

INSPECTION REPORT

ST MARY'S C OF E PRIMARY SCHOOL

Clymping, Littlehampton

LEA area: West Sussex

Unique reference number: 126024

Headteacher: Mr R Brown

Reporting inspector: Mrs H Bonser
22870

Dates of inspection: 26 - 28 November 2001

Inspection number: 194713

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

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INFORMATION ABOUT THE SCHOOL

Type of school: Infant and Junior

School category: Voluntary Aided

Age range of pupils: 4-11

Gender of pupils: Mixed

School address: Brookpit Lane
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Littlehampton
West Sussex

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Appropriate authority: The Governing Body

Name of chair of governors: Mrs S Tyrrell

Date of previous inspection: 9 – 11 June 1997

INFORMATION ABOUT THE INSPECTION TEAM

Team members			Subject responsibilities	Aspect responsibilities
22870	Hilary Bonser	Registered inspector	English; music; equal opportunities.	The school's results and achievements; Teaching and learning; Leadership and management
11575	Catherine Fish	Lay inspector		Care and welfare of pupils; Partnership with parents.
3855	David Langton	Team inspector	Science; art and design; geography; history; physical education.	Attitudes, values and personal development; Curricular learning opportunities, personal, spiritual, moral, social and cultural development.
30705	Graham Stephens	Team inspector	Mathematics; information and communication technology; design and technology; foundation stage; special educational needs.	

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

St Mary's Church of England Primary School is a voluntary aided school, situated in a pleasant rural setting west of Littlehampton. It draws some of its pupils from Clymping and neighbouring villages but the majority come from a wider area, including the town of Littlehampton. The school is smaller than average in size, with 95 boys and girls from 4 to 11 years of age. Pupils' attainments on entry to the school are broadly average overall. The full range of attainment is represented, but the relative numbers of higher and lower attaining pupils varies from year to year. At present, there are 26 per cent of pupils on the register for special educational needs, which is slightly above the national average. One per cent of pupils have statements of special educational need, which is about average. Pupils come from a wide variety of backgrounds, some of which are disadvantaged, although this is not reflected in the number of those known to be eligible for free school meals, which is below average. No pupils speak English as their second language and none come from ethnic minorities. There has been a high turnover of teachers for the size of school in the last year.

HOW GOOD THE SCHOOL IS

St Mary's School provides a sound education for its pupils and has a number of strong features. Standards in English, mathematics and science are broadly average and pupils achieve satisfactorily in relation to their previous attainment. This term, pupils are making good progress in many lessons because the quality of teaching is now good. Pupils behave very well and are very keen to learn. The headteacher, governors and staff work together well as a team and are fully committed to improving standards for all pupils. The school provides satisfactory value for money.

What the school does well

- The quality of teaching is now good, helping pupils to make good progress in many lessons.
- The school cares well for its pupils, providing good support and guidance for them and this contributes well to pupils' very positive attitudes towards school and their good personal development.
- The school promotes pupils' personal, moral and social development very well, successfully encouraging them to behave very well, to get on very well together and to work hard.
- The school provides a good range of learning opportunities that help to interest pupils and motivate them to learn; this includes a very good range of extra-curricular activities.
- The headteacher, governors and staff work well as a team to improve standards and pupils' achievements further.
- Extensive building works have contributed very well to the attractive and stimulating learning environment provided for pupils.

What could be improved

- Standards in writing, which are below average.
- Standards in some aspects of mathematics, especially in using and applying mathematics, which are below those expected.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school was last inspected in June 1997. It has responded satisfactorily to the key issues then noted. The curriculum is now well planned and, together with an improved range of assessment procedures, this helps pupils build more effectively on previous learning. Subject co-ordinators now take much more responsibility for their areas and the school development plan is now a useful tool to focus school improvement. However, the school underwent a difficult period with regard to staffing problems and changes over the last year, which slowed the rate of school developments in some areas such as the monitoring and evaluation of teaching. Nevertheless, there have been further improvements in the positive attitudes and behaviour of pupils and in their moral and social development, all of which are now very good. The school has also introduced the national literacy and numeracy strategies successfully,

although there are some inconsistencies in their implementation owing to recent staff changes. There is a strong, shared commitment in the school to continue to raise standards and the quality of teaching and learning. The school is well placed to make further improvements.

STANDARDS

The table shows the standards achieved at the end of Year 6 based on average point scores in National Curriculum tests.

Performance in:	compared with				Key
	all schools			similar schools	
	1999	2000	2001	2001	
English	A	E	E	E*	well above average A
mathematics	A	C	E	E*	above average B
science	A	D	E	E	average C
					below average D
					well below average E
					very low E*

The small number of pupils in each year means that the results of national tests can vary considerably from year to year. This reflects the differences between year groups in the relative numbers of higher and lower attaining pupils and those with special educational needs rather than sudden changes in standards. The fluctuations can give an unreliable picture of improvements and trends in standards. Consequently, comparisons made of pupils' attainment with all schools nationally and with similar schools should be treated with care.

Results in the 2001 National Curriculum tests at the end of Year 6, in comparison to all schools, were well below average in English, mathematics and science. Compared to schools of a similar context based on free school meals, they were in the lowest five per cent of schools in English and mathematics and well below average in science. However, the results are above those of similar schools in all three subjects when based on comparisons of prior attainment at the end of the Year 2.

Results at the end of Year 2 in 2001 were well above average in writing, where all pupils reached the expected level 2, but below average in reading and mathematics compared to all schools nationally. Teachers' assessments in science indicate that standards were below average. Compared to schools of a similar context, results were average in writing and well below average in reading and mathematics. Variations between the performance of boys and girls overall were not significantly different from the national picture. As far as trends can be ascertained in the light of year to year fluctuations, the rate of improvement in performance has been slower than that found in many schools nationally.

Standards on entry to the school are broadly average. The full range of attainment is represented but the relative proportions of higher and lower attaining pupils vary from year to year. This is why the standards of some of the work seen in the current Year 2 and Year 6 groups are different from last year. A good range of regular assessments is made of individual progress through the school. These, together with lesson observations and past work, show that most boys and girls of all levels of attainment, including those with special educational needs, achieve satisfactorily in relation to their prior attainment as they move through the school. A few achieve well. Standards at the end of the current Year 2 and Year 6 are broadly average in English, mathematics and science, except in the aspects of writing and using and applying mathematics which are below average. Standards are similar to those described in the last report. The school is unlikely to meet the statutory targets set for the current Year 6, as these do not take sufficient account of pupils with special educational needs. Standards in music are above the expected levels because pupils are taught well by a specialist teacher.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
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Attitudes to the school	Very good; pupils enjoy coming to school, they are enthusiastic, eager to learn and work hard.
Behaviour, in and out of classrooms	Very good throughout the school both in lessons and at play.
Personal development and relationships	Good; very good relationships between all adults and pupils in the school and between the pupils. They act responsibly.
Attendance	Good; above the national average.

There were no exclusions last year. The way in which older pupils care for younger ones, and all pupils work together and show interest in their work is a particular strength of the school. The attitudes and behaviour of the pupils in lessons were never less than satisfactory and good or better in three-quarters of them.

TEACHING AND LEARNING

Teaching of pupils:	Reception	Years 1-2	Years 3-6
Lessons seen overall	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.

The overall quality of teaching is good. No unsatisfactory teaching was seen. As a result, pupils now learn well and make good progress in many lessons throughout the school. Teaching is now good in English and science, and satisfactory in mathematics. Basic literacy and numeracy skills are taught well. Teaching was also good in other subjects where enough was seen to make a judgement. In design and technology, geography and information and communication technology no lessons were taught during the inspection. A new and stable teaching team is now in place, but there has not yet been sufficient time for the good teaching now evident to impact fully on pupils' standards and achievements as they move through the school.

The school meets the needs of all girls and boys satisfactorily overall, including those with special educational needs. Some higher attaining pupils are not always stretched enough. In well taught lessons across the school, teachers plan and assess pupils' work thoroughly, using this effectively to give pupils well matched, challenging and interesting activities. As a result, pupils of all levels of attainment concentrate well, work hard and make good progress. What sometimes made the difference between these lessons and those that were satisfactory, was how well teachers took account of pupils' differing ages and levels of attainment and whether they had high enough expectations of the amount and quality of work produced.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Good overall; a wide range of relevant learning opportunities;
Provision for pupils with special educational needs	Satisfactory; pupils have clear achievable targets; they receive good support from class teachers and increasingly effective help from teaching assistants.
Provision for pupils' personal, including spiritual, moral, social and cultural	Good overall; very good for moral and social development; satisfactory for spiritual and cultural development.

development	
How well the school cares for its pupils	Well; a strong and successful emphasis on promoting pupils' personal development.

The curriculum is enriched especially through the very good extra-curricular activities, including a good number of well-used visits and visitors as well as good links with the community and other schools. The school's partnership with parents is satisfactory.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Satisfactory overall; the headteacher is supported well by the deputy and co-ordinators.
How well the governors fulfil their responsibilities	Good; they take an increasingly active and effective part in the management of the school.
The school's evaluation of its performance	Satisfactory; increasing use made of test results to analyse strengths and weaknesses and take effective action.
The strategic use of resources	Good; available money is used well to support the school's priorities.

Principles of best value are applied satisfactorily to all spending decisions. There are sufficient learning resources to support the curriculum and staffing levels are good. The very good accommodation contributes to the attractive and stimulating learning environment.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • Their children enjoy coming to school. • Their children are well taught. They are expected to work hard, do their best and they make good progress. • The children are well behaved and the school helps them to become mature and responsible. • The amount of homework given. 	<ul style="list-style-type: none"> • The way the school is led and managed and works with parents. • The approachability of the school. • The information they receive about their children's progress.

Inspection findings overall support the positive views parents have of the school. With regard to their concerns, the team found that the information they receive about their child's progress is generally satisfactory although parents of pupils with special educational needs are not involved at the earliest stages of concern. Overall, the school is led and managed satisfactorily. The headteacher and governors acknowledge the concerns expressed and are already taking appropriate steps to improve the situation.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and pupils' achievements

1. The small number of pupils in each year means that the results of national tests can vary considerably from year to year. Results in English at the end of Year 6, for example, were well above average in 1999 but well below average in 2000. This reflects the differences between year groups in the relative numbers of higher and lower attaining pupils and those with special educational needs rather than sudden changes in standards. The fluctuations can give an unreliable picture of improvements and trends in standards. Consequently, comparisons made of pupils' attainment with all schools nationally and with similar schools should be treated with care.
2. Results in the 2001 National Curriculum tests at the end of Year 2, based on average points, were well above average in writing, where all pupils reached the expected level 2, but below average in reading and mathematics compared to all schools nationally. Teachers' assessments in science indicate that standards were below average. Compared to schools of a similar context, results were average in writing and well below average in reading and mathematics. At the end of Year 6, in comparison to all schools, results were well below average in English, mathematics and science. Compared to schools of a similar context based on free school meals, they were very low in English and mathematics and well below average in science. However, they are above those of similar schools when based on comparisons of prior attainment at the end of the Year 2. This is because, although there has been some turnover of pupils, the results in all three subjects show a good improvement from those obtained at the end of Year 2 in 1997, which were very low. Variations between the performance of boys and girls overall were not significantly different from the national picture. As far as trends can be ascertained in the light of year to year fluctuations, the rate of improvement in performance has been slower than that found in many schools nationally.
3. Children's attainments on entry to the school, from analyses of the baseline assessments and discussions with teachers, are broadly average, with the full range of attainment represented. However, the small intake leads to considerable variations from year to year. For example, in two of the last three years, several pupils had skills in some areas of their learning that were below the expected levels. This is now reflected in the higher than average number of pupils with special educational needs in those classes, as in Year 2. In the current reception year group, several had skills that were above the expected levels when they started school. What is clear from inspection evidence is that all children make at least satisfactory progress in their learning in relation to their prior attainment. This year, most are likely to meet the early learning goals in all areas of their learning and to exceed them in their creative, personal and social development and in their knowledge and understanding of the world. A good range of regular assessments is made of individual progress through the school. These, together with lesson observations and past work, show that most boys and girls of all levels of attainment, including those with special educational needs, achieve satisfactorily in relation to their prior attainment as they move through the school. A few achieve well. Standards at the end of the current Year 2 and Year 6 are broadly average in English, mathematics and science. They are similar to those described in the last report.
4. Differences between last year's national test results and the standards of the work seen in the current Year 2 and Year 6 year groups are due partly to the differences between the particular groups of pupils rather than any dramatic changes in overall standards. This is evident from the careful monitoring of pupils that is carried out as they move through the school. Nevertheless, there are a number of factors that are beginning to improve the rate of progress made by pupils. For example, the introduction of a well-structured phonics scheme for pupils in Years 1 and 2, as well as in the reception class, together with the increased emphasis now placed on teaching these skills is beginning to help many pupils improve their reading and spelling. The school has also begun to focus this year on raising standards in writing. Initiatives such as the additional literacy strategy and 'Springboard' mathematics are used increasingly well to help pupils in need of extra support. The school makes satisfactory use overall of the national literacy and numeracy strategies

to support pupils' learning, although there are still some inconsistencies in their implementation. There have been further improvements since the last inspection in the good behaviour and positive attitudes pupils have towards their work. They are keen to learn and work hard. The good quality of teaching of the new staff team that was seen in many lessons is also helping the older pupils in particular to make good and at times very good progress in lessons. However, there has not yet been enough time for this to impact fully on pupils' overall achievements. The school is not likely to meet the statutory targets that were set for the current Year 6 as these do not take sufficient account of the proportion of pupils with special educational needs in the year group.

5. In English, pupils achieve satisfactorily overall in relation to their prior attainment. Standards in speaking and listening are above the expected levels at the end of Year 2 and Year 6. Teachers provide a good number of opportunities across the curriculum for pupils to practise their speaking and listening skills and they give particularly good emphasis to increasing their vocabulary. Standards in reading meet the expected levels. For younger pupils, this is partly because phonics and key words are taught now in a more consistent, structured way. Many boys and girls are enthusiastic readers, and show a good understanding of what they read. Standards in writing are below the expected levels. Many pupils do not achieve as well as they should in this area. Although many older pupils, especially, make good progress in their learning in lessons, they do not yet apply this consistently to their own unaided story and non-fiction writing. It is clear from the work in pupils' books that the expectations of teachers and consequently the amount and quality of pupils' writing are inconsistent across the school. Writing tasks are often not matched well enough to pupils' differing ages and levels of attainment. Teachers make satisfactory use of opportunities in other subjects to extend the range of pupils' writing.
6. Standards in mathematics meet the expected levels by the end of Year 2 and Year 6 in all aspects of the subject. Pupils achieve satisfactorily in relation to their previous attainment. Work is planned very thoroughly to ensure continuity of learning for pupils but is often not challenging enough, especially for higher attaining pupils. There were some good examples of the use of information and communication technology to support pupils' developing mathematical skills, but this is not yet fully developed. Pupils make satisfactory use of their numeracy skills in other subjects, for example, by drawing graphs in science and comparing weather reports in geography.
7. Standards in science meet the expected levels by the end of Year 2 and Year 6 in all aspects of the subject. Most pupils achieve satisfactorily, although higher attaining pupils are not always stretched sufficiently. Across the school, teachers make good use of planning sheets to help pupils think carefully about how they will conduct their tests to make sure that they are fair and how results will be recorded. The subject is planned carefully to take account of the mixed age classes so that pupils build steadily on previous learning as they move through the school.
8. Standards in information and communication technology meet the expected levels by the end of Year 2 and Year 6 and pupils achieve satisfactorily overall. However, pupils in Years 3 to 6 achieve well in their skills of handling and communicating information, where standards are above those expected by the end of Year 6. This is an improvement since the last inspection. It has come about because teachers make good use of ongoing training in providing good opportunities for pupils to practise their skills in this aspect of the subject across the curriculum.
9. By the end of Year 6, the majority of pupils meet the expected levels for their age in art and design, history, design and technology and physical education. Pupils achieve satisfactorily in these subjects. Standards in music are above those expected and pupils achieve well. This is because, from the time they start school, they are taught very well by a specialist teacher. Not enough evidence was seen to make overall judgements in geography.
10. Pupils with special educational needs achieve satisfactorily relative to their prior attainment, except in the reception class where they achieve well because of the high ratio of adults to children. They make sound progress towards their individual targets and in lessons, due to carefully planned work, good support from their class teachers and increasingly effective help from teaching assistants when they are withdrawn for specific work. Although higher attaining pupils achieve satisfactorily in some subjects, in others, such as mathematics and science, they are not challenged consistently.

Pupils' attitudes, values and personal development

11. Pupils' attitudes to school are very good. Behaviour is very good. Relationships among pupils and between pupils and adults are very good. Pupils' personal development is good. Attendance is good. These judgements confirm improvement in all areas since the previous inspection.
12. Pupils' very good attitudes are seen in their enthusiasm for school. They are highly motivated, concentrate well and show interest in lessons. They want to please their teachers and they want to learn. They listen very well to their teachers and to one another. When challenged, they respond well. They settle quickly to early morning tasks during registration. They are keen to answer questions in class, almost always remembering to raise hands politely. There is high participation in extra-curricular activities such as gymnastics, football and recorder clubs. Pupils with special educational needs bring very positive attitudes to their work. They work well with their peers, win praise from their teachers and are proud of their achievements.
13. Behaviour throughout the school, in lessons, assemblies, moving to the hall or library is very good. No unsatisfactory behaviour was seen in lessons; behaviour in the majority of lessons was at least good, and in a high proportion it was very good. Pupils know the school rules well, and adhere to them. They are rightly proud of their certificates for good behaviour. Playground incidents have dropped dramatically since the introduction of the Behaviour Book, and the "buddy" system. Pupils spoken to confirmed that there is no bullying, and were confident that if it did occur it would be dealt with immediately. No oppressive behaviour such as racism, bullying or sexism was seen during the inspection. Pupils are open, courteous and helpful towards visitors. They treat resources with respect from an early age, as observed in a reception class music lesson. There have been no exclusions. Ninety five per cent of parents think that behaviour is at least good; inspection findings confirm this.
14. Pupils willingly undertake responsibilities, responding well to the many good opportunities to do so in class from an early age. They carry out duties reliably, such as turning out lights, distributing books and newsletters and tidying up. During the inspection, pupils were observed volunteering to help clear chairs away, and taking on additional responsibility with younger pupils. All are involved in this at some stage. Older pupils are especially helpful in their care of and responsibility for younger pupils. Given the high levels of maturity and sound common-sense shown, pupils of all ages would respond well to further responsibilities, such as a school council, which is currently being considered. Occasionally, pupils raise money for those less fortunate than themselves and for charities such as a local animal hospital, by holding sales or paying for non-uniform days.
15. Relationships within the school, both among pupils and between staff and pupils, are very good. Teachers are very good role models of courtesy and fairness. Most pupils treat each other with thoughtfulness and kindness. They play well together, patiently waiting their turn to use the playground chess set, or waiting in line before entering a classroom. They hold doors open and say, "Excuse me" when passing by. In one physical education lesson seen there was spontaneous applause following a pupil's individual performance. Pupils usually work well together in pairs and groups, as observed in a Year 5 and 6 science lesson, and in role-play in reception, when children were dramatising the story of Billy Goat Gruff. Pupils are enabled to reflect on the impact of their action towards others through sensitive handling of situations by all adults.
16. Attendance at school is currently good. The level in the last year for which figures are confirmed is better than the national average, with no unauthorised absences. Figures for this year, not validated as yet, show the overall level of attendance has dropped, due mainly to parents taking their children out of school for holidays. Most pupils arrive at school on time; the parents of those who arrive late are reminded of the need to get their children to school on time, so the day can start promptly.

HOW WELL ARE PUPILS OR STUDENTS TAUGHT?

17. The quality of teaching is now good overall and pupils learn well in many lessons. It was good or

better in two-thirds of the lessons seen. It was very good in nearly a quarter of them. No unsatisfactory teaching was seen. This is a further improvement, especially in the amount of very good teaching, from the time of the last report when teaching was also judged to be good. The good quality of the teaching seen resulted in pupils often making good and at times very good progress within lessons, but it has not yet impacted on their achievements as they move through the school. These are satisfactory at present. The main reason for this is that the school underwent a difficult period with regard to staffing problems and changes over the last year, which impacted adversely on the rate of school improvements and, in some cases, on pupils' learning. A new and stable teaching team is now in place, but there has not yet been sufficient time to fully develop consistency of approach in all aspects of teaching and learning. This has been hindered further because the staff changes have resulted in periods without permanent literacy and numeracy co-ordinators in place. It means that the approaches to teaching of some aspects of literacy and numeracy in particular are not yet sufficiently consistent or focused. The school has already started to address this situation. Good improvements in the quality of planning and assessment since the last report already provide better continuity of learning for pupils.

18. Teaching is good overall across the core subjects of English and science and this helps pupils to make good progress in many lessons. It is satisfactory in mathematics. Teaching was also good overall in the lessons seen in music, history and physical education. Not enough teaching was seen in art and design to make an overall judgement and none was seen in information and communication technology, design and technology or geography. In music, the consistently good teaching seen makes a strong contribution to standards in the subject, which are above those expected. The quality of teaching is good in the foundation stage, satisfactory in Years 1 and 2 and good in Years 3 to 6, where there was a higher percentage of both good and very good teaching, with pupils making very good progress in several of these lessons. Examples of good teaching were seen in all classes.
19. Basic literacy and numeracy skills are now taught well overall, helping pupils to make good progress in many lessons. One reason for this is that teachers have worked hard to plan and implement the national literacy and numeracy strategies in a way that helps pupils to build on previous learning. They have been helped in this by making good use of external training and of support from the local education authority. This helps them, for example, to use questioning and intervention well to extend pupils' skills and understanding. In a well taught literacy lesson, the teacher used a very good subject expertise in skilful questioning. When challenging pupils to suggest as many words, as quickly as possible, to rhyme with 'pie', she made very good use of the opportunity to reinforce their phonic and spelling skills, by exploring suggestions such as 'high' and 'fly'. In a well taught mathematics lesson for pupils in Years 1 and 2, the teacher used her subject knowledge well in skilled, well targeted questioning to help all pupils, including those with special educational needs, to understand, explain and use correctly new concepts and vocabulary, such as 'total'.
20. Other reasons for the increasingly effective teaching of basic skills include the good use teachers are making of a well-structured phonics scheme which has been introduced this term, and the good use of initiatives such as booster classes, 'Springboard' mathematics and the additional literacy strategy. Teachers use opportunities in all subjects well to extend pupils' vocabulary, although the focused use of other subjects to extend the quality as well as the range of their writing is inconsistent. They make satisfactory use of opportunities for pupils to practise their numeracy skills in other subjects.
21. Pupils with special educational needs are taught satisfactorily overall. Teachers include relevant details in their planning for any pupils with special educational needs and most tasks are matched appropriately to their needs. A good example of this was seen in a guided writing session for pupils in Years 5 and 6. The teacher used a well thought out task with them which enabled them to meet its objectives of understanding how to present a clear set of instructions in a way that was not dependent on their relatively limited reading and writing skills. Teachers deploy their assistants well overall to help these pupils. However, the support of the teaching assistants is not as effective as it might be as they are not involved in the writing of individual education plans. Consequently, their overview and understanding of pupils' targets to be achieved is not always clear. Group sessions

where pupils were withdrawn for specific help with teaching assistants proceeded at a steady pace and pupils were praised appropriately.

22. In many lessons, there are strong features that contribute to the very positive attitudes pupils have to their learning. Teachers manage their pupils in a consistent and positive way. This is based on the very good relationships between all staff and pupils throughout the school. Teachers help pupils to meet their high expectations of behaviour and attitudes to work by creating a calm and purposeful atmosphere in lessons. They use their good knowledge of individual pupils sensitively to support their learning and personal development.
23. The frequent opportunities for paired and group work contribute well to pupils' personal development. Teachers of younger pupils have deliberately created more opportunities for role play, having identified that a number of pupils have difficulty in negotiating, accepting and co-operating with each other's ideas. Such examples show how well teachers know their pupils and how well they promote their personal development. Many good examples were seen of teachers using effective questioning techniques to both consolidate and extend pupils' learning, ensuring, for example, that boys and girls of all levels of attainment were equally involved.
24. Teachers take care to choose resources and contexts for pupils' learning that will interest them and are relevant to their experiences. In many lessons, teachers use a good range of strategies to keep up a brisk pace and sense of urgency, for example, by using time targets effectively. As a result, pupils listen well and work hard. In most lessons they settled very quickly and sensibly to group activities, showing how very well they can concentrate and work both independently and collaboratively.
25. The impact of such features on pupils' rate of learning was illustrated in a very good poetry lesson for pupils in Years 3 and 4. In the introduction, a brisk pace and very good, well targeted questioning involved all pupils, secured their attention and kept them on their toes. The teacher made very good use of pupils' responses to extend their recognition and understanding of ways that rhyming couplets can be used for particular effects. She integrated text, sentence and word level work in a very relevant and effective way, incorporating for example, the use of rhyming dictionaries and expressive verbs, using contexts that interested the pupils. The impact of this was seen in the way that many pupils applied and incorporated these different elements into their own work, showing how well they had listened. Her questioning continually challenged pupils to improve and extend their ideas in a way that motivated them very well and raised the quality of their responses and also ensured they had opportunities to form some of their ideas before starting to write. They were very keen to begin drafting their own school poem and settled enthusiastically to their task. Pupils worked with a very good sense of purpose, irrespective of their level of attainment. Higher and average attaining pupils successfully used strategies such as brainstorming to collect their ideas before starting their draft. The teacher provided very good support for lower attaining pupils, working with them to enable them to organise and articulate their thoughts. Very good examples were seen of pupils spontaneously re-drafting their work by trying out different phrases or words to achieve the effect they wanted. This reflected a successful emphasis placed by the teacher on the importance of this as part of the writing process and contributed to the good quality of the pupils' work. Pupils clearly enjoyed their work. This was seen in their level of concentration and the way that they were keen to share some of their efforts with each other. A good example of their interest was seen at the end of the lesson when one boy asked if he could stay behind to write down an idea that he had suddenly thought of for his next verse. The very good quality of their learning during the lesson was reflected in the high quality and amount of work produced.

26. There were some elements of teaching, where examples of good or very good practice were seen, but where there was inconsistency between teachers. These often made the difference between good and very good teaching and satisfactory lessons. In some lessons, although teachers had clear objectives in their planning, they did not explain these clearly to pupils. By contrast, in some very well taught lessons, the teacher not only discussed the objectives with pupils so they knew exactly what they should be learning, but kept pupils tightly focused by returning to them at each stage of the lesson. At the end, they encouraged pupils to evaluate their work against them, so that they knew how well they were doing. Plenary sessions are sometimes used well to help pupils not only review, but to extend what they have learnt and also to set the context for what they will learn next. Good examples of this were seen in several lessons for pupils in Years 3 and 4 and in Years 5 and 6. In some lessons, plenaries are too brief and such opportunities are lost.
27. The expectations that teachers have of pupils' work are also inconsistent. In some subjects, such as music and physical education, teachers have high expectations of the quality of pupils' work to which they respond well. In a science lesson for pupils in Years 5 and 6, the teacher's high expectations of the pupils were reflected in the challenging questions and well-planned activities that really made the pupils think hard and do well. But in English, for example, there were inconsistencies in the expectations of teachers with regard to both the quantity and quality of the pupils' work, as well as in their handwriting, spelling and presentation. These were reflected in variations in the standards of writing seen in different classes in the work of pupils of all levels of attainment. In mathematics, work was generally well matched to the needs of lower and average attaining pupils, but not sufficiently challenging for higher attaining pupils.
28. Planning has improved since the time of the last inspection. Teachers work closely together on detailed planning at all levels. This means that lessons are now clearly focused and help pupils to build on previous learning. Several good examples were seen in every class during the inspection week of teachers adjusting lesson plans to take account of pupils' responses and level of understanding in the previous lesson.
29. However, the use made of such assessments and lesson evaluations by teachers to match activities effectively to pupils' differing ages and needs within each class varies considerably and has a significant impact on pupils' rate of learning. A number of good examples were seen in each class of activities that were carefully planned to take account of pupils' differing ages and levels of attainment. These include art and design work for Years 1 and 2 and in history activities in Years 3 and 4. In contrast in English, although good examples were seen of well matched work in lessons, it was clear from the scrutiny of work over this term, that in some classes all pupils were frequently given the same writing task or spellings irrespective of their differing ages or levels of attainment. Where better matched and challenging work was given to pupils, the standards of work were higher and pupils had clearly made good rather than satisfactory progress in improving their writing skills over this term, when comparing it with their work from the previous year.
30. Teachers generally brief and deploy classroom assistants well, so that their skills, which are being enhanced through appropriate training opportunities, are used to best effect in supporting pupils' learning. Some good examples were seen during lessons of teaching assistants providing effective support for pupils with special educational needs, enabling them to participate fully in the lessons, but there were some examples where they were not actively involved, for example, during introductory sessions.
31. All teachers provide some opportunities in other subjects for pupils to develop their information and communication technology skills, especially in word-processing. Pupils in Years 3 and 4 discussed with interest whether it would be better to photocopy or scan photographs to include in their class newsletter. Some good examples were seen of information and communication technology being used effectively to support the learning objectives in other subjects. For example, higher attaining pupils were asked to research further information about Florence Nightingale from a CD Rom. However, other opportunities are not yet fully exploited.
32. A good range of regular assessments is used appropriately to identify areas of weakness in the curriculum and to identify those pupils in need of additional support. However, not enough use is

made of the information to set short term targets with pupils so that they know exactly what to focus on to improve, for example, their writing skills. Although teachers sometimes advise pupils how they can improve their work when they mark it, comments are often very general and do not help pupils to understand how well they have met the main objectives of the tasks. This limits their knowledge of their own learning.

33. Homework is set in accordance with the school policy and is generally satisfactory although reading diaries are not always used effectively to involve parents in their child's learning. It is used well with the youngest and oldest pupils to support class work, and, in the case of the older pupils, as part of their preparation for secondary school.

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

34. The school provides a well-balanced curriculum and a good range of learning opportunities that meet the needs and broaden the horizons of its pupils. It fulfils all the requirements of the National Curriculum well. Children in the foundation stage are provided with a good curriculum based on the nationally recommended areas of learning, which is enhanced by the effective use of an outstanding outdoor area as a further learning resource. There are now policies and appropriate schemes of work in place for all subjects, providing appropriate guidance to teachers. The good curricular planning, based on these, includes a two yearly cycle of topics, carefully planning good cross-curricular links between science, history, geography and other subjects. As classes contain pupils of two different age groups, this helps to provide continuity in their learning. The provision of a school hall, as part of an extensive building programme, means that gymnastics are now taught in the physical education curriculum. These are good improvements from the time of the previous inspection and contribute to the good quality of teaching and learning now evident, as does the satisfactory implementation of the national literacy and numeracy strategies. A suitable amount of lesson time each week is allocated for all subjects.
35. The school provides a very good range of extra-curricular activities and clubs for pupils, including an extensive and carefully planned programme of visits and visitors over a two year period to support the topic cycle. For example, Year 3 and 4 pupils recently visited Preston Manor as part of their study of the Victorians. Years 5 and 6 have visited the Planetarium and Greenwich. The whole school visited the Isle of Wight. Pupils in Years 5 and 6 enjoy a residential camp at Stedham where skills in map reading and orienteering are developed as well as pupils' social and personal skills. A wide range of clubs is offered such as those for the environment, recorders, art, football, netball, computers and French. Very good use is made of the locality. For example, Years 1 and 2 visit a local bridge in connection with their work in design and technology - and the local church, beach, village, the nearby River Arun and Littlehampton museum are all put to good use. Reception class pupils use their autumn walk as a stimulus for art-work. Visits from a wide range of people such as a 'Victorian' policeman, in uniform, the Fire Safety officer and a representative from Dr Barnardo's, further enhance the curriculum.
36. Good provision is made for pupils' personal, social, health and citizenship education. Sex education, through the science topic 'Ourselves', drugs awareness and health are well supported by regular, well-planned lessons and by outside visitors. Circle time, 'bring and tell' sessions, and personal, social and health education lessons contribute positively to making pupils' personal development a strength of the school. The older pupils have many routine responsibilities within the classroom but the school's excellent 'buddy' system, introduced since the last inspection, enables younger pupils to be looked after and instructed by their older carer and advocate, and supported very well at playtimes and during lunch breaks. Consequently, playground incidents are few. Older pupils benefit by becoming responsible for others and by becoming responsible citizens, aware of the needs of others. Formal provision for citizenship is less well developed. Pupils value their responsibilities and take their duties seriously. During the inspection one older pupil, realising that the buddy of one of the younger ones was absent that day, quickly volunteered to take on an additional responsibility. In a personal, very well taught social and health education lesson in Years 5 and 6, pupils were made increasingly aware that the best responsibilities were those for which

you volunteered, rather than had imposed upon you. Adults are good role models and give priority to developing pupils' self-esteem, widening their social experience and developing a growing interest in learning.

37. There is satisfactory equality of access and opportunity for both girls and boys and for pupils with special educational needs. This is provided by the generally good use of appropriate teaching methods and materials and the good monitoring and support of pupils' academic and personal progress. However, in some subjects, such as mathematics and science, higher attaining pupils are not always given challenging enough work. The school has not identified any gifted and talented pupils.
38. The provision for pupils with special educational needs is satisfactory. Class teachers are released each week specifically to work with any pupils in their class with special educational needs, who are in need of additional support. This enables them to monitor their progress carefully and helps them to integrate the targets from their individual education plans into their class work more effectively. Teachers target their questions well overall ensuring that pupils with special educational needs can answer successfully and therefore feel included in lessons. Although a few good examples were seen of teaching assistants helping pupils with special educational needs to participate fully in lessons, they are not consistently proactive during class sessions at the beginning and end of lessons, in explaining and interpreting questions to support them.
39. The school's links with the local community are good, and each supports the other. There are close connections with the parish council and the church, where celebrations are held, for example, for Harvest Festival, and pupils feature in the village newsletter. The school's forthcoming Christmas Fayre is advertised prominently in the locality and the school is very much an important part of the local community. Student teachers from local training institutions work at the school, pupils sing to the local elderly lunch club, and distribute harvest produce. An independently run 'After School' club held on the school premises meets a local need for parents in the area. Pupils have used a non-uniform day to raise funds for a local pets' hospital.
40. There are good links with local schools, with sporting contacts, appropriate visits to and from senior schools, and very good links with the large number of pre-school organisations from which pupils join the school. The teacher responsible visits all new entries, and three morning introductory sessions are held to help children become familiar and confident in their new surroundings, when they join the school.
41. The school's provision for pupils' spiritual, moral, social and cultural development is good overall. It is satisfactory for their spiritual and cultural development, very good for the moral and social development. Provision for social and moral development has improved further since the previous inspection.
42. The satisfactory provision for spiritual development is made through daily acts of worship or class assemblies, which provide pupils with moments for prayer and reflection. Good examples of pupils displaying awe and wonder were seen in the reception class when the robot roamer, disguised as the wicked wolf arrived at the house of Red Riding Hood. Year 2 pupils marvelled at the strength of the bridges they had made in an earlier design and technology lesson! No planned provision for spiritual development is made, however, and this area remains underdeveloped. Provision for collective worship meets statutory requirements.
43. Provision for moral development is very good. This is an improvement since the previous inspection. Adults are very good role models and the school's behaviour policy is consistently upheld. Older pupils set good examples to younger ones. Pupils receive clear guidance on distinguishing between right and wrong and know how to handle problems by contacting adults or their buddies. Parents feel that moral values are well taught. Pupils make up their own class 'Golden rules', such as 'Listen and talk at the right time; respect everyone's belongings'. The school prayer, written by an ex-pupil, promotes positive ideas such as 'Help us behave in class', and 'Help us be kind and share'. The newly introduced Behaviour Book is having a positive effect in reducing the number of incidents of misbehaviour and pupils are aware of the procedures in place.

44. The very good provision for social development is supported through pupils being encouraged to work and play together, with a particular strength in the relationships between older and younger pupils, through the buddy system, with older pupils acting as friends and carers. The residential camp for older pupils promotes their social and personal development very well. Pupils visit the local elderly and sing carols. Before lunch, a pupil was observed leading a prayer for food for everyone in the world, and asking for help for Americans. Social awareness of others, especially those less fortunate than themselves, is well promoted among pupils. During the inspection, the birthday of a Year 1 pupil became a suitable occasion to celebrate and develop social skills.
45. Cultural development is satisfactory overall. Provision for the development of pupils' own culture is good. Visits are arranged to museums, historic houses and the theatre. Art and musical appreciation are encouraged. Good displays of artists such as Van Gogh and Picasso are to be seen; music lessons are supported by pupils listening to music from classical composers before and after assemblies and at the end of lunch, although opportunities are not always taken to identify the composers. There is little evidence of multi-cultural provision around the school, no displays and few books. Pupils learn about some other cultures as part of their history and geography lessons, but there is no planned provision to prepare pupils to take their place as adults in today's multi-cultural society, and this weakness, identified by the previous inspection, has not been addressed.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

46. The previous report showed that the school's provision for the personal support, guidance and welfare of its pupils was generally good and this position has been maintained. Staff work hard to create a warm and caring environment in which pupils feel valued and safe. The very good relationships that exist across the whole school ensure that this, overall, is the case. Pupils are confident to approach staff with their concerns or worries.
47. There are good procedures in place to ensure pupils' safety at all times. Risk assessment on the buildings has been undertaken regularly during the recent construction work. It is also carried out throughout the curriculum, especially in such subjects as physical education and science, for any trips undertaken and also as regards pupils' safety. Accidents are well handled and recorded. Any routine or occasionally requested medicines administered are also correctly recorded. Fire appliances and alarms, along with equipment such as for physical education, are tested regularly and fire drills held termly. Child protection procedures are good; the school follows the locally agreed policy and staff are aware of the need for vigilance in this area.
48. The school's policy on behaviour is appropriate and promotes very good behaviour. The rules are well known by the pupils and most of them strive hard to meet the high levels of expectations set by staff. Any incidents of misbehaviour are well detailed in pupils' individual records; any more serious incidents are also detailed in the head's behaviour log. He monitors what is happening and takes the appropriate action. If any pupil has five entries in the log, parents are informed and involved. Bullying is not regarded as a serious problem by the pupils, but it is taken seriously by the school. When a problem is brought to its attention, effective action is taken. Staff listen to what pupils have to say on this matter. An interesting session took place in a personal and social education lesson during the inspection, when pupils talked about what they perceive bullying to be. The teacher registered their comments and intends to return to the matter. The school has not needed to record and report any racist incidents or comments.
49. Personal development is not monitored formally, although the pupils' individual records show that notes are sometimes made by teachers. However, annual reports on pupils show that the teachers do know their pupils well, because they give good details of pupils' personal strengths and weaknesses. Pupils also make comments in the report about what they like and where they have any difficulties; these show a good level of knowledge about their own academic and personal development. Pupils' personal development is well promoted through the personal, social and health education policy and the use of 'circle time', including activities that encourage pupils to develop the skills of listening carefully, taking turns and sometimes in negotiating with classmates.

50. The school has good systems to monitor and promote good attendance. Registers are clearly and correctly marked, with good notes given on reasons for absence. Although attendance has been good for a number of years, the figures to be published soon for this last year show a fall to below the national average. This is mostly due to the number of parents taking holidays during the term. The school is planning to issue tighter guidelines on its discretion over the authorising of holidays. The head teacher reminds parents regularly of the need for promptness.
51. The school gives satisfactory support to pupils with special educational needs. There are satisfactory procedures for identifying their needs, placing them on the special educational needs register and providing the support needed in accordance with the school's policy. Useful termly meetings are held between the co-ordinator, class teacher and, where appropriate external specialists to review pupils' progress towards the targets in their individual education plans. At present, teaching assistants are not sufficiently involved in the ongoing assessment of the pupils they support or in the writing of their individual education plans and this limits the effectiveness of their support. The school meets the requirements outlined in pupils' statements of special educational need and for the annual review of these. Satisfactory links are maintained with outside agencies.
52. Procedures for monitoring and supporting pupils' academic progress are good. Since the time of the previous report, there has been a considerable improvement in assessment procedures, which are now good overall. Baseline assessments of children when they start school are repeated at the end of their reception year and provide a useful picture of their progress and attainment over this time. There are good procedures for assessing pupils' progress in mathematics and English through annual standardised tests as well as the optional national tests at the end of Years 3,4 and 5. In addition to regular ongoing assessments, for example in reading and phonics and against the numeracy strategy objectives, teachers make a detailed assessment of an agreed task in English, mathematics or science each term. They then moderate the work carefully, comparing it to national standards. As yet, there is no formal common system for assessing pupils' progress in other subjects. However, teachers make their own assessments of these in relation to national expectations each year and the information is kept in pupils' individual record. This provides a good overview of pupils' progress and achievements as they move through the school.
53. The school makes satisfactory use of all of the information from these procedures to raise standards and pupils' progress further. It is used appropriately to identify areas of weakness in the curriculum and to identify those pupils in need of additional support. However, teachers do not yet use the information to set end of year class targets to help them to set precise objectives for what they need to teach so that they can move pupils on to the next step in their learning. One factor hindering this is that teachers are not always precise enough in their assessments of the standards pupils reach, as often just the broad National Curriculum level is given, rather than the subdivisions within each. Not enough use is made of assessment information to set short term targets with pupils so that they know exactly what to focus on to improve, for example, their writing skills. However, good use is made of assessment information to identify any pupils who are not making the expected progress. Appropriate support is then provided through, for example, additional support in class or individual programmes of work. Information from national tests is analysed well to identify areas of weakness, such as aspects of literacy and numeracy and this leads to effective adjustments being made to the curriculum and in teaching and learning to raise standards further. A good example of this is the emphasis this term on improving the skills of older pupils in division.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

54. The satisfactory partnership with parents indicated in the previous report has been maintained, although the analysis of the questionnaire sent to parents this time shows more areas that parents are not happy with than previously.
55. The results of the analysis of questionnaires sent to parents before the inspection highlight several areas of concern. However, there are a number of areas that parents are happy about. These

include the good behaviour of the pupils, the good teaching, the fact that their children are expected to work hard, the good progress they make and that they like coming to school. They are also happy with the level of homework given to their children. Evidence from the inspection supports these positive views overall, although expectations and progress, whilst sound, could be better.

56. Parents expressed concerns about the quality of the information they receive, particularly about their children's progress, how well the school is led, the approachability of the school, and how closely it works with them. Inspectors looked at all the parents' concerns during the inspection.
57. The quality of information parents receive is satisfactory overall and there are some strengths. A newsletter is sent home regularly and this does much to keep parents informed about day-to-day matters, events and reminders. A good innovation is the information screen inside the entrance hall. Other information is directed to the parents of the pupils involved. Parents receive an annual report on their children's work during the year. The information about what the pupils can do, what they know and what they have understood is clear and detailed. However, they do not include any targets to help the pupils improve, nor do they give the results of any optional tests. Termly parents' evenings are held with teachers, when parents can also see their child's work. The school currently does not hold any curriculum evenings to tell parents about what is being taught to their children and how it is taught, although there are plans to do this in mathematics. The school does provide a good useful leaflet that clearly sets out what and how mathematics is taught. Each term parents receive an outline of what pupils will cover during the term to help them support their child's work.
58. Parents of pupils with special educational needs are informed about their progress at parents' evenings. However, the existing policy involves parents formally only at the stage when outside agencies are involved. This means that opportunities are lost to gain the support of parents and work together with them in helping their children from the time that concerns about their progress first arise.
59. Parents' other concerns relate to the management and approachability and closeness with which the school works with them. The head and the governors acknowledge that there are currently concerns amongst parents about the communications between home and school. The governors have already written to the parents asking them to contact them with any concerns, including with the letter a copy of the school's complaints procedure. The headteacher has also decided to hold a drop-in session every Monday after school. It is hoped that this, in addition to the open door policy that already exists will promote better links with parents. The school makes a good start in trying to establish good links with parents in the reception year with the teacher making a number of visits to children before they start. She also makes visits to the nursery or playgroups the children are coming from. The school does not yet formally consult parents, but a good number of parents attend the governors' annual meeting with parents.
60. A few parents come in to school on a regular basis to help in the classroom, or with, for example, the environment club at lunchtime. The school appreciates this help and parents feel their efforts are received well. There is a good and supportive 'Friends' association that organises social and fund raising events for the school. The moneys raised are used, for example, to reduce the cost of trips and visits made by pupils. A number of parents recently helped to start building the new 'Adventure Trail' in the school grounds. All of this has a positive impact on pupils' opportunities for learning and their enjoyment of school.
61. While parents generally feel that their children are set about the correct amount of homework, they are not always happy to be involved in helping them with it. Reading records show that many pupils do not read regularly at home, even when they are beginning to acquire the skills of reading, although the school is inconsistent in its use of the reading diaries. This limits the progress of some pupils in this important area. About three-quarters of the school's families have signed the home school agreement.

HOW WELL IS THE SCHOOL LED AND MANAGED?

62. The leadership and management of the school are satisfactory. Overall, there has been a

satisfactory response to the key issues identified in the previous report as well as further improvements, for example, in the positive attitudes and behaviour of pupils and in their moral and social development, all of which are now very good. The curriculum is now well planned and an improved range of assessment procedures helps pupils build more effectively on previous learning and teachers to monitor their progress more systematically. However, the school underwent a difficult period with regard to staffing problems and changes over the last year, which slowed the rate of school developments in some areas such as the monitoring and evaluation of teaching. A new and stable teaching team is now in place, but there has not yet been sufficient time for the good teaching now evident to impact fully on pupils' standards and achievements as they move through the school. The school has also introduced the national literacy and numeracy strategies successfully, although there are some inconsistencies in their implementation owing to recent staff changes.

63. The headteacher provides satisfactory leadership. Now that the recent staffing difficulties have been resolved, his determination to re-focus on raising standards and achievements of all pupils and to address the concerns expressed by some parents is clear. The response of staff to this, through mutual support, hard work and the dedication of all to improving the quality of teaching and learning results in a strong sense of commitment and teamwork, which is shared very clearly by the governing body. At the same time, the school continues to provide a high level of care and support for its pupils by maintaining a wide range of learning opportunities and through a successful emphasis on the personal, moral and social education of its pupils. The effectiveness of this is evident in the good personal development of pupils, their very good behaviour and attitudes to learning, and in the very good relationships between adults and pupils within the school.
64. The headteacher is supported well by his deputy, who is well informed and fully involved in all decision-making, as well as contributing to the smooth day-to-day running of the school and pastoral care of pupils. Subject co-ordinators take much more responsibility for their areas since the last inspection. They have contributed well to the improvements in planning and regularly monitor this and the outcomes of pupils' work. They produce an action plan each year as part of their staff review process and are clearly focused on improving pupils' achievements. They monitor planning and the outcomes of pupils' work. As yet, they have had little opportunity to monitor the quality of teaching in their subject, which restricts their overview of pupils' progress across the school. Over the last year, staff changes have resulted in periods without permanent co-ordinators for literacy and numeracy, which hindered developments in these areas. However, the new numeracy co-ordinator has already identified specific areas of weakness that have become a focus for development this term. This is already having an impact on pupils' progress in lessons. The school has made good use of external support for literacy, pending the appointment of a new co-ordinator for January, for example in the introduction of a structured phonics scheme to improve pupils' reading and spelling skills.
65. The headteacher is currently the co-ordinator for special educational needs and provides satisfactory leadership. He liaises appropriately with external agencies, delegating the day to day support of pupils to class teachers, ensuring they receive time each week to work with pupils individually or in small groups and to monitor their progress towards the targets in their individual education plans. The effectiveness of these arrangements is currently being reviewed. All procedures are in place and the school meets the requirements of the Code of Practice. The governing body is in the process for replacing the governor with responsibility for special educational needs who left recently.
66. The determination and capacity of the school to raise standards further, by improving the quality of teaching and learning, is seen in the focused use of annual staff reviews linked effectively to well-planned in-service training. These are being now integrated appropriately with the performance management process. Good use is also made of lesson observations and evaluations by local education authority advisors to improve aspects of literacy and numeracy. In the last year, the headteacher has begun to monitor the quality of teaching more formally and regularly, although the approach is not yet rigorous enough. The school has found that the processes and paperwork involved in the effective implementation of national initiatives, such as the literacy and numeracy strategies, although very time-consuming, have a positive impact on pupils' learning.

67. The headteacher involves all co-ordinators in school development planning through their evaluations of their subjects in order to identify priorities for improvement. These, together with his own careful evaluation of the previous year's improvements, form the basis for the school development plan. It is costed well, closely linked to the planned provision for in-service training and is a useful tool to support ongoing improvements in standards, teaching and all other areas of the school. This is an improvement since the last inspection. As all staff are involved in drawing it up, they are very aware of the priorities and fully committed to them. Governors are also appropriately involved, especially through their committees.
68. Increasing use is being made of performance data to track progress of individual pupils, through appropriate information systems, to identify pupils in need of extra support through, for example, the additional literacy strategy or individual programmes. However, the assessments made by teachers are not yet always precise enough to enable individual and group curricular targets to be set and used as effectively as they might be to raise standards further. National test results are carefully analysed to identify weaknesses in the curriculum so that appropriate remedial action is taken. For example, the school is focusing on improving aspects of story writing this year.
69. Governors are committed, well-organised and very supportive of the school. They are much more fully involved than at the time of the previous inspection. They now carry out their responsibilities and fulfil their role as critical friends well. A very good example of this is the way that the curriculum committee has just completed a very careful analysis of individual pupil data to set realistically challenging targets for Year 6 for 2003. Each governor is responsible for an area of the curriculum and liaises regularly with the co-ordinator. On a rolling programme, they observe lessons in the subject and report back to the full body. This helps to inform their clear view of strengths and weaknesses of the school and of what is needed to continue to take the school forward. The governors also work pro-actively and with success to strengthen the links between the school and the local community.
70. The quality of financial planning and management is good and the efficient finance officer makes a good contribution to this. The funds received by the school are used effectively to support the school's priorities. Satisfactory use is also made of specific grants, for example, to improve the amount of time for teaching assistants in classes, although until recently the effectiveness of this has been limited by lack of specific training for them. The budget surplus last year was planned to cover the remaining costs of extensive building works completed this summer. Principles of best value are applied satisfactorily. The school ensures through competitive tendering and consultation that they obtain best value for money when purchasing resources and services. The headteacher has begun to compare the school's performance with that of other schools in order to help evaluate the effectiveness of spending decisions. However, in general these processes are not yet fully developed.
71. There is a good number of suitably qualified teachers. They are deployed appropriately in a way that enables individual expertise to be shared effectively. However, over the last year the school had considerable difficulty in recruiting an appropriate balance of experienced teachers for vacant posts, creating a staffing situation that hindered school improvement. This has now been resolved satisfactorily. There is a higher than average number of learning support staff who provide satisfactory support for pupils' learning, including those with special educational needs. Their effectiveness is increasing as they are taking up opportunities for specific training. The school is well supported at lunchtimes by the mealtime assistants and the caretaker maintains the buildings well.
72. Extensive, well-planned alterations and building work over the last three years have resulted in very good accommodation. This makes a considerable contribution to the attractive and stimulating learning environment and to pupils' very good attitudes and interest in their work. The outdoor area for pupils in the foundation stage is excellent in the opportunities it provides for their learning, which are exploited well by the teacher through carefully planned activities. A school hall has been created as part of the building programme and this means that the school can now teach all aspects of the physical education curriculum. This is a significant improvement from the time of the

last inspection. The level of resources is satisfactory overall and the school makes good use of loan services and the local area and community to enrich the curriculum and to support pupils' learning. The library resources are adequate, but the school has plans in place to improve this.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

In the context of the school's strengths, the governors, headteacher and staff should address the following matters in their action plan in order to raise standards and the quality of education further:

- a) Raise standards in writing to the expected levels by the end of Year 6 by*:
- ensuring that all teachers share the same high expectations of the amount and quality of all aspects of pupils' writing, including handwriting, spelling and presentation;
 - ensuring that the writing tasks and spellings set are appropriately matched to the differing ages and levels of attainment of pupils in all classes;
 - making more consistent use of the redrafting process with pupils to help them improve both the content and accuracy of their work;
 - providing more opportunities for sustained writing to help pupils apply what they are learning to their own writing;
 - making effective use of target setting with pupils to help them improve their work.

(See paragraphs 5, 17, 27, 29, 32, 91-4 and 98-9.)

- b) Raise standards further in some aspects of mathematics, especially in using and applying mathematics by*:
- providing more frequent and focused opportunities for pupils across the school to practise their skills in using and applying mathematics;
 - ensuring that higher attaining pupils are consistently challenged by the work that they are given;
 - improving the quality and consistency of marking to help pupils improve their work;
 - ensuring a consistent approach to the use of work books and support materials.

(See paragraphs 6, 17, 27, 32, 100, 102, 104 and 106-7.)

In addition to the above, the following points for development should be considered for inclusion in the action plan:

- develop a systematic approach for pupils to learn about and celebrate the different cultures in our society (see paragraphs 45 and 117);
- continue to review and improve the channels of communication with parents (see paragraphs 54, 56-9, 61 and 88).

**The school has already identified these areas for development.*

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	26
Number of discussions with staff, governors, other adults and pupils	24

Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	0	6	11	9	0	0	0
Percentage	0	23	42	35	0	0	0

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

Information about the school's pupils

Pupils on the school's roll

	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	91
Number of full-time pupils known to be eligible for free school meals	0

Special educational needs

	YR – Y6
Number of pupils with statements of special educational needs	1
Number of pupils on the school's special educational needs register	24

English as an additional language

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

Pupil mobility in the last school year

	No of pupils
Pupils who joined the school other than at the usual time of first admission	3
Pupils who left the school other than at the usual time of leaving	5

Attendance

Authorised absence

	%
School data	5.0

Unauthorised absence

	%
School data	0.0

National comparative data	5.2
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National comparative data	0.5
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Both tables give the percentage of half days (sessions) missed through absence for the latest complete reporting year.

Note: The numbers of boys and girls are omitted as there were fewer than eleven of each in the year groups.

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

	Year	Boys	Girls	Total
Number of registered pupils in final year of Key Stage 1 for the latest reporting year	2001			13

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys			
	Girls			
	Total	11	13	10
Percentage of pupils at NC level 2 or above	School	85 (79)	100 (79)	77 (100)
	National	84 (83)	86 (84)	91 (90)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys			
	Girls			
	Total	11	13	11
Percentage of pupils at NC level 2 or above	School	85 (93)	100(100)	85 (93)
	National	85 (84)	89 (88)	89 (88)

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

Attainment at the end of Key Stage 2 (Year 6)

	Year	Boys	Girls	Total
Number of registered pupils in final year of Key Stage 2 for the latest reporting year	2001			11

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys			
	Girls			
	Total	7	7	10
Percentage of pupils at NC level 4 or above	School	64 (57)	64 (79)	91 (100)
	National	75 (75)	71 (72)	87 (85)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys			
	Girls			
	Total	9	9	11
Percentage of pupils at NC level 4 or above	School	82 (79)	82 (79)	100 (79)
	National	72 (70)	74 (72)	82 (79)

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

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	0
Black – African heritage	0
Black – other	0
Indian	0
Pakistani	0
Bangladeshi	0
Chinese	0
White	95
Any other minority ethnic group	0

This table refers to pupils of compulsory school age only.

Teachers and classes

Qualified teachers and classes: YR – Y6

Total number of qualified teachers (FTE)	3
Number of pupils per qualified teacher	5.2
Average class size	24

Education support staff: YR – Y6

Total number of education support staff	3
Total aggregate hours worked per week	74

Qualified teachers and support staff: nursery

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

FTE means full-time equivalent.

Recruitment of teachers

Number of teachers who left the school during the last two years	3
Number of teachers appointed to the school during the last two years	3
Total number of vacant teaching posts (FTE)	0
Number of vacancies filled by teachers on temporary contract of a term or more (FTE)	0
Number of unfilled vacancies or vacancies filled by teachers on temporary contract of less than one term (FTE)	0

Exclusions in the last school year

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

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

Financial information

Financial year	2000/2001
	£
Total income	252,154
Total expenditure	240,451
Expenditure per pupil	2,479
Balance brought forward from previous year	15,999
Balance carried forward to next year	27,672

FTE means full-time equivalent.

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	92
Number of questionnaires returned	41

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	51	41	8	0	0
My child is making good progress in school.	46	44	2	5	2
Behaviour in the school is good.	39	56	2	2	0
My child gets the right amount of work to do at home.	29	59	7	2	2
The teaching is good.	51	39	7	2	0
I am kept well informed about how my child is getting on.	37	41	15	7	0
I would feel comfortable about approaching the school with questions or a problem.	39	29	22	10	0
The school expects my child to work hard and achieve his or her best.	49	41	7	2	0
The school works closely with parents.	29	49	12	10	0
The school is well led and managed.	41	32	12	10	5
The school is helping my child become mature and responsible.	37	49	5	7	2
The school provides an interesting range of activities outside lessons.	51	34	2	10	2

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

73. Children enter the reception class at the beginning of the year in which they are five. Those who are five in the autumn term attend full time and the rest attend mornings only until the beginning of the spring term when they too attend full time. Children's attainments on entry to school, from observations and analyses of the baseline assessments are average overall, but with considerable variation from year to year in the proportions of higher and lower attaining children. In the current year, there are more higher attaining children. Assessments completed just before children enter Year 1 show that the majority reach the early learning goals in all areas of learning, and achieve satisfactorily in relation to their prior attainment, as at the time of the last inspection.
74. The school makes every effort to ensure that children are well prepared for their entry into the reception class. Every home is visited and a welcome pack consisting of a book, tape, maths work, colouring and other information for parents is distributed. These packs are replaced at each of three pre-visits to the school and the outcome of this very good preparation is that most children enter the class with confidence, settling quickly as a result.
75. At the beginning of this term a new teacher transferred to the class and new resources to support the teaching of reading were introduced. The quality of teaching is good overall and this means that children now make good progress in many lessons. The teacher plans well in detail and organises resources and activities well. There is evidence to show that the new English materials, designed to support the teaching of reading and writing, are already having a positive impact on learning. The teacher and teaching assistant work well together and the teaching assistant is responding well to changes of routine that will enable her to support children's learning more effectively.

Personal, social and emotional development

76. Children achieve very well in their personal and social development and are likely to exceed the early learning goals by the end of their reception year. They relate and co-operate well with each other, talking confidently to adults about their work or any problems they might have. They all care for Barney the bear, ensuring that he is dressed warmly on cold days, involving him in their activities and each 'caring' for him at home on a regular basis. Teaching is good and staff expectations of behaviour are high. The teacher has introduced useful strategies to encourage the children to respond well to instructions. For example, she uses a 'clockwork' Winnie the Pooh, suspended underneath a balloon, which she pulls down and then says, "Quick – tidy up and then sit down very quietly before Winnie reaches his balloon." The effect is that children work purposefully, tidying sensibly and quickly before sitting down with folded arms. Children line up quietly for assembly and thank the person holding the door open without being prompted. Older pupils act as very good role models when supporting the children at lunchtime and during 'paired reading' sessions. Resources are well prepared to encourage social interaction, for example, in the Three Bear's Cottage, converted to a shop, in the 'doctor's surgery' and in the water and sand cleverly set in round brick containers in the play area. These allow the children to stand closely in a circle whilst sharing equipment and talking about what they are doing.

Communication, language and literacy

77. Teaching in this area is good and whilst achievement is satisfactory overall, there are indications that the recently introduced structured programme, designed to help children learn their sounds, is having a positive impact. Most children are likely to achieve the early learning goals by the time they enter Year 1 and some to exceed them. Children speak clearly and most express themselves well. For example, a child making a collage from dried pasta says, "This is food isn't it? We've got some at home but ours goes soft." Another says, "This pasta is cold and twisty." The children have been trained to listen well as, in answer to the teacher's question, one says "We're

listening when we look at you and our fingers are in our laps.” Children can explain the terms ‘illustrator’ and ‘author’ when looking at the book of the Three Billy Goats Gruff. The teacher used skilful questioning to encourage children not only to predict what will happen next but also to ‘read’ the next familiar word in the sentence, for example ‘troll’ or ‘billy goat.’ All the children are included in activities to promote reading and they are proud of their wordbooks and want to share their success. They enjoy this work and several children have begun to use their newly learned words in their writing, as both large and small letters are easy to identify in their attempts to write words and sentences. Reading books are taken home daily and most children read regularly to an adult outside of school who, along with the teacher, makes a note in the reading record book. Many of these books contain useful and informative comments and although these are not always evaluative enough to guide and support parents and other adults who listen to the children read regularly. The marking of the children’s written work is informative and indicates good on-going assessment. In one book the teacher wrote, “He has formed ‘k and e’ incorrectly – showed him the taught way – he practised and then wrote all letters correctly.”

Mathematical development

78. Records indicate that children’s achievement in mathematics is satisfactory. However inspection evidence indicates that the good teaching seen is making an impact and progress in some lessons is good. Where it is good, the teacher plans lessons well to include and challenge all children irrespective of ability. The majority of the children are likely to reach the early learning goals in mathematics by the time they leave the reception class. They count confidently to twenty and singing ‘The Silver Rocket’ rhyme, helps them remember the order. They use the shop well and, with the support of the teacher, they price a variety of sweets and chocolates and display them for sale. One child says, “We need some customers before we can give change.” Other opportunities to apply mathematics are carefully planned. The children play ‘croquet’ with the support of the teaching assistant and record their scores, whilst others build sandcastles in the sand and count the flags that they use. All have access to the computer that is set up to help them gain an understanding of ‘more than’ and ‘less than’ as they count the number of buttons needed to button up the clown’s coat. The teacher uses every opportunity to enhance their mathematical knowledge, emphasising the different sizes of the goats in ‘Three Billy Goats Gruff,’ and stressing the concept of ‘under and over’ the bridge. The majority can recognise numbers to ten.

Knowledge and understanding of the world

79. Good teaching and the many opportunities provided that develop children’s knowledge and understanding of the world, ensure that they achieve well. They are in line to exceed the early learning goals in this area of learning by the time they enter Year 1. They go on an autumn walk and a photographic record shows the children looking at buildings, playing with leaves, learning about road safety and visiting a friend’s house for a drink and a biscuit. In one lesson, the teacher played a variety of everyday sounds and as well as improving their listening skills, the children expressed their opinions as to what the sounds could be. They explained to the teacher that they have been using their ears and their brains whilst they listened. They plant and grow beans and other vegetables and, with support, have made apple pies from apples grown on the school’s apple tree. They build models of the Three Pigs’ houses and disguise the ‘roamer’ as the wolf! One child squeals with delight and calls out, “Look, look, he got there” as he successfully directs the robot to the house made of sticks! There is an excellent outdoor play area designed with much thought, which, together with the rest of the school site, offers many opportunities to extend children’s understanding of the world. The play area, for example, provides a multitude of textured surfaces for the children to explore including pebbles, rectangular and square brick, grass, wood and tarmac. There is a playhouse (River Cottage), a doctor’s surgery, a caterpillar tunnel to explore, water, sand, a plastic climbing frame and slide, a magnetic board and letters, a tree and other plants chosen with care to provide colour and interest throughout the year. This was completed as part of the recent building programme. The teacher ensures that these are used to full advantage to enhance children’s learning by planning carefully thought out activities. This is a very good improvement since the last inspection.

Physical development

80. The timetable and inclement weather meant that there were few opportunities to observe physical activities and no teaching was seen. A scrutiny of planning and limited observations of the children at play indicate that achievement in this area is satisfactory and that most children are likely to reach the early learning goals by the time they leave the reception class. Children take part in formal physical education lessons in the hall and grounds. They explore rolling balls of different sizes along the ground and later, throwing and catching, improving their control and accuracy as the term progresses. In gymnastics, they practise jumping, rolling, spinning, jogging, hopping, bouncing and skipping culminating in different types of jumps. Outside the children play confidently with the wheeled vehicles. They chase around the apparatus and play energetically with the prams and pushchairs pushing them round at great speed, but showing good awareness of others.

Creative development

81. Most of the children are in line to exceed the expected levels in creative development by the time they leave the reception class. Teaching is good and a wide variety of experiences include all children in art, modelling, music and other creative activities. Wall displays show a collage of flowers made from tissue and representing the garden of 'Mary, Mary Quite Contrary', a good cross-curricular link with English. They cut out and mount pictures from traditional tales; they construct collages of their own faces using tissue and wood shavings; they make 'pinch pots' out of clay and paint at the easels. One child said "I'm painting these nettles blue because they're crackly," another said "I've just learned that if you mix blue and yellow together you get green." They paint pictures of their 'favourite goat' and practise painting the letters in their names. They use the farm set to lay out the goat's new home and plans are in hand for them to design a bridge for them to cross. The part-time music teacher knows the children well and sets them at their ease before involving them in singing, recognising how different sounds are made and encouraging them to follow simple musical instructions. This very good lesson culminates in the children building up a progressive sequence of sounds including clapping, clicking fingers, tapping and scraping and shaking instruments.

ENGLISH

82. Lesson observations, together with a scrutiny of current and past work show that standards overall in English are broadly average by the end of Year 2 and Year 6. This is similar to the judgements made at the time of the last inspection. The regular assessments now made of individual progress show that most boys and girls of all levels of attainment, including those with special educational needs, achieve satisfactorily in relation to their prior attainment as they move through the school. A few achieve well.
83. Results from the 2001 national tests, based on average points, show that standards at the end of Year 2 were below average in reading, but well above average in writing, where all pupils reached the expected level 2. Results in English at the end of Year 6 were well below the national average. However, this represents an improvement in the results of this group of pupils from the end of Year 2, which were very low in comparison to all schools nationally. There has been some turnover of pupils, individual records show that all pupils made satisfactory progress and a few made good progress between Year 2 and Year 6. Differences in the performances of boys and girls are not significantly different from the national picture.
84. Differences between last year's national test results and the standards of the work seen in the current Year 2 and Year 6 year groups are due partly to the differences between the particular groups of pupils rather than any dramatic changes in overall standards. This is evident from the careful monitoring of pupils that is carried out as they move through the school. Nevertheless, there are a number of factors that are beginning to improve the rate of progress made by pupils in some aspects of the subject. For example, the introduction of a well-structured phonics scheme for pupils in Years 1 and 2, as well as in the reception class, together with the increased emphasis now placed on teaching these skills, is beginning to help many pupils improve their reading and spelling

skills. Initiatives such as the additional literacy strategy and booster classes are used increasingly well to help pupils in need of extra support. The school makes satisfactory use overall of the national literacy strategy to support pupils' learning. There have been further improvements since the last inspection in the good behaviour and positive attitudes pupils have towards their work. They are keen to learn and work hard. The good quality of teaching seen in lessons for older pupils is also helping them to make good, and at times very good progress in lessons.

85. Pupils with special educational needs now make satisfactory progress towards their targets. Their needs are generally identified at an early stage and class teachers and classroom assistants working together increasingly well to help these pupils to meet their targets. Assessment information is used appropriately to identify other lower attaining pupils in need of additional support.
86. Standards in speaking and listening are above the expected levels at the end of Year 2 and Year 6. Pupils achieve well overall. One reason for this is that teachers throughout the school provide a good number of opportunities for pupils to practise their speaking and listening skills through, for example, frequent paired or group activities across the curriculum, weekly circle times, role play and drama as well as formal opportunities in assemblies. Another is the evident value that teachers place on pupils' responses, which encourages them to contribute in lessons. By the end of Year 2, pupils listen attentively to their teacher and increasingly to each other, responding appropriately to questions and instructions. They asked relevant questions, such as, "What type of sweets did you have?" and "What were the cars like?" when a visitor came to speak to them about her childhood. They engage in conversation with adults confidently and make thoughtful contributions to class discussions, which show good understanding of what they hear.
87. Teachers make good use of opportunities in all lessons to extend pupils' vocabulary. They do this both by identifying and displaying key vocabulary to be used in lessons and in oral work, when they frequently challenge pupils to suggest alternative or more specific words. This means, for example, that a higher attaining pupil in Year 3 used the term such as 'synopsis' correctly when referring to the 'blurb' on the back cover of a book. Pupils were able to suggest alternatives such as 'zoomed', 'stomped' and 'strolled' as alternatives for walk and could suggest how these could be used to convey different feelings. For example, one pupil suggested you might 'stomp' when you were upset because you had just been beaten at Connect 4! This also has a positive impact on increasing pupils' sight vocabulary when reading. Good examples were also seen of teachers helping pupils to improve the accuracy of their speech, by correcting grammatical errors. By the end of Year 6, pupils listen very attentively to their teacher. They respond thoughtfully to each other's views and build on these in discussions, giving reasons for their opinions. A good example was seen of this in a lesson for Year 5 and 6 pupils. The teacher's open and stimulating approach encouraged discussion very effectively. A lively interchange, for example, over the clarity of instructions for making stick and glove puppets, demonstrated how well the teacher was prompting pupils to think for themselves and to raise questions. It also showed how well many of the pupils listen to each other and build on each other's ideas.
88. Standards in reading are broadly as expected at the end of Year 2 and Year 6, and most pupils achieve satisfactorily in relation to their prior attainment. With the introduction of a new scheme, phonics are now taught in a consistent, well-structured way and the impact of this on the reading skills of the youngest pupils is already apparent. Teachers monitor and support the progress of individual pupils carefully, through regular assessments and individual records. However, the home reading diaries are not always used effectively to involve the parents of younger pupils. The quality of the records kept by older pupils of the books they have read are inconsistent both in quality and in the way they are used to promote and extend their reading skills. In the best examples, they are used well by the teacher to extend the range of genres and authors read. Teachers successfully foster interest and enjoyment of books, especially through events such as the recent Book Week, focused on reading at bedtime, and the weekly opportunities for paired reading between the older and younger pupils.
89. By the end of Year 2, most pupils have an appropriate sight vocabulary but some are not confident in using their knowledge of phonics to tackle unfamiliar words. Younger and lower attaining pupils

use picture cues confidently, while some more able readers begin to make use of the context and to use expression well. In a lesson for Year 2 pupils, for example, the teacher made good use of opportunities to encourage pupils to use their phonics skills to sound out new words and in their spelling, although some still find this difficult. She helped them to read more expressively by responding appropriately to the use of bold print or words in capital letters in the text. Some pupils can give reasons for their answers about what they are reading that show good understanding, as well as good oral skills, such as, "I like him best because he's the youngest and if he was real he would be about my age." However, the same pupil had difficulty in building up sounds to read unfamiliar words. A few higher attaining pupils read fluently with very good expression and show a very good understanding of the text.

90. By the end of Year 6, boys and girls enjoy reading an appropriate range of books and also show a good understanding of what they read. They successfully locate and retrieve information from a variety of sources, including the internet and CD Roms, for work in other subjects such as history and religious education. Lower attaining pupils some times convey the meaning of what they read, making use of the context well, in spite of some inaccuracies. Some higher attaining pupils can compare different authors they have read, giving sound reasons for their preferences, such as, "the stories are more believable and she gets into the plot quickly."
91. Standards in writing are below average at the end of Year 2 and Year 6. Overall, many pupils do not achieve as well as they should in writing. The school has already identified this as an area for improvement this year. Standards of writing differ between classes in the work of pupils of all levels of attainment. This reflects inconsistencies in the expectations of teachers with regard to both the quantity and quality of pupils' work as well as in handwriting, presentation of work and spelling. This is clear from the scrutiny of work over this term, where in some classes all pupils were frequently given the same writing task irrespective of their differing ages or levels of attainment. Where better matched and challenging work was given to pupils, the standards of work were higher and pupils have clearly made good rather than satisfactory progress in improving their writing skills this term, when comparing it with their work from the previous year.
92. It is clear from the good teaching seen, that while older pupils often now make good progress in their learning in lessons, they do not yet apply what they learn consistently to their unaided writing. Teachers also sample and moderate writing across the school to increase their own awareness of how pupils' skills are developing. They make satisfactory use of opportunities in other subjects for pupils to practise different forms of writing, such as recounting the story of Joseph and his brothers in religious education or in writing letters in role as Victorian servants. They provide some good, purposeful opportunities for collaborative extended writing, such as a class newsletter or helping to write the libretto for the Christmas play. In general, however, older pupils do not have enough opportunities for sustained, independent writing to practise applying what they learn about the writing process, both for fiction and non-fiction, during literacy lessons.
93. By the end of Year 2, a few higher attaining pupils write in simple sentences, often with full stops and capital letters, and some use simple connectives. Most however do not demarcate sentences consistently, handwriting is poorly formed and the spelling even of common words is often inaccurate, for example, "I wood de sed" for "I would be sad". There is some indication that as a result of the recent emphasis on the teaching of phonics, younger pupils are starting to spell more accurately. They do not yet write confidently in the variety of forms that might be expected. Few, for example, begin to apply what they learn about story structure to their own writing. Good writing habits are not always encouraged sufficiently with younger pupils, when, for example, some are allowed to copy spellings from the board while lying on the carpet.
94. By the end of Year 6, some pupils begin to use more complex sentences and words chosen for effect, especially when writing poetry. For example, in poems about what they would like to include in their 'Magic Box' for example, some higher attaining pupils used some evocative phrases such as, "—the innocent stare of my puppy's eyes" and "the welcoming comfort of my bed". However, many do not yet incorporate into their own writing the variety and range of vocabulary and sentence structure that they use in oral work. Their spelling and punctuation is reasonably accurate and pupils generally take a pride in the neat presentation of the final draft of their work. Some very good

examples were seen of teachers making good use of the drafting process to help pupils improve the content of their work, as in a literacy lesson for pupils in Years 3 and 4 but not enough consistent use is made of this across the school.

95. The quality of teaching is good overall. At times it is very good. No unsatisfactory teaching was seen during the inspection. It means that older pupils in particular often now make good or very good progress in lessons. This was illustrated in an English lesson for pupils in Years 5 and 6. The teacher used very good subject expertise in skilful questioning and explanations to help pupils of all levels of attainment develop their understanding of different ways of writing clear instructions. She challenged pupils' initial responses to extend and explain their thinking further with questions such as, "Why do you think that?" and "Why would it be confusing?" The teacher valued children's responses and this meant that they were keen to respond and willing to say if they did not understand. For example, "I understand 3, but in 4 I can't quite see what it means". The teacher used this sensitively and skilfully for further teaching points about how instructional texts can be adapted and changed to make them clearer, in a way that clearly contributed very well to pupils' learning. The teacher made good use of well chosen resources to ensure the group of pupils with special educational needs were able to understand and achieve the objectives of the activity in way that was not dependent on their more limited reading and writing skills.
96. Teachers manage their pupils in a consistent, positive and effective way, which helps to build their confidence, sustain their concentration and contributes to their positive attitudes to the subject, which have improved since the last inspection. They establish good classroom routines and this was reflected in the way that pupils worked in independent group activities purposefully and co-operatively, as well as in the good and often very good attitudes and behaviour shown by pupils in lessons. Some lessons were less effective, although satisfactory, because the organisation or choice of some activities led to the pace dropping, or pupils taking some time to settle to their tasks. Some good examples were seen, during whole class sessions of the literacy hour, of teaching assistants providing effective support for pupils with special educational needs, enabling them to participate fully in the lessons, but there other examples where they were not actively involved.
97. Good opportunities are provided in literacy lessons for pupils to practise and improve their skills in information and communication technology, for example, in cutting and pasting efficiently and in a range of word processing skills. However, very few examples were seen of information and communication technology being used to actively support pupils' language development.
98. Teachers plan work well and in considerable detail. Good examples were seen in every class of teachers adjusting the planning of subsequent lessons in the light of pupils' responses in previous lessons. However, past work this term shows that some marking of pupils' writing does not show high enough expectations of the standards or amount of work produced. It often is not related to the specific objectives of the task and gives pupils little indication of how they could improve their work. Comments such as "Please finish" are rarely followed up and praise is sometimes inappropriately given. Teachers do not make effective use of the information from a good range of regular assessments to set precise targets for pupils either for the end of each year or for pupils to focus on in lessons to help them improve their work.
99. While the quality of teaching in many of the lessons seen was good, and pupils make good progress in these lessons, this is not yet reflected in pupils' achievements as they move through the school. The main reason for this is that the staff changes have resulted in a period without a literacy co-ordinator in place to promote continuity of teaching and learning across the school. This means that the approaches to teaching of some aspects of literacy are not yet sufficiently consistent or focused, especially as there is a new staff team in place this term. The school is appointing a new co-ordinator for next term and has identified the further raising of standards in literacy, and especially in writing, as a priority.

MATHEMATICS

100. Lesson observations, scrutiny of current and past work, the results of interim testing and discussions with pupils, indicate that standards by the end of Year 2 and Year 6 are broadly average, as at the time of the last inspection. Records indicate that attainment on entry is average overall and that most pupils achieve satisfactorily as they move through the school, although some higher attaining pupils do not do as well as might be expected. National test results in 2001 were below average at the end of Year 2 and well below average at the end of Year 6. Differences between these and the standards of the work seen currently are due largely to the differences between the particular groups of pupils.
101. The national numeracy strategy has been implemented satisfactorily and is beginning to have a positive impact on standards. Tests to find out what pupils know and can do take place regularly throughout the school and teachers have begun to analyse the results to indicate areas of learning that need to be developed by different groups of pupils. They also now identify those who need to be challenged more in their work as well as those who need more on-going support. This, together with extra classes for pupils needing additional support, is beginning to improve pupils' rate of progress, although it is too soon to see its impact over time on their achievements,
102. There is some use and application of mathematics across the curriculum. Examples include the purchase of goods and the working out of change required in Year 1 and 2 and the drawing of symmetrical patterns, the accurate weighing of ingredients and the drawing of plans in a Roman topic in Year 6. However, inspection evidence indicates that throughout the school the practice of using and applying mathematics is restricted and standards in this aspect of the subject are below those expected. The use of information and communication technology is beginning to have a positive impact on developing pupils' mathematical knowledge, skills and understanding. For example, in Year 2 pupils use appropriate programs to draw block graphs to represent their height. In Years 3 and 4, pupils compare and contrast local weather reports with those in Europe and print block graphs to show comparisons. In Years 5 and 6, plans have been written to teach pupils to use a data-handling package, which will allow them to manipulate numbers and display outcomes in graphical form.
103. Pupils with special educational needs make satisfactory progress towards meeting the targets set in lessons. Work is usually well matched to their abilities and previous experience. Learning is most effective where the teaching assistants have a clear understanding of targets to be achieved and on-going assessment is recorded and shared with class teacher in order that progress can be taken into account when planning the next lesson.
104. By the end of Year 2, many pupils add and subtract two digit numbers using standard methods when solving problems. They learn to tell the time, identify common and regular two and three-dimensional shapes and estimate and measure the lengths of various objects. They multiply tens and units by 5 and 10 and understand that multiplication is continuous addition. They work with money and practise totalling amounts and calculating change in real situations. They draw and interpret block graphs of their height and the size of their feet using an appropriate computer program. Much of the pupils' experience at this stage is of a practical nature with much recording on sheets, often large and difficult to store. Recording in books is minimal as workbooks are used to consolidate learning and exercise books are about to be introduced. Procedures for recording assessment and progress are in place and although they provide a useful record, teachers do not make consistent use of on-going assessment to inform future planning.
105. By the end of Year 6 most pupils have a sound understanding of the number system to a 1000. They investigate the properties of different shapes and learn how to use a protractor to measure angles. They build on work covered in Year 4 and explore rotational symmetry and have a satisfactory knowledge of area and perimeter, some calculating the area of irregular shapes to two places of decimals. Discussions with pupils show that many are confident and enjoy the challenge of mathematics, answering questions concerning the four rules of number, fractions, percentages and decimals quickly, confidently and with enthusiasm. In lessons, some pupils are not confident when solving problems concerned with, for example, area and need the support of an adult to aid the interpretation and understanding of the mathematics involved. Once methods are explained most of the pupils work confidently.

106. The quality of teaching is satisfactory overall, varying from satisfactory to very good. The very good lesson was characterised by planning that included all pupils by identifying clear objectives for different ability groups. The teacher had a good understanding of the concepts involved, explained processes with great clarity and managed the pupils well, captivating their interest and encouraging them to give of their best. In the other lessons observed, the higher attaining pupils were not always sufficiently challenged. For example, in a satisfactory lesson observed, whilst different work was set for each group and resources very well prepared, several of the more able pupils could explain the answers but spent a disproportionate amount of time rubbing over coins with wax crayons to illustrate their understanding. Teachers make appropriate use of opportunities across the curriculum for pupils to practise their numeracy skills. Good examples of this were seen in science, when pupils were completing data tables, while pupils in Years 1 and 2, during registration, performed mental arithmetic tasks using attendance and absentee numbers.
107. A scrutiny of pupils' work shows that the quality of marking varies from ticks and occasional positive comments to marking that supports the pupils and encourages greater understanding. For example, in one book the teacher wrote "Perhaps creating long-division sums would have been better," and on another occasion wrote "Remember that 1mm is only a tenth of a cm not a thousandth." All work is dated and titles written although the overall quality of presentation is variable and low standards are sometimes accepted and marked. The work also occasionally lacks challenge with pupils who have already demonstrated understanding in their exercise books repeating exercises in workbooks that place few further demands on them.
108. The co-ordinator, recently appointed, has a clear vision for the future and has already begun to monitor teaching. She has made contact with the mathematics advisor from the local authority and both have initiated a review of mathematics teaching in the school with the aim of raising standards further by ensuring that pupils are challenged appropriately.

SCIENCE

109. Standards of attainment for pupils by the end of Year 2 and Year 6 are broadly average and match the standards found in the previous inspection. By the time they leave the school, most pupils, including those with special educational needs, have achieved appropriately in relation to their prior attainment. However, some higher attaining pupils are not challenged consistently well and this is reflected in the National Curriculum tests for 2001. At the end of Year 6, the percentage of pupils reaching the expected level 4 was slightly above the national average, but it was well below average for the higher level 5. It was a similar picture in the teachers' assessment at the end of Year 2. Care must be taken when evaluating trends in test results due to the very small number of pupils in some of the year groups, but they indicate rising standards over time. The results from Year 2 in 1997 and those gained by the same pupils in 2001 at the end of Year 6, show good improvement overall. There is no significant difference between the attainment of boys and girls.
110. By the end of Year 2, pupils achieve satisfactorily. They compare and describe differences between themselves and others, through practical measurement of parts of the body, such as the head, arm, body and overall height. They obtain and present evidence through systematic observations and measurements. In one lesson seen, they showed awareness of the importance of a fair test, realising that a pigtail should not be included when passing a measuring tape around one's head! They drew up a rough data table and the teacher helped them to make good use of information and communication technology to produce a bar chart of their findings. From this they identified the tallest and shortest person in the class, and two pairs of pupils who had the same height. In other work, they identify electrical appliances that work on batteries, and those, such as a vacuum cleaner, which require mains electricity. They understand the life cycle of a frog, and can explain growth – "Our bean has grown because it has water, sunlight and soil."
111. By the end of Year 6, most pupils achieve satisfactorily. Work scrutiny revealed that they can name the bones of the body, understand the effects of heating and cooling on a variety of materials, and use appropriate scientific vocabulary such as 'newtons', 'evaporation' and 'condensation'. They

know that some changes are reversible, while others are not, and that results may be different when two substances are mixed with hot, and with cold water. They are taught all strands of the curriculum but insufficient use is made of information and communication technology to support investigation and research, and data handling skills are underdeveloped.

112. The quality of teaching is good overall. In a well taught lesson in Years 5 and 6, pupils made good progress when conducting an experiment to discover which materials filtered water through sand the most effectively. Here, the teacher had high expectations of the pupils, and both the planning and work organisation in small ability groups contributed positively to pupils all levels of ability making good progress. The very good attitudes and behaviour of the pupils contributed significantly to the good learning that took place. Across the school, good use is made of planning sheets, ensuring that pupils think carefully about how they will conduct their tests, how they will ensure the test is fair, and how results will be recorded. Insufficient provision is made, however, for pupils to predict outcomes and then make comparisons with their results. The good teaching observed has not yet had time to impact on standards. Marking is inconsistent and pupils are not always advised on how they can improve their work.
113. A new policy and scheme of work are now in place, following revised national guidelines and these are helping pupils to build systematically on previous learning and to raise standards. This is an improvement since the last report. Science is linked to topic work, which is carefully planned over a two-year cycle. There are good cross-curricular links with other subjects such as geography, mathematics and information and communication technology. The school has a stimulating environmental area with a pond. During the inspection week, members of the environmental club were clearing flower-beds of weeds in preparation for the planting of shrubs. Pupils show a good awareness and appreciation of their environment. Leadership of the subject is good, and the co-ordinator has recently undertaken an audit of resources, which are sufficient, well-organised by topic and accessible. Teachers make good use of these to support pupils' learning. Booster classes have helped to raise standards, and this is an improvement. Assessment procedures are in place, but more use could be made from assessment, for example, to identify higher attaining pupils and to prepare more challenging work for them. Overall, there has been satisfactory improvement since the previous inspection.

ART AND DESIGN

114. Standards of attainment in art and design at the end of Year 2, and Year 6 are average. All pupils, including those with special educational needs, are achieving satisfactorily across the school. These judgements reflect the findings of the previous inspection. Only one art lesson was observed during the inspection. Other evidence for judgements is taken from scrutiny of teachers' planning and displays, pupils' work, and from discussion with teachers and pupils.
115. Skills in art are taught progressively from the reception class, where following an autumn walk pupils finger paint individual leaves in a variety of autumn shades, when painting a tree. Year 1 and 2 pupils can mix shades of colours imitating Picasso's blue period, and have painted mini-beasts well in the style of Monet. They work with a good variety of materials when creating a collage picture of the bridge in the 'Billy Goat Gruff' story, as illustrated in their storybook. They select shaped pieces of card or felt, wool or straws to create an effective mosaic representing paving stones, and select appropriate colours and materials, for example, grey felt for the goat. Year 6 pupils have painted portraits in the style of Picasso's 'Portrait of Dora Maar', making bold and vibrant use of colour. In their sketchbooks, Years 3 and 4 pupils have made sound progress in improving their drawings of people, and use the same books for observational drawings and still life patterns. Such sketchbooks help to raise standards, but their use across the school is inconsistent. The school has a kiln and some good examples of three dimensional clay work were noted, for example, the small thumb pots made by the youngest children.
116. No overall judgement can be made about teaching, but in the one lesson observed, in Years 1 and 2, which was satisfactory, the teacher made good use of other adult help. She managed pupils well, challenging them to work harder, and making good use of time – "You have five more *making*

minutes". All pupils, including those with special educational needs, made satisfactory progress. Pupils enjoy art, and the good attitudes they bring to their lessons contribute positively to their learning. Safety issues, such as holding scissors correctly, are emphasised appropriately.

117. A new policy and scheme of work have been introduced since the previous inspection. This is an improvement, and is helping to raise standards. The subject co-ordinator has only very recently been appointed, but has a clear vision of how to take the subject forward. The subject uses information and communication technology satisfactorily. Years 3 and 4, for example, use computers to produce art-work in the style of Kandinsky. The provision for pupils to learn about the work of famous artists is good, with planning built around the school's two yearly topic cycle. Displays around the school are mostly of a sound quality, though not all subjects are featured. During a recent book week, a cross section of pupils of all ages worked jointly to illustrate 'The Mousehole Cat'. Cross-curricular links with other subjects such as geography, history and English are strong. There is no formal assessment of performance in the subject. The co-ordinator has begun to resume the school's earlier policy of sampling pupils' work for portfolios. This is good practice, but as yet has only been completed for the younger pupils, and work is not consistently levelled against national criteria. Insufficient planned provision is made for pupils to learn about other cultures through art.

DESIGN AND TECHNOLOGY

118. It was not possible to observe any lessons during the inspection and therefore a secure judgement on teaching cannot be made. Judgements on attainment and achievement are based on discussion with pupils and teachers, scrutiny of pupils' work in books and on display and an examination of teachers' planning. Inspection findings are that pupils at the end of Year 2 and Year 6 attain average standards and achieve satisfactorily. This is similar to the judgements in the previous inspection.

119. In Years 1 and 2 pupils had designed a shed as part of a buildings project and also designed a house made of straw and one made of sticks for two of the three little pigs. Using a variety of materials including folded paper, card and commercial plastic construction material, pupils successfully designed and made of different kinds of bridges for the Three Billy Goats Gruff to cross. They showed great interest when they tested the strength of the bridges by placing weights upon them. In Years 3 and 4 pupils have, in the recent past, designed and made clay medallions and musical instruments such as shakers and drums that they could use. They have researched, designed and made good examples of Victorian samplers as part of their Victorian topic. In Years 5 and 6, pupils talk with enthusiasm as they describe how they designed and made Roman chariots as part of their history topic, although some were powered by electric motors! They have studied the design of various mugs before designing their own travel mugs, which would be fit for use in the Year 2050. Plans are in hand for pupils to design, make and cross-stitch Christmas cards for friends and family before the end of term.

120. Teachers help pupils to develop their skills systematically, including those of evaluation, by encouraging them in every year group to use the same procedure. This involves them in deciding what they are going to design and why, its purpose, and after they have made it, its good features and those that could be improved. By Year 5 and 6, pupils understand that design is an integral part of the creation process and that whatever they make must be tested to see if it is fit for the purpose for which it is designed and altered if necessary. Teachers make some use of information and communication technology to help pupils develop their skills but this resource is not yet fully exploited.

121. In recent terms, this subject has not benefited from the leadership of a co-ordinator until the current post-holder was appointed in September 2001. The new co-ordinator is wisely carrying out an audit of provision before beginning to collect evidence of work completed and building up a school portfolio. The national scheme of work has been adopted and plans are in hand to revise the policy document, in order that the latest advice, especially on provision and health and safety can be incorporated. The co-ordinator has a very clear vision for further development of design and

technology throughout the school.

GEOGRAPHY and HISTORY

122. Two lessons were observed in history and none in geography. Judgements are largely based on scrutiny of pupils' work and teachers' planning, and discussions with teachers and pupils. Both subjects are taught through the topic approach, but careful planning ensures continuity in learning and the progressive teaching of skills. There was insufficient evidence to make secure judgements about attainment in geography, though planning would indicate that provision is satisfactory. In history, levels of attainment at the end of Year 2, and Year 6, are average and have been maintained since the previous inspection. Pupils' achievement across the school, including those with special educational needs, is satisfactory.
123. Pupils in Years 1 and 2 study the local environment and look at local buildings such as the church and village hall, and consider the implications of the building of a new super-store. They draw simple maps of 'My route to school'. Pupils spoken to showed little awareness of the countries, towns, or physical features of the United Kingdom. In Years 3 and 4 they draw 'bird's eye view' maps of their bedrooms and understand the four basic points of the compass. Years 5 and 6 have studied the River Rhone and understand the concept of the water cycle and principles of hydro electric power. They talk knowledgeably about meanders, erosion and deposition in rivers. They understand physical features such as stalactites and stalagmites and have attempted to 'grow' these by dissolving soda crystals. Pupils spoken to were insecure in their knowledge of the United Kingdom, but could use four figure co-ordinates satisfactorily.
124. Work in history and geography is taught through a carefully planned sequence of topics during a two year cycle, such as The Tudors, Our Environment, Space and Water, Victorians, Buildings. There are strong cross-curricular links between the two subjects. Pupils in Years 1 and 2 posed questions about the past, which they then put to an elderly visitor about her life – "What was it like in the war...How did you shelter?" They have a sound understanding of differences between then and now. Year 3 and 4 pupils studying Florence Nightingale, improve their skills of historical enquiry through reference books and make good use of computers in their individual and independent research. Pupils in Year 6 have earlier studied the Romans, their coinage, markets and trading, linking with design and technology lessons to make chariots. Appropriate additional topics may be included, for example Years 3 and 4 have very recently studied Guy Fawkes and the Gunpowder plot.
125. No judgement can be made about the teaching of geography, but it was good overall in history. Teachers question well, using open-ended questions requiring pupils to think deeply, before answering. For example, in Years 1 and 2, "Why was there barbed wire on the beach? What were they guarding the beach against?" – and in Years 3 and 4 to establish today's standards expected in hospitals, before making comparisons with Florence Nightingale's hospital at Scutari. Teachers ensure appropriate provision for pupils of all abilities in their planning, though the higher attaining pupils are not always sufficiently challenged. Pupils bring very good attitudes to their history lessons. They listen politely and very attentively to visitors, and work maturely when left on their own to research information in the library area. These good qualities contribute very positively to their learning.
126. New policies and schemes of work are now in place, following revised national guidelines. This is an improvement since the last inspection and is helping to raise standards. The subject co-ordinator, who is responsible for both subjects, gives good leadership and has a clear vision for developing the subjects. Resources are satisfactory but good use is made of the local museum's loan facility. A very good display about Victorians and Florence Nightingale, with a wide range of quality artefacts enhanced the pupils' learning. There is a very well planned programme of visits and visitors to support both subjects with trips every term for every class to somewhere appropriate, and this is a strength of the provision for both subjects. For example, Years 3 and 4 recently visited Preston Manor, while studying the Victorians; Years 5 and 6 have a residential trip offering opportunity for map reading and visit Fishbourne Roman Palace. Visitors invited to the school

speak about Ancient Egypt, and their own childhood. Very good use is made of the immediate locality – the beach and the River Arun.

127. Pupils assess their own work comparing 'What I know now', with 'What I know at the end of a topic', but more formal assessment of pupils' work in these subjects is underdeveloped, as is the monitoring of lessons. Work sheets are well used, most of good quality, but too much reliance is placed on these and pupils are not always given sufficient opportunities to research work individually. Pupils' sense of chronology is inconsistent, but where timelines are in evidence around the school, such as in the Years 3 and 4 class, effective use is made of them to extend learning. There are opportunities used satisfactorily in history or geography to extend the range of pupils' writing. Both subjects support literacy and numeracy satisfactorily, and contribute strongly to pupils' social and cultural development. Information and communication technology is used satisfactorily to support the subjects through access to programs such as Encarta, and the Internet. The subjects have a low focus around the school, but where displays are to be found, such as in the Years 3 and 4 classroom, they are of high quality and contribute positively to the pupils' learning.

INFORMATION AND COMMUNICATION TECHNOLOGY

128. It was not possible to observe any lessons in information and communication technology during the course of the inspection and judgements are based on scrutiny of work and discussions with pupils and staff. No judgement could be made about the quality of teaching. Standards of attainment remain average at the end of Year 2 and Year 6 and pupils, including those with special educational needs achieve satisfactorily. Whilst this is a similar outcome to the last inspection, several significant factors combine and put the school in a strong position to improve and raise standards still further in all aspects of the subject. For example, a new scheme of work and policy and the good use teachers make of ongoing training help pupils to build systematically on previous learning. The range and quality of hardware for pupils to use has improved and all classes have at least one computer linked to the Internet. One outcome of this is that in the aspects of handling and communicating information, standards are now above the expected levels by the end of Year 6 and pupils achieve well.
129. Another result of the improvements is that teachers are beginning to make effective use of information and communication technology to support pupils' learning across the curriculum. For example, in Years 1 and 2 the computer is used in music to create different sounds and pupils decide which they like the most and identify the different instruments they can hear. In mathematics, they use data handling and time telling programs and in English they use a program linked to their reading scheme. In Years 3 and 4 pupils revise how to label and save work and interrogate the Internet well to find out information about the Victorians. In mathematics, programs support their work in fractions and in English the pupils edit their news reports competently before they are published. In geography, they draw graphs well using a data-handling program to compare temperatures in different parts of Europe. In Years 5 and 6, pupils use a 'paint' program in art and transfer the image they create successfully into an English program and combine it with the text that they write. They also create art-work after the style of the artist 'Kadinsky' and later use this knowledge well when designing the patterns for mugs that they make. They use an encyclopaedia and present their findings in their topic work. In mathematics they create a tile and explore its symmetry. The use of information and communication technology to support pupils with special educational needs is at an early stage.
130. Pupils talk confidently about their work in information and communication technology and enjoy working with computers. A group of Year 6 pupils were keen to show some of the work they have done. Some work with a presentation and communication program called 'power point' and one said, as he demonstrated what he had done, "You can pick different sounds – each letter explodes on to the screen quickly and they can either spiral or flash in." Another said, "In computer club, we've used the digital camera", and another, "We've used 'Encarta' and moved the pictures into our work and altered the sizes – it's great!"

131. The headteacher, who is also the co-ordinator and has a clear view of future developments in the subject, is aware that pupils' skills in control technology and modelling are not as well developed as those in the other aspects of the subjects and has plans to address this. Pupils' enthusiasm for the subject is reflected in the good attendance at the two clubs run by the co-ordinator.

MUSIC

132. Standards overall are above the expected levels by the end of Year 2 and Year 6 and most pupils achieve well. This is because pupils are taught very well by a specialist part-time teacher in weekly lessons from the time they start school. This means that they build consistently well on previous learning. Their skills are extended further by the opportunity all pupils have to learn the recorder in Years 3 and 4, where they are well taught by one of the full time teachers. The judgements are similar to those at the last inspection.

133. By the end of Year 2, pupils sing a good variety of songs from memory tunefully and with enthusiasm. Many can copy and sing back phrases individually to the teacher with considerable accuracy of pitch. They use untuned and body percussion with generally good control to create and vary sounds and begin to follow hand signs to alter the dynamics well. Older pupils continue to build progressively on their skills. By the end of Year 6, they perform a good range of songs with clear diction with good expression, reflecting the mood of the song, as in contrasting hymns, such as 'Peace, Perfect Peace', and 'Jubilate', sung in assembly and in Christmas songs sung by the choir. In lessons, boys and girls alike show particularly good skills in recognising and repeating complicated rhythmic patterns accurately. They compose short rhythmic tunes, which they combine and perform, showing a good understanding of note values. They can hold their own line very well in part singing.

134. In the lessons seen, the quality of teaching was good overall with some that was very good. In a very well taught lesson for pupils in Years 5 and 6, the very good variety of well-paced and well chosen activities kept pupils' full attention. Each activity built purposefully on the previous lesson and the teacher explained to pupils exactly how it would be taken forward next time. This helped them to be aware of their own learning and contributed well to their very good progress in the each lesson. The teacher had high expectations of the quality of pupils' responses and gave them good opportunities to practise and refine these in each activity. As a result, for example, their rhythmic accuracy and diction improved noticeably as they practised singing their local geographical fugue, based on the work of Ernest Toch, with great enthusiasm and enjoyment. Pupils were also able to suggest further improvements such as finishing together at exactly the same time. The teacher used her considerable expertise very well in continually challenging pupils to extend their skills and understanding of musical terms, with questions such as, "What happened to the texture then?" and "What is the difference between a fugue and a round?" Although only a few pupils were able give clear answers to these initially, a very well led review at the end of the lesson showed how much many of the pupils had learnt.

135. Although many of these strengths were also seen in a lesson for pupils in Years 1 and 2, the pace of the lesson and rate of learning was slower, although satisfactory, because the teacher had to stop from time to time to manage a small group of pupils with behavioural difficulties. In a well taught recorder lesson in Years 3 and 4, the teacher involved all pupils, including those with special educational needs, very effectively. She used a good variety of interesting activities to help pupils increase their knowledge of note values and traditional notation and to help them apply this successfully to the playing of simple tunes. Teaching assistants in these lessons were not always used to best effect to support the learning of individual or small groups of pupils. Teachers are beginning to use information and communication technology to help pupils' develop their musical skills, but this is not yet fully exploited.

136. The specialist teacher, who also acts as co-ordinator, manages the subject very well. She plans in considerable detail for each class, including a good balance between all of the required elements, which she integrates within lessons very well. This helps pupils to develop their musical skills and knowledge systematically as they move through the school. The co-ordinator liaises closely with

class teachers so that work can be linked to other areas of the curriculum and followed up as appropriate. Pupils have regular opportunities to listen to a good range of music by different composers and from a variety of cultures.

137. Pupils also have a good range of opportunities to extend their own interests through clubs held for choir and recorder groups as well as for individual instrumental tuition for guitar and keyboard. They perform regularly in school plays, assemblies and end of term services as well as in concerts with other schools and in the local community. This not only extends pupils' musical knowledge and skills and contributes to their good achievements but also makes a very good contribution to their personal, social and cultural development.

PHYSICAL EDUCATION

138. Gymnastics was the only aspect of the physical education curriculum observed during the inspection. In the lessons seen, in Year 2 and in Year 6 the standards were average. This reflects the findings of the previous inspection. Scrutiny of teachers' planning and discussions with teachers indicate that all elements of the curriculum are taught and the expected standards are reached. In swimming, standards are above average, with over 90 per cent of pupils in Year 6 swimming 25 metres unaided by the time they leave the school. The subject has benefited from recent new building enabling two former classrooms to be converted into a hall, equipped with appropriate large apparatus such as wall bars, mats, stools and benches. This is an improvement in curricular provision. Swimming is arranged very well at the local Littlehampton Leisure Centre, and each class swims for one term, each year. Outdoor and adventurous activities take place within the school grounds and also as part of a residential school visit for Years 5 and 6.
139. Pupils of all levels of attainment, including those with special educational needs achieve satisfactorily over time and in the lessons observed made good progress. This was because of the good teaching which motivated pupils and promoted good levels of effort and achievement. There is no significant difference in the progress of pupils of different gender or background. Year 2 pupils improved their performance over time in creating a sequence of movements using large apparatus, mats and benches. Year 4 pupils combined rolling, turning, squatting, balancing and climbing in creating a movement sequence of varying speeds and levels. Year 6 pupils, in a similar lesson performed confidently, improving performance after evaluating it themselves, ensuring the smooth transfer of weight from one activity to another. These pupils have only recently been enabled to learn gymnastics, and are achieving well over a short span of time.
140. Teaching of the subject is good. The teachers gave strong emphasis to safety aspects, and questioned pupils effectively about the importance of warm-up sessions. When asked what he had been doing to his body, one pupil replied "Pumping blood". Another explained that warm-up would help prevent damage to muscles. Pupils are aware that exercise increases their heart rate. The new hall is adequate in size, but not large; pupils are very good about using space to the maximum, and showing awareness of safety at all times. Teachers have high expectations of performance and conduct and challenge pupils to raise levels of performance. Lessons are very well planned, and delivered at a good pace, in progressive stages. Teachers make effective use of praise, which encourages pupils, and they then try even harder to please. All are aware of the rule that talking is only permitted when working in pairs, and are consequently very good listeners to teachers' directions. Pupils' attitudes to the subject are good, as is their turn-out. All are changed into full physical education kit, girls with hair tied back and jewellery removed. Teachers, however, do not always set a good model by dressing appropriately for lessons. Pupils respond well when moving apparatus, with due regard for safety. Teachers make good use of pupils to demonstrate examples of good practice, but insufficient opportunities are provided for pupils to evaluate the performance of one another.
141. The subject is well led. The new hall is a great improvement in provision for the subject and is well used. Resources and large apparatus here are very good, and other small equipment is well provided. Extra-curricular activities such as football and netball support the curriculum. Good use is made of the school grounds, with a number of senior pupils enjoying jogging at break-times, and

the hard surface play area, recently marked out for netball. The subject contributes positively to pupils' personal and social development.