

INSPECTION REPORT

**ST MARY'S CHURCH OF ENGLAND FIRST
SCHOOL**

Washington, Pulborough

LEA area: West Sussex

Unique reference number: 125999

Headteacher: Mrs V Earwicker

Reporting inspector: Mrs L Woods
21079

Dates of inspection: 5 – 7 November 2001

Inspection number: 195580

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

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INFORMATION ABOUT THE SCHOOL

Type of school:	First school
School category:	Voluntary controlled
Age range of pupils:	4 – 10
Gender of pupils:	Mixed
School address:	School Lane Washington Pulborough West Sussex
Postcode:	RH20 4AP
Telephone number:	01903 892401
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Appropriate authority:	Governing body
Name of chair of governors:	Mrs P Davenport
Date of previous inspection:	May 1997

INFORMATION ABOUT THE INSPECTION TEAM

Team members		Subject responsibilities	Aspect responsibilities
Mrs L Woods 21079	Registered inspector	Foundation Stage Mathematics Information and communication technology Art and design Design and technology Music	What sort of school is it? How high are standards? How well are pupils taught? How well is the school led and managed?
Mrs C Webb 9614	Lay inspector		Attitudes, values and personal development How well does the school care for its pupils? How well does the school work in partnership with parents?
Mrs S Walker 21678	Team inspector	Special educational needs Equal opportunities English Science Geography History Physical education Religious education	How good are curricular and other opportunities?

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

St Mary's Church of England First School is central to the community of the village of Washington in Sussex. There are currently 90 boys and girls on roll, between the ages of 4 and 10, including reception children who attend school part-time. Nearly half of the pupils travel from other villages to attend this popular and successful school. Pupils come from a range of backgrounds, although more come from advantaged backgrounds than from disadvantaged. Their attainment on entry to the school is average overall. No pupils come from ethnic minority backgrounds. Seven per cent of pupils are known to be eligible for free school meals, which is below average, although the local education authority does not provide a school meals service. Twelve per cent of pupils are identified as having special educational needs, which is below the national average. None has a Statement of Special Educational Need.

HOW GOOD THE SCHOOL IS

This is a very good school. The dedication and enthusiasm of the headteacher are reflected fully in the strong sense of teamwork and shared sense of purpose from all involved in its work. Teaching is very good. Teachers work very hard to provide a rich and varied curriculum where high standards are consistently expected and achieved. The governing body are highly effective partners and a warm, family atmosphere pervades the school. Whilst costs are inevitably high, the school makes very effective use of available funds and provides very good value for money.

What the school does well

- Standards are well above average in English, mathematics and science by the time pupils leave the school at the age of ten. Attainment in art is very high and attainment is good in almost all subjects throughout the school.
- The school is led with great dedication and enthusiasm by the headteacher with extremely effective support from a very well informed and committed governing body.
- The quality of teaching is very good and teachers work exceptionally hard to provide a very high quality of education for the pupils.
- Pupils really enjoy coming to school; their attitudes, behaviour, interest and involvement in activities are very good.
- The breadth and range of the curriculum provided by the school is exceptional, with significant strengths in cross-curricular links in topic work and the range of extra-curricular activities provided.
- Links with other local first schools and the school to which most pupils transfer at the age of 10 are excellent.
- Provision for pupils' personal, spiritual, moral, social and cultural development is very good.
- The use of assessment and monitoring of pupils' academic progress are excellent.
- The quality of information provided for parents is excellent.

What could be improved

- This is a very good school and there are no major development issues to be addressed.
- Pupils' attendance is below the national average as a result of the number of term-time holidays taken. This has a detrimental effect on the continuity of education.
- The use of mental arithmetic sessions at the beginning of numeracy lessons could be strengthened.
- Marking of pupils' work could more fully reflect the high level of verbal support teachers give to the pupils.
- More detail of the date of completion and the context of work could be provided in the comprehensive portfolios of work in all subjects.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school has made good progress in addressing the issues raised in the previous inspection report in May 1997. Information and communication technology (ICT) resources are very good and teachers make very effective use of these to support activities in almost all subjects. Standards have improved as a result, particularly for the older pupils. Teachers, however, acknowledge that they need further training in some aspects of the ICT curriculum and this is planned. Teachers have undergone extensive training in improving pupils' listening skills and implement strategies effectively during lessons.

STANDARDS

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

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

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

The table shows that standards in the national tests for seven-year-olds have been consistently well above the national average over the past three years. In the 2001 tests, standards in mathematics were in the top 5 per cent of schools nationally. Standards compared with schools having a similar intake of pupils are also well above average. The school consistently assesses and monitors pupils' progress throughout the school and sets challenging targets for individuals and groups of pupils, which it meets successfully.

All pupils make good progress throughout the school. High standards are maintained in the junior classes in all curriculum areas. By the time pupils leave the school at the age of ten, attainment in English, mathematics and science is well above average. Standards in art and design are impressive, being well above expectations for pupils' ages throughout the school. In design and technology, geography, history, music, physical education and religious education pupils attain above average standards. The interlinking of different subjects in topics is impressive. Standards in information and communication technology are improving steadily and are at least in line with expectations for pupils' ages throughout the school.

Children join the reception class with average levels of attainment. They make good progress during the year and their attainment is on course to be above expectations in the areas of learning in the curriculum for the Foundation Stage¹. This includes their personal, social and emotional development, communication, language and literacy, knowledge and understanding of the world and mathematical development. It is appropriate for their age in their physical and creative development.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Very good. Pupils really enjoy coming to school and take full advantage of all the opportunities offered.
Behaviour, in and out of classrooms	Very good. Pupils are polite and courteous and behave very well on all occasions.
Personal development and relationships	Very good. Pupils are friendly and helpful towards adults and each other. Older pupils enjoy responsibility and look after younger ones very well.
Attendance	Statistically unsatisfactory as a result of the high number of term-time holidays taken.

Pupils' attitudes, behaviour and relationships are all strengths, and contribute significantly to the warm, family atmosphere, which pervades the school. It is a pity that the number of term-time holidays has a detrimental effect on overall attendance figures.

¹ [The Foundation Stage begins when children reach the age of three and ends at the end of the reception class. It is a distinct stage in preparing children for later schooling and is based on six areas of learning. These mainly refer to communication, language and literacy; mathematical development; and personal, social and emotional development, but also includes knowledge and understanding of the world; physical and creative development.](#)

TEACHING AND LEARNING

Teaching of pupils in:	Reception	Years 1 – 2	Years 3 – 5
Quality of teaching	good	very good	very good

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

The quality of teaching is a significant strength and makes a strong contribution to the happy, family atmosphere, the very good quality of education and the high standards attained in the school. Almost all lessons seen during the inspection were good, and nearly half were very good. One excellent lesson was seen. Teachers have a very secure understanding of both the subjects they teach and the pupils in their classes. Individual expertise and enthusiasms are shared effectively for the benefit of all. Teaching of basic skills in literacy and numeracy is very good. This contributes positively to the good progress pupils make in English and mathematics.

A significant strength within the teaching is the detailed planning for topics, which ensures all statutory curriculum elements are covered in exciting and relevant work. Teachers have very high expectations to which pupils respond very positively. The quality of learning is very good as a result, and pupils' work very hard to meet the standards set by teachers, with notable success. The quality of their finished work is very good. Teachers identify higher-attaining pupils very effectively and provide good challenges for them. Pupils identified as having special educational needs are also identified early, and supported very well, both by the teachers and by dedicated and hard-working teaching assistants. As a result, all pupils are included fully in all activities and make good progress whatever their abilities.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Very good. The breadth and relevance of the whole curriculum is excellent, with all required elements covered fully. The interlinking of different curriculum areas in topics is exemplary.
Provision for pupils with special educational needs	Very good. Teachers identify pupils' needs quickly and make very good provision for all pupils in their classes. Management of provision for pupils with special educational needs is very good.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Very good in all areas. The school provides many opportunities for pupils to reflect on what they see and hear, embedded in its day-to-day life. Pupils try hard to live up to teachers' high expectations. The school makes full use of all opportunities to promote their social and cultural development.
How well the school cares for its pupils	Very good. The school has very good procedures to support its determination to provide a warm, secure learning environment.

Partnership with parents is very good. The information they receive on all aspects of the school's life and work is excellent. Parental requests for term-time holidays, however, have an adverse effect on continuity in their children's education. Provision for extra-curricular activities is excellent. Excellent links also exist with other local first schools and the school to which most pupils' transfer. These add considerably to the richness of pupils' education, through joint enrichment days in all aspects of the curriculum.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Very good. The dedication and commitment of the headteacher provides excellent vision for the school, which is shared and supported fully by all who work in it. Co-ordination roles are taken seriously and fulfilled very well.
How well the governors fulfil their responsibilities	Very good. The governors provide exemplary support for the school. They are very well informed and bring considerable expertise to their roles.
The school's evaluation of its performance	Very good. The comprehensive and detailed school development plan is constructed carefully following close evaluation of areas for improvement.
The strategic use of resources	Very good. All resources, human and material, are used very effectively to support and promote the very good quality of education provided.

The school consults all interested parties regularly to support its planning and work. The budget is managed very carefully. Spending decisions are considered closely and evaluated thoroughly to ensure they provide good value for money. The school is very well staffed with experienced teachers, and their work is supported very well by dedicated teaching assistants. Accommodation is good and resources are very good.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

Twenty parents attended the meeting with inspectors and 53 per cent of questionnaires were returned.

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> Parents appreciate the high expectations and good teaching that helps their children to make good progress. They feel that their children are helped to be mature and responsible and are pleased that they like coming to school. Parents are unanimous in their view that the school is well led and managed. 	<ul style="list-style-type: none"> A very small number of parents feel the amount of homework is not right, that they do not receive enough information about their children's progress, and there is an insufficient range of activities outside lessons.

Inspectors fully support parents' positive views about the school. The quality of information for parents is excellent, as is the range of extra-curricular activities. Regular, relevant homework is provided.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and pupils' achievements

1. All children join the reception class in September, with most attending school part-time at first. The school's careful analysis of their attainment at the beginning of the year shows this to be average overall, although this varies each year with different groups of children. At this stage in the year, children's attainment is appropriate for their age, as defined by the stepping-stones for learning in the curriculum for the Foundation Stage. They make good progress through effective teaching, particularly in their personal, social and emotional development, communication, language and literacy, knowledge and understanding of the world and mathematical development. Evidence shows that their attainment by the end of the year is likely to be above expectations for their age in these areas of learning and appropriate for their age in their physical and creative development.
2. The school consistently achieves very good results in the standard assessment tasks for pupils in Year 2 as a result of very good teaching. In the 2001 tests, standards were well above the national average in reading and writing and in the top 5 per cent of schools nationally in mathematics. Compared with schools having a similar intake of pupils, standards were well above average in all three tested areas. Nearly half of pupils reached the higher Level 3 in reading and over half achieved this level in mathematics. The school is justifiably proud of these results, but is not complacent. It continuously assesses pupils' performance and sets challenging targets for individual pupils in all year groups, taking particular note of areas for development, such as raising standards in reading for boys. Effective strategies are then set in place to address these developmental points.
3. Very good teaching in the junior years ensures the good progress in the infants continues throughout the school. The school takes a close interest in pupils' attainment for their final junior year after they have moved to the middle school and is equally proud of their achievement in the national tests for 11-year-olds.
4. Evidence shows that current pupils are likely to match the results from the 2001 tests. By the end of the year, standards in English, mathematics and science are on course to be well above average for both 7 and 10-year-old pupils. The quality of work in art and design is exceptional and standards in this subject are well above expectations throughout the infant and junior classes. The breadth and richness of the curriculum overall is a strength of the school. This, together with very good teaching, means that standards in design and technology, geography, history, music, physical education and religious education are above expectations for pupils' ages. The school has successfully addressed the key issue from the previous inspection to raise standards in information and communication technology, and these are average throughout the school.
5. Pupils with special educational needs attain standards in line with their ages and abilities. They achieve better than this in individual lessons. Their individual educational plans are precise and well written so that their progress can be measured effectively. Basic skills are very well taught throughout the school and all pupils benefit from this.

Pupils' attitudes, values and personal development

6. This very popular village school continues to promote the very positive values and love of learning reported in 1997. The strong Christian ethos underpins the caring, supportive family atmosphere found throughout the school community. Children and pupils love and are proud of, their school: 'There is nothing I would change' reported one of the older

boys. Pupils are concerned when one of their number is unhappy and try to help; all age groups play well together and the older pupils take special care of the youngest children. Pupils are interested in their own and other cultures and traditions and are aware of those less fortunate than themselves. The school is an inclusive society in which individuals are valued and supported.

7. All pupils are very enthusiastic about their lessons and interested in whatever they are doing, evinced by their concentration, and the stimulating, lively atmosphere found in all classes. Children in reception quickly learn what is expected of them and try very hard to please their teacher and gain their stickers in Class 1. In Class 2, when the teacher told them 'My answer is 10', all hands were waving frantically in the air as pupils were desperate to be chosen to give their numbers. The enthusiasm with which Class 3 pupils followed, not only musically, but expressively, the girl chosen to lead '*Boom Chicka-Boom*' during a music lesson was a joy to see and hear. 'Oh yessss!' was heard from the older pupils when *Lord Look at the World* was announced as the next hymn to be sung in assembly.
8. Behaviour in lessons, assemblies and when eating packed lunches in the hall is very good. Outside in the playground, exuberant football and other games are enjoyed and although mishaps inevitably occur, behaviour is still very good. These minor incidents are quickly and effectively dealt with by one of the many vigilant supervisors. Bullying behaviour and racist comments are not tolerated. Mutual trust and respect are evident in the very good relationships throughout the school, where all adults provide very good role models for pupils to follow. Pupils know the school's six 'Golden Rules' and negotiate their own in class. They understand why these and the sanctions are necessary, although the latter are very rarely needed. There have been no exclusions for many years.
9. All pupils like coming to school and the majority arrive on or before time in the morning. Unfortunately, despite the school's sterling efforts to encourage good attendance, due to the many holidays taken in term-time the attendance percentage is below the national average and is therefore unsatisfactory.
10. Pupils' personal development is very good. Pupils willingly help adults and each other. Older pupils, for example, volunteer to assist the Class 1 teacher to prepare in the mornings and after lunch, and wait after breaks to help the youngest children with their coats and shoes before going to their own lessons. Assembly themes, visiting speakers and group discussions known as Circle Time², contribute to all pupils developing good social skills and moral values. During the visiting Christian drama group's assembly, for example, pupils empathised with Bif, who 'got it wrong', and learnt the true meaning of compassion. Achievements are celebrated in the weekly sharing assembly. As a result of the residential trip to the Isle of Wight, shared with pupils from another local school, Year 5 pupils' self-esteem is boosted and their independent skills develop very well. The school regularly seeks pupils' views and the older girls are pleased that as a result of their suggestions there are now separate changing facilities for boys and girls in the swimming pool area.

² During Circle Time pupils discuss a wide range of personal and general issues. It is agreed by all pupils that no interruptions should occur and only one person at a time will speak. Respect for other pupils' views will occur at all times and therefore pupils feel confident that they can talk with ease and free from any form of interference of interruption from other children.

HOW WELL ARE PUPILS TAUGHT?

11. The quality of teaching is a significant strength of the school, which has been maintained since the previous inspection. As then, teaching has a very positive impact on the standards attained and pupils' very positive attitudes to school. Teaching is good in the Foundation Stage and is very good in the infant and junior classes.
12. In the Foundation Stage, the teacher and her assistants have a very clear understanding of the particular requirements of young children. The children benefit from working alongside their older peers, but staff work hard to ensure they have activities appropriate to their age throughout the day. Their effective working partnership ensures that adults consistently interact with children while they are working, encouraging them to think and talk about what they are doing, which promotes their knowledge and understanding well. Separate sessions for the different age groups in the class, such as games with the parachute and literacy and numeracy sessions, provide staff with valuable opportunities to focus on the specific needs of the youngest children. The quality of learning is good as a result. Staff provide a good range of different activities, encouraging children's independence well as they choose what they would like to do. Very occasionally, however, this wealth of choice makes it more difficult for adults to become involved with children as they play, limiting their ability to encourage purposeful activity.
13. Teachers throughout the school manage the mixed year groups in their classes very well and the school makes very good use of additional members of staff to provide lessons for individual year groups in English and mathematics. Teaching of the basic skills in literacy and numeracy is very good and pupils make good, and often very good, progress as a result. All teachers have a very secure understanding of the subjects they teach and individual expertise and enthusiasm in different subjects, for example in art and design and in music, are shared very effectively for the benefit of the pupils.
14. Teachers manage pupils very well. The very good relationships which permeate the school ensure that lessons are lively and purposeful and the quality of learning is very good. Lessons provide a good balance between discussion and practical activities, matched well to the differing abilities of pupils in the class. Teachers work hard to include all pupils fully in lessons, ensuring, for example, that everyone contributes to the discussion and has an opportunity to share their thoughts and opinions. Effective grouping, by ability or in friendship groups as appropriate for the lesson content, means that most lessons buzz with relevant and interesting conversation. Teaching assistants make a very valuable contribution to lessons, supporting individuals and groups effectively. Useful time at the end of lessons draws together and shares pupils' results and findings. These are celebrated and praised, which effectively reinforces pupils' self esteem and enables them to have a clear understanding of the progress they have made and where they need to improve. Very occasionally, the excitement and interest in one lesson causes it to over-run and limits the time available for the next session.
15. Pupils with special educational needs are taught well overall. Basic skills are taught very well throughout the school and pupils benefit from this. As a result, they develop positive attitudes to learning and persevere with the tasks set for them. Teachers plan for their needs effectively. For instance, in a Year 3 mathematics lesson, they are given additional practice in adding and subtracting 10 from a variety of numbers to consolidate work which they had found difficult on the previous day. Planning suggests that they are very well taught when given targeted support by the learning support teacher and her assistant.
16. Teachers plan exciting and interesting sessions in great detail and set regular homework which is relevant to the work done in school. The interlinking of different curriculum areas within topics is a significant strength of the school, but comprehensive planning of each activity ensures all curriculum requirements are covered fully. Teachers evaluate

carefully the success or otherwise of each lesson and amend their future planning effectively to take account of the progress pupils make. During lessons, they work closely with individuals and groups of pupils, encouraging and explaining, which adds to the purposeful atmosphere in each session and ensures pupils have a clear understanding of their own learning. Teachers mark pupils' work regularly, but do not consistently write evaluative comments on this to provide a permanent record of the detailed discussions which have taken place.

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

17. The curriculum for children in reception is planned thoroughly to take account of the requirements of the areas of learning in the Foundation Stage, and staff provide a wide range of activities to promote children's learning in each session. Detailed planning ensures that lessons for the whole class, which includes pupils in Year 1, cover both the requirements for the youngest children as well as the National Curriculum programmes of study for the older pupils. This detailed planning ensures that both children and pupils make good progress throughout their time in the class.
18. The quality and range of opportunities for learning in the infants and juniors provided by the school are very good and all statutory curriculum requirements are met. This represents a good improvement since the previous inspection, when insufficient time was allocated to improving listening skills and information and communication technology.
19. The significant strength of the curriculum is the very rich interweaving of subject skills into other areas of the curriculum through the two-year topic cycle. This serves pupils' learning very well in the infants and juniors. Teachers have carefully considered all government initiatives since the last inspection. They have included in their detailed curriculum planning those aspects that addressed areas of relative weaknesses and thus strengthened their provision.
20. All pupils have full access to the curriculum. The school provides its pupils with very good equal opportunities to learn through its excellent partnership with the STARS, (Storrington Area Rural Schools) cluster group. For instance, Year 5 pupils take part annually in a writers' workshop and pupils take part in enrichment through, for instance design and technology days. The school also provides its own creative arts enrichment; for example, all junior pupils recently took part in a creative arts day, *Fruits of the Spirit*. The practice of sharing staff expertise, funding and resources means that pupils take part in a richer curriculum than would normally be possible for this small number of pupils.
21. The curriculum is very good for pupils of high ability and this allows them to achieve as well as they should do. For example, at present a group of higher attaining Year 2 pupils are given the opportunity to excel at writing when working with a specialist teacher. A small number of pupils take advantage of the West Sussex enrichment programme on Saturdays, and other enrichment days.
22. A very good, broad and balanced curriculum is offered to all pupils with special educational needs. All have full access to the school's curriculum. Additionally, extra tuition is given to pupils on a small group basis, where literacy and numeracy skills can be developed effectively. Pupils with special educational needs are included in all aspects of school life and are supported very well by a good team of teaching assistants. The small number of pupils in each year group allows problems to be recognised early and properly addressed through well-written and specific individual education plans.
23. The school is implementing the National Literacy and Numeracy Strategies very well. Both have been thoughtfully adapted to the school's needs, for example, by teaching the

guided reading aspect separately. The curriculum provides very good opportunities for pupils to practise and reinforce their skills in literacy, numeracy and information and communication technology, and very good opportunities for practical investigations, for instance, in science and geography.

24. The school provides effective health, sex and drugs education through religious education and science. This enables pupils to be well-informed individuals who have a positive attitude and take responsibility for their own actions. Sessions are well planned and allow pupils to discuss a variety of issues within a safe and secure environment. The school promotes healthy eating for all its pupils.
25. The extra-curricular provision is excellent. The school has laid considerable focus on this area, providing sporting and cultural activities for all pupils, with a high percentage of pupils joining in. Older pupils enjoy an outdoor residential experience and the impact of this can be seen in their learning in history. The school has a wide range of visitors, such as writers and drama groups, to extend the school's response to literature.
26. Links with the community are very good and aid pupils' learning very effectively. Pupils make very good use of the local area to study art, geography and science, such as when they visit *Chanctonbury Ring*. Constructive links with the church enable pupils to widen the breadth of their knowledge and understanding in art and religious education, and also provide valuable funding for a variety of projects. Local firms have generously funded the new swimming pool.
27. Provision for pupils' spiritual, moral, social and cultural development is very good. As a result, pupils are mature, sensible and well-informed by the time they leave the school at the age of ten. The school has maintained its high standards since the last inspection.
28. Provision for pupils' spiritual development is very good. St Mary's is a school where opportunities to reflect on what pupils see and hear are embedded in the day-to-day life of classes. For instance, when visiting a field of poppies, pupils produce amazing vibrant paintings and drawings, and the quality of their writing about poppies is equally good. Pupils are helped to gain suitable knowledge and deepening insight into their own and others' beliefs and in particular they are encouraged to respect and value the opinions of others. This is successfully illustrated in the tapestry that hangs in the school hall, which is based on a verse from the Bible. Pupils embroider their own leaves and fruit that embody the messages of kindness and helpfulness.
29. Provision for pupils' moral development is also very good. All adults are very good role models. Teachers have high expectations and pupils try very hard to live up to them in lessons. The vast majority of pupils know what is expected of them and are taught clear understanding of right and wrong. For instance, pupils write their own class rules and obey them. They are successfully encouraged to treat staff, visitors and all other people with kindness and courtesy. They handle property with care and this is evident in the presentation of work in their topic books. Older pupils help younger ones in their classes and around the school. This provision adds to the excellent ethos apparent throughout the school.
30. The school makes very good provision for pupils' social development. St Mary's is a harmonious community where pupils have very good relationships with each other, their teachers and other adults. Pupils work purposefully and collaborate well at all times. This harmony was evident in the way in which pupils naturally evaluate their own and others' work, for instance in physical education lessons. All pupils carry out any tasks required of them quickly and efficiently. Pupils' social skills are enhanced by the number of opportunities which they have to relate to a wide range of visitors through the very

good community links and links with partnership institutions. The improvement in their listening skills means that they can now listen to and interview guests fluently and politely.

31. Provision for pupils' cultural development is very good. Pupils have a very good knowledge of their own culture through their work in for instance, music and history and their visits to significant local landmarks. The topic framework is used very effectively to support cultural development. Junior pupils, for example, learn about important Victorian men and women, visit Victorian houses and sing their music hall songs. The 2001 Book Week was used very effectively to increase pupils' knowledge and understanding of other cultures, as when visitors in national dress read stories from other cultures both in English and other languages. Pupils also hear music and perform dances from other cultures, for example, when an African Caribbean drummer played for them. Pupils learn about other faiths and lifestyles when they study the *Celebrations* topic. Although pupils visit churches regularly, they have not had the opportunity to visit religious buildings belonging to other faiths, although this is intended.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

32. The school provides a very caring, supportive and stimulating environment for the whole community. Pastoral care is very good. Health and safety have high priority, with risk assessments taking place regularly. All teaching assistants have had recent first-aid training. All staff are aware of child protection issues and follow good procedures, based on the local education authority guidelines.
33. Behaviour management and monitoring are very good. The policy, recently reviewed after wide consultation with parents, pupils and staff, is very effective and class rules augment the Golden Six set by the school. All pupils are aware of the high expectations of their behaviour and behave accordingly. Sanctions, though rarely needed or given, are perceived as fair.
34. The school's good procedures for promoting attendance include reminders to parents of the importance of this and punctuality. Registers are monitored weekly by the clerical assistant and the educational welfare officer on her visits twice a term. Any unexplained absence is 'chased' and first day absence telephone calls are made.
35. The school's systems for monitoring pupils' personal development are very good. All write personal goals as their New Year Resolutions. Mature and responsible attitudes develop naturally as pupils go through the school. Assemblies promote social and moral values, and Circle Time sessions enable all to voice and discuss any concern. Teachers know all pupils well and encourage them to use their initiative and to take responsibility. For instance, the first two boys to get ready for physical education lessons in Class 3 automatically set out the mats and when the lesson is finished put these away again. Pupils are encouraged to say what they would like to be included in the school development plan and a survey is taken amongst the leavers about their time at school. They feel their views are taken into account. Citizenship and awareness of the world outside their school environment are highlighted through participation in the Class 2 police-run citizenship course and talks for all from the local police liaison officer, as well as from others involved in health and safety. Pupils are very well prepared for the next stage in their education.
36. Provision for pupils with special educational needs is good. They have precise and well-written individual educational plans. The small number of these pupils are well known to all staff and lessons are adapted successfully to meet their needs. External agencies are involved as necessary and staff take care to keep themselves well informed about individual pupils' needs.

37. Assessment for children in the Foundation Stage is thorough. Initial assessments made when children first start school are repeated at the end of the year and give a very clear picture of the good progress they make during their first year of school. All staff continually assess children as they work and these observations are recorded conscientiously to provide a comprehensive picture of each child's attainment and progress.
38. The school's use of assessment data has improved significantly from the last inspection when it was judged to be good. Procedures for assessing pupils' attainment and progress are very good. Statutory end of key stage assessments are undertaken appropriately and other year groups undertake optional standard assessment tasks. The school pays very good attention to its performance against local and national standards. It has been extremely diligent in its analysis of this data to identify strengths and weaknesses and to outline what it needs to do next. For instance, an analysis of the weaknesses in the use of punctuation led to pupils being given individual punctuation targets and a consequent rise in standards. These individual targets are reviewed with pupils on a termly basis. The school is developing individual tracking sheets with computerised assessment data and constructing year group profiles. This will enable teachers to look at individual year groups with even greater regard to the principles of social inclusion. Teachers, however, know their pupils very well and already have a very clear picture of what pupils know, understand and can do. This enables the school to set work that meets the needs of all pupils fully.
39. Work is compiled into portfolios for almost all subjects. This enables teachers to look for strengths and weaknesses in coverage as pupils move through the school and to adapt their planning. These would be more useful, however, if a date and context for the work was included. The school makes excellent use of the other schools in its cluster to carry out 'agreement trials' to ensure its judgement of the levels pupils achieve is correct. Teachers' views have been confirmed and useful advice given, so that the school is now teaching pupils how to work with 'continuous data' in science at an earlier age.
40. The school has excellent procedures for monitoring and supporting pupils' progress. Such as when they require all pupils to reflect and review their progress through each completed topic book and recognise what they need to do to improve still further. In English, the reading journals and book reviews which older pupils complete provide a good overview of standards achieved and what pupils need to do next.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

41. The school continues to enjoy a very good relationship with all parents and is constantly looking for ways to improve this. Parents in their turn are delighted their children can attend this very popular village school, their only regret being that siblings cannot always be offered places.
42. Parents fully support the school's aims and ambitions for their children and many offer their help, which is very much appreciated. Some assist in classes, others happily accompany children on the educational visits made locally and beyond, and a father runs the lunchtime information and communication technology club. Most help their children with work at home. Attendance at consultation evenings is excellent, and 50 parents and 40 children enjoyed helping each other to solve the problems children had set as part of their homework the week before, at the recent mathematics event. The school seeks parents' views frequently and acts on the information obtained from the comprehensive surveys.
43. The parents of pupils with special educational needs are well informed about their children's needs. They receive copies of individual education plans, are invited to

reviews and are given very good opportunities to attend informal 'surgeries'. Special educational needs staff are available at parents' evening to discuss issues arising. Parents are kept informed and given good opportunities to help their children with specific areas which they find difficult, for instance to understand the importance of changing the 'tens' when adding 10 more to numbers.

44. SMILE, the parents' association, organises fun and very successful events to swell school funds, with over £3000 raised last year. These events include the Autumn Fayre and Fun afternoon, following Sports Day, and all are well attended by relatives and school staff as well as members of the local community. The 'promises' auction brought in a 'fantastic' result. Whenever school productions take place the hall is filled to over-flowing with proud relatives eager to see the children perform. All are looking forward to the Christmas production and the carol service, to be held at the local church.
45. However, despite their very strong support parents appear to have a 'blind spot' about their children's attendance. Fifty-five holiday forms were requested during the last academic year, a number by the same families for different times. This was despite all but one parent having signed the home-school contract in which they undertake not to go on family holidays during term time unless this really cannot be avoided. These absences disrupt not only their own children's education but also that of the rest of the class, in addition to adversely affecting the school's attendance record.
46. The information parents receive is excellent. The school prospectus, information for parents' booklet and governors' annual report are very detailed and contain important and useful data. In addition, parents are given a variety of booklets to help them to assist their children and regular newsletters as well as others are sent home. The new parents' resource base, giving practical suggestions how parents can help their children with topics for instance, is situated centrally in the entrance hall. Teachers are always available to speak to parents, who can also rely on the secretary to give assistance. Parents are pleased with the annual report on their child and delighted to contribute to and see the comments and evaluations in the completed topic books. These contain their children's individual targets for improvement, which are regularly reviewed and shared with parents. Homework diaries are used well.

HOW WELL IS THE SCHOOL LED AND MANAGED?

47. The headteacher leads the school with great dedication and enthusiasm and has maintained the strong, professional leadership found by the previous inspection. She has an extremely clear vision for the future of the school, which is fully reflected in its comprehensive aims. The teamwork between all partners in the management and daily running of the school is a significant strength and ensures a shared determination to provide the best possible quality of education and highest standards for the pupils.
48. Governors are highly effective partners. They have a very good understanding of the strengths of the school and where development is needed and provide well-informed, challenging and enthusiastic support for the headteacher in all initiatives. They bring a considerable degree of expertise to the school and share this and their time willingly. The chair of governors is a regular visitor, as are all governors. They have a very clear understanding of the work of the school through this commitment and through the work of committees and the full governing body. They keep up to date with educational developments through training and regular reports from the headteacher and other staff, and fulfil all statutory duties in an exemplary way.
49. The headteacher has a very clear picture of the quality of teaching and learning in the school through regular formal and informal classroom visits and through her own teaching commitment. She receives valuable support in this monitoring role from local education

authority advisers. Individual staff each take responsibility for several aspects of the school's work and carry out these roles seriously and enthusiastically. Through their dedication and hard work, the curriculum is monitored thoroughly and pupils' work assessed regularly. Attractive, comprehensive portfolios of work in most subjects provide a clear picture of the rich and varied curriculum provided. These do not, however, consistently include a date when work was completed or details of the context for the activity and the level of work achieved, which would make them more useful as a monitoring tool.

50. Leadership and management of special educational needs are very good. There are very secure systems for record keeping, which track both formal and informal progress. There are very clear roles for the designated support staff that are outlined in some detail. The special educational needs co-ordinator and the part-time support teacher have a very clear understanding of their individual contributions and this makes for smooth day-to-day support for learning. Resources are good and well chosen to support individual pupils' needs.
51. Governors, staff, parents and pupils all contribute effectively to establishing priorities for development in the comprehensive school development plan. These priorities are reviewed, assessed and evaluated regularly by the headteacher and governors. The school consistently challenges its decisions to ensure it is providing the best value possible and the effectiveness of its strategies is clearly evident in all its work.
52. The school's financial systems and control are now excellent, confirmed by the latest auditor's report. Day-to-day administration is well organised and very efficient. Educational priorities are carefully considered when the budget is prepared and subject co-ordinators manage their allocations well. Best value principles are applied to all estimates and purchases and resources available through the STARS (Storrington Area Rural Schools) cluster group, such as the ICT technician and shared training and expertise in many disciplines, are used well. The governors' finance committee scrutinises spending in detail against budget sheets prepared for them by the bursar. They closely monitor all expenditure for cost-effectiveness and ensure that grants are allocated and spent appropriately. Some of the money received from the church trust is used to subsidise the Isle of Wight residential trip and the remainder to swell school funds. The church trustees are informed annually how this money has been allocated.
53. The school is very well staffed with highly qualified, experienced and dedicated teachers, who are ably supported by the committed teaching assistants. Teachers new to the school and students stress the warm welcome they received and their pleasure at the support and encouragement from all members of staff. Performance management is successfully carried out and teachers anticipate their forthcoming second interview with pleasure, having found the first very useful. The competent secretary/bursar presents a friendly 'front of house' face and the willing caretaker helps in any way he can. The family ethos and corporate team spirit are two of the school's many strengths.
54. The school has good accommodation for the numbers on roll, improved recently by the creation of the information and communication technology suite from the old kitchen. All is very well decorated and cleaned. Very good displays of pupils' work enhance corridors and classroom walls. Separate year teaching of physical education in the hall has overcome the problem of size limitation, mentioned in the last report.
55. The site is fenced and well secured. The tarmaced area has recently been resurfaced and marked for playground games and the field is used as much as possible. Fencing has been renewed around the attractive, newly refurbished swimming pool and changing rooms area. The youngest children enjoy their own enclosed playground, where two

guinea pigs flourish under their tender care and equipment and markings are used well for their various activities.

56. The school is very well resourced to deliver all areas of the National Curriculum and particularly so for the teaching of English, information and communication technology and history. New computers have been obtained for the recently completed information and communication technology suite and both the library and classroom stores contain a good variety of books in at least satisfactory condition. Borrowed artefacts enhance history lessons and the educational visits made locally and beyond significantly enrich the curriculum.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

This is a very good school with very many strengths and a clear knowledge and understanding of where it needs to develop, clearly documented in the comprehensive development plan. There are no major issues to be addressed.

Within this extremely positive picture, the governors, headteacher and staff should consider:

- continuing sterling efforts to reduce the level of pupil absence for holidays during term time. This has a detrimental effect on the continuity of education for these pupils and the class as a whole and results in the overall attendance figures being below the national average;
(paragraphs 9, 45)
- improving the quality of marking, so that this reflects fully the high level of verbal support provided for pupils on their work;
(paragraphs 16, 79)
- strengthening the use of mental arithmetic sessions at the start of numeracy lessons;
(paragraph 75)
- increasing the value of the comprehensive portfolios of pupils' work in different subject areas, by including a date and context for when work was completed and the level achieved in relation to the National Curriculum requirements in the subject.
(paragraphs 39, 49, 92, 97)

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	24
Number of discussions with staff, governors, other adults and pupils	30

Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very poor
Number	1	9	10	4	0	0	0
Percentage	4	38	42	16	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 just over four percentage points.

Information about the school's pupils

Pupils on the school's roll

	YR – Y5
Number of pupils on the school's roll (FTE for part-time pupils)	90
Number of full-time pupils known to be eligible for free school meals	6

FTE means full-time equivalent.

Special educational needs

	YR – Y5
Number of pupils with statements of special educational needs	0
Number of pupils on the school's special educational needs register	11

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	4
Pupils who left the school other than at the usual time of leaving	5

Attendance

Authorised absence

	%
School data	6.0
National comparative data	5.2

Unauthorised absence

	%
School data	0.1
National comparative data	0.5

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

Attainment at the end of Key Stage 1 (Year 2)³

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	2001	9	8	17

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys			
	Girls			
	Total			
Percentage of pupils at NC level 2 or above	School	100 (100)	100 (100)	100 (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			
Percentage of pupils at NC level 2 or above	School	100 (100)	100 (100)	100 (93)
	National	N/A (84)	N/A (88)	N/A (88)

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

³ [The existing guidance from OFSTED is that test and examination data should be excluded from inspection reports if the year group is 10 or fewer. This also applies to year groups of boys and girls separately.](#)

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	73
Any other minority ethnic group	0

This table refers to pupils of compulsory school age only.

Exclusions in the last school year

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

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

Teachers and classes

Qualified teachers and classes: YR – Y5

Total number of qualified teachers (FTE)	4.8
Number of pupils per qualified teacher	19
Average class size	30

Education support staff: YR – Y5

Total number of education support staff	6
Total aggregate hours worked per week	85

FTE means full-time equivalent.

Financial information

Financial year	2000 - 2001
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	£
Total income	258 400
Total expenditure	251 759
Expenditure per pupil	2 894
Balance brought forward from previous year	7 316
Balance carried forward to next year	13 957

Recruitment of teachers

Number of teachers who left the school during the last two years	1
Number of teachers appointed to the school during the last two years	1.4
Total number of vacant teaching posts (FTE)	0
Number of vacancies filled by teachers on temporary contract of a term or more (FTE)	0.3
Number of unfilled vacancies or vacancies filled by teachers on temporary contract of less than one term (FTE)	0

FTE means full-time equivalent.

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	90
Number of questionnaires returned	48
Percentage returned	53

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	62	38	0	0	0
My child is making good progress in school.	62	38	0	0	0
Behaviour in the school is good.	67	33	0	0	0
My child gets the right amount of work to do at home.	59	33	8	0	0
The teaching is good.	77	23	0	0	0
I am kept well informed about how my child is getting on.	54	38	8	0	0
I would feel comfortable about approaching the school with questions or a problem.	69	29	2	0	0
The school expects my child to work hard and achieve his or her best.	75	23	2	0	0
The school works closely with parents.	69	29	2	0	0
The school is well led and managed.	96	4	0	0	0
The school is helping my child become mature and responsible.	69	31	0	0	0
The school provides an interesting range of activities outside lessons.	77	17	6	0	0

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

AREAS OF LEARNING FOR CHILDREN IN THE FOUNDATION STAGE

Personal, social and emotional development

57. At this stage in the year, almost all of the children in the reception age group attend school part-time. They benefit from the stimulus of being taught together with pupils in Year 1 and their personal, social and emotional development is in line with expectations for their age, as defined in the stepping-stones for learning in the Foundation Stage curriculum. Children are confident and eager to learn. They work happily together, sharing and taking turns, and are considerate towards the feelings of others. They concentrate well for reasonable periods of time, supported effectively by good teaching from adults in the classroom. They enjoy choosing their activities when given the opportunity to do so and understand clearly the class rules as to how many children can take part in each activity at a time. They are reasonably independent when dressing and undressing for physical activities.

Communication, language and literacy

58. Standards in communication, language and literacy are appropriate for children's age and are on course to be above expectations by the end of the year. Adults place a high emphasis on developing children's literacy skills and teaching is good. All adults work closely with the children, encouraging them effectively to think and talk about what they are doing, their language development is good as a result. Children enjoy listening to stories and join in enthusiastically with repeated phrases and familiar tales. When listening to the story *Jolly Jumping Jelly Beans* for example, they recognised the rhyming words and discussed enthusiastically the different hats' characters were wearing. The teacher carefully includes all children in the discussion, asking individual questions of those not volunteering to speak. Children recognise that print carries meaning and follow text carefully in their books. Although not yet launched into reading, all children identify initial letter sounds and some recognise whole words within the text. Good interaction in shared reading sessions makes these an enjoyable and lively activity. Children have many opportunities to experiment with writing, such as in the *Fairytale Corner*. They make creditable attempts to write their names, although some of these contain a mixture of upper and lower case letters. Most hold their pencils correctly and concentrate hard when mark-making.

Mathematical development

59. Children's mathematical development is appropriate for their age at this stage in the term and is on course to be above expectations by the end of the year. Children count confidently to 10 and beyond and recognise the names and shapes of numbers. In good, focused sessions, children are encouraged to develop their skills in addition and subtraction based on the number of the week. Teaching is good. The teacher is careful to use correct mathematical vocabulary and include all children in lively mental arithmetic sessions and children's understanding is good as a result. Children write their numbers on mini whiteboards with reasonable accuracy, although have some difficulty with 'five' and 'three'. Effective use of praise by all adults; 'You have done a lovely one, I'll help you' encourages children to persevere and improve. Children confidently recognise and name simple shapes and use mathematical vocabulary such as 'bigger than' and 'smaller than' as a natural element of their work and play.

Knowledge and understanding of the world

60. Children's knowledge and understanding of the world is developed effectively through the school's topic cycle. At this stage of the term, standards are appropriate for their age and the rich and varied range of experiences planned for the remainder of the year means that they are likely to be above expectations by the end of reception. Children take great delight in caring for the class guinea pigs, and understand what food they like and their need for warmth and shelter. They play co-operatively in the sand and water areas, building, for example, castles with serious concentration. Children making models of their bedrooms take great care over the detail in these and select the materials they want to use with particular care. In a good small group activity making hats with sweets, following a shared literacy session, the adult in charge allowed all children to take a turn in measuring and mixing ingredients. They carefully counted the sweets they were going to fix to their 'hats', although most finished up with more than the specified allowance!
61. No specific focused sessions were observed to judge teaching, but evidence on display shows they have a good understanding of, for example, different homes through their drawings of these following 'a magic helicopter ride'. They build interesting models of cars, tractors and robots with small construction kits. Children have good opportunities to use computers, although this was not seen during the inspection. Children have appropriate opportunities to select activities, but in some sessions the extensive range of choice means that the time adults can spend with each group is stretched too thinly. The quality of interaction and their ability to talk with children about what they are doing suffers as a result.

Physical development

62. Children's physical development is appropriate for their age. Children are well co-ordinated as they move around the classroom and the school. They thoroughly enjoy physical activity both in the hall and outside. They co-operate well in a well-taught hall session with the parachute and the adult leading the session carefully encourages less confident children to take a full part in the activity so that they gain confidence and skill in controlled movement. They happily celebrate each other's success in running under the parachute and bouncing balls. There is a satisfactory range of wheeled toys for children to develop their co-ordination outside, although no specific sessions were seen. Children handle scissors and other tools with appropriate skill, successfully cutting and sticking under the careful guidance of adults.

Creative development

63. Children's creative development is appropriate for their age and adults provide a rich range of experiences to promote their creativity. Children sing cheerfully and tunefully both in assemblies and in focused sessions, accompanying their singing enthusiastically with actions and instruments. They recognise the sounds made by different instruments and use these to make long and short sounds with considerable aplomb. The good music resources mean that all children have the chance to play an instrument and they respond promptly and sensibly to the teacher's clear instructions. The session is planned in great detail and the teacher has established routines clearly so that children are very clear about what is expected and participate enthusiastically. Sadly, the session is curtailed which limits the planned opportunities for extended discussion. Children enjoy experimenting with different media and their paintings of autumn berries are lively and colourful. They play with serious concentration and great attention to detail in the lovely wooden play-house; with both boys and girls taking a full share of the washing and ironing.

ENGLISH

64. Standards in English are high by the end of the infants and when pupils leave the school at age ten. The majority of boys and girls, whatever their age and ability, do very well in their learning. Results of the standard assessment tests have remained consistently high. In the 2001 national assessments of pupils' aged seven, all pupils achieved the expected level in reading and almost a half attained the higher level. In writing, all pupils achieved the expected level and about a fifth achieved the higher level. The school is in the 'best five' comparable schools locally.
65. Teaching is consistently very good. Lessons proceed at a brisk pace so that no time is wasted. Pupils benefit from the way in which lessons in all subjects are planned to allow them to practise and refine their skills in reading, writing, speaking and listening. Teachers have made very good progress in addressing the key issue, to improve pupils' listening skills. For instance, pupils explain life in the Roman army to an adult, present art collections to the rest of the class and act as a reporter describing the floods in Mozambique. Consequently, pupils concentrate hard, listen well and are genuinely interested in what their friends and teachers are saying. This aids their learning successfully. Pupils speak clearly, audibly and articulately, for instance when providing ideas for a poem or commenting on experiments in science.
66. The use of good-quality books enhances pupils' reading. The school has made good efforts to provide texts which all boys and girls are interested in reading. All pupils are aware of the important features of books such as authors, illustrators and the 'blurb' because of the impact of the National Literacy Strategy. Pupils in Year 2 name some authors, especially ones that they have encountered during Book Week, and older pupils discuss their favourite authors and the reasons for their choice. Older pupils have a good working knowledge of the features of non-fiction texts, are familiar with the layout of the library and know how to choose books for research purposes. Phonic skills are taught well and Year 2 pupils work out unfamiliar words such as 'slithery' when reading a book about snakes. They think of themselves as readers and tackle texts with confidence. Pupils in Year 5 use their reading skills effectively, show good self-discipline and persevere in a well-planned nursery rhyme game which involves putting an extra phrase in a sentence without changing the meaning. Higher-attaining pupils in Year 5 read dialogue expressively and tackle unfamiliar classic texts such as 'The Secret Garden' with aplomb. Teachers have amended the usual format of the literacy hour to teach guided reading separately. This is effective. It provides older pupils with excellent opportunities to review the books that they are reading and complete good quality reading journals.
67. Writing skills are taught well. The school identified that pupils used an insufficient range of punctuation and set individual targets to improve the matter. Consequently, all pupils are beginning to use commas correctly to separate lists at a much younger age and older pupils are using commas to separate phrases. By the end of Year 2, the majority of pupils write neatly in pencil. By the time pupils leave the school at the age of 10, they produce neatly formed 'joined up' writing in ink. Spelling is usually accurate and pupils have a good vocabulary. Pupils' writing is mainly of a high quality, such as when a higher attaining girl wrote 'The river is a singer; Its voice echoes the notes of a song'. Pupils write well in all subjects but the technique of writing poetry is consistently taught very well. This is because pupils are given so many opportunities to reflect during lessons.
68. Teaching assistants are used well to support pupils with special educational needs or lower achieving pupils. For instance, two girls effectively consolidate their ability to read and write three letter words in a Year 1 lesson, where the teaching assistant manages phonic activities very well. A group of pupils in a Year 5 lesson complete their work sheet successfully because the teaching assistant asked careful questions that moved learning forward.

69. Excellent opportunities are provided for a group of higher-attaining Year 2 pupils. In an exceptional lesson, the girls and boys are challenged to write and redraft a poem and select music to accompany a puppet show. In order to succeed, pupils need to work together and the teacher's very good strategies ensured that they did so. Pupils reflect on whether the words chosen are effective and make alternative suggestions to improve the flow of the text.
70. Suitable opportunities to use the computer are being planned. For instance, Year 3 pupils worked quickly and effectively to edit and amend a challenging text which contained too many 'nice' adjectives. Although teachers make useful suggestions on how to improve work in lessons, marking does not reflect this. Teachers do not always ensure that work is dated so that progress can be easily traced.
71. Leadership and management of the subject are very good. There is a very thorough analysis of test data, which draws conclusions about what the school needs to do next to improve still further. Lessons are monitored to ensure the effectiveness of teaching and learning. Resources are of good quality and of a greater quantity than is often found in a small school. They are easily accessible to pupils. The library is situated centrally, well laid out and effectively used. The school makes good use of visits and visitors to broaden pupils' knowledge of literature. For instance, the 2001 Book Week was used to introduce pupils to a greater range of authors and multi cultural books, including dual language texts.

MATHEMATICS

72. The school attains consistently high standards in mathematics in the national tests for seven-year-olds and attainment in the subject has improved since the time of the previous inspection. At that time it was judged to be good throughout the school. Inspection findings show that current attainment is already above average in all year groups. If the good progress pupils are making as a result of very effective teaching continues, then it is likely that standards will be well above average for the majority of pupils throughout the school by the end of the year. This pleasing picture has come about as a result of detailed and careful analysis of boys' and girls' achievement in different aspects of the subject and effective action to address areas for development. The decision to provide teaching for separate year groups has had a significant impact on raising standards, as groups are consequently small and teachers can provide focused attention on the needs of all pupils.
73. In the infant classes, pupils have a clear understanding of place value and complete addition, subtraction, multiplication and division sums accurately. They handle money sensibly, undertaking quite complex calculations with aplomb. They recognise two-dimensional shapes and draw these carefully. Pupils understand measurement of time to the minute. In lively lessons, good and very good teaching encourages pupils effectively to think as mathematicians. Pupils respond enthusiastically and are very keen to provide answers to questions, keeping a close eye themselves on whether everyone is having a fair turn. They settle quickly to their tasks and co-operate well to find the answers to problems. Teachers and teaching assistants work very effectively with small groups, and boys and girls of all abilities make good progress in a purposeful working atmosphere as a result.
74. This good progress continues in the junior classes. Teachers set interesting and challenging tasks, which pupils greet with an enthusiastic 'Yeah!' In Year 4, for example, pupils work with great concentration to 'pack crates with bananas' using multiplication and addition and understand the use of brackets to create the correct answer in their number sentences. In Year 5, boys and girls of all abilities work with equal concentration to

establish all the different nets that will make open and closed cubes. Pupils are inspired by good and very good teaching. They thoroughly enjoy mathematical challenges, for example, greeting the prospect of continuing the investigation into nets for other three-dimensional shapes with great enthusiasm.

75. The subject is co-ordinated well. Curriculum planning is detailed and comprehensive and all elements of mathematics are covered fully. The work provided is relevant and interesting, with a significant strength in the use of mathematics across the curriculum in different topics. In the topic on *Local Studies* for example, tally charts are used effectively to record traffic movement, and in *The Romans*, pupils investigate Roman numerals in great detail. Pupils use computers regularly to support mathematics, particularly to present the results of surveys in graphical form, such as their favourite foods and birth dates. Resources are good. The National Numeracy Strategy has been implemented successfully, although the mental arithmetic sessions at the start of lessons often lack the pace and excitement these sessions usually generate.

SCIENCE

76. Standards in science are high by the end of the infants and when pupils leave the school at age ten. The majority of boys and girls, whatever their age and ability, do very well in their learning. The school has made good improvement since the last inspection and the results of the standard assessment tests have risen steadily. Results of teacher assessment in 2001 show that all pupils achieved the expected Level 2 and about a third achieved the higher Level 3.
77. The very good quality of teaching supports pupils' learning effectively. In lessons seen during the inspection, the detailed clear planning enables lessons to proceed smoothly. Scrutiny of pupils' previous work shows that Year 2 pupils are given very good opportunities to record their work in a variety of ways, supporting their literacy skills. For instance, they draw accurately and correctly label insects and light sources and use bullet points on the computer to report on frogs. They use their numeracy skills well to tally and graph their favourite puddings. Teachers give pupils many opportunities to carry out practical investigations, such as when they measure shadows over the course of the day. Boys and girls predict what they think will happen and draw suitable conclusions from their findings.
78. By the time that pupils reach Year 5 they have a very good body of scientific knowledge, which is built on their practical experiences and visits to the local environment. Effective step-by-step questioning means that pupils have to think logically. Teachers use assessment very successfully to identify what pupils do not know and take steps to ensure that learning moves forward. For instance, during the inspection pupils are given the opportunity to 'map continuous data' when assessment revealed that they didn't fully understand this concept, and so would find it difficult to achieve the higher level in the national assessments at age eleven. In this lesson, the information and communication technology technician is used effectively to operate a laptop computer onto a projector. The computer continually graphs the temperature of ice as it changes from its solid state to boiling water. The effective use of a transparent saucepan and a sensor enables all pupils to see clearly what is happening. Pupils consolidate their numeracy skills effectively as they record the data at 30-second intervals, getting more accurate as they become accustomed to the exercise. There is great excitement as boiling point is reached and the graph rises. Probing questions establish that pupils do not yet understand that the temperature of water will not keep rising if the pan of water continues to boil. The graph on the computer screen proves the teacher's point in a way that pupils easily understand.

79. Higher-achieving pupils are given the opportunity to use their numeracy skills to label the axis on the graph that they make of the experiment. They show good awareness of the need to label in degrees and minutes. Pupils persevere and by the end of the lesson all pupils have constructed an accurate graph. Lower-attaining pupils and those with special educational needs are well supported by the teaching assistant. Class management skills are very good and there is great care for the health and safety of pupils. However, throughout the school, pupils' work is not always dated and is often marked with a tick. This does not allow them to know what to do to improve their performance or reflect the high level of interaction between teachers and pupils during lessons.
80. Leadership and management of the subject are very effective. Science is a focus of the school development plan and the co-ordinator is monitoring lessons. The school has taken good steps to ensure that its judgements about pupils' achievement are correct. It has put together a collection of pupils' work that has been considered by other small schools in the 'cluster group'. The school's judgement has been confirmed as accurate and it has received some helpful advice from the local education authority as to how it might move forward. The school has a very good range of resources, which are well organised, accessible and support pupils' learning well. A range of well-considered educational visits further enhances the rich curriculum; for instance the youngest pupils visited a cosmetics company as part of their topic on the body.

ART AND DESIGN

81. Pupils attain impressive standards in art and design, which are well above expectations for their age. The work produced is stunning in its range and quality. This maintains the very good picture found by the previous inspection. Work on display and in the comprehensive art portfolios shows pupils approach projects with great sensitivity and skill. The well-mounted displays effectively reinforce pupils' sense of pride in their achievements. The enthusiasm of the co-ordinator is shared effectively with her colleagues. Pupils tackle projects using a wide variety of media in both two and three dimensions. Pupils in Class 1 use colour mixing very well to create surrealistic and well-observed paintings of autumn fruits. In the entrance hall, a lively display of postage stamp designs by Class 2 shows very careful and detailed observational drawings and paintings in pencil, pastel and watercolour. This super work is well above expectations for pupils of their age. Wave designs by pupils in Class 3 mix textiles and paint to create abstract patterns where colour mixing is used very effectively.
82. Work in the portfolios and pupils' sketch-books shows skills and techniques are developed effectively throughout the school and pupils make good progress in developing their knowledge and understanding of these. Work in the style of well-known artists is exceptionally well observed and makes a significant contribution to pupils' cultural development. The school acknowledges that more could be done to introduce pupils to work from different cultures, although flour and water batik designs in conjunction with a topic on India have created interesting sari material. Additionally, it agrees that more use could be made of computers to support art and design work.
83. Cross-curricular links are very effective and make a further positive contribution to pupils' cultural development. Amongst many excellent examples, the mosaic stepping stones created during the topic on Romans make an interesting addition to the school grounds; although they are currently rather lost in the long grass! Enrichment days, such as the recent *Fruits of the Spirit* project, provide a valuable opportunity to support pupils' social development as well as increase the scope of their creativity. All pupils, including those with special educational needs, are fully included in these activities, which they thoroughly enjoy.

84. In the lesson seen, teaching was very good. Pupils were inspired by the teacher's enthusiastic introduction to creating firework pictures and worked with serious concentration to put their ideas into practice. The effective double act between the teacher and teaching assistant ensured all pupils were completely engrossed. Their impressive efforts were shared and celebrated at the end of the session.

DESIGN AND TECHNOLOGY

85. Although no lessons in design and technology were seen, evidence from the comprehensive portfolio and topic books show standards in the subject are above expectations for pupils' ages throughout the school. This is an improvement on the picture found by the previous inspection and reflects the considerable input by the school into the subject. Pupils undertake a wide range of projects linked closely to the school's topic cycle and other curriculum areas. Each project is thoroughly planned, executed and evaluated. Pupils' recording of their projects becomes increasingly detailed and their skill in constructing working models becomes increasingly adept, showing good progress throughout the school.
86. In Class 1, for example, pupils develop ideas and assemble components as they design and make models of their bedrooms and fascinating vehicle sandwiches. In Class 2, they design interesting litter bins and evaluate sandwiches for *The Lighthouse Keeper's Lunch*. Class 3 pupils design, make and evaluate Tudor herb bags in connection with their history topic. They use computers to create overlays and their scientific knowledge of electricity effectively to design and make circuit quizzes. Design and technology projects also make a valuable contribution to pupils' literacy skills as they record their plans and evaluations, and to their numeracy skills as they measure and construct accurate models.
87. Boys and girls of all abilities really enjoy these practical projects and work together sensibly to complete each task. They thoroughly enjoyed, for example, the recent enrichment day when different activities included making street furniture from rolled up newspaper. Pupils take great pride in their efforts and finished results and describe their efforts with obvious enthusiasm.
88. The subject is well led and managed by the co-ordinator, who ensures that it maintains a high profile in the school's curriculum. Good resources contribute effectively to the standards attained.

GEOGRAPHY

89. Standards are above expectations by the end of the infants and when pupils leave the school at age ten. All boys and girls, whatever their age and ability, make good progress in their learning. The school has maintained its standards and positive approach to geography since the last inspection.
90. The good quality of teaching supports pupils' learning effectively. Pupils in Year 2 study the imaginary Isle of Struay and contrast this with their life in Washington, by considering, for instance, a wide range of methods of travel. They draw a 'birds eye view' of the Isle of Struay and a range of legible plans. They have good opportunities to reflect on the events in Katie Morag's life and whether this makes them happy or sad. Pupils' work displays a good geographical knowledge of their local area. They use their numeracy skills well when they conduct a traffic survey. The large-scale display of the travels of Barnaby Bear and his cousins in the school hall gives younger pupils an effective opportunity to broaden their knowledge of the geography of the British Isles, Europe and places beyond.

91. The very good teaching for the oldest pupils supports their learning very effectively. Their teacher provides an interesting and humorous start to the lesson when she challenges pupils to find water for the classroom plant when normal supplies were cut off. Pupils display a good knowledge of the typical sources of water in their school. They work well with Year 4 pupils to explore the school site and record the sites of 'down pipes', water mains and the stopcock. Pupils have very positive attitudes to their work. They concentrate very well and get on with the task set. This very effective lesson drew together knowledge drawn from a visit to the river Adur and pupils' information and communication technology skills to produce a plan of the school and develop their ability to carry out a practical investigation. Pupils are given very good opportunities to use their literacy skills, such as when they write poems that describe the lifestyle of a river at its various stages, the story of a raindrop and a letter of complaint about the amount of litter in Washington. These tasks allow pupils to use their geographical knowledge and understanding well. Pupils have effective mapping skills including the use of co-ordinates. They successfully integrate skills from various areas of the curriculum when they study a range of climates, providing independent descriptions of each and then contrasting the lifestyles of peoples such as the Masai and the Inuit.
92. Leadership and management of the subject are good. The co-ordinator has a secure understanding of her role. The subject plays an effective part in developing pupils' knowledge and understanding of how other people live in differing cultures. The co-ordinator checks planning and the quality of work on display is evident for all to see. Portfolios of pupils' work provide good evidence of the width of study over a two year period, however they often lack dates to show when work was completed.

HISTORY

93. Standards are above expectations by the end of the infants and when pupils leave the school at age ten. All boys and girls, whatever their age and ability, make good progress in their learning. The school has maintained its standards and positive approach to history since the last inspection.
94. Pupils in Year 2 study the Great Fire of London. They use their literacy skills effectively to record what they know in a variety of lively formats. For example, as part of their 'I was there' approach to history, pupils write about which items they would choose to take from their burning house when fleeing the flames. In addition to stating the accepted reasons for the fire spreading, higher-attaining pupils are encouraged to add their own perspective from knowledge gained in other parts of the curriculum, such as the fact that there was no smoke alarm. Pupils' learning is supported very effectively when, before an educational visit, they are encouraged to fill in a sheet detailing what they will see, learn and find out.
95. Pupils in Year 5 produce very detailed time lines which outline life in Victorian times and include a greater than average number of significant events, such as the development of the Penny Post, the Crimean War and the Education Act. They use their residential visit to the Isle of Wight very effectively to study the life of Victoria and Albert. Pupils' good literacy skills are evident in the ease with which they write in a variety of formats, for instance as a kitchen maid applying for a post. Effective opportunities for reflection and reinforcement of moral codes are provided when pupils write about a day in the life of a chimney sweep. The best examples are written in dialect.
96. The quality of teaching and learning is very good. The curriculum is rich and teachers' expectations are high. Learning is founded on first-hand experience; handling artefacts, visiting places of interest or interviewing visitors in the costume of the period being studied. A particular strength of pupils' learning is the way in which they are able to extrapolate information from such a variety of sources, which aids the development of their reference skills. For instance, boys and girls made particularly effective use of both

the 1871 census data and their computer skills to evaluate and re-arrange information in a variety of ways. Pupils' positive attitudes to history and the pride with which they present their work is evident in their topic books.

97. Leadership and management of history are effective. The existing topic curriculum has been checked against government guidelines and continues to make a very significant contribution to pupils' cultural heritage. Although formal routines for monitoring the curriculum are not in place, the co-ordinator checks planning and the quality of work on display is evident for all to see. Portfolios of pupils' work provide good evidence of the width of study over a two-year period. However, they often lack dates when work was completed.

INFORMATION AND COMMUNICATION TECHNOLOGY

98. The school has made good progress in addressing the key issue from the previous report, to improve provision for, and subsequently standards in, information and communication technology (ICT). Resources for the subject are good, with a suite of computers for whole-class teaching, additional systems in all classrooms and a good range of software to support teaching across the curriculum. These are used well and standards in ICT are in line with expectations throughout the school. Teacher expertise has improved and is good overall, although teachers are looking forward to additional training in specific applications, which was not covered in the recently completed *New Opportunities Fund* training.
99. Teachers take full advantage of the new suite; pupils enjoy their lessons here and make steady progress. All pupils have equal opportunities to use computers through this good level of resources and work well together to complete their tasks. In a good lesson supporting literacy skills, for example, pupils enthusiastically provide more interesting adjectives to replace 'nice' and work hard to amend the passage provided by the teacher. Pupils' keyboard skills and their understanding of the program's functions are sound and the finished paragraphs are considerably more entertaining than the original.
100. Computers and other hardware are used extensively in the classrooms to support work in most subjects. In a very good science lesson for Class 3, pupils are fascinated by the use of data logging equipment to measure the temperature change from ice to boiling water. The data projector is used very well to enable all the class to see the emerging graph and they are spellbound by the process. Pupils use word processing effectively to produce historical accounts in Year 3, write menus to support food technology in Year 4 and publish poetry throughout the school. They understand how to use font style and size, word-art techniques and imported clip-art to make their work more interesting. They use graphics programs effectively, for example, to produce art in the style of Kandinsky. Pupils in Class 1 produce lively graphs of the houses in which they live and in Year 5 pupils have used data handling to investigate and interpret census data from 1871.
101. The co-ordinator manages the subject well. Curriculum planning is very detailed to cover all aspects of ICT as a subject in its own right and to support cross-curricular links. Pupils' standards and progress are evaluated carefully at the end of each topic and the school is pleased with their progress. It is aware that use of email and information gathering from the Internet needs improving and has an appropriate policy for safe access, which mirrors the home-school agreement. The school shares the expertise of a technician with other local first schools and is fully appreciative of his support and advice for individual teachers, for the co-ordinator and for pupils in lessons.

MUSIC

102. Standards in music have been maintained since the previous inspection and remain good, and often very good. The school is fortunate to have several talented musicians on the staff. Their expertise and love of the subject are shared effectively with pupils. The co-ordinator manages the subject with flare and talent. Standards in singing are very high. Pupils sing with great expression, both enthusiastically and tunefully. Impressive four-part singing involves the whole school, and the expressions of serious concentration on pupils' faces show their determination to maintain their part in the round. Singing of the Lord's Prayer is thoughtful and sensitive and other familiar favourites are greeted with a subdued cheer.
103. The school has a good range of resources, including instruments and recorded music from different cultures, and the subject makes a good contribution to their cultural development. Carefully chosen music plays as pupils lead into assemblies, which provides a good opportunity to promote pupils' musical appreciation, although sadly, during the inspection this was not referred to by assembly leaders. Overall, however, comprehensive planning ensures all aspects of the curriculum are covered fully. Very good teaching ensures that pupils' appreciation of music and skills in the subject are developed well, whatever their ability. Younger pupils recognise loud, quiet, quick and slow, and play different instruments competently to illustrate these. Older pupils continue to play different instruments skilfully, for example, a variety of drums in a Class 3 lesson. Pupils compose their own music, for example, *Victorian Street Cries*, in activities linked effectively to topic work. They reflect sensitively on the feelings generated by recorded music, such as *The Pastoral Symphony*, and record their thoughts in words and pictures. All junior pupils learn to play the recorder and reach a good standard in this. Their efforts are celebrated regularly in assemblies and in concerts.
104. Visits from professional musicians, for example, an African drummer who spent a day in school working with all pupils, provide a rich additional dimension to the subject. Enrichment days, such as the recent *Fruits of the Spirit* day, give pupils a further chance to explore music linked to drama and art. All pupils are included in these activities and benefit enormously from them.

PHYSICAL EDUCATION

105. Standards in physical education are above those both expected nationally by the end of the infants and when pupils leave the school at age ten. The majority of boys and girls, whatever their age and ability, make good progress in their learning. The school has made good improvement since the last inspection.
106. The good quality of teaching supports pupils' learning effectively. In lessons seen during the inspection, the detailed clear planning enables lessons to proceed smoothly. In a Year 2 lesson, the teacher's on-going commentary improves pupils' performance, such as when they attempt to drag logs towards the bonfire. Her enthusiasm and humour creates an effective atmosphere for a dance lesson, especially when she remembers that she has failed to light the bonfire and pupils have to begin their routine again. Pupils react enthusiastically and create a bonfire, which races skywards, using their fingers delicately to create the flames. Pupils' try very hard to match their teacher's high expectations, applaud each other's performances and thoughtfully appraise their work.
107. Class management skills are very good and so no time is lost in lessons. Teachers take every opportunity to remind pupils why they need to warm up and so they stretch, squat and jump with enthusiasm. Teachers make effective use of pupils to demonstrate, for instance in a lesson about 'mirroring' your partner's movement. In Year 5, such pupils give good reasons for their evaluations of pupils' ability to perform good-quality

sequences of backward and forward rolls and stretches. This helps everyone in improving their performances. It is clear that boys and girls who attend gymnastic club achieve a higher standard. Pupils' attitudes and behaviour are very good in such lessons and this aids their learning.

108. Leadership and management of the subject are effective. The school's accommodation has been much improved by the recently opened heated swimming pool. This will enable the school to ensure that all pupils can swim before they move on to the next stage of their education. The school has acquired an extensive set of equipment for games due to support staff and teachers' attending training courses. Pupils have very good opportunities to join boys and girls in other small schools to take part in a variety of physical activities. Taken together with the range of extra-curricular activities provided by the school, pupils have a rich curriculum. However, the school lacks the full range of equipment, such as wall bars, to undertake gymnastic activities. Physical education makes a very good contribution to pupils' social development.

RELIGIOUS EDUCATION

109. Standards in religious education are above those expected by the locally agreed syllabus by the end of the infants and when pupils leave the school at age ten. The majority of boys and girls, whatever their age and ability, make good progress in their learning. The school has maintained its standards since the last inspection.
110. The good quality of teaching supports pupils' learning effectively. In lessons seen during the inspection, the detailed clear planning enables lessons to proceed smoothly. Pupils in Year 2 begin to understand that people worship in various ways by handling key artefacts belonging to different religions. They gain a good understanding of their local church and other religious buildings in the area when they are given the opportunity to sketch important aspects of the interior and exterior. During the inspection, pupils walked up to the church to observe the war material as part of their study of the meaning of 'Poppy Day'. They drew the war memorial with skill and a few pupils used their reading ability to copy important phrases such as the 'The Glory of God' onto the base of their drawing. During the visit, teaching assistants and members of the community were used skilfully to support pupils' drawing and to ensure their health and safety on the journey. However, in a lesson for younger pupils the teaching assistant played no part in the lesson and this is not an effective use of time and resources. Pupils behaved well during their educational visit and persevered well with their drawing. Boys and girls are able to demonstrate suitable reverence when they write their own prayers for special occasions.
111. All teachers work hard so that pupils gain the core messages of the lesson, for instance, pupils in Year 5 are given good opportunities to reflect, such as when they take a verse from the Bible and interpret it in their own way in words and pictures. They use their skills in art and take pride in presentation when they design an illuminated letter to represent their name. Pupils provide detailed and insightful descriptions of Christian, Jewish and Muslim lifestyle and special artefacts, supporting their literacy skills well, but they know much less about Hinduism. The work on comparative religions' builds effectively on what they learnt when they were younger.
112. Leadership and management of the subject are effective. The very experienced co-ordinator has written a scheme of work that interprets the locally agreed syllabus effectively. Although religious education is taught as a discrete subject it is also embedded in some topic work, as when the oldest pupils learn about Victorians who made a notable contribution to Christianity such as the Quakers. This aids their learning well. There are occasional informal opportunities to monitor lessons. The school has its own collection of artefacts that it uses well. It is aware of the need to broaden pupils'

experiences and is considering visiting buildings belonging to people of other faiths. Religious education makes a very good contribution to pupils' spiritual development.