services in order to ensure value for money.

There are sufficient teachers and support staff to meet the needs of the curriculum. Learning resources are generally good. Accommodation is now very good. Imaginative management ensures that the school's accommodation is put to the best possible use.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
Their children like coming to school. Their children make good progress. Teaching is good. The school has high expectations of their children. They feel comfortable about approaching the school with questions or problems. The school gives pupils the opportunity to become mature and responsible. The range of activities outside lessons.	The information the school gives them on their children's progress is insufficiently detailed. The school does not always work closely with parents. Leadership and management of the school. The amount of homework their children receive is inappropriate.

Inspectors agree wholeheartedly with parents' positive views of the school. Some parents were unhappy with the information they receive about their children's progress and thought that the school could work more closely with parents. Inspectors judged that the opportunities provided by the school for consultation, together with the availability of the headteacher and other teachers, provided very good information and were evidence of close links between school and parents. Similarly, methods of communication with parents are very good, frequent and detailed. Inspectors agreed that homework, whilst being suitable and relevantly set, could be more consistent in use. Leadership and management are good, as is clear from the way in which the headteacher and governors have steered the school through a prolonged period of staff changes and the level of improvement achieved by the school since the previous inspection.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and pupils' achievements

1. Owing to the small size of the school's year groups, the results of national tests at the ages of seven are unreliable indicators of the standards of attainment being reached by pupils in the school and inspection evidence is of greater importance in the assessment of standards. After a good year in 2000, pupils' standards in the national tests for seven-year-olds fell to well below average in reading, writing and mathematics in 2001 and to very low in comparison with schools in a similar context, in the lowest five per cent nationally. In teachers' assessments of standards in science, results were average. The proportion of pupils reaching the higher than expected level in the tests was close to the national average in reading and writing and well below it in mathematics. These results can be attributed to two factors. The school had experienced a high level of staffing difficulty for this year group in 2001 and the year group contained a higher than usual proportion of pupils with special educational needs. In the previous two years results had risen to at least above the national average in reading, writing and mathematics and were higher than at the time of the previous inspection. There was no significant difference in the performance of boys and girls.
2. Test results at this stage in 2001 are not generally supported by the overall findings of the inspection, that at the age of seven:
 - pupils reach at least average standards in reading, writing and mathematics;
 - there is little significant difference between the standards reached by boys and girls;
 - overall, standards of attainment have improved over the last four years.
3. By the time pupils leave the school at the age of ten:
 - attainment in English, mathematics and science is above the national average;
 - there is little difference between the attainment of boys and girls;
 - there has been good improvement in standards since the previous inspection, when writing and spelling, mathematics and science were found to be below average.

By the age of ten many of the highest attaining pupils are now making satisfactory progress through the introduction of initiatives to help them to achieve their full potential.

4. When children start school in the reception class at the age of four, their overall attainment is generally in line with the national average in skills in speaking and listening, personal independence and mathematical development. Attainment in all the six required areas of learning, including knowledge and understanding of the world, physical development and creative development, progresses steadily because of good teaching. Children are attaining at least at the levels expected nationally by the time they enter Year 1, and exceeding them in some areas, especially in their mathematical skills and their creative development. Children are co-operative and friendly, both with each other and with adults. They share equipment and are generally well behaved. They listen attentively and they develop the ability to offer their own answers and ideas in discussions. They learn to count and to recognise numbers and some begin to write simple words. Children sing and play musical instruments; they use paints and crayons and learn to use computers enthusiastically as part of their creative learning.
5. By the age of seven, attainment is average in English. Attainment in speaking and listening is generally above average. Opportunities are made for pupils to listen carefully and there

is good encouragement for them to respond. Standards in reading are average. Standards in writing are also average and are improving as the school incorporates more writing practice into its teaching of the National Literacy Strategy. In mathematics, pupils are making good progress and achieving average standards. This reflects the effect of the National Numeracy Strategy and a greater emphasis on mental mathematics. In science, pupils progress well and reach standards in line with the national average. In both mathematics and science, emphasis on developing practical and investigative skills is making a good contribution to pupils' achievement. In art and design, design and technology, geography, history, music, and physical education, pupils make satisfactory progress and attain what is expected nationally at this age. In information and communication technology pupils are not yet meeting the nationally expected standards, though they are making satisfactory progress. In religious education, they meet the demands of the locally agreed syllabus. Overall, pupils make satisfactory progress in relation to their earlier levels of attainment.

6. By the age of ten, attainment is above average in speaking and listening and in reading and average in writing. Progress is good, mainly due to the quality of teaching and the impact in the last three years of the National Literacy Strategy and the booster classes the school has put in place. Attainment in mathematics is above average and is improving due to good teaching, so that progress in the subject is good. Attainment in science is also above average and is steadily improving with the use of clear schemes of work. Standards are average in art and design, design and technology, geography, information and communication technology, music, physical education and religious education and pupils progress satisfactorily. In history, pupils reach above average standards. In religious education, progress is satisfactory and attainment is in line with national expectations. This progress clearly reflects the efforts made to draw up and use coherent schemes of work in these subjects, which enable pupils to learn at least satisfactorily.
7. The progress made by pupils with special education needs is good overall. They are generally meeting the targets set in their individual education plans. Where there is individual support in classes, the progress of pupils is enhanced. They make good progress against their prior learning and are well integrated into all the work and activities of the school. Targets are outlined within individual education plans for mathematics and English, which are well matched to pupils' needs and are reviewed termly. In most subjects and particularly in mathematics and English lessons, work is carefully chosen to suit these pupils' needs and enables them to make good progress. A minority of pupils with special educational needs who display challenging behaviour do not make as much progress as others. The highest attaining pupils are not always making the progress commensurate with their abilities, but the school has already begun to implement initiatives to ensure that they these pupils are developed to meet their full potential.
8. A positive contribution to pupils' achievements is made by the effective ways in which personal development and citizenship are integrated into the work in other subjects.
9. Since the previous inspection in 1997, standards have improved overall by the ages of both seven and ten, against both national comparisons and when compared with similar schools. However, there is scope for further improvement in many non-core subjects. The school deals well with the mixed ages classes necessitated by its size, except for the mixed age Year 2/3 class, where National Curriculum requirements in terms of skills development are not fully covered. With its committed staff and good leadership, the school is well placed to raise standards of attainment further.

Pupils' attitudes, values and personal development

10. Pupils at Easebourne are fortunate to work and play in a most attractive rural environment. In discussion, they are positive about their school and say they enjoy coming each day.

They arrive punctually each morning, eager to start their work. They like their teachers and most want to do their best for them. Pupils enjoy most subjects and usually attack projects with vigour and enthusiasm, as observed in a Year 2/3 lesson when pupils were studying various climates and preparing postcards to send 'home' with a description of each climate. They are all clearly at ease in their school, where their feelings of security result in positive attitudes for the majority and make a considerable contribution to their learning and progress.

11. Generally the standard of behaviour across the school is satisfactory and for many pupils it is good. Where pupils are well motivated and when lessons are challenging and interesting, most of them behave appropriately because they are stimulated and involved in what they are doing. In lessons where the lesson content is more mundane, some become restless and indulge in silly behaviour that is not always rigorously checked.
12. Easebourne School welcomes all pupils and its inclusion philosophy is genuine and meaningful. There is a significant number of children with special educational needs. A few of these pupils frequently display very challenging behaviour arising from emotional disturbance and distress. The headteacher invests much of his time in dealing specifically with these pupils. This relieves tensions in the classroom and gives teachers a chance to work constructively with other pupils. This action is effective and gives the headteacher good insight into the problems of teachers and support staff in dealing with these pupils. He successfully develops good and trusting relationships between himself and these particular pupils. The school has some positive informal links with a member of the local behaviour support team and the school has found this contribution helpful. However, despite all efforts, the behaviour of this small number of pupils sometimes has a negative effect on the majority of other pupils who want to learn and pay attention. The progress in lessons of some pupils is directly inhibited as a result of the behaviour of this small minority. The school's approach to the behaviour management of some of its pupils is not sufficiently systematic or consistent, largely because of recent staffing changes, which have created the need for more training. No exclusions have been reported in the current academic year, nor have there been any since the last inspection.
13. At the time of the last inspection it was reported that bullying was not a problem in the school. This situation appears to have been sustained well and no bullying was observed during the inspection. When talking to pupils they were clear that it seldom happened in their school and that should it do so, staff would intervene effectively and speedily.
14. The school's attendance rate for the reporting year before the inspection is just above the national average for primary schools and as such is good. The school falls in with the pattern across the country in that an increasing number of parents are taking children out of school for holidays during term-time and as long as this situation persists the school is unlikely to achieve very good or excellent attendance. Pupils arrive punctually each morning, quickly get out their work-books and settle down to the day's work.
15. Relationships in the school are generally good. Pupils get on well together most of the time but on occasions they can be fractious with each other and display a lack of self-control and self-discipline. They make friends and enjoy playing together at break-times, where they have the choice of several attractive play areas. They respect their teachers and know to whom to turn if they are troubled or need support. In groups or pairs they generally cooperate well together, but, on occasions, they sometimes indulge in unnecessary, petty squabbling over resource items such as pencils and pencil-sharpeners.
16. Pupils' personal development is satisfactory. They are required to carry out daily helpful tasks in their classrooms to aid the smooth running of the school community. Year 5 pupils are assigned tasks within the school, such as being monitors for the library or classroom plants. They look after younger pupils at break-times and this is particularly important on days when wet weather means the whole school has to stay indoors. There is a school

council that is representative of all classes in the school. Unfortunately, no meeting of the council was scheduled for the week of the inspection, so that inspectors were unable to observe it at work. In addition to the considerable input by the school into pupils' personal development, many of them are sufficiently mature and interested in what is going on to allow the school to consider creating further, more sophisticated opportunities for participation. This would encourage pupils to show initiative and the sense of responsibility of which they are capable.

HOW WELL ARE PUPILS OR STUDENTS TAUGHT?

17. Teaching is good in the Foundation Stage and in Years 3, 4 and 5. In Years 1 and 2 it is satisfactory. This shows a significant improvement since the previous inspection. Of the thirty-one lessons seen during the inspection, one was very good, sixteen were good, twelve were satisfactory and two were unsatisfactory. The quality of teaching allows pupils throughout the school to make good progress overall.
18. In the last eighteen months, the school has experienced a high level of staffing difficulties in Years 1 and 2, as well as some extended sickness in Year 2/3. As a result, teaching in Years 1 and 2 has been very unsettled until recently. Teaching in Years 3, 4 and 5 is characterised by impressive teamwork between members of staff. Teachers plan together carefully; they constantly address the question of pupils' progress through the years and they share good practice with readiness and enthusiasm. This co-operative attitude is not reserved only for teachers but spreads from teachers to support staff, so that the whole school works together effectively. In this way, no new teacher is ever without a high level of support and advice. Teachers use day-to-day assessment of pupils satisfactorily, but homework is not always set to ensure consistency of challenge.
19. The standard of teaching in the Reception class is good overall, and during the inspection there were instances of very good teaching, especially in mathematical development and knowledge and understanding of the world. The staff have a good understanding of the requirements of an appropriate and stimulating curriculum for this age group and plan well. They have good expertise in teaching the children basic skills in literacy and numeracy. Expectations for behaviour and attainment are high and the children are managed well and behave well in response. There is good use of time and resources and support staff are well deployed. Resources are of good quality, used well in teaching to support learning and are sufficient for the demands of the curriculum. Teaching methods are effective, with a reasonable balance between activities, which are directed by an adult, and those, which children choose for themselves. Assessment is used well to inform what the children will learn next and to build on what they can already do and understand. Activities are provided for the children to share at home with their parents and carers.
20. In English, teaching ranges from satisfactory to very good. All teachers have a good understanding of the National Literacy Strategy and use lesson time appropriately to ensure that the different elements defined in the strategy are covered well. They are secure enough in the use of the strategy to be able to adapt it sensibly and effectively to the needs of their particular pupils. They ensure that pupils are challenged in the range of writing undertaken through other subjects in the curriculum, so that opportunities are not missed for promoting specific styles of writing for different purposes. Teachers demonstrate good subject knowledge and, particularly in Years 3, 4 and 5, methods that inspire pupils to learn successfully. They use questions very successfully to encourage pupils to contribute in lessons and to promote independent thought. Pupils are motivated well by the interesting tasks prepared for them, regardless of their gender or their varying abilities. The best lessons proceed at a good pace. Work is generally well matched to pupils' abilities. Planning has clear objectives and teachers' good management ensures that pupils are never idle and distracted as little as possible by the minority of challenging pupils during lessons.

21. In mathematics, teaching is generally satisfactory and is sometimes good, especially in Years 4 and 5. Lessons are carefully planned, using the National Numeracy Strategy. Teachers ably identify activities well for different ability groups, enabling all to make good progress. Teachers' subject knowledge is good and expectations of pupils are high. Teachers generally manage their pupils and time well. Support staff make a valuable contribution to the quality of teaching and learning through the help and support they offer to individuals and to groups. Pupils learn to apply their mathematical skills well. All teachers have good relationships with their pupils, though management skills vary, affecting the concentration of pupils. Work is accessible and interesting for the less able pupils. Presentation of work occasionally could be improved.
22. In science, teaching is generally good. Teachers ensure that pupils know how to use scientific enquiry processes and attach importance to the development of experimental work, helping pupils to challenge themselves to think and to solve problems. They use questions well, in order to encourage pupils to think for themselves. Good use is made of learning support assistants to ensure that pupils of different abilities are able to understand new work and to maintain concentration. Teachers ensure that pupils enjoy and are interested in the science lessons. They do not, however, always mark pupils' work in a way, which tells pupils how they could improve on it. The use of literacy is well developed in the subject through firm instruction on the correct way to record investigation.
23. Teaching in art and design is generally satisfactory throughout the school, though best in the classes of older pupils. Teachers use art well in cross-curricular work with other subjects, such as history. Teachers interest and enthuse pupils with their knowledge and use of painting and sketching is good as a result. Planning is very effective and learning support assistants and parents are used effectively. Teachers' interest in the subject is clearly evident in pupils' work and in the many displays around the school.
24. The teaching of design and technology is good in the main, though in some lessons poor planning and management of pupils' behaviour leads to less satisfactory progress. A strength in the teaching of the subject is the use, which is made of learning support assistants and other adults, such as a teacher in training, to help and advise groups of pupils. Evidence from the lessons seen and analyses of pupils' work show that work is well linked with other subjects in the curriculum and planning is often good, with every opportunity taken to encourage appropriate skills and knowledge.
25. It was only possible to observe two lessons in geography during the inspection, both of which were of satisfactory quality, providing a good range of practical activities and clear planning. Teachers used their knowledge and interest in the subject to involve pupils by asking skilful questions and they used resources well to encourage pupils' interest. Pupils make satisfactory progress. The one history lessons seen was good. It is clear from an analysis of pupils' work and from displays and cross-curricular work in the school that pupils are stimulated by the good teaching in the subject, particularly in Years 3, 4 and 5.
26. Information and communication technology is taught satisfactorily, especially in Years 3, 4 and 5. Teachers have clearly acquired enough expertise and understanding of the subject to enable pupils to develop their skills. Teachers harness pupils' interest well and are now planning systematically for use in most subjects of the curriculum.
27. One music lesson was seen during the inspection. The specialist teacher plans with care and pupils are encouraged to develop their skills and talents, either when singing, undertaking instrumental work, when composing or when they simply appreciate music.
28. In physical education, no lessons could be observed in Years 1 and 2. The teaching is satisfactory for pupils in Years 3, 4 and 5. The planning of lessons ensures that pupils progress systematically through a range of skills and are exposed to a range of activities in which all can enjoy participating at some level. Teachers manage pupils safely and with

good humour, so that pupils are happy to try new activities and work with interest and concentration.

29. Teaching could only be observed in two lessons in religious education. Teachers are satisfactorily secure in their subject knowledge and clearly convey it to pupils in an interesting and meaningful manner.
30. Teaching and learning for pupils with special educational needs is good overall. Learning sessions are well organised and structured. The quality of support in class is good. The learning support assistants make a tactful but rigorous contribution to pupils' learning in most lessons and are fully involved in all aspects of a lesson. Pupils are fully integrated into activities in the classrooms. The organisation, groupings, general provision and support have a positive impact upon learning. In some classes, a minority of pupils with special educational needs of an emotional or behavioural nature can prove disruptive to other pupils and, in these cases, teachers have to call on extra support to allow them to concentrate on the majority of the class. Teaching for the few pupils for whom English is an additional language is also good, through the care teachers take to plan appropriate work for them and the level of support afforded to them.
31. The inspection of this school included a focused view of the contribution of teaching assistants to teaching and learning in literacy and mathematics. Teaching assistants play a very important role throughout the school and contribute significantly to pupils' learning. They are particularly useful in the teaching of literacy and mathematics, where they enable teachers to form appropriate groups of pupils in lessons. Teaching assistants share in the planning process with the teachers. They are well briefed and know what is intended in each lesson, through close liaison with the teachers. At times, assistants work with small and medium-sized groups of pupils on specific tasks. At other times, they support groups of pupils within the classroom or help individual pupils. Their impact is almost always positive in helping pupils to learn. In Years 1 and 2, the classes which have suffered from the disruptions of the last eighteen months, the assistants' contribution to each lesson is crucial in ensuring that different levels of work can be provided for the different age groups, so that pupils' learning is not held back by other pupils' needs. They are also invaluable in helping to control the challenging behaviour of some of the pupils. In literacy and mathematics lessons, teaching assistants generally sit with identified pupils whilst the teacher is conducting whole-class sessions and their questioning of and discussions with pupils avoid teachers having to repeat explanations, enabling them to maintain the continuity of the lesson for other pupils.
32. During group-work sessions, teaching assistants follow the teacher's guidance carefully and have an important impact on pupils' learning. They not only help to focus pupils' attention on the work in hand, but also actively teach their groups, either extending the teachers' original explanation or by working on appropriate material with groups who cannot tackle the main activity set for other pupils. They ask pertinent questions and give clear explanations. Overall, the teaching assistants provide very good quality support for both teachers and pupils, both academically and in terms of care and support.

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

33. The school fully meets the statutory requirements of the National Curriculum and offers a broad and balanced range of activities. This is an improvement on the situation at the time of the last inspection. The school now allows an appropriate amount of time for each subject of the National Curriculum and meets requirements for the teaching of information and communication technology. The school has improved its provision by adopting nationally recognised schemes of work for each subject. These allow teachers to plan their work to suit the levels of skill of all pupils. Because three classes contain more than

one year group of pupils, topics are covered in a three year cycle, thus ensuring that individual pupils do not repeat a particular topic. However, the present arrangement of classes means that pupils in Year 2 are split between two classes and two key stages. The result of this is that pupils in Year 2 do not receive equal access to the curriculum, some being taught with Year 1 pupils and some with Year 3. The National Curriculum requirements differ for each key stage, as do the skills appropriate for different age groups in many subjects. The school is, however, careful to ensure that pupils do have equality of treatment in other respects. No pupils are excluded from events for financial reasons and activities are open to pupils of either gender and all backgrounds. The curriculum for pupils under the age of five offers a wide range of learning opportunities and is planned effectively in accordance with national guidance.

34. The provision for pupils with special educational needs is good. The school's policy is due to be updated in the light of recent developments but pupils' needs are identified at an early stage. Individual education plans are of good quality and contain clear and achievable targets for progress. A small minority of pupils exhibits challenging behaviour. The school has a good number of well-trained and skilful learning support assistants, who go to considerable trouble to try to modify the behaviour of the small minority of pupils who behave badly. For example, learning support assistants run a series of sessions, devised by the well-qualified co-ordinator for special educational needs, designed to improve the motor skills of pupils. Despite all of this, these pupils do, on occasions, have a disruptive influence on classes. The co-ordinator for special educational needs makes good use of information and communication technology to help the progress of pupils. Suitable computer programs are provided to interest and encourage pupils. Pupils with statements of special educational needs receive appropriate treatment. Pupils belonging to travelling families receive some expert support and make good progress.
35. Since the previous inspection the school has successfully implemented the national strategies for literacy and numeracy. These are both having a positive impact on pupils' learning and the standards of pupils aged ten at the school are above average in both subjects. The progress in numeracy is particularly significant as, at the time of the last inspection, standards were judged to be below average.
36. The school provides a very good range of extra-curricular activities for pupils. These activities, which are popular and attended by a significant number of pupils, are run by teachers, parents and governors and outside agencies. Some, like the computer club and various sporting and music clubs, support the curriculum, whilst others extend and enrich it by providing tuition in, for example, French. Pupils receive expert tuition in cricket, from a qualified coach attached to the local county cricket teams. Local traditions are supported as pupils receive tuition in games like stoolball, which is peculiar to the area. Other sessions, such as before school classes in mathematics, are specifically designed to improve the learning of targeted pupils in Year 5.
37. Personal, social and health education is satisfactorily handled. The school puts considerable emphasis on encouraging pupils to share their ideas and views in controlled sessions. Events like healthy eating weeks help to extend pupils' knowledge of diet and a healthy lifestyle. Sex education and drug misuse are addressed informally yet appropriately. The school has interesting plans to provide water for pupils to drink during lessons to see if this helps their concentration, energy and learning levels.
38. The school makes good use of the community to help the learning of its pupils. The curriculum is considerably enriched and given relevance by the many visits made to local museums and places of interest. At the time of the inspection older pupils were engaged in work prompted by a previous visit to Hampton Court. Pupils speak with enthusiasm of visits to places like local aviation museums and Roman palaces. Links with the local church are strong and it is used not only as a resource, but also as a venue for concerts and services. The school has developed links with local industry and this has led to pupils

conducting shadowing activities and to visits to places like the local council offices. Younger pupils visit the post office as part of their environmental studies. Other links have provided material advantages for the school. For example, a local hospital and a firm provided a number of computers. The school helps to consolidate its place in the community by opening its swimming pool to local inhabitants during out of school hours.

39. The school has constructive links with its partner institutions. It is part of a cluster or family of smaller local schools. These schools meet regularly to develop ideas, analyse results, compare standards and pool resources. Joint action enables them to mount training events that would be beyond the scope of a single school. They are able to arrange events like sports and science days, where the Year 5 pupils from the various schools can mix together before their transfer to the intermediate school. These activities, combined with introductory days at the local intermediate school, help to make the transfer of pupils as seamless as possible. Some activities see intermediate pupils visiting the school, for example, when they use the school's swimming pool to test boats they make in technology lessons. Students from the grammar school take up work placements at the school. The school's links with the local university mean that the school has a regular supply of teachers in training. This is beneficial both because extra adults mean increased help for pupils and because staff, who act as mentors, are constantly having to evaluate their own teaching methods.
40. The provision for pupils' spiritual, moral, social and cultural development is good. The school is a lively, caring community. The school has maintained the same good standards found at the time of the last inspection.
41. The provision for spiritual development is satisfactory. Assemblies, although always at least satisfactory, vary in quality but the better ones offer periods for reflection and prayer. Candles and religious icons offer a focus for prayer. Suitable music creates a tranquil atmosphere for the children to enter. They respond in the main with quiet and respectful behaviour throughout the session. Lunchtimes start with a chosen pupil saying a grace picked from the School Prayer Book. Pupils are given the chance to talk about issues such as fear in their discussion periods. Younger pupils reacted with wonder when a tortoise was produced from its box during a science lesson.
42. The school's efforts to encourage the moral development of its pupils are good. The pupils, with guidance from the teachers, develop their own positive behaviour code. Relationships between teachers and pupils are good. Adults at the school provide good role models. A large majority of parents agree that the school is helping their children to develop in a mature and responsible manner.
43. The provision for social development at the school is good. Members of the school council wear their armbands with pride. Members are further identified by photographs on the school council noticeboard, which is prominently displayed and helps to give a sense of importance to their activities. Meetings of the council precede full staff meetings, so that recommendations can be considered straight away. Older pupils help the smooth running of the school by tidying and ordering the library, watering the numerous plants which add interest and colour to the school and delivering and collecting registers. Older pupils also assist the younger pupils by helping to supervise them during wet playtimes and reading stories to them. The seating for the midday lunch break is deliberately arranged so that pupils of all ages sit together. Occasional events, like science days, give an opportunity for pupils of different ages to work together on projects. Pupils are encouraged to think of those less fortunate than themselves through their good support for several charities. The many educational visits away from the school site, including residential trips for the older pupils, provide useful opportunities for pupils to mix together in the wider community. School concerts and dramatic productions, involving all the pupils, allow them to see that all must work together co-operatively if an event is to succeed.

44. Cultural provision at the school is satisfactory. Pupils gain an appropriate understanding of their cultural heritage through their work in history and geography and the visits they make to local museums and historical buildings. This is supported by their involvement in local events like the church fête. Visits from local historians playing a variety of roles help to give relevance to pupils' studies and are remembered with some enthusiasm. In physical education lessons, children learn to play traditional games like stoolball. Younger children are delighted by a demonstration from a parent of a traditional game she had been taught by her grandmother. Music themes in assemblies introduce pupils to varied styles, but insufficient stress is placed on this. Older pupils are unable to name any significant musical composer. They can, however, name artists like Van Gogh and Picasso and more able pupils give considerable detail about their work and lives. Regular visits from poets and writers to conduct workshops stimulate pupils' interest in poetry and literature. Theatre trips are very well supported and a recent excursion to see a percussion performance which made use of items not usually considered musical, prompted a school effort along similar lines. Pupils study the tenets of other faiths in their religious education studies. The school has, in the recent past, established very good links with Antigua. However, opportunities for studying the cultural diversity of British society are not as well developed as other areas.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

45. Pupils are well cared for at Easebourne Primary School. Their safety and welfare is clearly of great importance to all those associated with the school and several aspects of this area of its work have improved since the last inspection. The head teacher is the named officer for child protection who attends all relevant conferences and meetings. The school continues to maintain appropriate child protection procedures and all staff are aware of these and know exactly what to do in the event of concerns.
46. A number of health and safety issues were identified in the previous inspection report. All but one has been dealt with and improvements made. The one remaining issue, the vehicular access across the playground, is a matter in which the school, local authority and other interested parties are powerless to resolve until such time as circumstances change. This was discussed with the head teacher and others during the inspection. The inspection team is reassured and satisfied that staff, governors, parents and visitors to the school exercise extreme vigilance at all times to ensure maximum safety for all pupils. The local authority carries out an annual health and safety audit and governors undertake regular walks round the school and risk assessments. A number of staff have training certificates in first aid and accidents and relevant incidents are recorded appropriately. Fire drills are undertaken regularly.
47. Recording of attendance meets statutory requirements. Arrangements for monitoring attendance are good. Registers are monitored weekly and details of any problems immediately identified. Absences are properly recorded and parents are phoned daily soon after the closing of the school register if their children are absent without given reason. If the school wishes to improve its overall rate of attendance, then a strategy such as regularly awarding certificates for excellent individual rates of attendance could well result in a higher rate for the school.
48. Monitoring of pupils' behaviour is informal throughout the school. The head teacher has an appropriate book where all incidents of challenging and inappropriate behaviour are properly recorded. Other aspects of monitoring behaviour and personal development are done through staff observation of pupils, discussion at staff meetings and a general awareness of what is happening in the school at any one time.

49. Pupils with special educational needs are well supported in this caring school and this enhances their progress. As yet the school has no formal means of monitoring higher attaining pupils, although they maintain a register of gifted and talented pupils.
50. The school's investment in a good standard of overall pastoral care is well placed and supports the learning and progress of its pupils.
51. Assessment across the school is generally satisfactory and is good in literacy and numeracy. The teachers undertake both the recording of progress and the determination of what they will teach next as a result of this process. Targets are set for pupils, who are given feedback about their progress. Assessments of social and academic development are undertaken for the Reception pupils, as well as baseline assessments. Statutory National Curriculum tests are used in Year 2 and optional national tests and other productive tests in Years 3, 4 and 5. The assessments undertaken are used well to provide information which teachers use to aid planning and to guide individuals. Tracking is used to ensure that pupils make appropriate progress in their work and to identify individuals and groups that need support. However, although pupils' work is well monitored in all English, mathematics and science by the curriculum co-ordinators to ensure consistency of progress, this is not yet the case in all non-core subjects.
52. The school uses effective assessment procedures to ensure compliance with the Code of Practice when identifying pupils with special educational needs. Any children with potential needs are identified early in their time at the school. Individual Education Plans for these pupils have appropriate targets, if not always totally specific ones, and these are regularly reviewed. The school involves parents as fully as possible in these reviews and maintains close links with outside agencies. The school has facilities to enable it to cope with physically disabled pupils. The small size of the school enables good provision for special educational needs. The staff know their pupils very well, and have good relationships with the parents. This means that any problems are noticed and dealt with early on in the child's school career. The school's policy on inclusion ensures that all children receive an equal entitlement to lessons and other school activities and that they are integrated well into the life of the school.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS

53. The school's open door policy underpins its desire to promote a positive partnership and effective links with parents. This area of its work is one of the school's strengths. Parents are always welcome in the school and the headteacher is in the playground every day to greet them. They can come into school when they wish and staff are available and accessible at the beginning and end of the school day.
54. There is a home/school agreement, which is signed by the school, parents and pupils. The school is developing its own most informative and colourful website for the benefit not only of current parents but for future ones.
55. The school has strong support in the form of a very busy and hard-working Parent Teacher Association. There are two large fund-raising events a year and smaller ones in between. The Association raises a good sum of money, which is spent on, for example, maintenance of the swimming pool, hall curtains and adventure trail on the school's attractive site.
56. The quality of information provided by the school for parents is very good. Newsletters are sent regularly to keep parents in touch with events and what is going on in the school. Pupils' annual reports at the end of the school year are of high quality. They are detailed and inform parents what their children know, understand and can do. They also list what areas have been studied in the school year, supply parents with appropriate comparative

data where it is required and contain a helpful section on pupils' general progress with areas for improvement in the future.

57. The school prospectus is of high quality and soon to be available on the website. The governors' annual report to parents provides them with all the information that is statutorily required and gives a clear picture of their work over the school year as well as an account of the school's progress.
58. Two consultation evenings are held during the school year in October and February. At the end of the summer term the school holds an open day where parents can come to look at work and make appointments to discuss pupils' annual reports if they wish to. Parents support their children's work at home through homework diaries but the setting of homework is somewhat inconsistent in practice across the school.
59. A good number of parents help in classrooms regularly and are to be seen every day hearing reading and generally supporting work in lessons, so promoting good relationships between parents and the school.
60. The completed returns of the pre-inspection questionnaire were reasonable in number and there was a positive turnout for the pre-inspection meeting. The inspection team found it interesting that nearly all comments at the pre-inspection meeting were positive and there were no areas where those parents found the school lacking in any way. The areas where some parents were unhappy about some aspects of the school were all on the returned questionnaires. A few parents felt that they are not given sufficient information about pupils' progress. They perceived a need for the school to work more closely with parents. A small number also felt the need for better leadership and management and a considerable number of parents are not happy that their children have an appropriate amount of homework. The inspection team does not uphold the first three of these concerns but would agree that there is considerable inconsistency in the practice of setting homework across the school.
61. The strength of the school's partnership with the majority of its parents makes a considerable contribution to pupils' attainment and progress.

HOW WELL IS THE SCHOOL LED AND MANAGED?

62. The leadership and management of the school are largely characterised by a range of significant strengths which make it good overall.
63. The headteacher is highly skilled and committed. He provides very good, strong and effective leadership and management. Above all, he shows drive and initiative, which have enabled the school to improve significantly since the last inspection. He has steered the school carefully towards its goal of higher attainment. Working well with the governing body and the supportive deputy headteacher, he has implemented a wide range of improvements that have had a beneficial effect on the quality of education provided by the school. Together, the headteacher and staff form a good team which puts the needs of the pupils first.
64. The monitoring, evaluation and development of teaching are undertaken effectively by the headteacher. The headteacher and deputy are very aware of the strengths and weaknesses of the teaching in all subjects and realise the importance that high quality subject leadership plays in further raising standards. The co-ordinators of the main subjects, such as numeracy and literacy, are monitoring and evaluating teaching and learning in their subjects well and the roles of the subject co-ordinators for other subjects are developing in this area, so that consistency of pupils' learning and of teaching is evaluated well. Co-ordinators of the major subjects are very clear about what needs to be

done and they have taken aboard new initiatives, such as the National Literacy Strategy and the National Numeracy Strategy, well. The school's decision to plan some non-core subjects in a two-year rolling programme is providing them with the opportunity of ensuring steady progress throughout the school, despite the mixed age classes. The finances of the school have dictated that there is a mixed age Year 2/3 class at present, but the school is aware that this is an undesirable situation, since the two years fall into different key stages and require the development of different knowledge and skills, and is seeking ways to change this situation. The school pursues its aims, including the raising of standards, social inclusion and performance management well.

65. The chairman and the governing body are hardworking and dedicated. They have a clear understanding of the school's strengths and weaknesses and bring a great deal of professional expertise to bear on solving the school's problems and improving its efficiency. They carefully monitor the school's progress and initiate or support appropriate action. They are effective partners in decision-making and are highly supportive and appreciative of the headteacher and the rest of the staff of the school.
66. The school is using all available data well to evaluate its own performance and is clear about its educational and other priorities. The good use of collected and analysed data has contributed to recent improvements in standards in all subjects, as well as the implementation of measures such as additional literacy classes. However, staffing difficulties of late have prevented evaluation and analysis from being used as successfully as they might, with a resultant decline in standards at the age of seven in 2001.
67. The school manages its provision for pupils with special educational needs well. Its policy is clear, helpful and up-to-date. The policy is implemented well. There is good communication between the governor with responsibility for special educational needs, the school's special educational needs co-ordinator, learning support assistants and outside agencies.
68. The school's educational priorities are very well supported through careful financial planning. The headteacher and the administrative assistant have a good understanding of school finance, helped greatly by the expertise of the governing body. They work well together to bring their complementary skills to bear on the financial planning of the school. The school is now making satisfactory use of information and communication technology in its work and general administration. The management plan is strong, driven by clear priorities and contains criteria by which to judge the success of spending decisions. All budget decisions are analysed to ensure that they are designed to provide pupils with the means of raising standards further.
69. All funds received for specific purposes, such as those to support pupils with special educational needs, are well and appropriately managed and used. Ongoing expenditure is carefully monitored and spending patterns explored. The school clearly demonstrates the ways in which it ensures the best possible value and effectiveness in all spending decisions, whether for equipment, supplies or services. The school provides a good level of resources, including staffing, to support pupils with special educational needs.
70. The school is, after a period of insecurity, adequately staffed with suitably qualified and experienced teachers who are effectively deployed to meet the demands of the National Curriculum. Overall, pupil to teacher ratios are favourable in comparison with national averages. Most teachers fulfil co-ordinator roles and are constantly seeking to develop their subjects. Teachers are well supported in the classroom by a good number of hardworking assistants. There is also a good number of lunchtime supervisors so that control and care in the playground is optimised. A school secretary effectively administers day-to-day aspects of the school.

71. Teachers and non-teaching staff receive a good deal of training relevant to new educational initiatives. The headteacher has effectively supported the new teachers and the supply teachers who have been employed by the school. Staff work well as a team and morale is high. Learning support staff feel valued as part of the team and integrate well with class teachers. There are good resources accessible to staff and helpers.
72. The school's accommodation is now very good, after the many improvements which have been made to both building and site of late. These improvements have meant that the local pre-school group has now been able to start on the school site and to work closely with the Reception teacher. More refurbishment is to be completed this year, providing the Reception class with an appropriate outdoor play area. The school library is attractive and utilises space in the school well, providing an environment conducive to independent research. Computers have been assigned sensibly and appropriately throughout the school. The buildings are appropriate for access for pupils with physical disabilities. The school has a pleasant and spacious ambience which is greatly helped by the extensive and attractive grounds and a swimming pool. The decoration and maintenance of the school are good. The accommodation is efficiently used and maintained well, and all staff and pupils have an obvious pride in the school's appearance.
73. The school has good resources for learning in many subjects of the national curriculum. Both information and communication technology and books have been the subject of significant expenditure in the last year. Resources are maintained at a good quality level through the care of the pupils and innovative storage methods. Resources are well used in classrooms and general areas throughout the school day. They are further supplemented by the many interesting and colourful displays, which greatly add to the school's overall atmosphere.
74. The inspection of this school included a focused view of how effectively teaching assistants are managed and trained to contribute to the teaching and learning of literacy and mathematics. The school has a good number of well-trained and very capable support staff. They are deployed effectively by the headteacher, generally being assigned to help in one class so that they become familiar with the class teacher's requirements and have the opportunity to get to know the pupils well. Their roles and responsibilities are set out clearly, and the teaching assistants are well aware of them.
75. Day-to-day management of teaching assistants is delegated to the teachers who work very closely with them and involve them, formally and informally, in their daily planning, evaluation of lessons and assessment of pupils. Many training opportunities are provided for teaching assistants. Some of these are for individual assistants who have responsibilities for providing additional specific help for identified groups of pupils for literacy and mathematics; others are for all of the teaching assistants. This training raises their levels of confidence and expertise, and this has enabled them to be of greater help to pupils in their learning. Because they are considered to be a very important part of the staff team and are managed effectively, the teaching assistants not only feel valued, but also feel that they have an important part to play in pupils' education.
76. The role played by support assistants in the management of a small but significant minority of pupils with special educational needs of a behavioural and emotional nature is very important within the school. Without their help, it would often be difficult for teachers to make progress with their classes without loss of concentration on the part of other pupils.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

77. In order to build upon the many positive aspects of the school and further improve the standards of work and quality of education provided, the governors, headteacher and staff of the school should:

(1) raise standards by the end of Year 2 to match those reached by the end of Year 5 by:

- ensuring that progress is consistent throughout the school;
- establishing continuity of teaching in Years 1 and 2;
- ensuring that all teachers receive training in the effective management of the behaviour of disruptive pupils with special learning needs
(Paragraphs 1, 2, 8, 10, 12, 13, 16, 19, 21, 31, 32, 35, 66, 86, 97, 102, 105, 106, 114,122).

(2) ensure that pupils in Years 2 and 3 are provided with work appropriate for their ages and the stage they have reached in the National Curriculum programmes of study by:

- seeking a means of teaching Year 2 and Year 3 pupils in separate classes;
- providing an appropriate level of work for each of these years and key stages.
(Paragraphs 34, 64, 94, 100).

In addition, the governors should consider the following issues:

- Provision to extend more able pupils to their full potential;
(Paragraphs 4, 8).
- Greater provision for pupils' multicultural development;
(Paragraph 45).
- Ensuring that marking of pupils' work is consistently constructive and full;
(Paragraphs 19, 103, 111).
- Extending existing procedures in assessment to non-core subjects;
(Paragraphs 51, 66, 119, 124,129, 137).

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	31
Number of discussions with staff, governors, other adults and pupils	28

Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	0	1	16	12	2	0	0
Percentage	0	3	51	40	6	0	0

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

Information about the school's pupils

Pupils on the school's roll	Nursery	YR – Y5
Number of pupils on the school's roll (FTE for part-time pupils)	0	139
Number of full-time pupils known to be eligible for free school meals	0	5

FTE means full-time equivalent.

Special educational needs	Nursery	YR– Y5
Number of pupils with statements of special educational needs	0	2
Number of pupils on the school's special educational needs register	0	39

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

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	14
Pupils who left the school other than at the usual time of leaving	11

Attendance

Authorised absence	%
School data	5.5
National comparative data	5.6

Unauthorised absence	%
School data	0.0
National comparative data	0.5

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

Attainment at the end of Key Stage 1 (Year 2)

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	2001	12	10	22

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	8	9	10
	Girls	6	8	8
	Total	14	17	18
Percentage of pupils at NC level 2 or above	School	64 (85)	77 (85)	82 (100)
	National	84 (83)	86 (84)	91 (90)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	10	10	11
	Girls	6	8	9
	78. Total	16	18	20
Percentage of pupils at NC level 2 or above	School	73 (85)	82 (90)	91 (90)
	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	0
Black – African heritage	0
Black – other	0
Indian	0
Pakistani	0
Bangladeshi	0
Chinese	0
White	99.1
Any other minority ethnic group	0.9

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– Y5**

Total number of qualified teachers (FTE)	6.2
Number of pupils per qualified teacher	26.2
Average class size	27.2

Education support staff: YR– Y5

Total number of education support staff	9
Total aggregate hours worked per week	102

Qualified teachers and support staff: nursery

Total number of qualified teachers (FTE)	0
Number of pupils per qualified teacher	0
Total number of education support staff	0
Total aggregate hours worked per week	0
Number of pupils per FTE adult	0

FTE means full-time equivalent.

Recruitment of teachers

Number of teachers who left the school during the last two years	3.3
Number of teachers appointed to the school during the last two years	3.2

Total number of vacant teaching posts (FTE)	0
Number of vacancies filled by teachers on temporary contract of a term or more (FTE)	1.2
Number of unfilled vacancies or vacancies filled by teachers on temporary contract of less than one term (FTE)	0

FTE means full-time equivalent.

Financial information

Financial year	2000 - 2001
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	£
Total income	330522
Total expenditure	300235
Expenditure per pupil	2224
Balance brought forward from previous year	5526
Balance carried forward to next year	35813

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out
 Number of questionnaires returned

139
59

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	58	37	2	2	2
My child is making good progress in school.	57	33	9	0	2
Behaviour in the school is good.	29	54	10	2	5
My child gets the right amount of work to do at home.	28	50	16	3	3
The teaching is good.	49	44	3	0	3
I am kept well informed about how my child is getting on.	39	32	19	3	7
I would feel comfortable about approaching the school with questions or a problem.	66	25	7	2	10
The school expects my child to work hard and achieve his or her best.	46	36	7	2	10
The school works closely with parents.	34	42	10	7	7
The school is well led and managed.	53	27	17	0	3
The school is helping my child become mature and responsible.	51	39	2	2	7
The school provides an interesting range of activities outside lessons.	59	36	5	0	0

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

79. The good quality of provision for children in the foundation stage has been maintained since the last inspection. There are now plans in hand to develop an outside play area to allow children to have access to space where they can use large play equipment, in order to improve the quality of provision further. The school is also developing effective links with the recently opened playgroup on the school's site in order to enhance educational opportunities and experiences for children.
80. The majority of the children enter reception with average skills in speaking and listening, personal independence and mathematics, and this is confirmed by the formal assessments made early in their first term of admission. The overall good quality of teaching is having a positive impact on children's learning and all pupils make steady progress in the six areas of learning. This is ensured by effective teamwork by skilled adults, who deliver an interesting and stimulating curriculum and use assessments to guide their planning. They have high expectations of children's response and teach basic skills through the use of effective methods. Good relationships exist and this ensures children feel secure and develop confidently. Parents are very supportive and take a keen interest in their children's education. Consequently, the majority of the children are on course to achieve the early learning goals in personal, social and emotional development, communication, language and literacy, knowledge and understanding of the world, and physical development. In mathematical development and creative development most children will achieve the early learning goals and some will exceed them because of the good teaching they receive.

Personal, social and emotional development

81. When the children enter the reception class, their skills in this area are under-developed. By the time they are ready to transfer into Year 1, they are achieving the early learning goals in this area. The skilful teaching ensures that they develop confidence in their ability to achieve. They play and work together well, sharing resources and talking about the activity they are currently undertaking, for example, when they are building robots. They learn to take turns, and are able to concentrate for sustained periods of time on the tasks that have been set for them. They put equipment away tidily when asked and respond quickly to instructions. During whole class sessions children are given opportunities to speak in front of others, as in a plenary session when they showed and told others about their work on toys that move. They do this with growing confidence. Most are able to sit quietly and listen with interest to others. The majority are able to dress and undress independently before and after physical education lessons. At the start of the school day children take responsibility for attaching their names to the picture of the caterpillar on the wall to register their attendance, and make a choice of the activity they wish to undertake.

Communication, language and literacy

82. In Reception children enjoy listening to stories and sharing books with one another and with adults. They talk with obvious interest and enthusiasm about the characters and events of books and have regular opportunities to read to an adult in the reading area during the week. They are encouraged to develop their speaking skills through regular interaction with adults, who act as good role models, and through role-play activities in the reception play areas of the 'post-office' and the 'café'. They express themselves competently and have regular opportunities to talk in front of the class and consequently their confidence is building. By the time the children end the reception year, most will have achieved the early learning goals because of the good quality teaching they receive. Teachers use elements of the Literacy Strategy and a good knowledge of phonics is developed with the aid of puppets to reinforce individual sounds and blends. In their

'having a go' writing sessions children are able to say the sounds of the letters they are writing, when, for example, they describe how their toy works, and many produce clear writing of recognisable letters and words. This is assisted through regular handwriting practice. Planning is carefully done and children's work carefully assessed.

Mathematical development

83. This area is taught particularly well and, as a consequence, by the end of the Reception year most children will have achieved the early learning goals and some will have exceeded them. All the children in the reception class can count to ten and many can count well beyond. Children have a clear understanding of mathematical language and know that adding means increasing. This concept is made secure through the use of the reception robot that acts as a function machine. Every opportunity is taken to develop counting skills during the day. Children know how to use a number line and count cubes and blocks to aid their adding skills. They record their answers, writing the numerals carefully. All children have the chance to use and enjoy a computer program on number. They have to count the number of different animals or creatures that appear on the screen. Children are counted during registration or when they line up at lunchtime and they know ordinal numbers to five. In the reception shop goods are priced in pence and children are developing their knowledge of money and coins and using their counting skills to charge customers the correct price. They know the names of the four main two-dimensional shapes, square, rectangle, triangle and circle, and some know hexagon. They use these and other shapes to experiment with tessellation and tiling.

Knowledge and understanding of the world

84. The teaching provides a good range of experiences to encourage the children to look more closely at things for patterns and similarities and to find out how things work. The children examine toys that move carefully to find out what makes them move and then are able to sort them into sets of battery powered, wind up clockwork, and push and pull toys. Through their discussion they learn that the clockwork toys are of another time and begin to differentiate between past and present. They construct and build with a wide range of objects and know how to join them together to make buildings, vehicles and robots. They use a computer program to build a robot using a mouse to drag geometrical shapes and place them strategically on the screen so that they fit together. They demonstrate good fine-motor control skill during this activity. Children are encouraged to investigate for themselves what keeps people warm in the winter and they search independently in newspapers and magazines for pictures to cut out and stick in their books. They develop an awareness of place by following a route to the house of the "Three Little Pigs". The good teaching will ensure that most of the children will achieve the early learning goals in this area.

Physical development

85. As a result of the effective teaching the children have developed good levels of confidence and bodily awareness and will achieve the early learning goals in this area by the time they leave reception. They are adept at travelling around, over and under the apparatus in the school hall carefully and confidently. They are aware of space and use it well and safely. They work co-operatively together in pairs, move along the equipment using different body parts and make good progress in developing these skills. All adults ensure physical activities are carried out safely. However, there are only limited outdoor play resources currently available and this is a weakness because it restricts further physical development. The school has plans to address this situation before the end of the current school year. Children demonstrate skills in handling tools and construction materials with increasing confidence.

Creative development

86. Through the skilful teaching of creative activities, from the teaching assistant in particular, most children make steady progress and will achieve the early learning goals by the time they reach Year 1, and some will exceed them. Children use paints and crayons to create images from their own direct observation. They use mirrors to examine their own faces and by careful mixing of colours and observation of shape and form, produce very accurate self-portraits. Similarly, they paint pictures of their toys with careful accuracy. Using sponges and blocks they produce interesting print displays and they experiment with the thickness of the paint to enhance the effect. Freehand pencil or crayon drawing and the use of stencils and templates allow children the opportunity to explore creative possibilities. Computer programs are used to create pictures. They enjoy role-play in the 'café', playing together imaginatively. Children are well supported by adults during these activities and independence is encouraged through offering them choices in what they do.

ENGLISH

87. The standards reached in reading and writing by seven-year-olds in the National Curriculum tests in 2001 were well below average compared with all schools nationally and very low, in the lowest five per cent nationally, when likened to schools with a similar known entitlement to free school meals. Such comparisons, however, are statistically untrustworthy because of the small numbers in the cohort. Results also fell disappointingly from the above average levels of the two previous years and the good improvement since the previous inspection. This fall can be attributed to staffing difficulties during Year 2 for that year group and the fact that there were in it a higher than usual number of pupils with special educational needs. Since the previous inspection, there has been the introduction of the Literacy Hour and other initiatives for raising standards, which have made for steady improvement. Inspection findings show that standards of currently in Year 2 are:
- above average for speaking and listening;
 - average for reading;
 - average for writing.
88. In this age group, pupils sometimes make less progress than they might in relation to their earlier achievement, because of a small but significant amount of disruptive behaviour by a few pupils.
89. Inspection findings place current standards for ten-year-olds above national expectations because of the good quality of teaching, the positive impact of the Literacy Hour, and the pupils' generally good behaviour and attitudes. Standards of speaking and listening are good, as are standards in reading and writing. There are strong indications that the improvements will continue.
90. Pupils with special educational needs generally make satisfactory progress in Years 1 and 2 and good progress in Years 3, 4 and 5. Pupils for whom English is an additional language also make good progress. No significant difference was seen in the attainments of boys and girls.
91. Teachers provide good opportunities for pupils in both key stages to develop their speaking and listening skills. They use the introductory part of lessons so that pupils have time to share what they know and they use the vocabulary associated with the topic. A very good example of this in Year 1/2 was where pupils enjoyed sharing a poem, 'Fun at Playtime', quickly picking up the rhythms of the language and joining in the reading with animation and expression. Pupils in Year 5 shared a factual reading on food and drink in Tudor times, showing an interest in unusual vocabulary and complementing their studies in history. In Years 1 and 2, however, discussion is sometimes inhibited by the disruption of

a small but significant group of pupils. Throughout the school, teachers encourage pupils when working in pairs or small groups to discuss their work with each other and to take each other's views into account. Teachers place an appropriate emphasis on teaching correct terminology in other subjects, such as science and history. This emphasis on speaking and listening positively promotes the pupils' oral and listening skills and raises their self-esteem.

92. Pupils' reading skills on entry to the school are broadly average and they attain average standards by the age of seven. In Years 1 and 2, they build upon their experiences of phonics learned in reception. Most pupils take pleasure in reading. Average and less able pupils, including those with special educational needs, quickly develop their knowledge and understanding of letter sounds through the structured teaching that they experience in the literacy hour. This phonic work enables them to tackle new and unfamiliar words with ease. More able pupils demonstrate enjoyment and interest in reading when, in Year 4, they answer questions on a story 'Don't Do That' with a good sense of content and audience'. By the end of Year 5, the standard of pupils' reading is good. Many pupils read with improving fluency and accuracy, can discuss a range of authors and show a wide experience of reading. School reading record books are used well and show good progress and regular monitoring by class teachers, providing a good form of communication with parents. The older pupils are beginning to learn to find information from information and communication technology sources. The reading skills of the majority of Year 5 pupils are sufficiently well developed to enable them to cope well with texts appropriate for their age.
93. The standard of writing of pupils aged seven matches the national average. Many pupils enjoy using a wide range of vocabulary and make satisfactory progress in their writing skills. A good example of this in Year 2/3 was the lesson observed on reading and then writing their own simple instructions on topics such as cleaning out a hamster cage, carrying out the task with enjoyment and relevance. In Years 3 and 4, many pupils are capable of more sustained writing, using good quality vocabulary. This was clearly to be seen in a Year 5 lesson, where pupils were writing reports of some of the wives of Henry VIII in various styles, including some sensational newspaper reports. Most pupils worked with interest and genuine desire to complete their versions. More able pupils in Years 3 are sometimes not challenged sufficiently and the work expected of them is not always of a high enough standard. Presentational skills vary throughout the school. Standards of punctuation, grammar and handwriting are often good, but the quality and consistency of spelling often needs strengthening. Some use different forms of writing appropriately; for instance, when producing a news report. The skills of writing are well transferred to the wider curriculum. The use of computers to improve pupils' writing is improving satisfactorily, as seen in an anthology of poems by older pupils.
94. The quality of teaching ranges from satisfactory to very good. It is satisfactory overall in Years 1 and 2 and good in Years 3, 4 and 5. In Years 1 and 2:
- teachers' knowledge is good;
 - teachers use questions well to draw out meaning and develop pupils' understanding effectively.
95. In Years 3 and 4;
- teachers have good knowledge and understanding of the subject;
 - basic skills are well taught;
 - teachers' planning for all abilities is good;
 - teaching methods are effective;
 - management of pupils is good.

96. In literacy lessons, where pupils of different attainment are grouped together, teachers plan work that matches pupils' abilities. As a result, pupils are challenged to learn and they respond by working hard and productively, making good progress. The exception to this is in Year 2/3, where the levels of work suitable for Year 2 and Year 3 are not really compatible and cross two key stages. Less able pupils, including those with special educational needs, are well supported by teaching assistants.
97. In the best teaching, individual pupils are set challenging targets for improvement. Where teachers share the learning objectives, pupils are clear about what they should know and do. Assessment of work within the lesson also identifies clearly what is needed to improve standards. There is evidence of the use of homework in English, but its use is not always consistent.
98. The co-ordination of English is good. The co-ordinator has detailed, good knowledge of the Literacy Hour and carries out supportive monitoring of medium-term planning and teaching. As a result, teachers have, overall, competently adopted the Literacy Hour. The co-ordinator brings enthusiasm to the subject, attending update courses and then cascading their content to staff in school. The co-ordinator has gathered together a portfolio of levelled work that gives teachers a secure base for their assessments. She ensures that pupils' work is regularly monitored in key stage meetings, looking at progress and at parallel classes. The number and quality of books, especially in the library, has improved, helping to stimulate pupils' interest in reading. Teacher assistants attached to less able groups and pupils with special educational needs work well with the class teachers, affording them the opportunity to focus on other ability groups in rotation. All this results in an effective focus on improvement in English aspects.

MATHEMATICS

99. The results of the national tests for seven-year-olds show that standards in mathematics at the school have been rising steadily since 1998, at a rate faster than the national trend. By 2000, the standards achieved by seven-year-olds at the school were well above average. There was a steep fall in 2001 and standards were well below average. This can be explained by the staff changes which affected the teaching of pupils in Year 2 during that year and the higher than usual number of pupils with special educational needs in the year group. There has been no significant difference between the performance of boys and girls over this period. Observations during the inspection period indicate that the standards of pupils aged seven are higher, although not as high as in 2000, and are broadly in line with those expected nationally.
100. Pupils generally achieve well and make good progress in the Year 3, 4 and 5 classes, particularly in Year 5. By the time they reach the age of ten they achieve standards which are above average. Pupils with special educational needs, helped by having work specifically designed for them and by the good levels of well-trained and skilled learning support assistants, make similarly good progress. There are few pupils who do not speak English as their first language in the school, but these make good progress.
101. There has been a good level of improvement since the last inspection, when standards were judged to be average at age seven, but below average by the time pupils were ten. The reasons for this improvement can be traced to good leadership of the subject and good teaching, particularly in the Year 5 class. Good leadership has led to the successful implementation of the National Numeracy Strategy. This has meant that there is full coverage of the National Curriculum and there is no longer an underdevelopment in the areas of data handling and investigation, weaknesses noted at the time of the last inspection. It has also meant that pupils' skills have been systematically built upon as they move through the school. Good analysis of assessment data has enabled the school to

identify weaknesses in pupils' learning and has led to the systematic planning of work to eradicate these weaknesses. The lack of planning as a result of assessment was, again, a weakness noted at the time of the last inspection. Monitoring of teaching and feedback on areas for development have led to an improvement in the general standard of teaching. The introduction of special classes outside the normal school day, to help the progress of targeted groups of pupils in Year 5, has led to an improvement in the confidence and levels of learning of these pupils. The success of these groups can be, at least partially, illustrated by the good turnout, despite the fact that the classes begin three-quarters-of-an-hour before the start of the normal school day.

102. By the time they are seven most pupils have a good grasp of addition and subtraction facts to 10 and many are confident to 20. More able pupils can add three two-digit numbers, although few are yet confident when 'carrying' is involved. They are able to understand that multiplication is the inverse of division and when, for example, they are shown that $12 \times 6 = 72$, they can work out that $72 \div 6 = 12$. They are able to tell the time. They can complete a frequency table and present their results in the form of a bar chart, although few pupils can explain the meaning of the term 'frequency'. Some pupils could immediately explain why it was not possible to score one when rolling two dice. More able pupils are able to devise games to support the consolidation of addition facts. Small numbers of pupils with special educational needs make unsatisfactory progress because of their inappropriate behaviour, which leads to them paying insufficient attention and working unproductively. The presentation of the work of a significant number of pupils is poor and this can sometimes lead to unnecessary errors. The pupils in Year 2 do not all receive the same levels of teaching. Some pupils are taught in a junior class, while others are taught in an infant class. This leads to unequal treatment and leads to some more able pupils not working to their full potential.
103. By the time they are ten, pupils generally have a very good understanding of shape. More able pupils know the angle sum of a triangle and can recognise the properties of isosceles triangles. They can measure angles. They are able to calculate the area of a rectangle and some pupils are able to use this knowledge to calculate the areas of irregular shapes and triangles. Pupils are able to collect data and present it graphically, including, where appropriate, line graphs. Some pupils are still not sure about the labelling of axes for a line graph, using a style more appropriate for a bar graph, or of the extrapolation of data beyond fixed points. Pupils have a good grasp of number and are able to interpret co-ordinates in the first quadrant and to calculate simple percentages. Pupils' good understanding of number is based to a certain extent on the investigative approach adopted throughout the school, so that, for example, Year 4 pupils investigating how to work out 45×3 come up with $(3 \times 50) - (3 \times 5)$ or $3(3 \times 12) + 3(10 - 1)$.
104. The quality of teaching is generally satisfactory and some of the teaching is good. The good teaching occurs largely in the classes of the older pupils, particularly in Year 5. Where teaching is good, teachers, using the National Numeracy Strategy as a basis, plan their lessons thoroughly. They include activities for pupils of different levels of ability, thereby helping to ensure that all pupils, including those with special educational needs, make good progress. Good class management ensures that pupils pay attention and maximise their learning and means that teachers have high expectations in terms of quality of work and productivity. Good questioning challenges pupils to consolidate and extend their learning. 'Did the temperature stay the same between 1 p.m. and 2 p.m.? What might have happened?' asked a teacher of Year 5 pupils challenging pupils to interpret a line graph. Teachers use correct and mathematical vocabulary. Generally, teachers make good use of their learning support assistants. They are used to work with groups of pupils, particularly those with special educational needs, and help them to progress. Indeed in the classes of younger pupils, where the proportion of pupils with behavioural difficulties is higher, it would be difficult for teachers to maintain the running of the lesson without the skilful, calm, and consistent help of these assistants. Teachers make good use of the plenary session in the lesson. Pupils' errors are often used to illustrate teaching points.

105. Where lessons are not quite so successful, insecure class management leads to a lack of productivity and levels of noise that are too high and affect the concentration of pupils. It also leads to demonstrations being arranged so that not all pupils can see clearly. This leads to pupils not being sure of the explanation and can mean that they lose concentration and become disruptive. Occasionally, the match of the work given to pupils and their abilities is not appropriate and this leads to pupils not understanding the work and losing concentration. The quality of marking is variable. At its best it involves the use of explanations and suggestions for how to improve or for further study. Most marking consists of ticks or crosses and encouraging remarks, but there are examples of work being unmarked. This leads to poor presentation of work and of teachers not having precise understanding of the learning of their pupils.
106. Lessons are generally well resourced and this helps the learning of pupils. For example, in introductory sessions pupils often use individual whiteboards to record their answers. They hold these up so that teachers can quickly assess the learning of their pupils. Computers are beginning to be used to support pupils' learning. The learning of pupils with special educational needs is helped by programs particularly selected for them. The use of information communication technology to support learning in mathematics remains an area for further development.
107. Although a small minority of pupils, particularly pupils in Years 1 and 2, behave in a disruptive manner, the attitude of pupils generally to mathematics is satisfactory and seems to improve as pupils move through the school. Evidence of positive attitudes is provided by the good number of Year 5 pupils prepared to attend sessions outside normal school hours and the care with which older pupils present their work.

SCIENCE

108. Standards in science are in line with those expected for seven-year-olds. Pupils generally achieve well and make good progress, particularly in the junior classes, and by the time they reach the age of ten pupils are reaching standards which are above average. Pupils with special educational needs receive good support from skilled learning support assistants and the majority make good progress. A small number of pupils with behavioural problems, largely centred in the infant classes, exhibit challenging behaviour, do not sustain concentration and do not make satisfactory progress. The pupils who do not speak English as their first language presently at the school make good progress.
109. There has been a good improvement since the time of the previous inspection, when the standards of ten year old pupils at the school were judged to be below average. This improvement has been influenced by three measures. First, the introduction of a nationally recognised scheme of work for science has led to a full coverage of the National Curriculum for science. It also allows for the systematic development of pupils' skills. Finally, it has led to an improvement in teachers' knowledge and confidence. The second factor has made for a general and considerable improvement in the quality of teaching. At the time of the last inspection, teaching was judged to be satisfactory in the infant classes and unsatisfactory in the junior classes. Teaching is now generally good. This good teaching means that areas of weakness in pupils' learning, noted at the time of the last inspection, for example, an inability to record results appropriately or to design a fair test, have largely been eradicated. Pupils, particularly in the junior classes are given good instruction from teachers and record their results well. They develop their numeracy skills by, for example, using line graphs to explain factors affecting evaporation. Younger pupils evaluate factors influencing a fair test when they look at the properties of different sorts of paper. Another influence has been the raising of the status of science in the curriculum through the organisation of 'Science Days' in conjunction with other schools. The Science Days encourage a lively, investigative approach to science, evidence of which is supplied

in good quality displays of work. Experiments include investigations into which kinds of pencils have the lowest resistance, which fruits produce the most electrical energy and whether the length of the 'helicopter' wing spans of seeds affects the distance of their flight.

110. By the time they are seven, pupils are encouraged to make predictions as a prelude to experiments. Most pupils know what constitutes a healthy diet. They can sort materials according to their properties. High attaining pupils use a good vocabulary, using words like rigid, absorbent and compressed. Pupils are beginning to understand what makes a fair test. Higher attaining pupils experiment, using tubes, to find that light travels in straight lines and then use this information to explain shadow formation.
111. By the time they are ten, pupils have a good knowledge of the functioning of the human body. They have a very good knowledge of the structure of the heart and how respiration is linked with the circulation of blood. They are able to conduct experiments into how, for example, exercise will affect pulse rate and record their results appropriately using tables and graphs. They understand the states of matter and how processes like evaporation and condensation affect these states. They have a good grasp of physical processes like sound and how, practically, sound is formed and modified. They generally have a good grasp of forces, although some pupils do not yet have such a good understanding of some of the abstract aspects of forces, believing, for example, that there is no gravity on the moon and that this is a reason why plants do not grow there.
112. The quality of teaching is good in the main. Teachers generally have good subject knowledge and good class management skills. This gives them the confidence to adopt a practical, investigative approach to the subject but at the same time confining this approach within some guidelines and framework so that pupils do have direction in their work. So, for example, a teacher of Year 4 pupils investigating friction allows pupils to make their own predictions and investigate the effects of various surfaces, developing their own methods of measurement, but then suggests ways, using a spring balance, of getting some standardised quantitative figures. Clear instructions are then given on ways to record results and how these results might be interpreted. Teachers generally plan well to make use of pupils' recording to support work in numeracy. Pupils use a range of tables, bar charts and line graphs. Graphs are used appropriately. For example, Year 5 pupils use line graphs to record temperatures. This practical approach allows teachers to advise individuals or small groups of pupils. They use questioning well to challenge pupils' thinking and get them to extend their answers. Teachers make good use of learning support assistants to help with the learning of groups of pupils, giving them concentrated, individual help. This is particularly helpful for pupils with special educational needs.
113. Learning support assistants sometimes play a more prominent part in the lesson. For example, an assistant in a class of Year 2 and 3 pupils held them engrossed as she showed and spoke about her tortoise. Teachers make appropriate use of homework to support the learning in lessons. Pupils in Years 2 and 3 were asked to complete a record of their eating habits to provide evidence for work on diet. The quality of marking is variable; at best teachers mark carefully, suggesting ways work could be improved and areas for further study. However, there are examples of work being left unmarked, which leads to poor presentation and means that the teacher has an insecure knowledge of the levels of learning of the pupils. Science is well used to complement and support learning in other areas: Year 3 pupils compare diet today with that in Tudor times; Year 5 pupils use their knowledge of electricity to develop lighting systems for model houses and to drive model cars. However although Year 5 pupils use CD-ROM to investigate aspects of the human body, the use of information communication technology to support learning in science is an area for further development.
114. Pupils' attitudes to science are generally good and this helps their learning. Older pupils, particularly, are productive and present their work thoughtfully. However, there is a small

minority of pupils, mostly in the younger classes, who present challenging behaviour, call out unnecessarily and do not concentrate well. The good classroom management skills of teachers enable them to reduce the effect that this behaviour has on the learning of other pupils but it does lead, on occasions, to a drop in the pace of lessons and to reduced productivity.

115. The subject is effectively led. The co-ordinator has ensured that the subject is well resourced. Resources include a conservation area in the extensive school grounds. This good level of resourcing enables the practical approach adopted by the school. However, although the co-ordinator has collected a useful portfolio of graded work, and agreement trials allow for target setting and give teachers a clear idea of the levels of work of their pupils, there are not, as yet, standardised records throughout the school, allowing teachers to have a fully accurate picture of the progress of individual pupils.

ART AND DESIGN

116. Pupils aged seven and ten achieve standards which are broadly in line with those expected nationally. Pupils' achievement is sound and they make the expected progress as they pass through the school. Pupils with special educational needs are helped in lessons by the assistance of good quality learning support assistants and, in some classes, by parents. Pupils who do not speak English as their first language make similar progress to other pupils. This would seem to indicate a drop in standards since the last inspection, when the standards of seven year olds were judged to be above average. The standards achieved by ten year olds remain the same. The drop in levels is partly explained by the departure of the art co-ordinator, a skilled practitioner, and by the fact that the development of other subjects has taken priority over the last few years. Despite this, however, achievement in art is at least satisfactory and the provision has improved in some aspects since the last inspection. The main improvement has been the introduction of a nationally recognised scheme of work. This has helped to ensure full coverage of the National Curriculum in art and design and to help with systematic development of pupils' skills as they pass through the school. These were two areas of weakness noted at the time of the last inspection.
117. By the time they are seven years old, pupils have encountered a range of experiences including working with clay, observational drawing and painting. They use their sketchbooks to record experiences on field trips. They use suitable programs to produce simple pictures using a computer. By the time they are ten, pupils have a knowledge of artists like Van Gogh, Picasso and Holbein. More able pupils can recall good detail about their lives and works. They produce their own pictures, copying features of their styles. Pupils in Year 5 are able to use the style of artists but change the media. So, for example, pupils study pictures like 'The Ambassadors' by Hans Holbein and then design, and finally make, collage portraits of figures as diverse as Catherine Parr and a chimney sweep. They use interesting effects like deliberately creasing material to give the idea of pleats. Pupils' knowledge of non-European art and artists is not so well developed. The standard of observational drawing is good and is stimulated by a wide range of interesting artefacts and plants displayed around the school. Pupils in Years 3 and 4 produce some good pencil drawings of a deer's skull, while pupils in Years 2 and 3 produce pastel drawings of a mallard duck.
118. The quality of teaching is generally satisfactory, although there are examples of good teaching, particularly in the classes of older pupils. Teachers make good use of art to support work in other subjects, particularly literacy and history. So, for example, pupils in a class containing Year 2 and 3 pupils listen to the story of the willow patterned plate. They then try to produce their own version of the story although their creativity is stifled through having too many restrictions placed on their work. Pupils in a class of Year 3 and 4 pupils make puppets of sailors, then use them to give a performance from behind a large cut out

of HMS Victory. They finish their performance by firing 'party poppers' through the gun slits. Year 5 pupils produce good quality pastel pictures of mythical beasts after completing written work. Year 5 pupils make clay masks in the style of the Ancient Egyptians. They help their understanding of Tudor times by studying the works of artists of the period like Hans Holbein and then attempting to incorporate features of his style into their own work. Their study of pictures allows them to learn interesting detail about Tudor clothing. They make sketches of artefacts such as Tudor warming jugs.

119. Teachers encourage their pupils to use their sketchbooks on the numerous field trips that they make. Teachers make good use of learning support assistants and enthusiastic parental help to assist the learning of small groups and individuals and this is helpful for the learning of pupils with special educational needs. It is particularly useful in the classes of younger pupils where pupils with behavioural difficulties are, mostly, successfully engaged by learning support assistants and therefore do not greatly hinder the work and progress of others. Teachers make good use of the time at the ends of lessons, asking pupils to show their work. This allows positive evaluation, which helps both the pupil showing the work and those watching.
120. Pupils' attitudes to art and design are good, particularly among the older pupils. Pupils are appreciative of the work of others and this helps pupils' confidence and self-esteem. Teachers take some trouble to promote these good attitudes by showing that they value pupils' work through the care they take in presenting it. Good examples are mounted behind glass. Pupils' work in clay is used as permanent decoration. These good attitudes are illustrated by the quality of individual booklets of residential trips, produced by Year 5 pupils, showing a range of techniques including painting, printing and fabric work.
121. The new scheme of work allows for assessment procedures although these are, as yet, to have any impact on standards. The well established sketchbooks do provide useful evidence of progress but this tends to be confined to the present year group of the individual pupil. Resources are sufficient to support the curriculum and include items, like a kiln, which allow pupils to extend their work with clay.

DESIGN AND TECHNOLOGY

122. Standards are in line with those expected of pupils aged seven and ten. Pupils generally achieve well and progress is satisfactory. Pupils with special educational needs are generally well supported and make good progress in relation to their previous levels of learning. An exception to this is a small number of pupils, in infant and lower junior classes, whose challenging behaviour inhibits their own progress and occasionally threatens the progress of others. Pupils who do not speak English as their first language make good progress. This is an improvement on the situation at the time of the last inspection when the standards of pupils aged ten were judged to be below average. This improvement can be, at least partially, explained by the school's introduction of a detailed programme of work based on the latest national guidance. This has helped to improve teachers' knowledge and confidence. It also helps to ensure that pupils' skills are systematically developed as they pass through the school. It also offers full coverage of the National Curriculum for design and technology. The coverage of the curriculum has been assisted by an improvement in resources.
123. By the time pupils are seven, many pupils are able to produce annotated pictures to explain their designs. They produce models of toys using a variety of materials. They are able to make jointed moving parts. They practise basic skills with activities like weaving. By the time they are ten, pupils are able to generate designs, using computers to draft and amend their efforts. They use terms like prototype. They are able to use learning from other subjects, for example science, when making battery powered vehicles. They evaluate the design and quality of their vehicle through a series of physical assessments.

They use a digital camera to record the process of making. They make products for a specific purpose. Year 5 pupils make bread and biscuits for a fête, recording the stages of making, using a digital camera. Year 4 pupils make moving parts, using a range of devices, for a 'pop up' storybook for younger pupils. They are able to use equipment like bench hooks and saws successfully and safely. They measure and cut accurately thinking through, in the design stage, the necessary measurements.

124. The quality of teaching is generally good, although there are examples of unsatisfactory teaching. Teachers generally use the good scheme of work to plan their lessons well, taking into account the different abilities of pupils in their classes. They support this good planning with good preparation, ensuring that materials and tools are accessible so that time is used efficiently and pupils are productive. Teachers use questioning to good advantage. A teacher of infant pupils uses questioning well to extend pupils' ideas and enables them to draw their own designs. Teachers make good use of learning support assistants and in one class, a teacher in training, to work with groups of pupils, giving individual help and encouragement. This is often particularly helpful to pupils with special educational needs. Teachers use design and technology to support and give relevance to work in other subjects. Pupils make working models of items like a 'shadoof' to support their work on Ancient Egypt. They find applications for their work on electricity in science lessons, by providing lighting systems for models. Information and communication technology is well used to support and extend work in design and technology. Computers are used, particularly by the older pupils, to find information and to draft and amend designs. Digital cameras are used to record progress in designing and making and to help as a guide in the evaluation of projects. Where teaching is less satisfactory it is the result of poor planning and class management. There is insufficient thought given to the technological processes. This leads to poor behaviour from a significant number of pupils. A small number of younger pupils do exhibit very challenging behaviour, which would exercise the management skills of even the most accomplished teachers.
125. Generally attitudes to design and technology are good. Older pupils speak with pride and enthusiasm about past projects. They collaborate well and behave in a controlled and safe manner when using tools. Classes of older pupils have a relaxed but purposeful atmosphere. These good attitudes have a positive impact on their learning.
126. Co-ordination of the subject is satisfactory. The new scheme of work includes provision for the assessment of the progress of individual pupils but these arrangements have not been in place long enough to have had much impact. The co-ordinator has collected a portfolio of pupils' work, which acts as a useful guide to the standards required by the different age groups of pupils.

GEOGRAPHY

127. It was only possible to observe two lessons in geography during the duration of the inspection, both of which were satisfactory. From these lessons, analyses of pupils' work, scrutiny of teachers' planning and discussion with pupils and teachers, attainment and progress are satisfactory by the ages of both seven and ten. At the time of the previous inspection, attainment was average by the age of seven and below average by the age of ten, so that there has been improvement since that time. This has largely been as the result of quality of teaching and the adoption of nationally recommended schemes of work which ensure the steady development of required skills in the subject.
128. By the age of seven, pupils explore such topics as the weather and the seasons, look at local architecture and develop early mapping skills, using their own village environment. By the end of Year 2, they begin to be aware of the different features of the places they study, such as islands and the seaside.

129. Year 3 and Year 4 pupils develop their mapping skills and awareness of the environment further by such tasks as using their own ideas on how they could make the local environment safer. They undertake a detailed study on a village in India, comparing the way of life there with their own. In Years 5 and 6, pupils develop their mapping skills by studying their local environment and suggesting a route for a one-way system in Midhurst, basing their research on evidence collected through questionnaires. Their literacy is well enhanced by this type of project, as they write letters to the local paper offering their solutions and looking at opposing arguments. They undertake detailed studies of the water cycle and water power, learning much about their own environment in this way. They become involved in a study of a locality in the United Kingdom in contrast to their own. They realise that the United Kingdom is made up of different countries. Many show obvious enjoyment when looking at an atlas. All pupils, including those with special educational needs and those for whom English is an additional language, make satisfactory progress overall.
130. The school makes good use of the local area to provide stimulus for geographical work and promote pupils' social development. Pupils throughout both key stages are enthusiastic about their work in the subject.
131. Teachers' planning shows that geographical skills are taught as pupils move through the school. Good use is made of literacy skills, though more use could be made of numeracy skills. However, there is little assessment of pupils' progress in the subject. Displays in all classrooms are used well to promote learning.
132. There is satisfactory leadership of the subject. The co-ordinator has a clear view of what is needed to develop this subject further, such as the need for monitoring and evaluating teaching in the subject and for more formal systems of assessment to aid future planning. Resources are satisfactory and sufficient to support all of the topics which are taught. More use could be made of information and communication technology in the teaching of geography.

HISTORY

133. It was only possible to observe one lesson in history, in the junior school, during the inspection but from this lesson, an analysis of pupils' work and discussions with pupils, as well as from displays around the school, it is clear that standards of attainment in history match those expected nationally by the age of seven. By the age of ten, pupils reach standards which are above those expected for their age. At the time of the previous inspection, standards were average by the age of seven and average by the age of ten. The school has adopted National Curriculum schemes of work successfully, ensuring that appropriate skills are developed throughout pupils' schooling and that all required areas of the subject are covered, allowing and enabling standards to improve.
134. In Years 1 and 2 pupils study the history of toys, thereby acquiring a sense of past and present. They look at different kinds of homes in different ages, often with great enjoyment and interest, discovering the similarities with today's living and looking at the differences. They study famous characters in history, such as Nelson, and famous events, such as the Great Fire of London. They begin to gain a spirit of enquiry about the past and learn about sources of information.
135. In Years 3, 4 and 5, pupils study such topics as the Ancient Egyptians, the Tudors and life in Victorian England. In Years 3 and 4 they study World War Two and in Year 5 they look at the features of Tudor houses, understanding how rich people lived in Tudor times. Often, they put their computer skills to good use in looking at historical evidence. In these ways, pupils acquire a good sense of chronology, knowledge about past times, the understanding of other cultures and the part they have played in forming our own.

Teachers work hard to reinforce historical skills, knowledge and understanding and the subject contributes well to pupils' social and cultural development. All pupils, including those with special educational needs and those for whom English is an additional language, make satisfactory progress overall.

136. In the one lesson seen, questions were asked skilfully when pupils were discussing their recent visit to Hampton Court and the purpose and function of artefacts and architecture they had seen. Learning in this lesson was good and the pupils worked collaboratively and co-operatively. Resources were used very well as pupils developed a satisfactory awareness of how to deduce people's lifestyle from the objects that surrounded them. The teacher helped them effectively to extend their ideas throughout the life of the times. Pupils worked well together as a class and sustained their concentration.
137. History contributes well to the teaching of literacy. Pupils in Year 2 use their developing literacy skills as they write about famous people from the past. Opportunities are used for more sustained descriptive or empathetic writing which contribute to the breadth of styles acquired by pupils. Satisfactory use is made of time lines throughout the school, promoting links with numeracy. Information and communication skills are beginning to be used well to promote learning in the subject.
138. Informative displays in all classrooms demonstrate clearly the topics which the pupils are following and enhance pupils' learning. Very good examples were seen in the later years of life in Tudor times. Throughout the school, books and posters clearly show the major themes which the pupils are following.
139. There is satisfactory leadership and the co-ordinator has a clear overview of the subject and regularly monitors pupils' progress. Teachers do not yet assess pupils' progress as regularly or rigorously as they might. Resources are satisfactory and help to illustrate all topics covered. Educational visits and visitors invited into school greatly enrich this area of the curriculum, as well as visits to places of historical interest.

INFORMATION AND COMMUNICATION TECHNOLOGY

140. Pupils aged seven and ten achieve standards which are in line with those expected nationally. Pupils make at least satisfactory progress. This includes pupils with special educational needs. In fact the school makes good use of computers to help the learning of pupils with special educational needs so that they become quite confident with their use. Pupils who do not speak English as their first language also make sound progress. This represents an improvement since the last inspection, when standards were judged to be below average throughout the school. This improvement has been brought about by good leadership of the subject. This good leadership has arranged for training for teachers in the use of computers. This has led to an improvement in both knowledge and confidence amongst the teaching staff. The adoption of a nationally recognised scheme of work has meant that there is now full coverage of the National Curriculum for information and communication technology and ensures the systematic development of pupils' skills. There has been a big improvement in both the quantity and quality of both hardware and software. The improved resources have had a particularly noticeable impact in the junior classes, where items like the projector have allowed teachers to be able to clearly demonstrate techniques to the whole class.
141. By the time they are seven, the majority of pupils can save, retrieve and print their work. They are able to produce word processed examples of their work and items like labels, using different sizes of lettering, fonts and colour. Many are able to enter instructions into a programmable toy.

142. By the age of ten, pupils are able to speak confidently about how computers affect our lives. Higher attaining pupils are able to give examples beyond their immediate lives, like assisting with homework assignments, for example, the control of aircraft and records. A majority of pupils have heard of the 'Millennium Bug' and some pupils can explain the theory of the supposed problem. Pupils are able to discuss the advantages and disadvantages of electronic mail and the postal system. Although most pupils have used e-mail and are confident with it, few have used it at school. Each class has its own e-mail address but this is an area for further development. Most pupils are confident with the use of the Internet, using it to research topics as diverse as the Beatles, Tudors and Ancient Egyptians. They use CD-ROM to support their work in mathematics and science. Older pupils use the digital camera. Some pupils have used it to record evidence for a report to the school council on the problems of litter and the use of refuse bins. Pupils have good word processing skills and use these not only to present finished copies of work, but, more importantly, to draft work. Thus they make use of the computer's facility to readily amend work. Pupils are able to enter information onto a spreadsheet but, as yet, only a few higher attaining pupils are able to then present this information in graphical form. The school has sensing equipment but, as yet, few pupils have used this to monitor events. Few pupils have experience of using computers to control or program events.
143. Teaching is generally sound. Information and communication technology is taught more as a whole class activity in the junior classes. Younger pupils are taught in small groups. Teachers in the junior classes make good use of projectors to clearly show pupils, step by step, how to perform functions on the computer. Tasks are carefully set so that pupils must use the information they have learnt to move to the next stage. For example, pupils in Year 5 are shown how to enter information about a specific multiplication table on a spreadsheet. They then have to find how this can be adapted to solve any multiplication table. Although there is still considerable room for further development, teachers are beginning to use computers to support pupils' learning in other areas. Older pupils draft their written work. Although computers are not as yet used to control the movements of models, good use is made of them in design technology as pupils use them in the planning stage of projects.
144. Pupils' attitudes to information, communication technology are generally good and these good attitudes help their learning. Older pupils work collaboratively, discussing their work and making suggestions. Pupils, particularly those in junior classes, are able to work together well when not directly under the teacher's supervision. This helps their learning because it means that a larger number of computers can be used and pupils have more 'hands on' experience. Another indication of the enthusiasm of pupils for computers is the large numbers who wish to attend the after school computer club. This is open to all but because of demand, pupils attend for a fixed number of sessions. The club, run by a mixture of governors and parents with knowledge of computers, offers a wide range of interesting and exciting programs and allows pupils to have individual tuition. It has a positive impact on the standards in information, communication technology in the school.

MUSIC

145. At the time of the 1997 inspection standards in music were judged to be in line with the level expected nationally at the ages of both seven and nine. Only one lesson could be observed during this inspection, so that it is not possible to make judgements on either standards or on teaching. The situation has, however, changed and music is taught throughout the school by a class teacher who is a music specialist. A predominant feature of the development of pupils' skills in music is to be found in the extra-curricular activities, such as the regular performances of musical productions the current one being on the Tudors, to complement pupils' studies of that period of history and the school choir. The choir does much in the local community, such as the Christmas Carol Service in the local church and participation in the local music festival. Additional opportunities are available

for pupils to learn to play a musical instrument, such as the recorder. The curriculum is also enriched by visitors to the school, such as the West Sussex Boy's Choir, and by excursions, to, for example Chichester Festival Theatre.

146. The interest and enthusiasm displayed by the music teacher transmits itself to the pupils, who, regardless of ability, love their music lessons. It is clear that lessons are planned to cover the development of instrumental skills, performance skills and the theory and practice of music. Other staff members and voluntary helpers give enthusiastic support to the subject co-ordinator in leading these activities which not only enhance pupils' skills, but also their enjoyment of the subject.
147. In infant classes pupils have good opportunities to sing a range of different songs. They clap or using percussion instruments to keep time and to add rhythm. They perform accurately, sing in time and pitch the notes correctly. Later in their school life, pupils learn to perform through classroom orchestras and to understand some musical theory, such as the pentatonic scale. There is also an enthusiastic weekly music club, whose purpose is to develop a repertoire for regular accompaniment of singing in assembly.
148. Information and communication technology is being put to good use through keyboards, though there is room for further development in this area. Pupils with special educational needs are given help to ensure that they make good contributions to music lessons. This frequently happens, since they are provided with tasks well matched to their abilities and because they work in groups where they are supported well by other pupils.
149. Attitudes to the subject are good throughout the school. Pupils enjoy the activities they are expected to undertake. They support one another, and are conscientious. Many pupils show high levels of confidence and clearly love performing, especially singing. The subject adds significantly to pupils' cultural development and understanding.
150. The leadership by the music specialist has had a substantial impact on the teaching of music. The scheme of work is well managed and resourced.

PHYSICAL EDUCATION

151. It was not possible during the inspection for inspectors to see any lessons in Key Stage 1 and consequently no judgement about standards can be made. However, on the lessons seen in Key Stage 2 average standards have been maintained. The school continues to offer a very good range of extra-curricular sporting activities and competitive sport with other local schools that effectively broadens the provision offered to pupils. Since the last inspection the management of the subject has been improved with the appointment of a co-ordinator who now has responsibility for managing the curriculum.
152. Pupils in Key Stage 2 work enthusiastically in gymnastics developing their sequence of movement travelling along the apparatus and combining an explosive finish. They think carefully about the range of possibilities they can use, and explore the use of different body parts to include as they develop their ideas. They are reminded to evaluate the effectiveness of their moves for themselves, and the teacher uses pupils as exemplars to demonstrate ideas that may be helpful to the others in the class. Constant praise and evaluative comments encourage the pupils to develop pathways along the apparatus, and to improve the quality of their landings. They show confidence in their work and good control, and benefit from the opportunities to refine and develop their sequences further using a change of pace to provide an explosive conclusion. The good planning and teaching allows pupils the full opportunity to develop and improve their skills to a good level and they make good progress. In a Year 5 lesson, pupils focused their attention on the creation of a Tudor dance sequence linking to their history topic. The pupils form groups and discuss and work out steps to fit to the music of the pavane. At first they have

difficulty with the time of the music which is slow and grand, but they are reminded that they need to get into the character of the original dancers and they begin to assume the posture of Tudor dancers. They show their sequences to the class and receive useful and positive evaluative comments from them. In this lesson the girls were much more imaginative and produced the more effective dance sequences.

153. Pupils in both key stages learn to swim in the school's open air pool during the summer term. This regular activity ensures that the vast majority of pupils can swim the minimum expected 25 metres by the time they leave the school at the end of Year 5.
154. Since the appointment of a subject manager, a scheme of work has been developed for the school to follow a more co-ordinated approach than was the case at the time of the last inspection. Effective links have been established with Midhurst Cricket and Rugby Clubs, and the school receives good support from parents to help with the running of after school clubs.

RELIGIOUS EDUCATION

155. It was only possible for inspectors to observe two lessons in religious education during the inspection. From analysis of pupils' work, however and discussions with pupils, it is clear that pupils at the end of both key stages are achieving at least in line with the requirements and demands of the agreed syllabus used by the school. This is the same as the findings of the previous inspection. Pupils' work and discussions with teachers show that through careful planning, pupils, including those with special educational needs, make satisfactory progress in the subject by the ages of both seven and ten
156. Pupils in Years 1 and 2 display a good understanding of the importance of festivals and celebrations in the community, with a specific focus on 'belonging' in the family and their relationships with others. They also become accustomed to exploring their feelings and those of others. They begin to acquire some understanding of and respect for Christianity and other faiths, in work on stories about 'special' people from the Old Testament and through an understanding of the beliefs and practices of Judaism. As part of their study of different places of worship they visit the local church. By the end of Year 2, pupils have a sound knowledge of basic Christian teachings and many other religious festivals.
157. The idea of community is explored in greater depth in the junior school, where pupils study specific religious communities, particularly Hinduism, Islam and Judaism, as well as Christianity. Pupils are provided with the opportunity to consider and discuss the stories of authority from different religions and the ways in which these religious communities pray and celebrate their festivals. During the inspection, in a good lesson observed, Year 5 were studying the events of the three days following Palm Sunday in order to understand the events which led up to the Last Supper. Pupils study the lives and teachings of leaders of religious communities such as Muhammad. Pupils in this key stage also explore the importance of artefacts and sacred books in religious practice, as well as learning about different places of worship, such as churches and temples. They enjoy the work, finding it interesting
158. Some good links are made between religious education and assemblies, with the one reinforcing the other, such as an assembly seen which focused on doing one's best for others. Assemblies always contain time for prayer and reflection, accessible to all.
159. On the basis of the lessons seen, teaching in the subject is at least satisfactory. The scheme of work supports planning well and teachers are able to convey concepts to pupils in a meaningful manner. Teachers do not use religious education lessons as fully as they might to promote literacy skills and there is little use made of information and communication technology.

160. Examinations of teachers' plans and pupils' work indicate that over time pupils are provided with the opportunity to explore and extend their knowledge and understanding of Christianity and other world faiths, including Judaism and Islam. Pupils learn about the gods, religious writings, festivals and stories of each of these faiths, and come to an understanding of shared beliefs and how they come to impact upon and influence our daily lives. The co-ordinator provides effective management for the subject, and has reviewed the schemes of work, incorporating new units of work. Although there are only limited opportunities for pupils to strengthen their understanding of other faiths, the school has made links with the local churches. The school has a satisfactory supply of artefacts and reference books.
161. With its focus on different religions and cultures and the opportunity to discuss a range of spiritual and factual issues, the subject makes a good contribution to pupils' spiritual, moral and cultural development. The subject is monitored and assessed against the requirements of the locally agreed syllabus.