

INSPECTION REPORT

**HEENE CHURCH OF ENGLAND (AIDED)
PRIMARY SCHOOL**

Worthing

LEA area: West Sussex

Unique reference number: 126034

Headteacher: Ms D Bonthron

Reporting inspector: Eileen Chadwick
19115

Dates of inspection: 30th April - 3rd May 2001

Inspection number: 195782
Full inspection carried out under section 10 of the School Inspections Act 1996

INFORMATION ABOUT THE SCHOOL

Type of school:	First School
School category:	Voluntary aided
Age range of pupils:	4 to 8
Gender of pupils:	Mixed
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Appropriate authority:	The governing body, Heene CE First School
Name of chair of governors:	Mr D Clark
Date of previous inspection:	23 rd June 1997

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9588	Tony West	Lay inspector		How high are standards? Pupils' attitudes, values and personal development How well does the school care for its pupils? How well does the school work in partnership with parents?
19142	Audrey Quinnell	Team inspector	English History Music The Foundation Stage English as an additional language	
16492	Robert Lever	Team inspector	Mathematics Art Geography Physical education	How good are curricular opportunities offered to pupils or students?

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

This school educates boys and girls between the ages of four and eight and is a Church of England Voluntary Aided school. It serves central Worthing, a community that is socially and economically diverse and sometimes transient. The school has 239 pupils on roll, including 62 full time pupils in Reception. It is similar in size to other schools of this type and a little larger than at the time of its previous inspection. None of the five pupils with English as an additional language are at an early stage of learning English. The proportion receiving free school meals, at 14.6 per cent, is average. The school has 44 pupils on its register of special educational needs, mainly for needs in literacy. This number is broadly average although only two pupils have statements of need, which is below average. The school has a high rate of mobility as 29 pupils joined and 26 pupils left other than at the normal times. Pupils' attainment on entry is below average overall.

HOW GOOD THE SCHOOL IS

Heene Church of England School is a school which has made considerable improvement. This results from the headteacher's strong leadership and clear direction and the hard work of the staff. The quality of teaching is good overall and most pupils make good progress. The school provides its pupils with a well rounded education. However, although National Curriculum test results improved in 2000, they were still below average in reading and mathematics. The findings of the inspection show that the measures the school has put into place to improve reading and mathematics are having a positive impact on raising standards. The quality of teaching shows some variation across the school and it is particularly inconsistent in Year 3. Attendance is below average and a small number of pupils arrive late. The school provides satisfactory value for money.

What the school does well

- Children in Reception are given a particularly good start and, by the time they leave the Foundation Stage, their attainment is average in all areas of learning except in creative development where it is above average.
- Pupils attain satisfactory standards in reading and writing through the school and literacy is often well taught.
- The quality of pupils' work in design and technology, art, singing and dance is good through the school and music is good in Year 3. The school enables pupils to develop their creativity well.
- The headteacher provides very good and sensitive leadership and the staff have a shared vision for continuing to improve the school.
- The Christian ethos makes a strong contribution to the good provision for pupils' spiritual, moral and cultural development and the good climate for learning.
- The school provides a happy and safe environment and pupils often enjoy learning.

What could be improved

- The variability in the quality of teaching, especially in Year 3, to ensure that it is always of a high enough quality to enable all pupils to learn equally well.
- Pupils' investigative skills in science.
- The management of provision for pupils with special educational needs so that the co-ordinator's time is used more effectively in order to raise standards in literacy and numeracy.
- The school improvement plan so that it helps the school to evaluate more rigorously the impact of its actions and spending on raising standards.
- The very limited outdoor play area for teaching physical development in Reception and the lack of purposeful playground activities at playtimes and lunchtimes for Years 1 to 3.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school was last inspected in June 1997, when it was found to have some weaknesses in its leadership and management, the quality of teaching (a quarter of teaching seen in 1997 was unsatisfactory) and in pupils' behaviour. The present headteacher took up her post a short while after the last inspection. Together with the staff and governors, she has worked purposefully to improve the school. Good progress has been made since then in addressing the key issues. The school has made very good progress in improving the quality of teaching. The Year 2 national curriculum test results dropped substantially in 1999 but rose in 2000. The findings of the Inspection show standards are improving in reading and writing and are now satisfactory through the school and satisfactory in mathematics in Year 2. There have been good improvements in the standards pupils reach in

information communication and technology, art and music and very good improvements in design and technology. The school has a good capacity to improve in the future.

STANDARDS

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

Performance in:	compared with			
	all schools			similar schools
	1998	1999	2000	2000
Reading	C	E	D	D
Writing	D	E	C	C
Mathematics	B	E	D	E

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

National Curriculum test results for seven year olds improved in reading, writing and mathematics in 2000 but were still below average in reading and mathematics. In mathematics, these results were well below those in similar schools. Compared with the standards the school achieved at the time of the previous inspection in 1997, national curriculum tests standards were similar in reading, improved in writing but were much lower in mathematics. Pupils' achievement in literacy and numeracy needs to be set against the high movement of pupils in and out of the school. The school is taking rigorous action to address weaknesses in literacy and numeracy, including very careful target setting and rigorous monitoring of teaching and learning. The work seen indicated that these strategies are effective and standards are beginning to improve.

Standards observed on the inspection show:

- By the end of the Foundation Stage, children's attainment is average in communication, language and literacy, mathematical development, personal, social and emotional development, knowledge and understanding of the world and physical development. In creative development children's attainment is above average. Children are well prepared for entry to Key Stage 1 and learning the National Curriculum.
- In Year 2, pupils attain average standards in speaking and listening, reading, writing and mathematics, including numeracy, information and communication technology, geography, history, music and physical education. Standards are above average in science, design and technology and art and design.
- In Year 3, pupils attain average standards in speaking and listening, reading and writing and science, geography, history and physical education. Standards are above average in design and technology, art and design and music. However, standards are below average in mathematics.

Pupils achieve well overall. In literacy, most pupils make good progress in Reception and Key Stage 1 and satisfactory progress in Year 3. In numeracy, pupils make good progress in Reception and Year 2 and satisfactory progress in Year 1 and Year 3. In science, pupils make satisfactory progress in Year 1 and good progress in Year 2. Pupils make unsatisfactory progress in science in Year 3. More able pupils underachieve in investigative science in Key Stage 1. Pupils with special educational needs make satisfactory progress. Pupils with English as an additional language make the same progress as others in their classes. More able pupils make satisfactory progress overall.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Pupils like school and want to learn. They usually listen to their teachers attentively, which helps them to learn well.
Behaviour, in and out of classrooms	Satisfactory overall. Reception children behave very well. Behaviour is satisfactory in Key Stage 1 and in Year 3. Pupils usually play well together but some playground behaviour is boisterous.

Personal development and relationships	Relationships are good and pupils mix well together. When provided with the opportunities, they work well together in small groups.
Attendance	Unsatisfactory. Attendance is below average and a few pupils arrive late.

Pupils behave particularly well in assembly and listen carefully and this has improved considerably since the previous inspection. Pupils behave well when teaching challenges them and expectations of good behaviour are high.

TEACHING AND LEARNING

Teaching of pupils:	Aged up to 5 years	aged 5-7 years	Aged 7-8years
Lessons seen overall	Good	Good	Satisfactory

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

Teaching and learning are good overall. This is the result of action taken to eliminate unsatisfactory teaching and to improve the quality of teaching. Teaching and learning are satisfactory or better in 95 per cent of lessons, they are good in 42 per cent and very good or excellent in 24 per cent. Teaching is strongest in Reception and this results in children who love learning and make good progress. There is also some strong teaching in Key Stage 1 and in Year 3 but it is not consistently so across all years. In very competent lessons, pupils learn successfully because relationships are very good and teachers manage pupils very effectively. Teaching and learning in English are good overall and this stems from teachers frequently building the pupils' reading and writing skills in small but challenging steps. Teaching and learning in mathematics are satisfactory with some very good teaching and learning in Year 2 where pupils' learning is particularly well matched to their attainment. Most teachers instruct and question pupils well although not all manage group work as successfully. The teaching of pupils with special educational needs is satisfactory. The shortcomings in a small number of lessons were ineffective behaviour management which resulted in a tense and noisy atmosphere, teachers keeping the pupils sitting for too long so they became bored and restless and low expectations of what pupils could achieve.

Aspect	Comment
The quality and range of the curriculum	Good. The school provides a rich and broad curriculum which is particularly good for the creative arts. The literacy and numeracy strategies are implemented effectively.
Provision for pupils with special educational needs	Satisfactory. Classroom assistants provide sound support and older pupils are supported well through extra help. Younger pupils are not given enough extra support. Pupils' individual education plans do not always show small enough steps in literacy or numeracy.
Provision for pupils with English as an additional language	Good overall. There are good opportunities for pupils to learn through practical work but the lack of systematic opportunities for group work sometimes limits their opportunities for speaking.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Good overall. Spiritual, moral and cultural development receive high priority. Social development is satisfactory. Pupils are taught the difference between right and wrong. Pupils are taught to reflect in assemblies and to develop a sense of wonder at the natural and technological world as well as in art and music.
How well the school cares for its pupils	Good procedures for child protection and for assessing pupils' academic progress. This information is used by staff for providing appropriate personal and academic support.

All National Curriculum requirements are met.

The school has developed a satisfactory partnership with most parents.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The headteacher provides strong leadership and is successfully improving the school. There is a strong sense of team spirit amongst staff and the learning climate has improved. Monitoring procedures of teaching are good and subject co-ordinators are effective. The headteacher works closely with a suitable senior management team.
How well the governors fulfil their responsibilities	Governors are increasingly effective and fulfil their responsibilities satisfactorily. Financial planning is satisfactory whilst monitoring of the budget is good. The school improvement plan does not always contain measurable targets for enabling the school to evaluate easily the effects of its actions on raising standards.
The school's evaluation of its performance	Satisfactory. The school has a clear view of its strengths and weaknesses and is beginning to use Reception baseline and Key Stage 1 assessments to measure its success more rigorously. The school has recognised the need to keep more systematic records so that it can analyse its performance more readily.
The strategic use of resources	Satisfactory. Staff are well deployed except that the special educational needs co-ordinator's time is not always used efficiently.

There are enough teachers to teach the curriculum. Class sizes in Reception are low and this is helping to give children a good start. Class sizes in Year 3 are large and teaching spaces are small in Key Stage 1 and Year 3. Noise is transmitted too easily through Key Stage 1 classrooms because of the semi open plan arrangements. There is a generous number of classroom assistants, who provide valuable support. The number of up-to-date computers is low. The school seeks to get the best value whenever buying goods and services. Accommodation and resources are satisfactory overall.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • Their children like school. • The school provides a welcoming environment. • The Christian ethos of the school. • Parents feel comfortable about approaching the school with questions or problems. • The teachers know their children well. 	<ul style="list-style-type: none"> • Extra curricular activities. • Behaviour. • The quantity and consistency of homework. • The close working with parents. • The leadership and management of the school.

The inspection team supports the positive views of the parents and but not most of their concerns. The leadership and management of the school are now good and have improved substantially over the past three years. The school endeavours to work closely with parents, listens carefully to their views and tries very hard to improve the contact between home and school. Extracurricular activities are good. Pupils' behaviour, is satisfactory and improved since the previous inspection, but is still not good enough. Reports for parents do not give enough information on standards achieved in the National Curriculum.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and pupils' achievements

1. There is a high proportion of mobility in this school, for example, in the current Year 2 one-third of the pupils entered later than the normal point of entry in Reception and about the same proportion left. This is the result of a significant proportion of families living temporarily in the area, some of whom live in bed and breakfast accommodation or in the local refuge centre. Other families have moved into or from the area because of employment reasons. The overall attainment on entry of the new entrants is very wide ranging but below average overall. It is similar in composition to children's attainment on entry to Reception.

2. Children's overall attainment on entry to the Foundation Stage (Reception) is below average. Children's attainment on entry is very wide ranging especially in personal and social development and speaking and listening where many are below average. A small proportion enters with very low speaking and listening skills. Pupils achieve well at the Foundation Stage and are on course to reach at least average levels by the time that they enter Key Stage 1. Their attainment is above average in creative development. These standards are improvements on those attained at the time of the previous inspection in children's ability to listen carefully and in their creative development. This is the result of improved provision and teaching. Since September 2000, children have been taught in classes that have smaller numbers than previous years and children achieve consistently well in all three classes as a result of the particularly good teaching in the Foundation Stage. No judgement was made in the last inspection report on children's standard of attainment on entry to school, but it was judged that they achieved average standards by the age of five.

3. By the time they leave the Foundation Stage, the children socialise and listen very well to the contribution of others and offer their own ideas. They reach average standards in speaking and listening and early reading and writing. Most children speak confidently, love books and are very interested in stories, listening carefully for extended periods of time. Many of the children are becoming adept at recognising individual letter sounds and are starting to use these in their writing. Teachers encourage them to use this skill well and children develop their knowledge of correct spellings by clearly sounding out words. Children develop their numeracy skills through a very good programme of practical experiences. Many can count to twenty and beyond, recognise numbers to ten and are beginning to add and take away. In their personal development, they are becoming increasingly independent. In physical education lessons, children change quickly and are aware of the need to behave well. Their listening skills in the hall are good and they participate well in all activities, including the tidying away of resources.

4. In Key Stage 1 tests in 2000, standards were below national averages for reading and mathematics and average in writing. Compared with similar schools, these standards were below average in reading, average in writing and well below average in mathematics. Standards rose in 2000 from the well below average standards attained in reading, writing and mathematics in 1999. Compared with 1997, standards in 2000 were similar in reading, improved in writing but declined in mathematics. In science, the assessments made by teachers were above average at Level 2 and above, and average at Level 3. There was no significant difference between the performance of girls and boys in writing and mathematics but girls outperformed boys in reading.

5. The findings of the inspection are that, in Year 2, the pupils reach average standards in speaking and listening, reading, writing, mathematics, including numeracy, information and communication technology, geography, history, music and physical education. Standards are above average in science, design and technology and art and design. Pupils attain well in singing and in dance aspects of physical education. Compared with the findings of the previous inspection, standards are higher in science,

information communication technology and art, and much higher in design and technology. Standards are similar in reading and mathematics and similar in all other subjects. Pupils' listening skills have improved and are now satisfactory because of the improved quality of teaching. Improved standards in science and art are related to the successful implementation of the national guidelines and improved monitoring of the quality of teaching, especially in science. The very good improvements in information and communication technology and design and technology result from the school's successful efforts to raise standards in these subjects from the low levels pupils attained at the time of the previous inspection.

6. The findings of the inspection show that standards attained by the current Year 2 have improved compared with the standards in reading and mathematics reached by the 2000 Year 2 pupils (now the current Year 3) in their end of Key Stage 1 national tests. This is the result of the school's considerable efforts to improve literacy and numeracy and to put into practice the results of training and support they have received from the Local Education Authority. The school has focused hard especially on the need to improve the proportion of pupils reaching Level 3. The school has set challenging targets and has consistently evaluated pupils' progress towards these targets.

7. In Year 2 pupils speak clearly and confidently, both in small groups and to a wider audience. Many listen attentively, but a few pupils lack sufficient concentration when listening which causes them to learn less effectively. Teachers' open-ended questions enable pupils to express their own thoughts. In a Year 2 lesson on how to find information in a non-fiction book, all pupils listened very attentively and were aware of the importance of taking turns and respecting the contributions of others. Most spoke confidently, many with interesting vocabulary, although a few required some support from the teacher or class assistant. Pupils love reading and read suitable books with expression and understanding. The more able pupils are able to read challenging material, and use the higher order reading skills of prediction, skimming and scanning. Pupils are able to name their favourite authors, such as Nick Inkpen, Roald Dahl and Enid Blyton. Year 2 pupils also use their research skills well when using books and the computer to gather information about the Great Fire of London for their historical work. Most pupils spell commonly used words accurately and organise their writing in a logical sequence by making a first draft before editing and refining. They write well for a variety of purposes and, by Year 2, can write sensitively for their 'London Gazette' newspaper reports. Their handwriting is mostly well formed and often neat but sometimes presentation is untidy.

8. In mathematics, many work at least at average levels and more able pupils achieve higher standards than this because of extension work. Pupils understand doubling and halving, have satisfactory knowledge of two and three dimensional shapes and tell the time using both digital and analogue clocks. They collect a variety of data and represent this in chart and graph forms. Pupils try different approaches for solving problems and try to explain their workings. More able Year 2 pupils manipulate numbers exceeding 100 and are particularly adept when solving problems.

9. In science, pupils' scientific knowledge is good although their experimental skills are average. Their understanding of living things and life processes is particularly good, for example, many pupils know which foods are needed for good health and can use this information when designing a menu for a birthday party. When investigating, pupils observe and compare objects and living things satisfactorily. However, there is little attainment at Level 3 in investigative science and more able pupils underachieve. These pupils do not put forward their own ideas for answering questions or use mathematics for measuring and recording results rigorously enough.

10. Pupils use computers satisfactorily. They use the computer competently to generate and communicate ideas in the form of pictures or in words in the context of other subjects, for example in English, science, mathematics, art and design and technology. Pupils use the mouse skilfully and have satisfactory keyboard skills. Pupils use CD-ROM and are learning to use the Internet to find information from databases about animals.

11. The findings of the inspection are that, in Year 3, standards are average in speaking and listening, reading, writing, science, information and communication technology, history, geography and physical education. Standards are above average in design and technology, art and design and music. Standards are below average in mathematics, including numeracy. Standards in mathematics are similar to the standards pupils reached in their 2000 tests. This results from satisfactory teaching in Year 3 rather than the good quality teaching that is needed to raise standards to average. However, standards in science in Year 3 are lower than the above average standards that the same pupils attained in Year 2. This results from too much unsatisfactory teaching in science in Year 3 where expectations of what pupils can achieve are too low in one class. Compared with the findings of the previous inspection, these standards are similar in all subjects except mathematics which are lower and information and communication technology, art and music which are higher. Standards are much improved in design and technology as standards at the time of the previous inspection were below average.

12. In Year 3 most pupils express themselves clearly and are keen to speak. However, their listening skills are not as well developed as a few call out at inappropriate times. They usually express their ideas clearly, such as in the lesson when they were given chapter headings from a 'Harry Potter' book and asked to make predictions for what might be in each chapter. Pupils' enjoyment of books is a strength of their learning. They are able to share their ideas thoughtfully and can read suitable books with expression and understanding. The more able pupils are able to read challenging material and take pleasure in reading the shared text in the literacy hour. Pupils write satisfactorily for a range of purposes and compose interesting poems based on Peter Dixon's poem 'I am the last'. Handwriting is mostly neat, legible, fluent and joined style, but, in some cases, presentation is untidy. Spelling is satisfactory. Pupils use computers well to develop their ideas for imaginative story writing.

13. In mathematics, pupils are beginning to understand multiplication and division and can apply their understanding of adding, subtracting and multiplying when looking at doubling and near doubles of numbers. Pupils are beginning to understand comparative fractions. They have sound knowledge of two and three dimensional shapes and handle data, showing their findings in graphs and charts. However, in one class, pupils learn and achieve well but in the other class, in some lessons, the working environment is noisy and prevents such successful learning and achievement.

14. In science, pupils underachieve in relation to the standards they attained in their Year 2 end of key stage assessments made by teachers. Pupils' knowledge is average whilst their experimental skills are below average. They have satisfactory observational skills and good knowledge about types of rocks. However, their understanding of properties of materials and living things is average. Pupils' enquiry skills are below average. Pupils do not work well enough independently and put forward their ideas for tests. They have unsatisfactory awareness of how to carry out the fair test and do not use mathematics rigorously enough for recording results and seeking patterns. In one class, pupils cannot work independently without the very close supervision of the teacher.

15. Pupils in Year 3 confidently and competently use the computer to help them present and organise their work in other subjects, for example, when using data handling software to display data they have collected. Pupils' word processing skills are satisfactory and build steadily on what has gone before in Key Stage 1.

16. Throughout the school, pupils apply their literacy skills satisfactorily to their other subjects. Pupils apply their numeracy skills in Key Stage 1 but, in science, more able pupils do not use mathematics rigorously enough for measuring, recording and seeking patterns in results. In Year 3, all pupils do not apply mathematics well enough to science. Pupils use information and communication technology satisfactorily within the curriculum especially in literacy, numeracy and science.

17. Pupils with special educational needs make satisfactory progress in Key Stage 1 and Year 3. Pupils make satisfactory progress overall in literacy and numeracy. However, their progress varies according to the support they receive. Those who are just below average in Year 3 make good

progress during additional literacy support time. This is a national strategy designed to improve literacy through regular and systematic teaching of phonics and spelling in Key Stage 2. Pupils in Year 2, and those who are well below average in Year 3, make satisfactory rather than good progress. This is because the work provided is not always as systematically well matched to pupils' attainment as it is for those pupils receiving additional literacy support in Year 3 and does not progress so well in the steps in reading, phonics and spelling. Pupils with English as an additional language make good progress in Key Stage 1 and satisfactory progress in Year 3.

18. Very able pupils make satisfactory progress. They achieve satisfactorily in literacy and in numeracy. They achieve well in design and technology and dance because pupils' creativity is valued and teachers have the expertise to teach these subjects very well. Their progress is unsatisfactory in science in Key Stage 1 and in Year 3.

19. Pupils' overall achievement is good by the time they leave the school in Year 3 as they enter the Foundation Stage with below average attainment but reach average standards overall by the time they leave. Pupils achieve well in Reception and Key Stage 1 whilst their achievement is satisfactory overall in Year 3. However, pupils do not make enough progress in science in Year 3. This is because of differences in quality of teaching between the two classes in Year 3. In one class teaching is very good whilst it is unsatisfactory in the other class.

Pupils' attitudes, values and personal development

20. Since the previous inspection there have been satisfactory improvements in pupils' attitudes and behaviour. At the time of the previous inspection, pupils' attitudes and behaviour were good in about a half of lessons. This figure has increased to two-thirds and pupils' attitudes and behaviour are now very good in a quarter of lessons. At the time of the previous inspection, pupils' listening skills were unsatisfactory and pupils could not sit and listen quietly in assemblies. Pupils now listen very well in assemblies and well in most lessons. Most of the children have positive attitudes towards their work, especially when their lessons are challenging and well matched to their previous attainment.

21. Pupils' behaviour is satisfactory overall. Their attitudes and behaviour are very good in the Foundation Stage where all staff have similar expectations of behaviour and are successful in providing high quality work. In Key Stage 1, pupils' attitudes and behaviour are nearly always satisfactory and are good in about a half of lessons. In Year 3, pupils' attitudes and behaviour are satisfactory overall, but more variable. This is linked to the wide differences in the quality of teaching for this age range and in the way teachers manage pupils' behaviour. During the previous inspection, there were some weaknesses in Year 2 and 3 in pupils' attitudes to learning and sometimes their behaviour was unsatisfactory. This has improved in Year 2 but there are still some weaknesses in Year 3. One pupil has been excluded for a fixed period from school in this term.

22. Throughout the school, when pupils' interest is aroused and teaching challenges them, they listen attentively, follow instructions, settle quickly to the task given and concentrate hard. Particularly good examples of this were seen in the Foundation Stage when pupils loved reading the Big Book about the "Clickety, Clackety train". The teacher's very good behaviour management in a Year 3 English and in a science lesson promoted pupils' good behaviour and keenness to learn. Strong features of both these lessons were the teachers' calm manner and clear expectations of work and appropriate behaviour. However, in a Year 1 science lesson, pupils' attention and interest increased and waned according to the pace of the lesson and pupils eventually became restless when they were kept sitting listening for too long. In a Year 3 art lesson, many pupils were not involved in the lesson because of weak class management. This resulted in their losing interest and misbehaving. Some lessons are noisy, especially on occasions in Year 3, and this prevents pupils from concentrating.

23. During good or better lessons, about two-thirds of all lessons, pupils concentrate fully and behave very well throughout. However, even when lessons are satisfactory, there are occasional weaknesses in pupils' concentration skills and behaviour. For example, in a Year 2 literacy lesson when reading a

Big Book “Looking at Birds”, pupils occasionally called out and several were easily distracted. When the pace of teaching slackens, pupils’ attention soon wavers and they become restless and behaviour deteriorates. This confirmed some parental concerns. Pupils, including those with special educational needs, have satisfactory attitudes towards school, and enter into school activities eagerly. When given the opportunity, the pupils work well independently and in different group situations, sharing views and valuing each other’s work. In a dance lesson, boys and girls worked well together and commented maturely and positively on each other’s work. When pupils are at play and at lunchtimes, they socialise and act collaboratively well, when encouraged. However, playtimes are not often used for games or team or group play and these periods can result in some roughness.

24. There is a caring atmosphere in the school and members of staff provide good role models. However, during the inspection, some lessons were noisy and this did adversely influence the learning in adjacent rooms. Most pupils, of all abilities, are involved in their work and comply with school and class rules. They know right from wrong and are polite and courteous to members of the staff, their peers and to visitors. Pupils form queues, wait their turn and open doors for others. Behaviour in the dining hall and during assemblies is good; however, whilst pupils move about the school, they can be over exuberant and, occasionally, noisy. During an emergency evacuation of the school, all the pupils followed instructions and behaved very well under trying circumstances. The majority form good relationships with their peers and adults and pupils show care in their support for those with special educational needs. However, when the quality of teaching is unsatisfactory, relationships deteriorate and the atmosphere becomes tense and strained. No examples of any oppressive behaviour, bullying, sexism or racism were seen during the inspection and the majority of pupils understand the impact of their behaviour on others. Resources were handled well and no examples of damage or graffiti were seen during the inspection. In ‘circle time’ and religious education, pupils discuss varied topics and opinions and accept that others may have a different view or belief from their own.

25. The inspection team observed that pupils are keen to take responsibility when it is offered, for example, in a Year 1 physical education, lesson pupils worked well together and evaluated and improved their work. Few opportunities for this were seen during the inspection. Pupils in Year 3 devise their own targets for the term, which are noted on their progress reports. Pupils are able to join in a satisfactory range of extracurricular activities. When given the chance to help and assist others, they accept readily and enter into the task wholeheartedly. Pupils act as monitors, raise money for charities and help in the classroom and assembly.

26. Pupils’ attendance at school is unsatisfactory: it is below the national average in all year groups and in all terms. Attendance improves as the pupils mature. The great majority of authorised absences are for medical reasons and additional family holidays. Unauthorised absence is in line with the national average. A significant minority of pupils arrived late for morning school during the inspection and this disrupts the smooth start to lessons.

HOW WELL ARE PUPILS OR STUDENTS TAUGHT?

27. The overall quality of teaching and learning is now good. The quality of teaching has improved significantly since the previous inspection when teaching was only satisfactory in 75 per cent of lessons. Ninety five per cent of lessons observed during this inspection were satisfactory or better and this includes seven per cent that were excellent, 17 per cent that were very good and 42 per cent that were good. Not only has the school improved the proportion of satisfactory teaching, it has increased the good and very good teaching. The previous inspection found that teaching was good or better in only 40 per cent of lessons and this included only five per cent that were very good. The school has made very good progress in improving the quality of teaching since the previous inspection. This results in pupils’ good learning and improving standards, especially in the Foundation Stage and Key Stage 1.

28. There is variation in the quality of teaching and learning in different parts of the school. The quality of teaching and learning is particularly good in the Foundation Stage, good in Key Stage 1 and satisfactory overall in Year 3. In the Foundation Stage, very nearly all lessons were good, just over a

third were very good or excellent and there was no unsatisfactory teaching. The consistency of good or better teaching throughout all classes in the Foundation Stage is impressive and this provides children in different classes with equal opportunities for good quality learning. In Key Stage 1, although the overall quality of teaching is good, it is not consistently so across the key stage or in any one year. For example, all the very good or excellent lessons are found in one class in this key stage. In Year 3, teaching is very variable. One class has a job share arrangement and it is in this class where the quality of teaching is very inconsistent. It ranges from very good to poor. A new permanent full time teacher has been appointed to teach the other Year 3 class and the quality of teaching in this class is consistently good with very good features. There were some weaknesses in the quality of teaching in Year 3 at the time of the previous inspection and these remain in some lessons in one class. The school has improved the quality of teaching in Year 2 as, at the time of the previous inspection, a significant number of lessons were unsatisfactory whereas none were on this inspection.

29. The quality of teaching for children in the Foundation Stage is particularly good. This results in all children learning well and making good progress and reaching appropriate standards from their below average entry point. Within this overall judgement, teaching and learning are very good in communication, language and literacy, mathematical and creative development and good in knowledge and understanding of the world, personal, social and emotional development and physical development. The quality of teaching has improved since the last inspection, when it was judged to be good. During this inspection, 17 observations were made of the teaching of children in the Foundation Stage. Fifty-nine per cent was judged to be good, twenty nine per cent very good, six per cent excellent and six per cent were satisfactory.

30. Teachers' understanding of the way young children learn, their management of the children, the teaching of basic skills and the use of support staff are very good and are having a positive impact on the children's learning. The three teachers, the nursery nurse and classroom assistants are a very effective team, who provide the children with a stimulating, enquiry based learning environment. Children are provided with many opportunities to develop their imagination and language skills through role-play, often with the support of an adult, to maximise their understanding of the conventions of dialogue and extend their vocabulary. The new initiative of an 'activity sheet' is helping to promote the children's independent learning. Teachers work very well together to provide the children with as much independence as possible. However, staff realise that the limited storage space and insufficient outside area inhibit children's independent learning. Children in one of the three classes have to go through one of the other classes to reach the outside area, which is not conducive to independent learning. The use of day-to-day assessment is good, regular and systematic in approach so that strengths and weaknesses are clearly identifiable and teachers are able to plan well for children's next step in their learning.

31. At Key Stage 1, the quality of teaching and learning is good overall and by the end of Year 2, pupils have made good progress and reached sound standards. No judgement was made about the quality of teaching at this key stage by the previous inspection, however, at the time of that inspection, teaching in a significant minority of lessons in Year 2 was unsatisfactory. During this inspection, 24 lessons were observed in Key Stage 1, a half were good or better, including three which were excellent and one which was very good. Only one lesson was unsatisfactory. The school has made good progress in improving the quality of teaching at Key Stage 1. At this key stage, the quality of teaching is good in literacy, information and communication technology and art and very good in design and technology. It is satisfactory overall in numeracy, science and all other subjects with good teaching in Year 2 in numeracy and science.

32. At Key Stage 1, teachers plan well and a strong feature is how they make sure that all pupils know the purpose of lessons. Lessons are interesting and relevant and are often linked to learning in other subjects. In an excellent literacy lesson in Year 2, the teacher built very well on pupils' learning in science when she taught them how to use the contents page of books to find out about robins. Pupils

were very eager keen to learn new research skills as they were very interested in robins. The teacher's very high expectations and skilled teaching enabled pupils to learn rapidly and, by the end of the lesson, they had made rapid gains in their learning about contents' pages, headings, alphabetical order and glossary. In very successful lessons, teachers create the right organised atmosphere for learning and pupils are given high expectations for good behaviour. In a very good numeracy lesson in Year 2, the quiet calm beginning to the lesson settled pupils very well. The teacher instilled confidence in pupils by her use of humour and praise. The group activities were very well matched to pupils' wide range of ability. This resulted in very purposeful learning for all pupils. The extra enrichment sessions for extending more able pupils in Year 2 in mathematics are having a positive impact on raising standards in mathematics. In these lessons pupils, are taught in small groups and learn rapidly at higher levels.

33. Lessons that are satisfactory, rather than good or very good, often have some good features. Teachers plan and prepare resources well, are enthusiastic and often have good subject knowledge. However, there are sometimes weaker elements in the way teachers manage pupils and, occasionally, lessons become too noisy. Teachers do not always insist that pupils attend before they speak and sometimes use "sh" or speak too loudly. This causes a loss of valuable learning time. An unsatisfactory lesson was observed in science for older pupils when pupils spent too long sitting listening and did not do their own investigative work. The pace was slow, pupils became restless and all pupils, particularly the more able, underachieved

34. In Year 3, the quality of teaching is satisfactory overall and the pupils generally make satisfactory progress. However teaching in Year 3 is at its most variable. In the lessons observed, teaching ranged from very good to poor. At the time of the previous inspection, teaching had some weaknesses in Year 3 when poor planning and class management occasionally resulted in pupils' unsatisfactory learning. Planning has improved but weaknesses in class management remain in lessons in Year 3 in one class for part of the week. One class has a job share arrangement and it is in this class that there is some weak teaching. During this inspection, 18 lessons were observed in Year 3, just over a half were good or better, which included 22 per cent which were very good. One lesson was poor. The quality of teaching and learning is good in information and communication technology and music. It is satisfactory in literacy and numeracy and all other subjects except science, which is unsatisfactory.

35. Good quality teaching was found consistently in one Year 3 class over a range of subjects, including literacy, numeracy and science. Teaching of this quality was also found in the other class for part of the week, including in literacy and music. In these lessons, pupils learn well as teachers have high expectations of the standards pupils can achieve and manage their pupils well. In a very good Year 3 science lesson, the teacher competently used a range of teaching styles which enabled pupils to learn in different ways, including by listening to instructions or by taking responsibility for their own investigative work. In this lesson, and in a very good literacy lesson observed in the other class, the teachers' calm organisation and class management ensured that no time was lost through disciplining pupils. However, weak teaching was seen in Year 3 in science and in art. In a poor art lesson, class management was weak and the teacher's voice became very strident as she attempted to control some unsatisfactory behaviour. The classroom became very noisy and the pupils learned very little. In an unsatisfactory science lesson, expectations were low and pupils were given unequal opportunities for learning as few did practical work. The pupils who did practical work were over directed while the ones making posters spent too long colouring. This resulted in much underachievement.

36. The National Literacy Strategy is implemented well whilst the Numeracy Strategy is implemented well in Key Stage 1 and satisfactorily in Year 3. In Year 3, although the teaching is at least satisfactory in all literacy and numeracy lessons, the classroom is sometimes noisy in one class which prevents pupils concentrating as well as in other lessons.

37. The quality of teaching for pupils with special educational needs is satisfactory overall. Classroom assistants often provide valuable extra support during group time in literacy and numeracy sessions.

However, the lowest attaining pupils sometimes struggle to read the class shared texts which are set at the level of the majority of the class. The additional literacy support sessions are taught well in small groups, and work is always matched to pupils' needs. These sessions are regular and the skills taught progress very well from lesson to lesson.

38. The quality of marking is satisfactory with good marking in English. In English, marking provides good feedback to help pupils improve. However, there is variation in the quality of marking, especially in numeracy, as marking does not always let pupils know how they can improve their work. The quality of homework is satisfactory and builds steadily from pupils' work in class. Some parents were not happy about homework although others were satisfied. Some parents felt there was too much whilst others did not feel homework extended more able pupils adequately. The inspection team are able to report that homework is now satisfactory.

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

39. The quality and range of learning opportunities for children in the Foundation Stage are good in all three classes. The curriculum is relevant and appropriate to the needs of the children. The planning documents are detailed and take full account of the six areas of the Early Learning Goals, which are the recommended areas for learning for children of this age. The limited outdoor area inhibits some aspects of the curriculum, but teachers work hard at trying to overcome this by careful planning.

40. Overall, the quality and range of the curriculum provided by the school is good in Key Stage 1 and Year 3 and promotes the aims of the school well. The school provides a broad, rich and relevant curriculum and includes all subjects of the National Curriculum, together with religious education. The curriculum meets all statutory requirements but time provided within science for pupils to develop their own enquiry skills is low, especially in Year 3. The school has maintained its breadth and balance since the previous inspection. A strong feature of the curriculum is the way some subjects are planned to link together. For example, links are frequently created between art, design and technology and science. The rigour of each subject is preserved and the curriculum is made relevant to pupils because of these links. For example, pupils apply their scientific understanding of healthy food to their designing and making in food technology in Year 3. The curriculum is particularly effective for developing the creative arts.

41. Provision is good for pupils' personal development. Health education and the use and misuse of medicines and drugs are taught as part of personal, social and health education and the science curriculum. No formal sex education is taught in line with the current policy. Pupils are provided with accurate information, which promotes positive attitudes to a healthy lifestyle.

42. Appropriate policies and schemes of work are in place and there is an acceptable amount of time given to all subjects. This shows a good improvement since the previous inspection when the key issues were to "establish more secure procedures to develop, monitor and review the curriculum". Long-term and medium-term planning is good and provides for the coverage of all programmes of study. Weekly plans are detailed and focus on key objectives, which groups of pupils are to learn. The headteacher and subject co-ordinators monitor planning of the curriculum well. This is a significant improvement on the previous inspection when there was "no clear mechanism for reviewing and developing the curriculum".

43. The National Literacy and Numeracy Strategies have been successfully implemented. They have been appropriately resourced and are having a good impact on helping to raise standards throughout the school.

44. There is satisfactory provision overall for pupils with special educational needs. It is good for pupils with below average attainment in literacy because of well-planned work in lessons, good quality classroom assistant support and the systematic teaching of the additional literacy support work in Year 3. However, the targets on pupils' individual education plans are imprecise for the lowest attainers in

literacy and guidelines for teaching the very small steps in phonics and spelling are not in place. Most extra support is provided in Year 3 for reading and writing. The school recognises the need for more rigorous and early identification and support but this is not at present in place. The school does not always provide clear enough targets on individual education plans for numeracy and, occasionally, pupils' work is too hard. Provision for pupils with English as an additional language is good.

45. The school has recently appointed a co-ordinator for more able pupils and the school has begun to address these pupils' needs. Provision is satisfactory in English and pupils are now being given some extra enrichment in mathematics in Year 2. The school has also planned enrichment sessions in Year 3, for the second half of this term. The school does not meet more able pupils' needs in science in Key Stage 1 or in Year 3. Parents were concerned about the variability of provision for more capable pupils. The team agrees this provision is variable although the school is taking steps to address this weakness.

46. Some parents found the extracurricular provision to be insufficient particularly for Reception and Year 1. The inspection judges it to be good for a school of this type and pupils in Years 2 and 3 are able to take part in a good range of range of activities. They are able to participate in clubs for football, art and story, country dancing and a choir. A gymnastics club is available for a small charge. The curriculum is enhanced through a good range of visits made by pupils and by visitors to the school. Visiting theatre companies, musicians, story tellers, an author and a sculptor enlighten pupils' understanding of their own and different cultures. Pupils visit different places of interest such as Fishbourne Palace and local facilities and the beach, which all enhance pupils' learning in science, history and geography.

47. There are good links with partner institutions which enhance pupils' learning, such as the local nurseries and middle schools. These good links help to prepare pupils well for their transfer to their next stage of education. There are good links with outside agencies for pupils with special educational needs. The school benefits well from its involvement in the local family group of schools and the local Beacon school. This aids curricular development, for example, when schools compare their spelling practices in order to share the most effective methods of teaching spelling.

48. The provision for pupils' spiritual, moral, social and cultural development is good overall. The school has improved its overall provision since the previous inspection. Spiritual development is good. The mission statement emphasises the Christian nature of the school. Each individual is celebrated and recognised as a child of God. Spiritual development is enhanced through religious education, where pupils learn about other world religions and in assemblies. Here pupils enter reverently to an atmosphere of calm created by well-chosen music. The focus is mainly Christian; pupils sing hymns well, take part in prayers but have limited time for reflection. The Family Assembly shows a sense of occasion and pupils take pride in their achievements both in and outside school. In the assembly given by a local minister with a guitar, the singing is tuneful and reverent. Pupils say prayers in classrooms before lunch and at the end of the day. Pupils are encouraged to develop an appreciation of the natural world during science. In music lessons, the quality of singing is good. In an information and communication technology lesson, when asked, who can press a button to change the seasons the answer came "GOD". In design and technology, dance, music and art pupils develop a sense of wonder and their ideas and creativity are valued.

49. The provision for pupils' moral development is good overall. The school has improved its behaviour policy satisfactorily and members of the staff provide good role models for the children. Assembly themes and celebrations include moral messages and 'circle' time is devoted to discussing behaviour and providing examples of right and wrong. The pupils' personal, social and health education includes citizenship and there are expectations of good behaviour throughout the school. Pupils are encouraged to care for one another, and respect different views and beliefs. They are involved in devising their class behaviour rules and receive rewards for good achievement and good behaviour. This has a positive impact on pupils' behaviour. However, despite improvements to the

behaviour policy, it does not set out specific guidance for teachers on how to reward positive behaviour and the precise behaviour to be rewarded. This results still in some variation in behaviour management in different classes and at lunch times when pupils are supervised by midday supervisors.

50. Provision for social development is satisfactory. This is supported by the links established with the community and with parents. The range of visits and visitors enable the pupils to develop an understanding of themselves in a wider context. Pupils are encouraged to raise money for local and national charities and to be involved in local projects. Pupils of all ages are not given enough opportunities to work independently or to learn the skills of working in small teams. When pupils are given the chance, they willingly accept responsibility to help adults and their peers.

51. There is good provision for pupils' cultural development. The quality of art, music, dance and technological experience provided by the school is high and these subjects enhance pupils' cultural experience and knowledge as do the visits and visitors. There are suitable opportunities, through the curriculum, to learn of the cultural and faith traditions of Britain's multicultural population. The pupils visit different churches and links have been made with a mosque. African art and music are used to develop pupils' appreciation of other cultures. They enhance a link that the vicar has made with Africa.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

52. This school provides well for the welfare and support of the children in its care. Since the last inspection, the school has continued to improve security and this was recently audited by the local authority. The quality of information kept on each pupil is detailed and comprehensive, members of staff know pupils and their medical and personal needs well. External agencies, including the school nurse, therapists, other health professionals and social services, support this aspect of the school well.

53. The school identifies and deals effectively with any hazards found on site and health and safety inspections and risk assessments are regularly undertaken. The health and safety policy is in draft form and has not yet been adopted by the governing body. The governors have been successful in maintaining the school as a safe and secure environment.

54. Members of staff care well for any pupils who are ill. There are responsible persons trained to administer first aid and first aid kits are distributed throughout the school. The school's policy and procedures follow the guidelines of the local committee for the protection of children. The headteacher is the designated person responsible for child protection and has attended conferences on this provision. Members of staff understand well the school's procedures and are well aware of pupils who may be at risk.

55. The school's arrangements for the monitoring and elimination of oppressive behaviour are satisfactory. Although the behaviour policy has been improved, it does not include enough specific behaviour criteria. For example, the policy does not detail how different members of staff including mid-day supervisors should manage pupils' behaviour. There are rewards and sanctions for promoting good behaviour but these arrangements are not applied consistently throughout the school. Pupils are involved in setting class rules and parents and the school feel that behaviour has improved, since the last inspection. However, behaviour is still not good enough and that the rules are not always consistently applied. The system does not always allow all members of the staff in the school to administer rewards and sanctions or to add to the school's records of pupils' behaviour.

56. Several parents expressed concern over of bullying although none was seen during the inspection. Other parents confirmed that the school dealt with such incidents well. There are procedures in place to deal with such behaviour, but the policy does not include information on how bullying will be monitored or how it will be dealt with. The school has good procedures for the restraint of pupils. There was no evidence of any racism during the inspection, pupils worked and played together in harmony.

57. During the inspection there, was little evidence of quality or constructive play during playtimes. There are few resources for the children to use for play and although there were supervisors and teaching staff on duty, little time was spent in initiating or supporting co-operative or constructive play. When pupils were engaged in purposeful play, their behaviour improved and there was less boisterous and rough behaviour.

58. Children in the Foundation Stage are well cared for and are very happy to come to school. They share good relationships with the teachers and other adults in the school and are happy to speak to visitors about their work. They have a baseline assessment within the first six weeks of being in school and at the end of the year to gauge their progress. Teachers keep detailed assessments for a focused activity each week and of incidental assessments of day-to-day activities. Assessments are systematic in approach, clearly identify children's strengths and weaknesses and ensure that planning leads to the next step in their learning.

59. The school has improved its arrangements for assessing pupils' attainment and progress. Assessment information is analysed effectively and is used to identify areas for development for raising levels of pupils' attainments. In addition to the statutory assessments, the school is currently using national test materials to make annual assessments. The school also makes ongoing assessments and keeps appropriate records of pupils' attainment and progress in English and mathematics. The information is used appropriately to identify pupils who are experiencing difficulties and to set targets, and raise standards. Record keeping and assessments in the foundation subjects follow the examples contained in national guidelines. The marking policy is not consistently applied. It is regularly carried out but does not always give indications of how pupils could improve their work.

60. Pupils with special educational needs receive good quality support from the special educational needs co-ordinator, class teachers and class assistants. Progress is carefully monitored. The process of assessment and monitoring is very successful for pupils receiving additional literacy support as the assessment, guidelines and teaching programmes are very well linked together. However, the lowest attaining pupils' individual educational plans do not always contain specific enough targets in literacy. The lack of thorough phonics guidelines showing small steps that can be linked to specific targets on pupils' individual plans weakens assessment procedures for pupils with special educational needs. Numeracy targets are also sometimes imprecise. Pupils with physical or behavioural difficulties receive appropriate support from outside agencies. There are more pupils on the special educational needs register in Year 2 and 3 and these pupils have higher level of needs than in classes with younger pupils in them. These pupils receive most support. The school is aware of the need to take preventative action and to identify and support pupils from the earliest signs of reading, writing, numeracy or behavioural difficulties.

61. Since the last inspection, the school has been not been successful in improving pupils' attendance, as it is lower than the national average. There are systems in place to monitor patterns of absence and follow up absences and the school complies fully with statutory requirements for registration, coding and recording attendance. Staff research and follow up any examples of unexplained absences and lateness. The school makes use of the educational welfare service, and is working with the family group of schools to improve a situation that affects the majority of schools in the area. Pupils who may have been absent for lengthy periods are welcomed back to school sensitively by staff and pupils alike.

62. The procedures for monitoring and supporting the pupils' personal development are good. Pupils are introduced very well to school. There is good liaison with pre-school groups and the staff undertaking home visits. All members of staff have detailed knowledge of pupils' needs. Detailed records are kept of their physical and social development and the school has a good scheme for personal, social, health education and citizenship. This scheme is also used to encourage pupils to be responsible for their own well being and health and safety. 'Circle' time is used well and the youngsters are given opportunities to take responsibility. Opportunities for them to use their initiative are limited.

63. Pupils are encouraged to care for others and helpers are appointed to look after others in the playground. The range of visits and visitors and the sensitive use of assemblies and 'circle' times, provide further enrichment for the personal and social development of pupils.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

64. As in the previous inspection, parents and carers have mixed views of the school. During the inspection, parents questioned while at school expressed their satisfaction with the school and in the information provided. In their pre-inspection questionnaires, a significant minority of parents felt that the school did not work closely with them. Parents spoken to at the meeting and in school agreed that they are made to feel welcome in school and are able to discuss issues or any concerns that they might have. Parents are able to contribute to, and support, the school in a variety of ways and they confirm that the school's "open door" policy works well.

65. Parents expressed a variety of opinions regarding the work done by the school. In questionnaires, the provision of homework was criticised. The findings of the inspection are that it is appropriate and supported well by good reading and mathematics journals. Parents were also critical of extracurricular provision, but the inspection found that the provision is good. Information provided by the school for parents is satisfactory. This includes details of work that can be done at home, newsletters, day-to-day class and school matters, termly and annual reports on pupils' progress. Parents are able to agree pupils' targets, identified by the pupils for the forthcoming term. Curricular information is made available and parents have attended evening meetings on numeracy and literacy initiatives.

66. The school's documentation for parents is informative and fulfils most statutory requirements, however, the prospectus and governors' Annual Report do not include all necessary information. For example, the prospectus, in reporting the school's results in national tests for Year 2, does not show national averages. Additionally, the governors' Annual Report to parents does not report Level 3 national comparisons or progress since the last inspection. The governors' Annual Report to parents does not also report on facilities for the disabled. The school has sent out questionnaires to parents and has implemented the suggestions that resulted. The institution by the school of attendance certificates met with criticism from some parents and, as a result, the school has changed the arrangements to be acceptable to those parents.

67. Pupils' annual reports are detailed: they describe what the children have achieved and how they can make improvements in their work and include the children's own targets. The reports do not include how the work compares with national performances. Parents also receive termly reports that include pupils' own targets and are able to discuss children's progress at the end of two terms. They are also able to view pupils' work in the classroom on open days.

68. The impact of the parents' involvement on the work of the school is good. Through the Heene Helping Hands Association, large sums of money have been raised for the purchase of new adventure play equipment. Parents and carers assist in classes, hear pupils read, help with extracurricular activities, accompany school visits and attend assemblies, performances, briefing meetings and parents' evenings.

69. Before children in the Foundation Stage start school, the child's class teacher and assistant meet the child and their parents in their home, which helps to forge good links between the home and school. Children start in the Reception classes on a part-time basis in the autumn term, gradually building up until all are in school full-time in the spring term. Parents are made to feel welcome and come into the Reception classes at the start of each day to make sure that their child feels secure.

HOW WELL IS THE SCHOOL LED AND MANAGED?

70. The school's leadership and management are good. This is a very good improvement on the judgements made at the time of the previous inspection when there were significant weaknesses in the leadership and management of the school. There were weaknesses in the behaviour policy, behaviour

management, curricular leadership and school development planning. The governors were not fully effective in their strategic management of the school and the school lacked a distinct ethos. In addition, there was much unsatisfactory teaching. Since the appointment of the current headteacher, three years ago the school has made good progress in addressing its weaknesses.

71. The headteacher provides very good and purposeful leadership and has established a clear sense of direction for improving the school. She leads the school with sensitivity and has established good relationships and a very welcoming ethos. The headteacher promotes a strong sense of teamwork amongst staff and has established an effective senior management team. One senior teacher in this team is able to lead by the very good example of her own teaching. She is supported by a satisfactory governing body and they work together to improve the school.

72. The headteacher has dealt with difficult changes to staffing with the support of governors. They have managed recent staff changes well and new appointments are having a positive impact on pupils' progress. The drop in standards in 1999 National tests resulted from staff turbulence at that time. A large proportion of teaching in Year 2 was unsatisfactory at the time of the previous inspection. The very good improvements in teaching are because of the purposeful efforts of the school, with help from the Local Education Authority, in addressing its weaknesses. The school strives for improvement in its provision in reading and numeracy. In taking over responsibility for design and technology, the headteacher has been able to show examples of high standards. The headteacher has a regular and thorough programme for monitoring teaching and the school also has brought in outside help as well as the services of the Local Education Authority in order to improve monitoring procedures.

73. The governing body has improved its strategic leadership since the last inspection and this is now satisfactory overall. Many governors take a strong interest in the school and several are very regular visitors. The governing body is supportive, acts as a critical friend and holds the school to account for the standards it achieves. Overall, they have a satisfactory understanding of the school's strengths and weaknesses. The governing body, for example, has critically analysed assessment data and set appropriate targets for improvement. However, there are weaknesses in the governing body's evaluation procedures. This is linked to the process of improvement planning.

74. The targeted school improvement plan for 2000 to 2001 clearly focuses on the school's priorities and is a significant improvement on the longer school improvement plan that was constructed in 1999 for a longer time period. The current plan is clearly laid out, easy to follow and is costed. It concentrates on areas that are of central importance for raising standards, for example, numeracy. The plan identifies success criteria, gives timescales and names of personnel who are to undertake the improvements. These aspects of improvement planning have improved since the previous inspection. However, the plan does not give enough numerical targets. This prevents accurate evaluation of whether targets have been reached. Monitoring procedures are not shown clearly and this was a weakness at the time of the previous inspection. The plan does not show timescales for monitoring or who will monitor to see whether enough improvements have been made.

75. There have been several new appointments to the governing body and it now has a good range of expertise to enable governors to work as a team in helping to shape the direction of the school. For example, there is a new chair of finance, who has considerable expertise in financial management in the business community. New governors have recently received training for their role and are keen to work more closely with the school to help it to develop more thorough self-evaluation procedures.

76. Co-ordinators make effective contributions to the development of their subjects. Curriculum planning and monitoring are now good. This is a very good improvement since the previous inspection. Curriculum co-ordinators review policy and resources, provide guidance to other staff and monitor teachers' planning. Literacy and numeracy co-ordinators also monitor teaching and provide evaluative feedback. All co-ordinators have produced action plans for their subjects, outlining the planned development of the subject. This commitment to improvement is a major factor in the good progress being achieved in many subjects.

77. The management and administration of the provision for pupils with special educational needs is satisfactory. The special educational needs co-ordinator, who is also the deputy headteacher, is experienced, caring and understands pupils' individual needs well. The programme for additional literacy support is systematic and managed well and this is raising standards in Year 3. However, the special educational needs co-ordinator's own time is not used as efficiently. She mainly provides one to one tuition to individual pupils instead of small groups during the time she is released from her Year 3 class for her special educational needs role. This is very expensive use of the deputy headteacher's time. The deputy is also released from teaching on a further day each week for administration duties. These arrangements were made in response to the previous OFSTED inspection when the deputy had little non contact time. Classroom assistants provide valuable help to pupils with special educational needs but, on occasions, their time is not use efficiently when they spend much time listening to literacy hour introductions when they could be used more productively for developing pupils' reading, writing or numeracy skills. Funds for Additional Literacy Support work are used to good effect.

78. The school's finances are well monitored and systems for financial control are very good. The contingency fund is very low resulting partly from high spending on supply staff to cover for staff absence. The school has also needed to pay the salary of a member of the office staff through long-term sick leave. Financial reserves are less than one per cent and this is very low. Resources are well used to help pupils make progress. Budgeting procedures are satisfactory and expenditure is clearly linked to the school development plan. The school has received considerable help from the Church to pay for major developments, for example, the improvement in computer resources, since the last inspection. The spending per pupil is high compared with similar schools. The school compares its costs with similar schools and strives to attain best value for its purchases. The school consults parents about proposed changes to its curriculum, for example, its homework policy.

79. The school has a sound equal opportunities written policy. However, the variation in quality of teaching between different classes in the same year group, especially in Year 3, prevents all pupils being given equally good learning opportunities. More capable pupils do not achieve their full potential in science.

80. The match of teachers and support staff to the needs of the curriculum is satisfactory. The school has a good balance between longer serving and more recently qualified teachers. The school has very recently appointed a new teacher who has a science degree who is successful in her own science teaching. This teacher's appointment has improved the balance of expertise as the staff are mainly well qualified in arts or humanities subjects. The school has particularly strong expertise for the Foundation Stage. The training programme is linked to the school improvement plan and has appropriately concentrated on areas of weakness, especially literacy, numeracy, information and communication technology and design and technology. Training needs are well addressed although there are now some practical training needs in science. New members of staff, including newly qualified teachers, are welcomed and given appropriate support. Classroom assistants are experienced and trained appropriately for their roles and provide valuable support.

81. Accommodation in the school is satisfactory. The school is a single storey building that has been extended. It occupies a town site with a very limited hard playground and grassed areas. The school has recently successfully improved and extended provision for the Foundation Stage. The school site is secure with good access for disabled pupils. Outside, an environmental resource area has been established. There are good rooms for teaching music and for special educational needs. The school is airy and light and there are many attractive displays which celebrate pupils' work. The school is very well maintained and kept very clean. However, there are aspects of the accommodation that have an adverse impact on learning. The outdoor area for the Foundation Stage is much too small and this limits the range of equipment for the children to develop their physical skills. Children in one of the three classes do not have immediate access to an outside area and have to go through one of the other classes to reach this area. The shared central area for the Foundation Stage has insufficient

ventilation. The area can become over heated in warm weather, which makes it difficult for children to sustain concentration in these conditions. Overall, resources are adequate, but there are few outside play resources. The wheeled toys are stored in the playground and are not easily accessible.

82. In Key Stages 1 and Year 3 the teaching space for information and communication technology is cramped. The teaching areas in both Year 3 classrooms are also small for the numbers being taught. The layout of these classrooms does not allow for efficient use of the space available. In Year 1 and 2 classrooms, the open space adjoining both classes in each year group allows noise to disturb classes in both year groups. The school is hoping to install partition walls to address this aspect.

83. The library area is not well used, exciting or welcoming. The school plans to develop the hard playground area and is also due to locate adventure play equipment on the grass play area. The school is able to set up a shaded area on the hard play area. The school makes good use of outside facilities, including the neighbouring park and recreation ground and the local museum.

84. Overall, the provision of learning resources in the school is satisfactory. However, in science and art, there are limited resources and the school's stock of computers is low compared with the national average. The library provision is satisfactory although the library arrangements do not help the school to use it for study or research. There are stocks of books available to pupils in classrooms and in corridors.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

85. In order to improve standards further the headteacher, staff and the governors should:

(1) Improve the quality of teaching so it is always of a high enough quality by: *

- Ensuring that all lessons are well organised and managed, use a range of teaching approaches and create a calm, working atmosphere which supports learning;
- Rigorously monitoring the quality of teaching, learning and class management and taking prompt effective action to ensure that all pupils have equal opportunities to be taught well;
- Developing more specific strategies to enable staff to be more consistent in their management of pupils' behaviour;
- Sharing the very good practice which already exists.

(Paragraphs 11, 20-38, 49, 50, 55, 79, 108, 112, 115, 124, 128)

(2) Improve pupils' investigative skills in science by: *

- Improving standards in investigative science in Year 3 so that all pupils develop their own enquiry skills and develop appropriate experimental procedures;
- Ensuring that more able pupils throughout the school have the opportunity to develop investigative skills more rigorously, including using mathematics for measuring, recording and seeking patterns in results;
- Ensuring that pupils develop their curiosity and ability to ask questions;
- Providing training for teachers so they can improve their scientific knowledge, particularly about how to teach investigative science.(Paragraphs 9, 14, 19, 34, 35, 40, 118-125, 116)

(3) Improve the management of provision for special educational needs by:

- Reviewing the way the special educational needs co-ordinator's time is used so that it may be used more efficiently, for example, by teaching larger groups;
- Ensuring that pupils at risk from having literacy and numeracy difficulties are identified as early as possible and provided with effective support;
- Improving pupils' individual educational plans so they show specific and small steps in literacy, including phonics, spelling and numeracy;
- Providing thorough guidelines to help teachers plan the small steps in literacy;
- Ensuring teaching programmes are systematic and continuous over time and carefully monitoring pupils' progress. (Paragraphs 17, 37, 44, 60, 77, 106,121)

(4) Improve the school improvement plan by :

- Making sure it contains clear and measurable targets so the school can easily evaluate its success in raising standards;
- Providing timescales and named personnel for monitoring and evaluating whether targets have been reached and actions have led to improvements;
- Acting on the information gained from monitoring and evaluation to bring about school improvements. (Paragraphs 73, 74, 75)

(5) Improve outdoor provision for Reception and outdoor Key Stage 1 and 2 by:

- Providing a suitable safe outdoor area for children in Reception so that teachers can teach the statutory requirements for physical development;
- Providing opportunities for more purposeful play at playtimes and lunchtimes in the playground and monitor its impact on pupils' behaviour. (Paragraphs 23, 57, 81, 96)
- **OTHER ISSUES WHICH SHOULD BE CONSIDERED BY THE SCHOOL**
- Continue to develop ways of improving attendance and pupils' punctuality.
- Seek ways of improving the acoustics in Key Stage 1 classrooms. *
- Ensure the central area in Reception does not become overheated in sunny weather. *

- Ensure information to parents in the school prospectus and governors' Annual Report contains all the statutory requirements. (Paragraphs 26, 61, 66, 67, 82)
- * The school has already identified these as areas for improvement

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	59
Number of discussions with staff, governors, other adults and pupils	34

Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
7	17	42	29	3	2	0

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

Information about the school's pupils

Pupils on the school's roll	YR – Y3
Number of pupils on the school's roll (FTE for part-time pupils)	239
Number of full-time pupils known to be eligible for free school meals	35

FTE means full-time equivalent.

Special educational needs	YR – Y3
Number of pupils with statements of special educational needs	2
Number of pupils on the school's special educational needs register	42

English as an additional language	No of pupils
Number of pupils with English as an additional language	5

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	29
Pupils who left the school other than at the usual time of leaving	26

Attendance

Authorised absence

	%
School data	5.9

Unauthorised absence

	%
School data	0.5

National comparative data	5.4
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National comparative data	0.5
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Both tables give the percentage of half days (sessions) missed through absence for the latest complete reporting year.

Attainment at the end of Key Stage 1

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	2000	32	32	64

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	26	27	30
	Girls	25	26	29
	Total	51	53	59
Percentage of pupils at NC level 2 or above	School	80 (64)	83(67)	92 (74)
	National	83 (82)	84 (83)	90(87)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	26	29	32
	Girls	26	26	30
	Total	52	55	62
Percentage of pupils at NC level 2 or above	School	81(67)	86(77)	97(90)
	National	84 (82)	88 (86)	88 (87)

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

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	2
Black – African heritage	0
Black – other	3
Indian	0
Pakistani	0
Bangladeshi	1
Chinese	0
White	170
Any other minority ethnic group	0

This table refers to pupils of compulsory school age only.

Teachers and classes

Qualified teachers and classes: YR – Y3

Total number of qualified teachers (FTE)	10.4
Number of pupils per qualified teacher	22.9
Average class size	26.5

Education support staff: YR – Y3

Total number of education support staff	10
Total aggregate hours worked per week	166

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	1	0
Other minority ethnic groups	0	0

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

Financial information

Financial year	1999/2000-
	£
Total income	398,412
Total expenditure	400,148
Expenditure per pupil	1,943
Balance brought forward from previous year	4,104
Balance carried forward to next year	2,368

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	235
Number of questionnaires returned	106

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	67	30	2	1	0
My child is making good progress in school.	49	40	7	4	0
Behaviour in the school is good.	30	45	21	2	2
My child gets the right amount of work to do at home.	26	52	13	7	2
The teaching is good.	54	36	4	3	3
I am kept well informed about how my child is getting on.	44	40	15	1	0
I would feel comfortable about approaching the school with questions or a problem.	57	35	4	2	3
The school expects my child to work hard and achieve his or her best.	43	47	4	4	2
The school works closely with parents.	36	39	16	5	4
The school is well led and managed.	32	40	13	7	8
The school is helping my child become mature and responsible.	44	41	10	1	3
The school provides an interesting range of activities outside lessons.	19	28	24	17	12

Other issues raised by parents

Some parents were concerned about behaviour in the playground and said it was boisterous. Several were concerned about bullying by a minority of pupils.

Some parents believed more able pupils were not always challenged.

Parents had mixed views of provision for pupils with special educational needs – several wrote to say they were pleased but a small proportion were not satisfied as they thought pupils needed to be identified earlier and provided with early support.

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

86. The children are admitted to one of the three Reception classes two weeks after the start of the autumn term during the year in which they become five years old. Children attend on a part-time basis at first but all are in school full-time by the end of the spring term. Many of the children have attended local nursery schools before starting school. Assessment made of the children on their entry to school shows their attainment to be mostly below average levels for their age. The three class teachers, the nursery nurse and the class assistants have a very good working relationship and are a very effective team in helping to raise the children's attainment. The recommended curriculum is in place. Planning is clear, with specific learning and achievement objectives in all areas of learning. Teachers and assistants closely observe the children to ensure that they make good progress. Children respond very positively to the inviting and challenging, caring environment, high expectations of good behaviour and stimulating curriculum. They achieve a good start to their school lives, which parents fully appreciate. Provision has been completely reorganised into a new Early Years unit and numbers in each class are smaller than previously.

87. The quality of teaching and learning for pupils in the Foundation Stage is consistently good and one third of lessons observed were very good or excellent. This judgement is an improvement on the findings of the school's last OFSTED inspection, which judged teaching to be good and no very good teaching was reported. The high quality of teaching promotes good progress for all pupils, with most on course to achieve the recommended Early Learning Goals by the end of the Foundation Stage in all areas of learning.

Personal, social and emotional development

88. The children make good progress in their personal and social development during the Reception year and their attainment is similar to that found in most schools. They work and play well together and are very well behaved. This area of development is given a high priority and has a positive impact on their learning. Children are aware of the teachers' high expectations and adhere to the classroom procedures, such as the number of children allowed in the 'train station'. They choose activities in a sensible way and the newly initiated 'activities sheet' is helping to promote the children's independent learning. They enjoy their activities and sustain concentration extremely well for their age, which is enabling them to make good progress. They are able to undress and dress themselves with very little help. They walk around the school in a quiet and orderly manner.

89. All three teachers have created a warm, caring, secure environment in which children are valued as individuals. The relationship between all adults within the department and the children is one of respect and moderation, qualities that set the tone for this Foundation Year. The children are eager to explore new learning and solve simple practical activities with confidence. They concentrate very well and persevere in their work, seeking help when they require it. Teachers make learning fun and enjoyable, which helps the children to learn well.

Communication, language and literacy

90. Children make very good progress in this area of learning and their overall attainment is similar to that found in most schools whilst a significant minority achieve higher than this. Children are eager to talk about things that interest them, their homes and their friends. They especially enjoy listening to stories and have good recall of stories they have previously enjoyed. Teachers are very good models

for the children of how to make stories interesting by reading with clear, expressive voices. The children are very attentive during story time and are encouraged to develop the ability to predict outcomes by effective questioning, such as ‘Where do you think the train is going?’ in ‘The train ride’ story. The teachers have introduced Big Book sessions in preparation for the literacy hour in Key Stage 1. There is considerable discussion about key features of books. The children are able to gather information from the cover of books and know where to look for a title, an author and if there is a separate illustrator. Teachers skilfully introduce the children to rhyming, as on one occasion when the teacher paused while reading enabled them to make their own suggestions for what might come next, such as ‘a duck in a...’ with the children suggesting ‘truck’. They know that print conveys meaning and teachers help them to know the convention that text is read from left to right by running their finger under the print, as they read.

91. The children are encouraged to develop good writing skills. Their own attempts at writing are valued and a wide range of writing activities are provided for them. They enjoy writing about themselves as a baby and their own versions of well-known stories, such as about ‘Gollx’, [Goldilocks], and making notes in the ‘train station’. Many of the children are becoming adept at recognising individual letter sounds and are starting to use these in their writing. Teachers encourage them to use this skill well and to develop their knowledge of correct spellings by clearly sounding out words. In one observed lesson, the children were learning the sound for the letter ‘v’. One child suggested ‘violin’ and the teacher very skilfully enabled the children to spell this. She asked for suggestions for the first sound and wrote this on the flip chart and then drew the appropriate number of dashes for ‘violin’ as she said the word. The teacher proceeded to ask for suggestions for the last letter and then what other sounds the children could hear in the word as she carefully sounded it out several times. She helped them to feel confident and successful, even when they made incorrect suggestions, but also helped each child to develop their understanding of how to use this skill. The children are developing their pencil control through practising writing patterns and letter formation. The children practise their reading skills at home and there is good liaison between the teachers and parents, who support their children well.

92. The three teachers, together with the nursery nurse and the classroom assistants, form a very effective team, who extend the children’s learning well. The nursery nurse and the classroom assistants are well briefed and assist the teachers with many aspects of teaching. They work very well with the children, help to extend their oral and listening skills, such as in role-play in the ‘train station’. They also help the teachers with ongoing assessments of children’s progress. The curriculum is well structured and is linked well with the National Literacy framework for young children. A strong emphasis is placed on language development and classroom displays are rich in language and reinforce children’s learning well. The quality of teaching and learning in this area of learning is very good.

Mathematical development

93. By the end of the Foundation stage, children’s attainment matches that found in most schools and a few children reach higher standards. The teachers have a very good understanding of how to develop young children’s understanding of early mathematical skills through a very good programme of practical experiences, which enable the children to make good progress. Many children can count to twenty and beyond and recognise numbers to ten. These skills are reinforced when singing nursery rhymes and mathematical jingles, such as ‘Ten little speckled frogs’. They enjoy ‘taking a train journey’, which gives them the practical experience of using money for the tickets, and counting how many children get on and off the ‘train’ and ‘how many are left?’ The good support of an adult in this role-play activity extends the children’s understanding of mathematical terms and simple addition and subtraction very well. The most able children are learning to record simple addition and subtraction to ten after practically putting up to ten small world people on or off the ‘bus’. During this activity, teachers encourage the children to develop their mental recall well by asking questions, such as ‘How many do you think you will have now? You had ten and how many have you taken away?’ A child

replied, 'Two'. Teacher, 'So how many do think you will have now?' They play simple board games using a die and many of the children are able to recognise the number of dots instead of having to count them. Children can draw 'tall' and 'short' objects and record their findings in a simple block graph. They can make and record a pattern using two colours and practically make a three-coloured pattern. Children fill and empty small containers in the water and sand trays. They recognise and name simple two-dimensional shapes.

94. The quality of teaching is very good. Teachers use correct mathematical vocabulary and use every opportunity to reinforce basic skills through practical experiences. All activities build upon what the children already know and understand. Assessment is used well, which enables the teachers to monitor each child's progress and plan appropriate work according to the needs of the individual. The work is planned well; tasks are appropriate and are in line with the recommendations of the National Numeracy Strategy.

Knowledge and understanding of the world

95. Children make good progress and most are achieving average standards by the end of the Reception year. They make good progress in their understanding of the local environment and draw very simple maps of their journey to school. Children can explain when and why they make other journeys, such as on a boat or a train to go on holiday. They know that there are other ways to travel such as space travel and the space shuttle. Children make plans and models for a car and a rocket to Saturn. Their designing and making skills are extended well when they select and use a variety of junk materials or construction kits to build their own tunnels. This work is closely linked with their language work on 'The train ride'. They choose a vehicle first before attempting to make a suitable tunnel for it and later explain their designs and use of materials to the class, which helps to extend their oral and listening skills well. Their work on growing and changing includes plants and about how they have changed since they were babies. This is reinforced well in good displays using photographic evidence of them since they were babies. Children have a good understanding of families and know that Noah saved his family by building an ark. They enjoy using the computer and many have good control of the mouse. Children create colourful pictures and type in their own names before their work is printed. The quality of teaching of this area of learning is good; teachers have good subject knowledge and know how best to match this to the learning needs of young children.

Physical development

96. Overall, children are making good progress in developing physical control in their manipulative skills and awareness of space and their attainment is similar to that found in most schools. However, the lack of a satisfactory outside play area limits their large-scale movements, such as climbing, balancing on large apparatus, manoeuvring large wheeled toys and running energetically. Teachers make every effort to overcome this by use of time in the hall and deploying an adult in the playground to oversee the use of the large wheeled toys. This is insufficient, as the children are unable to move spontaneously between indoor and outdoor environments, as recommended in the curriculum for children in the Foundation Stage. Most of the children can undress and dress themselves independently. As there are a relatively small number of children in each of the three classes, they make good use of the space when in the hall. During a physical development lesson in the hall, they worked well with a partner sending and receiving a ball over a short distance. Their eye to hand co-ordination is developed well. They enjoyed a simple game of roll ball and learnt the object of the game of scoring, defending and the positions of players. Children sustain energetic activity well, but the teacher missed the opportunity of asking them about their ideas of the effect of exercise on their body. However, she highlighted good examples of children's work well. Within the classrooms, children are developing increasing hand control through cutting, gluing, and writing patterns. The direct teaching of skills enhances children's learning and the quality of teaching is good.

Creative development

97. Children's attainment exceeds that reached by most children of a similar age. Teachers make very good use of many opportunities to encourage and develop children's creative skills. The very good quality teaching enables the children to make very good progress in their creative development. Children's ideas are valued and their creativity develops very well. They make very good observational pencil drawings of flowers and paint recognisable pictures of themselves and birds. They are taught how to use paintbrushes and all of them mix their own paints, creating many different shades and tones of colours, which is good. Their sewing collages using 'teddy bear' coloured threads are colourful. The quality of direct teaching of how to use pastels and chalks in various ways enables the children to create pictures with different textures. They blend the chalks and add a small amount of water to the pastel drawings creating impressionist style pictures. Children's creative skills are heightened and the finished drawings show very good development of skills within the lesson. A very creative drawing was described as 'a beach with grass on some parts of the beach because beaches in Worthing have grass on them'.

98. In dance, children moved rhythmically to music creatively mimicking the movement of water birds, which the children had previously seen flying in a video about birds. Most ran around the hall flapping their arms up and down as they flew, while one child bent over slightly, folded his arms and waddled like the duck. The excellent teaching enabled the children to evaluate the work of others by explaining their thoughts, with ideas such as 'her arms were graceful and gentle' and 'she was gliding'. The children enjoyed action songs and sang tunefully, with good rhythm and kept a steady beat, while singing 'Noah built an ark'. They knew that they can make different sounds with parts of their body and suggest clapping, humming, clicking fingers, stamping feet and whistling.

ENGLISH

99. Overall, standards observed on the inspection are typical for seven and eight year olds. This is similar to the standards reported in the last inspection in 1997. The findings of this inspection show an improvement in reading and similar standards in writing to the standards reached by seven year olds in the 2000 national tests at the end of Key Stage 1. Over the past four years, standards in the end of Key Stage 1 national tests have fluctuated and dropped significantly in 1999. Standards in reading improved in 2000 although they were still below average. In 2000, there was much improvement in writing and pupils reached average standards. When compared with similar schools, pupils' results in the end of key stage national tests in 2000 were below average in reading and average in writing. Challenging targets for improvement have been set in English for 2001 and the school is making consistent progress towards achieving them. The school has identified spelling, and an increase in the number of pupils achieving Level 3 in the national tests as the main targets for improvement in English. Pupils are on course to achieve these targets. Over the past four years, girls have outperformed boys, especially in reading, although the findings of this inspection show similar attainment for boys and girls.

100. The reasons for pupils' improvement in literacy in 2000, and the improvements seen on the inspection, are due to the school's rigorous action to improve literacy teaching. There has been training for teachers in teaching literacy, standards have been monitored carefully and targets have been set. The school has been concentrating on the need to improve literacy since the headteacher's arrival, as she was concerned that standards were not high enough in all classes despite the satisfactory test results in reading in 1998. There are extra literacy sessions each week and the work seen indicates that these strategies are effective and that standards are beginning to improve.

101. Pupils' achievement is good by the time they leave the school. They achieve well in Key Stage 1 and their achievement is satisfactory in Year 3. Pupils who have English as an additional language achieve well compared with their previous attainment. Very able and pupils with special educational needs make satisfactory progress.

102. In both key stages, most pupils achieve average standards in speaking and listening. Pupils speak clearly and confidently, both in small groups and to a wider audience. Many listen attentively both to their teachers and to other pupils. In both key stages, a few pupils lack concentration, when

listening, which results in their not learning so well. Teachers use open-ended questioning well, which stimulates pupils' own thoughts of enquiry and promotes good listening skills. In Year 3, pupils are keen to speak, but their listening skills are less well developed as a few still call out at inappropriate times. They express their ideas clearly, such as in the lesson when they were given chapter headings from a 'Harry Potter' book and asked to make predictions for what might be in each chapter.

103. Standards in reading are average at both key stages. Teachers impart a love of books to pupils and the emphasis on the enjoyment of reading in the first few years at school is very successful in developing positive attitudes towards books. Pupils can read suitable books with expression and understanding. The more able pupils are able to read challenging material, and use the higher order reading skills of prediction, skimming and scanning. At all ages, they take pleasure in reading the shared text in the literacy hour and many read with appropriate expression. Pupils are able to name their favourite authors, such as Nick Inkpen, Roald Dahl and Enid Blyton. Teachers promote reading skills well and are good models for pupils, when they bring the printed text to life by expressive reading. Research skills are satisfactorily developed across the key stages. Year 2 pupils use their research skills well when using books and the computer to gather information about the Great Fire of London for their historical work.

104. Standards in writing are average at both key stages. Teachers encourage pupils' earliest attempts at writing. This enables them to convey the richness of their imaginations to paper and to use a wide range of vocabulary without having to stop and check if every word is correctly spelled. They develop their writing skills well as they progress through the school. They learn to organise their writing in a logical sequence by making a first draft before editing and refining this and correcting any spelling or grammatical mistakes. Most pupils spell commonly used words accurately. They write well for a variety of purposes. For example, pupils in Year 1 write lists of food required for a Teddy Bears' picnic, Year 2 write in depth with understanding and sensitivity for their 'London Gazette' newspaper reports and Year 3 compose interesting poems based on Peter Dixon's poem 'I am the last'. Handwriting is mostly well formed and pupils are encouraged to develop a neat, legible, fluent joined style, but, in some cases, presentation is untidy. Pupils use computers well to develop their ideas for imaginative story writing.

105. Throughout the school, standards in literacy are average and the development of literacy across the curriculum is satisfactory. Pupils are developing good literacy skills in their history and design and technology work, but their literacy skills are not as developed in science. The wide range of writing experiences offered to pupils provides sufficient challenge for all pupils. The additional literacy lessons in Years 1 and 2 are helping to improve pupils' attainment and progress.

106. The Additional Literacy Support programme in Year 3 supports lower attaining pupils' needs well as the basic reading, phonics and writing steps are taught systematically. Each lesson follows well from the previous one in teaching the basic skills. However, pupils with special educational needs make satisfactory rather than good progress as pupils are not always identified early enough in Key Stage 1. Although pupils often receive good support in individual class lessons by teaching assistants, they only make satisfactory progress over time. This is because the teaching programmes for the basic small steps in reading, phonics and spelling are not as systematic as for the Year 3 pupils who are given Additional Literacy Support. This prevents pupils making at least the good progress that is required to raise their attainment. Pupils' individual educational plans do not always show the small steps in reading and writing which prevents a very good match in teaching basic literacy skills. Literacy introductions, which are successful for the great majority of pupils, are sometimes too hard for the lower attaining pupils.

107. The quality of teaching and learning in English is good at Key Stage 1 and satisfactory overall in Year 3. All English lessons seen during the inspection were at least satisfactory although they ranged from excellent in a Year 2 lesson to satisfactory. This shows an improvement since the last inspection, when teaching ranged from unsatisfactory to good. Language has a high profile in the

school and teachers reinforce this very well by using correct terms so that pupils become familiar with and understand the precise meaning of words such as phonemes, graphemes, skimming and scanning. Teachers have supportive relationships with their pupils, which create a positive climate for learning. Teachers' good subject knowledge is clearly conveyed to pupils, which enhances their learning.

108. Strengths in the teaching and learning of English across the school were well illustrated in a Year 2 lesson in which the teacher enabled her pupils to evaluate the usefulness of non-fiction books. The teacher immediately secured their attention by asking them to 'Show me literacy learners looking and listening'. She shared the learning objectives of being able to use the contents and index pages and to evaluate the usefulness of a book with the pupils so that they clearly understood exactly what they were expected to achieve. The use of very good, open-ended questioning, such as "How would we use this to find out about robins?" enabled pupils to think for themselves clearly. The pace was brisk throughout and pupils' comments and questions were thoughtfully answered. Pupils responded well to the challenges set and concentrated throughout the lesson, producing work of a high quality. This stimulating lesson was the result of well-structured, dynamic teaching, which enabled pupils to acquire and consolidate new learning. In all classes, there is a good focus on oral and listening skills. However, very occasionally, teachers' expectations of the quality of work are not sufficiently high enough to promote good progress for all pupils. Some teachers do not have effective strategies for involving all pupils in class discussions, as some pupils have not yet learned the conventions of waiting for their turn to speak. Overall, the quality of marking is good as it provides pupils with constructive comments on how they can improve their work, as well as giving praise for effort.

109. The curriculum in English is balanced and meets the requirements of the National Curriculum. The National Literacy Strategy has been implemented well. The comprehensive English policy and a good scheme of work support teaching and learning well. Assessment procedures are good and are clearly linked to the levels in the National Curriculum, as well as to the National Literacy Strategy. This shows a substantial improvement since the last inspection. Pupils are involved with setting their own targets in literacy to motivate them and give them responsibility for their own learning. Information and communication technology is used satisfactorily to support teaching and learning in English. The co-ordinator is enthusiastic, has good subject knowledge and manages it very efficiently. She has a clear direction for the subject and monitors the teaching and standards across the school through observation of class teaching, informal discussions with staff, and monitoring of pupils' work. The co-ordinator initiated the new reading journals at the start of the autumn term, which help pupils to realise their own stage of reading and show ideas of what they can do at home. Teachers provide parents with a good understanding of their child's progress in reading. Resources in English are satisfactory. The classrooms and library have a satisfactory range of good quality books, which pupils use for research purposes. Inspiring displays of pupils' work, such as the 'spring poems' and books made by the pupils instil a sense of pride in pupils and celebrate their creativity.

MATHEMATICS

110. Pupils in Year 2 attain average standards in numeracy and all other areas of the mathematics curriculum. This finding is similar to that of the previous inspection. This shows an improvement on the standards reached by seven year olds in the 2000 national tests at the end of Key Stage 1 which showed that standards were below the national average and well below those of similar schools. The trend over the last five years has been erratic. Last year standards rose and this is predicted to continue. Standards observed on the inspection support this forecast. Pupils make satisfactory progress, over the key stage with good progress in Year 2, where teaching is stronger and support is targeted to raise the standards of more able pupils. The reasons for the improved standards seen during the inspection in Year 2 are that the school has received substantial training this year for implementing the National Numeracy Strategy, it has worked to careful and challenging targets and has focused particularly on the need to raise attainment at Level 3. For example, more able pupils are

given extra support in Year 2 by being taught as an ability group for a small amount of time each week.

111. Standards of attainment are below average by the end of Year 3. This is similar to the standards these pupils attained in their end of Key Stage 1 national tests in 2000. It is below the standards that Year 3 pupils attained on the previous inspection. There is no significant variation in the attainment of boys and girls. Pupils' overall achievement is satisfactory. They enter with below average attainment and leave at the same level. Pupils make satisfactory progress in Key Stage 1, with some good progress in Year 2. This is raising pupils' attainment. However, the teaching in Year 3, although satisfactory, has not raised pupils' attainment from the below average standards these pupils reached in their end of Year 2 national tests in 2000. Pupils' progress in Year 3 is satisfactory.

112. Pupils with special educational needs, and English as an additional language, make satisfactory progress overall. However, work is occasionally too hard for pupils with special educational needs. Their individual education plans are not precise and do not help teachers to provide very well matched work.

113. The quality of teaching and learning is satisfactory at Key Stage 1. This reflects the findings of the previous inspection. Teaching and learning are stronger in Year 2 and progress is more rapid. In one Year 2 class, teaching and learning were very good. The teacher started the lesson with a brisk mental warm up activity. Pupils enjoyed this challenge and were fully involved and confident. She made good use of the classroom assistant to support pupils with learning difficulties and did this calmly and sensitively. Her very good management and excellent relationship with the class ensured a good working environment where all were able to give their work their full attention. Her good questioning extended pupils' thinking by asking, "Did you manage to solve it? How did you do that?"

114. All teachers plan their work in line with the National Numeracy Strategy and lessons are well structured. The teachers provide mental warm-up and pupils are keen to answer. When pupils are engaged in the activities they concentrate and work well. In all but the very good lesson, pupils' attention waned as teachers kept pupils on the carpet too long. This caused them to become a little restless and the pace of the lesson slowed down. In Year 1, pupils work on addition within ten, sort and classify data and graph the results. They know the basic two and three-dimensional shapes and describe their properties. In a lesson observed, pupils used appropriate mathematical vocabulary and looked for patterns in number sequences. They also looked at odd and even numbers. Whilst this challenged the more able pupils, it proved difficult for lower attaining pupils. The Year 2 teachers ensured all pupils were attentive when extending their use of number bonds and partitioning numbers with three digits, this resulted in pupils' good progress. Examination of previous work shows almost all work at an appropriate level and there is extension work for the more able. Pupils work on place value and show understanding of halves and quarters. They have sound skills of doubling and halving, extend their knowledge of two and three dimensional shapes and tell the time using both digital and analogue clocks. They collect a variety of data and represent this in chart and graph forms. There is good evidence of problem solving and opportunities for pupils to explain their workings. In small group lessons for more able Year 2 pupils, teaching and learning are good. The teacher challenges pupils' understanding and they are excited going over the 100 barrier when partitioning. Good questioning reinforces their thinking: "How can we record this calculation? What could we use to help us? What did we find the easiest way to solve the problem?"

115. The quality of teaching and learning is satisfactory in Year 3 and pupils generally make satisfactory progress. This is a similar judgement to that of the previous inspection. In the lessons seen, teaching was good in the new teacher's class and satisfactory in the other. Both teachers had planned the work for three ability groups. Pupils recalled multiplication facts and looked at doubles and near doubles. They derived division facts and consolidated their skills of partitioning. The difference between the classes was in management and control. In one class the pupils worked quietly and responded well, whilst in the other the working environment was noisy and not pleasant. Previous

work shows sound teaching and learning across the range of the curriculum. Pupils have worked on the four number operations and comparative fractions. They have sound knowledge of two and three dimensional shapes and handle data, showing their findings in graphs and charts.

116. Teachers at both key stages apply the National Numeracy Strategy effectively. Across the school, teachers generally show sound management of the whole class and groups, and work is usually matched to pupils' needs. Pupils feel confident to explain their mathematical reasoning and are keen to answer mental questions. Teachers explain what pupils are going to learn and pupils know what is expected of them. Overall, the quality of teaching and learning show an improvement on the previous inspection. Although the overall judgements seem the same, there was no unsatisfactory teaching during this inspection as there was previously. The use of numeracy across the curriculum is satisfactory overall. Pupils measure accurately in design and technology and carry out basic map work in geography. They work with time lines in history and count the beats in music. However, in science, the use of numeracy lacks rigour for higher attainers in Key Stage 1 and is not used well enough for pupils of all abilities in Year 3. The use of information and communication technology is satisfactory overall although there is a limited range of software.

117. The co-ordinator clearly understands what is required to improve standards and manages and monitors the subject well. Assessment of work and analysis of other assessment data are now well used to identify areas for development. There has been good training for teachers who feel confident and skilled in teaching the subject and standards are continuing to rise. National Curriculum requirements are met. The school has planned extra numeracy enrichment sessions for more able pupils in Year 3 and this programme is due to begin shortly.

SCIENCE

118. Standards observed on the inspection were above average in Year 2 and average in Year 3. National assessments made by teachers for seven year olds in 2000 showed the proportion of pupils attaining Level 2 and above was above average whilst the proportion attaining Level 3 and above was average. The standards observed on the inspection were higher than the previous inspection in Year 2 and similar in Year 3. Since the last inspection, the school has made satisfactory progress in improving science. Pupils' overall achievement is good by the time they leave the school. However, most pupils make satisfactory progress in Key Stage 1, with good progress in Year 2, pupils make unsatisfactory progress in Year 3.

119. By the end of Key Stage 1, pupils' attainment is above average. Pupils' scientific knowledge is good whilst their experimental skills are average. Their understanding of living things and life processes is particularly good, for example, many pupils know which foods are needed for good health and can use this information when designing a menu for a birthday party. They have a thorough understanding of the range of living things in the school grounds and their habitats. Pupils also attain above average standards in physical processes when they investigate forces and compare how far objects travel on different surfaces. When investigating, pupils observe and compare objects and living things satisfactorily. However, in investigative science, more able pupils underachieve as they do not put forward their own ideas for answering questions or use mathematics rigorously for measuring and recording results. More able pupils do not have enough opportunities to search for patterns in the mathematical results they have collected.

120. By the end of Year 3, pupils' attainment is average. Pupils underachieve in relation to the standards they attained in their Year 2 end of key stage assessments. Pupils' knowledge is average whilst their experimental skills are below average. When pupils investigate rocks they have collected from the beach, they achieve appropriately, develop satisfactory observation skills and gain detailed knowledge about types of rocks. However, examination of pupils' previous work and lessons observed show that too much work is repetition of concepts the pupils have already covered, especially about properties of materials and living things. Pupils do not systematically develop their enquiry skills in Year 3. They do not work well enough independently and put forward their ideas for tests. The pupils

have an unsatisfactory awareness of how to carry out the fair test and do not use mathematics rigorously enough for recording results and seeking patterns. In one class, pupils cannot work independently without the very close supervision of the teacher.

121. Pupils with special educational make good progress in Key Stage 1 and unsatisfactory progress in Year 3 because in Year 3 not enough opportunities are provided for them to learn through practical work. The more able pupils' progress is unsatisfactory in Key Stage 1 and in Year 3. Pupils with English as an additional language make good progress in Key Stage 1 and unsatisfactory progress in Year 3. Pupils apply literacy satisfactorily to science in Year 2 and 3. However, in Year 1, pupils' literacy work is not always so well matched to the needs of pupils as it is mainly aimed at those pupils who reach average standards in literacy. Most pupils apply numeracy satisfactorily in Key Stage 1 but this work is insufficiently rigorous for higher attainers. Pupils do not apply numeracy well enough in Year 3. The application of information and communication technology is satisfactory, for example, in Year 2, pupils use CD-ROM for finding information from a science data base about animals to help them learn classification skills.

122. The quality of teaching and learning is satisfactory in Key Stage 1 with good teaching and learning in Year 2. In Year 3, it is very variable and unsatisfactory overall. In Year 3, one teacher had only been in school for two weeks and the quality of teaching in this class is very good. However, it is weak in the other Year 3 class and this is confirmed by examination of pupils' previous work. Examination of pupils' previous work shows some good quality teaching in Year 1 in investigative work when pupils find out about the properties of materials and apply this knowledge when they make woven pictures. Teachers' knowledge is satisfactory overall although there are weaknesses in some teachers' knowledge of how best to teach investigative science. In a very good lesson observed in Year 3, when pupils investigated how water travels up the stems of carnations and celery, the teacher provided excellent opportunities for pupils to work in small teams and to develop their practical skills. The teacher was able to do this because her own subject knowledge and class management were very good. The work was matched very well to pupils' previous attainment. Pupils learned very well how to use their own evidence for seeking patterns in results and several pupils began to develop a sense of wonder and ask " why can water climb uphill and travel up to the top of the carnation flower?" The teacher's own explanations were very clear and well matched to the pupils' levels of understanding.

123. In a good Year 2 lesson the teacher also demonstrated good subject knowledge and awakened pupils' enthusiasm for science. The video shown was designed to capture the pupils' imagination about similarity and differences in a range of animals. The subsequent activity enabled them to develop their observational and classification skills well. In very good and good lessons, teachers are adept at altering their teaching style and are at ease when instructing the whole class or managing group practical work. Their class management skills are very good and teachers manage pupils' behaviour well. In Key Stage 1, in satisfactory lessons, although teachers plan well for average attainers and have high expectations for lower attainers, little work is planned for higher attainers. In these lessons, teachers are often very competent when instructing the whole class. However, there are some weaknesses in the way that group work is managed and sometimes the class is allowed to become too noisy.

124. Unsatisfactory lessons were observed in Year 1 and Year 3. In Year 1, the lesson had some strengths as the purpose was well presented and the teacher used good questioning techniques. However, pupils spent too long sitting listening and did not have enough opportunity for their own investigative work. These factors, combined with the lack of variety of teaching styles, resulted in pupils becoming restless and losing interest. In an unsatisfactory Year 3 lesson, expectations were not high enough and time was not used effectively. Most of the class were given the task of designing a poster to illustrate what plants need to grow. These pupils spent too long colouring and did not learn enough science. The teacher over-directed the one group that worked on experimental science and expectations of pupils' achievement were low. Pupils in this class are not given the same opportunities

for practical science as the other class. At the time of the previous inspection, there were some weaknesses relating to lack of subject rigour in Year 3 and these remain.

125. Overall, the school is using the national guidelines for teaching science satisfactorily. However, the time for teaching investigative science is low. The school policy does not provide enough guidance to teachers on how to develop enquiry skills. Shorter term planning is satisfactory but there are some weaknesses. There is not enough planning for higher attaining pupils and plans do not show how literacy will be matched to the needs of higher and lower attaining pupils. Assessment procedures are satisfactory. Some teachers have benefited recently from some external monitoring of science teaching as the school had identified the need for this so that it could improve its practice. However, teachers have received little recent practical training. The school is aware that this has not been addressed recently as the school has been focusing on literacy and numeracy. The procedures for subject coordination have improved. The school is considering how it might best use teachers' individual subject strengths effectively for the benefit of the whole school, as a new member of staff has a science qualification and very good expertise in teaching the subject. Resources are satisfactory overall although some expendable items require replacing.

ART AND DESIGN

126. It was only possible to see two art and design lessons during the inspection and, therefore, judgements are mainly based on evidence from displays, work sampling and from discussion with pupils. The evidence indicates that pupils reach above average standards in both Key Stage 1 and in Year 3. This shows standards have improved since the school's previous OFSTED inspection when they were satisfactory. All pupils, including those with special educational and pupils with English as an additional language, are making good progress in Key Stage 1 and satisfactory progress in Year 3.

127. The quality of teaching and learning at Key Stage 1 is good. Work sampling and display evidence showed that pupils are given a good range of opportunities to develop their skills. Teachers' expectations are good and all are confident to teach the subject. In Year 1, pupils show good skills in the use of pencil and charcoal and in the painting of old toys as part of their history topic. In a link with their scientific work on materials, pupils sorted different types of paper and card and wove fabrics. They have used chalk and pastels to show mood in their portrait work. In a Year 2 class, the teacher has taught pupils well to observe natural materials closely. On their textile collage, pupils chose interesting shapes and traced them and enlarged them. They looked carefully at line and shape and reproduced them in their sketches. They chose a good range of fabrics, joined them by sewing and gluing and embellished the surface using beads, threads and other materials.

128. The quality of teaching and learning in the two Year 3 lessons seen was poor in one class and very good in the other. Where it was successful, the teacher showed very good management of the class and ensured a calm working environment. She provided good resources and emphasised the need to value the artefacts and sculptures as works of art. Pupils behaved very well and showed much interest. They concentrated on their designs and preliminary models and worked well in pairs and groups. They made good progress in extending their knowledge and understanding of sculpture and in developing their skills. Where the lesson was unsuccessful, the teacher had difficulty managing the pupils, who were inattentive and behaved badly. Although this was the same lesson as in the other class, pupils learnt little.

129. Leadership in this subject is good. The headteacher is performing a holding role but has good understanding of the subject's needs. Pupils visit the local area, for example, to look at sculptures and they have visits from local artists to support their learning. Displays are attractive. There is very good use of art to support other curriculum subjects and the use of information and control technology is developing. Art contributes well to pupils' overall personal, social and cultural development. Pupils have the opportunity to look at the work of famous artists and try to emulate their style. In Year 3,

pupils have studied the work of William Morris and there is good display showing pattern and shape and contrasting colours. They have also looked at African art and there is a vibrant display of African dancers.

DESIGN AND TECHNOLOGY

130. No teaching was observed during the inspection because of the timetable, so that evidence was taken from examining pupils' existing work and talking with pupils.

131. By the end of Key Stage 1 and Year 3, pupils attain above average standards in design and technology. These standards are very good improvements on the standards that pupils attained at the time of the previous inspection, which were unsatisfactory. The school has energetically addressed its weaknesses.

132. Examination of pupils' work indicates that the quality of teaching is very good. Teachers have good knowledge of the subject and use the Qualifications and Curriculum Authority's guidelines competently. Teachers have benefited from training in design and technology. The teachers ensure that the pupils have sufficient product and practical investigations and skills before they proceed to designing and making tasks. The subject is very well co-ordinated by the headteacher and the school has planned a balanced programme. Assessment is good and is built into the Qualifications and Curriculum Authority's guidelines. Resources are satisfactory.

133. By the end of Key Stage 1, pupils' designing and making skills are above average. When pupils design and make moving vehicles they apply their knowledge of existing transport well. Pupils' design ideas are very creative and pupils represent ideas very well by drawing. Their ability to apply art is very good indeed. When making, pupils cut, shape and join packaging or scraps of wood satisfactorily and their ability to select materials fit for their purpose is good. Pupils achieve a high quality of finish in their final products. They evaluate and improve their work satisfactorily. Pupils develop good designing and making skills throughout this key stage with a wide range of materials. Their textile work is a very strong feature. In Year 1, pupils learn to think imaginatively when they design and make homes for different purposes and begin to realise that people have different preferences. Pupils' ability to translate their ideas into products develops well through strong craft teaching in Key Stage 1. Teachers encourage pupils to apply their art skills very well to design and technology.

134. By the end of Year 3, pupils' designing and making skills are above average. Good features of Year 3 work are how pupils apply their scientific knowledge to their designing and making and continue to use a good range of materials, including food and wood strip, for designing and making. Pupils' product knowledge develops particularly well in Year 3 when they design and make sandwiches for a special occasion. They gain understanding of how people have different preferences and learn to apply this knowledge when designing and making their own sandwiches. Pupils' ability to apply their scientific knowledge of healthy and unhealthy food is good. They generate ideas well and arrive at creative solutions to fit their purpose. However, their communication of plans is a weaker element. Pupils evaluate their work appropriately.

135. Pupils' overall achievement is very good. Pupils with special educational needs and those with English as an additional language make very good progress and attain standards that are similar to their peers. Very able pupils achieve well. Throughout the school, pupils apply mathematics well to design and technology. For example, in Year 2 when pupils design and make plans for glove puppets, they measure accurately and develop their knowledge of shape when they make paper models. Pupils sometimes use graphics programs in information and communication technology for design and technology work although the use of computers is a weaker area.

GEOGRAPHY

136. During the inspection, it was not possible to observe the teaching of geography. Judgements are based on the evidence of a limited amount of previous work, discussions with teachers and pupils, and on the school's planning and records. The indications are that average standards are achieved in Key Stage 1 and Year 3 and that pupils, including those with special educational needs, and English as an additional language, make satisfactory progress. This is the same judgement as that made when the school was last inspected in 1997. There are no differences in attainment between boys and girls.

137. The evidence indicates that the quality of teaching and learning is satisfactory at Key Stage 1 and in Year 3. This is the same judgement as that made by the school's previous OFSTED inspection. The analysis of work shows that pupils in Year 1 have appropriate early map work skills. The teaching successfully uses the pupils' own local knowledge and they have drawn satisfactory maps in their study of how safe their area is for crossing the road. In design and technology, they have looked at homes around the world. In Year 2, pupils show knowledge of localities beyond their own and know some special foods of different countries. They can use an atlas and the higher attainers identify countries in Europe and name the continents. They know that Worthing is in West Sussex and can talk about what is attractive in the area and what needs to be improved. Teaching in Year 3 ensures that pupils know the regions of the world and that they have opportunities to talk about their holidays and the features of other parts of the world. Throughout the school, Barnaby Bear is taken on these holidays and is a very well travelled bear! Planning shows the next areas of study will include a study of a Mexican village and the imaginary Isle of Struay linked to Katy Morag stories.

138. Management of the subject is satisfactory and the co-ordinator has successfully introduced new guidelines. She monitors planning but has little opportunity to monitor teaching. The curriculum is appropriately enhanced by visits into the local environment. The subject makes a good contribution to pupils' spiritual, moral, social and cultural development as they become aware of environmental issues and look at other countries and cultures.

HISTORY

139. Due to the timetable, it was not possible to observe any history lessons. Judgements are based on scrutiny of pupils' work, teachers' planning and records, discussions with teachers and pupils, photographs and displays. The indications are that average standards are achieved in Key Stage 1 and by the time pupils leave the school at the end of Year 3. Pupils achieve well in this subject. In Key Stage 1 and Year 3, all pupils, including those with special educational needs and English as an additional language, make satisfactory progress. This judgement is similar to the findings of the previous inspection.

140. Overall, the quality of teaching and learning at Key Stage 1 is satisfactory with some good features. No judgements on teaching were made in the previous report. Year 2 pupils have a satisfactory appreciation of aspects of the early part of the twentieth century, such as Victorian life at the seaside and the life of Florence Nightingale. Good teaching enables pupils to gather information from secondary evidence to extend their learning about the past. After hearing extracts from Samuel Pepys' diary and using their research skills to gather information from a wide range of books, Year 2 pupils write realistic eye-witness accounts of the Great Fire for the 'London Gazette', a newspaper of that time. The stimulating displays in the Year 2 classes show that pupils have a good understanding of the Great Fire of London in 1666. Many are able to make simple comparisons of portraits of Samuel Pepys and King Charles II. Year 1 pupils' learning is extended well when they are able to have practical experiences, such as being able to compare their new toys with old toys brought in by the curator of Brighton Toy Museum. The magic lantern show enables pupils to begin to develop an understanding of everyday inventions which were used in the past.

141. Year 3 pupils have a satisfactory understanding of The Tudors, especially King Henry VIII and his wives. Analysis of their work shows they can use secondary information to compare Celtic and Roman life. They are aware of the importance and influence of the gods to the Romans.

142. A good policy supports teaching and learning in history. The Qualifications and Curriculum Authority guidelines have been adapted as a scheme of work for the school's curricular plan. The co-ordinator, a history specialist, provides good support for teachers. She has informal discussions with staff, monitors teachers' planning and pupils' work, and shares her expertise with colleagues. However, she has not monitored class teaching. Assessment procedures are satisfactory and are used to inform future planning. Literacy skills are developed satisfactorily in history, such as writing an eyewitness account for a newspaper and a diary of The Great Fire of London. Resources in history are adequate to support teaching and learning, although the co-ordinator realises more artefacts are required to fully support some of the new aspects in the curriculum. Displays, particularly the 'Great Fire of London' and the 'Celts and Romans' are stimulating focal points. Visits to Fishbourne and visitors to the school effectively add interest and breadth to pupils' learning and help to bring history to life. History makes a good contribution to pupils' spiritual, moral, social and cultural development through their understanding of the legacy of earlier civilisations.

INFORMATION AND COMMUNICATION TECHNOLOGY

143. In Key Stage 1 and Year 3, standards are average. This is an improvement on the below average standards achieved at the time of the previous inspection. The school has improved its up-to-date resources since the last inspection and has invested in considerable amounts of staff training. However, the number of computers is still low for each class despite the Church having provided considerable financial support to help the school to bring its computers up to this level. Pupils' progress from Year 1 to Year 3 is satisfactory.

144. By the end of Key Stage 1, pupils have the range of skills that are required for pupils of this age. Pupils use the computer competently to generate and communicate ideas in the form of pictures or in words in the context of other subjects, for example, in English, science, mathematics, art and design and technology. Pupils use the mouse skilfully and have satisfactory keyboard skills. They record mathematical information using data handling software in the form of simple tables and control the school's programmable toy by creating and planning sets of instructions. Pupils use CD-ROM and are learning to use the Internet to find information from databases, for example, about different kinds of animals in science. Some particularly good work was seen in Year 1 when pupils selected fonts and colour when they wrote captions about their observations of their outside environment.

145. In Year 3, pupils confidently and competently use the computer to help them present and organise their work in other subjects, for example, when using data handling software to display data they have collected. Pupils' word processing skills are satisfactory and build steadily on what has gone before in Key Stage 1.

146. Pupils with special educational needs, those with English as an additional language and more able pupils make satisfactory progress through the school. However, because of the limited number of computers in each class, pupils spend only the minimum time using computers in the context of their daily work. In both cases, the learning of both these groups is not sufficiently developed through more regular opportunities to use computers for extension work.

147. The quality of teaching is good. Teachers teach the skills by providing one class lesson each week to the whole class. Teachers have good subject knowledge and high expectations of what pupils can achieve. For example, in one good class lesson in Year 2 on how to find information through databases when using CD-ROM, the teacher extended the work for higher attainers by showing pupils how to use the Internet for research purposes. Pupils are encouraged to see the relevance of information and communication technology in every day life and skills are carefully taught within the context of other subjects. However, teachers are still hampered by the limited number of up-to-date computers in each class. The ratio is better in Year 3 and, very recently, an extra computer has been obtained to enable the two Year 2 classes to share three up-to-date computers. Conditions are cramped when teachers teach information and communication technology to the whole class because of the size of the classrooms and the position of the computers. Class management is good but pupils

occasionally become restless because of the cramped conditions. The noise from the adjoining classes, in the open plan arrangements in Years 1 and 2, are also sometimes distracting influences. Overall, teachers have satisfactory systems for ensuring that each pupil has the required practical experience on the computer but, occasionally, opportunities are missed to allow pupils to use computers in other lessons, including in literacy and numeracy.

148. The school has a good scheme of work. The co-ordinator has good subject knowledge and helps teachers to plan their work and supports them in their classrooms. The position of computers, in the shared space between the Year 1 and 2 classes, is very cramped for class lessons although teachers successfully manage the pupils in these difficult situations. There is suitable software for teaching the National Curriculum although that for mathematics is more limited.

MUSIC

149. Standards in music are average for pupils at seven and are above average in Year 3. This is an improvement from the last inspection, when attainment was average overall. Evidence from this inspection has been based on classroom observations, scrutiny of teachers' planning and displays, photographs, assemblies and discussions with teachers and pupils. Pupils enjoy their music making and their achievement is good across the school. Pupils with special educational needs and those who have English as an additional language reach appropriate standards and take a full part in all musical activities.

150. The quality of teaching and learning is satisfactory at Key Stage 1, and good for Year 3. This is similar to the findings of the previous inspection. Lessons are well planned and prepared with a broad range of appropriately challenging musical activities. Pupils sing a variety of songs from different eras tunefully, with good control and enjoy carrying out appropriate actions. In an assembly for Key Stage 1 and Year 3 pupils, they created a mood of reverence by their unaccompanied singing of 'Dear God', a form of the Lord's Prayer, maintaining good rhythm and pitch. Year 3 pupils have learned the appropriate actions for signing for the deaf for this hymn and they demonstrated this well, as they sang. Year 2 pupils know the names of various musical instruments, such as bassoon, clarinet, xylophone and violin and how they are played. They enjoy listening to various styles of music, such as that from the reign of Queen Elizabeth I to twentieth century jazz and performing their own compositions. The quality of teaching and learning is enhanced by pupils' interest and good behaviour and because teachers work hard to motivate pupils and boost their confidence. This was evident in a Year 2 lesson, when pupils played a given rhythm on either xylophones or a glockenspiel and kept in time to recorded music. However, there are insufficient tuned musical instruments for every pupil to be able to play together at the same time. The lesson was enhanced by the supportive comments from the teacher and the pupils' very good behaviour, as they patiently waited for their turn. Later in this lesson, they began to move their hands more quickly in time to the music as they listened to an excerpt of 'In the hall of the Mountain King' from the Peer Gynt Suite No. 1 by Grieg. At the end of it, one pupil commented 'Ooh, that was really scary!'

151. Year 3 pupils have a good understanding of rhythm and basic musical structure. They sing a wide repertoire of songs with accurate pitch and rhythm and know that correct posture enhances their singing. They enjoy exploring melodic phrases and show a good understanding of different musical accompaniments. Their teacher is a music specialist, who clearly conveys her enthusiasm for music to her pupils, which helps them to gain in their enjoyment of it. They joyfully sing 'On the Pier' with clear diction and good rhythm. They use graphic scoring and traditional musical notation when they create their own compositions after listening to 'The Carnival of the Animals' by Saint-Saens. They play percussion and tuned instruments and record their performances so that they can refine and appraise both their own and others' compositions. They use an appropriate musical vocabulary to describe what they hear.

152. The subject is well led by the co-ordinator who is a music specialist. The policy has been updated and the coordinator has devised two schemes of work, one for Key Stage 1 and the other for

Year 3. The schemes of work are based on published schemes and Qualifications and Curriculum Authority guidelines, which provide teachers with good support and confidence to develop pupils' musical skills in a structured way as they progress through the school. These are good improvements. The co-ordinator has not monitored the teaching of music throughout the school, but hopes to be able to do this in the future. She provides good support to staff through informal discussions and plans are in place for her to lead a music workshop for staff. She has recently devised a good system of assessment linked to the levels in the National Curriculum, and which cover the skills that pupils are expected to acquire. Pupils have their music lessons in the separate music room, which is good as other pupils are not disturbed by the pupils' music making. Resources are good overall, but the coordinator realises the need for more tuned instruments in order to develop pupils' musical skills. Older pupils have opportunities for peripatetic music lessons and to join the choir. They sing at local old people's homes, at the church fair and at the local Assembly Rooms. Christmas productions allow every member of the school to perform before an audience and take part in making music. Pupils are able to listen to visiting musicians, a brass band, and a drummer and to take part in the First Schools' music morning, which enhances their learning. The subject makes a good contribution to pupils' spiritual, moral, social and cultural development, when they share their music making and reflect on the beauty of music.

PHYSICAL EDUCATION

153. Only dance and games were taught during the inspection. By the age of seven, standards in dance are above average and are average for games. The standards in dance show an improvement since the previous inspection when they were satisfactory. The school has recently received training in this aspect and it has improved teachers' skills. Standards in Year 1 are average for games and pupils make satisfactory progress. In Year 3 standards are average. Across the school, boys and girls, including those with special educational needs, make steady progress. These judgements show an overall maintenance of standards from the previous OFSTED inspection.

154. In Key Stage 1 and Year 3 in the lessons seen the quality of teaching and learning was satisfactory overall. In a Year 2 dance lesson, teaching and learning were excellent. The teacher had excellent relationships with the class and managed the pupils very well. This meant that they were extremely attentive and the teacher encouraged good respect between pupils as they evaluated each other's performance. They listened to each other's points of view and valued their suggestions. The teacher offered very good praise and encouragement and pupils felt good about their performance. The high quality teaching ensured that pupils learnt well and made very good progress in moving in an imaginative way expressing feelings and ideas. The use of the 'Cats' video gave a high degree of motivation to their movement as cats.

155. Teaching and learning were good in a well-organised and well-managed Year 3 lesson. Pupils developed well their jumping and landing skills and improved their quality of balance. In all lessons teachers showed sound knowledge and understanding and gave appropriate coaching. Pupils were involved, concentrated well and sustained an appropriate pace of movement. In some lessons, pupils were noisy and teachers had to work hard to gain their attention.

156. The management of the subject is good and has improved significantly since the school's last inspection when the co-ordination was shared. The new co-ordinator has produced a good policy and scheme of work that ensure that all aspects of the curriculum are systematically covered whereas previously there was neither. At the time of the previous inspection, it was reported that "arrangements only just meet statutory requirements and some aspects of physical education are under-developed." The school provides a sound range of extracurricular activities for sport for pupils of this age. There are clubs for football, and country dancing with opportunities for children to attend a gymnastics club in school for a small charge. A netball club is planned. There is an adequate hard surfaced area and hall, which support learning appropriately. The subject contributes well to pupils' personal development as it gives opportunities for pupils to work in pairs and groups.