

# **INSPECTION REPORT**

## **BISHOP TUFNELL CE JUNIOR SCHOOL**

Bognor Regis

LEA area: West Sussex

Unique reference number: 126026

Headteacher: Mrs Sue Cooper

Reporting inspector: Mr J Earish  
23216

Dates of inspection: 24 – 27 June 2002

Inspection number: 195806

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

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## INFORMATION ABOUT THE SCHOOL

Type of school:	Junior
School category:	Voluntary Aided
Age range of pupils:	7 to 11 years
Gender of pupils:	Mixed
School address:	Pennyfields Felpham Bognor Regis West Sussex
Postcode:	PO22 6BN
Telephone number:	01243 582400
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Appropriate authority:	The governing body
Name of chair of governors:	Fr Robert Harris
Date of previous inspection:	June 1997

## INFORMATION ABOUT THE INSPECTION TEAM

Team members			Subject responsibilities	Aspect responsibilities
23216	J Earish	<i>Registered inspector</i>	Information and communication technology; Equal opportunities.	What sort of school is it? The school's results and pupils achievements; How well is the school led and managed? What should the school do to improve further?
19720	D Granville-Hastings	<i>Lay inspector</i>		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?
21095	L Adair	<i>Team inspector</i>	Geography; History; Special educational needs.	
11901	P Lowe	<i>Team inspector</i>	Mathematics; Art and design; Music.	Assessment.
1723	M Milton	<i>Team inspector</i>	Science; Design and technology.	How good are the curricular and other opportunities offered to pupils?
8002	L Farraway	<i>Team inspector</i>	English; Physical education.	How well are pupils taught?

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## **PART A: SUMMARY OF THE REPORT**

### **INFORMATION ABOUT THE SCHOOL**

Bishop Tufnell C of E Junior School is situated in the Felpham East Ward near Bognor Regis in West Sussex. The headteacher has only recently joined the school following an extended period during which the deputy was acting headteacher. The school is larger than most of its type. There are 345 pupils on roll, taught in 12 single aged classes. Almost all of the pupils are from Felpham and Middleton. Many pupils live in owner-occupied housing, with some families in rented accommodation. The roll reflects a variety of income groups and home backgrounds. Just under 17 per cent of pupils are identified as having special educational needs. This proportion is below the national average. Three pupils have statements of special educational needs, and this too is below the national average. Almost all pupils are of white, UK heritage, and all have English as their first language. There are currently 20 pupils who are known to be eligible for free school meals. This is well below average in national terms. Attainment on entry is broadly average.

### **HOW GOOD THE SCHOOL IS**

This is an effective school that gives good value for money. The headteacher provides strong, purposeful leadership and a strong commitment to raising attainment. A number of initiatives, introduced since her appointment, are beginning to make a difference and are already having an impact on the standards achieved by the end of Year 6. Overall, pupils make good progress and achieve above average levels in English and mathematics as a result of good teaching. Pupils are very eager to learn, are interested in their work and behave well.

### **WHAT THE SCHOOL DOES WELL**

- Standards achieved in English and mathematics are above average by the end of Year 6.
- The school is well led by a hardworking and committed headteacher, staff and governing body, who all work very effectively as a team.
- Teaching is good.
- Pupils' very good attitudes to school and good behaviour contribute to the very good relationships within the school.
- The school monitors and supports pupils' personal development very well. Its provision for pupils' spiritual, moral and social development is very good.

### **WHAT COULD BE IMPROVED**

- Standards in information and communication technology.
- The structure of the school day.
- The use of assessment information to plan pupils' next stages of learning.
- Provision for gifted and talented pupils.
- Raising awareness and understanding of cultural diversity within our own multi-cultural society.

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

## HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

Overall, the school has made good progress since its last inspection in 1997. The key issues identified in the inspection report have been addressed. These issues related to:

- \* Consistency in the quality of short term planning;
- \* Using assessment information to inform planning;
- \* Monitoring and evaluating the curriculum;
- \* Improving resources for information and communication technology.

Sharply focussed learning objectives are now a consistent feature of short term planning across the curriculum. The expectations of teachers have been raised and lesson plans identify appropriately challenging work for pupils of all abilities. Standards achieved by pupils at the end of Year 6 have recently improved as a result of good teaching. This was recognised with a national award for School Improvement in April 2002. Procedures for assessing pupils are better, and data are being used very well to develop the curriculum and to set challenging work in English and mathematics. This is less well developed in science and some other subjects. The subject co-ordinators now monitor the quality of the curriculum, and use this information to set new targets for improvement. A new information and communication suite, which includes 16 computers is nearing completion. Improvements in the provision for pupils' spiritual, moral and social development can be seen in the orderly and caring environment in which pupils work and play. The commitment to raising attainment and the capacity to succeed are both very good.

## STANDARDS

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

Performance in:	compared with			
	all schools			similar schools
	1999	2000	2001	2001
English	C	C	A	B
Mathematics	D	D	B	C
Science	D	E	C	D

**Key**

*well above average*    A

*above average*        B

*average*                C

*below average*        D

*well below average*   E

The information shows that standards achieved in English in the national tests in the year 2001 were well above average. They were above average when compared with standards achieved by similar schools, with about the same proportion of pupils eligible for free school meals. In mathematics, standards were above average nationally, and average when compared with those of similar schools. Average standards were achieved in science nationally, but these were below the average of similar schools. Over the previous two years, results in English have been average. In mathematics and science they have been below or well below the national average. However, the trend in the school's average points score for all three subjects is above the national trend.

The school has set realistic targets for pupils' performance in 2002 and inspection evidence suggests that these will be met. The work pupils were doing during the inspection confirmed that standards are above average in English and mathematics, and average in science. However, standards in information and communication technology are below average. This is because pupils have previously not had frequent enough opportunities to practise and develop their skills.

## PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Very good. Pupils really enjoy being at school
Behaviour, in and out of classrooms	Behaviour of pupils around school and in lessons is good overall. Sometimes, the length and timing of lessons results in some pupils becoming tired and restless.
Personal development and relationships	Very good. Relationships are of high quality and create a supportive and caring atmosphere in which pupils flourish.
Attendance	Satisfactory.

## TEACHING AND LEARNING

Teaching of pupils in:	Years 3 – 6
Quality of teaching	Good

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

Overall, the quality of teaching is good. No unsatisfactory teaching was seen. Standards are now rapidly improving because of higher proportions of good and very good teaching.

Strengths of teaching in all classes are that teachers have good knowledge and understanding, plan well together, enjoy very good relationship with their pupils, and often share objectives at the beginning of lessons. They have high expectations of work and behaviour, and have good day-to-day knowledge of their pupils' attainment and progress. As a result, learning is enjoyable and lessons generally develop at a good pace.

Numeracy and literacy are well taught, and teachers give pupils good opportunities to practise these skills in other areas of the curriculum. The quality of teaching for pupils with special educational needs is also good when they are withdrawn for sessions as individuals, or in small groups, with classroom assistants. Good assessment of these pupils ensures there are detailed individual education plans with appropriate targets to achieve. The school had previously identified the need to provide greater challenge for its higher-attaining pupils. Teachers are meeting this challenge through good quality lesson planning and through grouping pupils by ability in English and mathematics. All these changes are having a positive effect on the quality of learning in lessons, and on the rate at which pupils make progress.



## OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	The curriculum is broad, balanced and relevant. A good feature of this school is the way in which it enriches pupils' learning through a good range of educational visits and extra curricular activities. However, the lack of sufficient computers limits the depth to which pupils can study in information and communication technology.
Provision for pupils with special educational needs	Good provision results in good progress for pupils with special needs.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Very good. The school makes very good provision for pupils' moral, spiritual and social development. There are good opportunities for pupils to appreciate their own cultural traditions. Opportunities to understand the cultural diversity within our own multi-cultural society are less well developed.
How well the school cares for its pupils	Procedures for assessing attainment and progress are satisfactory. Procedures for monitoring and supporting personal development are very good.

The school enjoys a good partnership with parents.

## HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The personal leadership displayed by the new headteacher is excellent. She and the senior management team work well together, set high standards and provide strong leadership.
How well the governors fulfil their responsibilities	The governors have a good understanding of their role. They ensure that legal requirements are fully met.
The school's evaluation of its performance	Staff and governors are good at critically appraising their work and in seeking ways to improve.
The strategic use of resources	The school uses its staff, accommodation and equipment well, and makes good use of funds allocated for specific purposes.

The governors are applying the principles of 'best value' well when making financial decisions. Staffing ratios are good. Learning resources are good overall, and good improvements have recently been made in the quality of information and communication technology equipment.

## PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"><li>• The school is well led and managed, and works closely with parents.</li><li>• Teachers have high expectations, and the children are well taught and make good progress.</li><li>• The school works closely with parents and helps their children to become mature and responsible.</li><li>• Parents feel comfortable about approaching the school with questions or problems.</li><li>• Their children like coming to school.</li><li>• Behaviour in school is good.</li><li>• The school keeps parents well informed and they find the teachers approachable.</li></ul>	<ul style="list-style-type: none"><li>• The amount of homework.</li><li>• The range of activities provided outside lessons.</li></ul>

The inspection team broadly agrees with parents' positive views. Inspectors feel that the amount of homework is suitable for the age of the pupils, but agree that it is inconsistent across some classes. The range of extra-curricular activities was judged to be good.

## **PART B: COMMENTARY**

### **HOW HIGH ARE STANDARDS?**

#### **The school's results and pupils' achievements**

1. The majority of pupils at Bishop Tufnell Junior School enter the school with attainment that is broadly average and they achieve well. The school's results in the 2001 National Curriculum tests for 11-year-olds showed that the proportion of pupils achieving the national target of Level 4 in English, mathematics and science was above average. The proportion achieving the higher Level 5 was well above average in English, above average in mathematics and average in science. Overall, attainment in these subjects was well above average in English, above average in mathematics, and average in science. When these results are compared with those of similar schools, with a similar proportion of pupils eligible for free school meals, standards in 2001 were above average in English, average in mathematics, but below average in science. Over the previous two years, results have been average in English and below or well below average in mathematics and science. The trend in the school's average National Curriculum points for all core subjects in recent years has been above the national trend. The school has set realistic targets for pupils' performance in 2002 and evidence suggests it is in line to meet them.

2. The recent improvement in standards was recognised with a national award for School Improvement in April 2002. The current Year 6 has more pupils with special educational needs (SEN) than the previous year. However, a careful analysis of the full range of inspection evidence suggests that attainment of the current Year 6 in English and mathematics is above average, and in science it is average. Standards in art and design are above expectations. However, standards in information and communication technology (ICT) have declined, and are below average. Standards in all other subjects are in line with national expectations. The inspection did not show a significant difference in attainment between boys and girls.

3. The teachers attribute the improvements in the pupils' results to their detailed work in analysing and interpreting all the data from the previous year's tests. Good progress is sustained due to the good quality of teaching, particularly during the literacy and numeracy hours, and the effective use of the new monitoring and assessment procedures in English and mathematics. Teachers use every opportunity to extend pupils' language and numeracy skills: they examine and discuss new words and ideas, make links with other subjects, and constantly remind pupils of what they have learned previously. However, some of the morning numeracy and literacy sessions are too long at 75 minutes, and some pupils find it difficult to maintain concentration through long periods of demanding work.

4. The headteacher and staff have introduced a wide range of tests to identify areas of weakness in pupils' performance, and teachers are using this effectively to set targets for groups and individuals. This careful analysis is enabling teachers to focus their attention on areas that are likely to make a difference in sustaining good progress in English and mathematics.

5. Pupils make good progress in speaking and listening, and by Year 6 they listen carefully and respond appropriately to teachers and other pupils. Higher attaining pupils are clear, fluent speakers and clearly articulate their views during discussions. Skills in reading are also good. Pupils read a wide selection of texts and frequently use the school library. A particularly good feature is the weekly opportunity for older pupils to hear each other read and to evaluate their own and others' progress. Writing skills are well taught across the school and pupils are given good opportunities to use their skills in writing in a good range of

genres. For instead, there are excellent examples of narrative and creative writing about Aesop's fables. However, there is a significant gap in standards between the higher attaining and lower attaining pupils due to the composition of this cohort of Year 6 pupils, and standards in writing are average overall. The introduction of grouping by ability, however, is enabling teachers to provide a better match of work to pupils' differing abilities. The majority of pupils write cursively, with letters consistently sized and correctly spaced, and work is usually well punctuated.

6. Progress in numeracy is also good. A significant factor contributing to this good progress is the regular use of formal and informal assessments tasks and tests. Teachers carefully analyse the results and use the information to plan the next stages of learning. Another factor is the practice of teaching pupils in Years 4 to 6 in groups according to prior attainment. This is having a positive effect on raising attainment, and is enabling teachers to match activities more closely to pupils' differing needs.

7. Pupils achieve satisfactory standards in science. Although standards in scientific enquiry have risen, they are still not as high as standards in scientific knowledge and understanding. This has been recognised by the new headteacher who has made the development of science a priority in the development plan. Although the management of science has been hampered by staff absence, consistent assessment systems have been introduced. However, the assessment information is not being used consistently across the school to plan the next steps of learning for individuals or groups, and this results in standards and progress in science that are satisfactory rather than good.

8. An area for improvement is that of standards in ICT. National requirements have significantly increased in recent years, and the school has not kept pace with developments. Not enough time is spent in teaching skills and pupils are not given adequate opportunities to practise the skills that are taught. This is due to the lack of computers of good quality, and because previously ICT was not securely integrated within the planning of other subjects. The new headteacher has made ICT capability a priority in the school development plan. A new computer suite with an appropriate number of computers of good quality is nearing completion, and teachers are starting to identify opportunities for ICT within their planning.

9. The school has identified gifted and talented pupils and makes good use of county provision to challenge them. However, there is currently little separate support for them within school time. In order to raise standards further, the school is reviewing the curriculum to identify additional challenges for gifted and talented pupils.

10. Pupils with SEN make good progress in relation to their prior attainment, especially in literacy and numeracy skills but also in developing their social skills. This is because they receive effective support from adults in lessons, and specific support from specialist staff when withdrawn from lessons. Pupils' targets are specific and suitably challenging for their academic and personal development. Careful monitoring of their progress leads to regular adjustment of the targets so that good quality learning is sustained.

## **Pupils' attitudes, values and personal development**

11. The attitudes, values and personal development of pupils are very good and a strength of the school. This is similar to the findings of the previous inspection report.

12. Pupils' attitudes to school are very good. They really enjoy being at school and participate in the activities organised for them with gusto. Large numbers of pupils join in the after school sporting clubs and many take part in musical productions. Pupils are proud of their school, are happy to talk to visitors and are very good ambassadors. This was evident at the opening of the Millennium Garden when they carried out their duties politely, efficiently and with pride.

13. Pupils' have complete trust and confidence in their teachers and most show an enthusiasm for learning. They are eager to ask and answer questions, share their experiences with others, work hard and concentrate well. For example, Year 6 pupils enjoyed the challenge of reading and discussing the Greek legend of Daedalus and Icarus, and their interest and curiosity enhanced their learning. On another occasion, Year 5 pupils were looking for the connectives in sentences and were comparing them with prepositions. Although some found it difficult, they persevered and were proud of themselves when they achieved the task. Similarly, pupils became totally involved in composing a short musical introduction for a television show. They asked sensible questions to clarify the task, and their enjoyment increased as they became more confident and skilful. This had a positive effect on the quality of learning and the rate at which they made progress.

14. Behaviour of pupils around school and in lessons is good. Pupils' behaviour in lessons ensures that learning takes place at a good rate and with the minimum of interruption. Playtimes and lunchtimes are relaxed, with pupils playing easily together. There are a very few older pupils whose behaviour is sometime challenging. However, the school works very well alongside them in partnership with their parents, to help them manage their behaviour. This is having a positive effect, and is much appreciated by parents. Pupils have a clear understanding of the high standards expected of them and the vast majority live up to them. However, the very long morning periods of intensive literacy and numeracy are extremely demanding and can lead to distraction prior to the mid-morning break. For example, one of the morning sessions lasts for 75 minutes.

15. Relationships are of a high quality and create a supportive and caring atmosphere in which pupils flourish. These very good relationships have a positive impact on pupils' response and attitudes in lessons, and to school in general. Pupils are valued both as individuals and for their contribution to school life, and there is a feeling of harmony throughout the school. They are friendly and polite and very keen to talk about themselves, their work and their school. They share resources, listen to each other in lessons and show respect for property, resources and for each other. For example, Year 6 pupils were discussing their hopes and fears about starting secondary school at the beginning of next term. They were very understanding of each other's apprehensions and made supportive comments such as 'I feel like that too,' 'I shouldn't worry, we're all in the same boat,' and 'I'm going to that school, and I'll still be your friend'. Pupils have a well-developed sense of social responsibility. For example, they have recently organised and successfully run a cake sale to raise money for a local charity.

16. Pupils respond very well to the responsibilities given to them during the course of the week. Many pupils do jobs for their teacher during lessons, in assemblies and around school. Older pupils become 'checkers' and help staff at breaks and lunchtimes. Each house has a boy and girl captain and deputies, who assist the teachers with daily routines and in organising house activities. Each class has a representative on the school council,

who is elected each term. Agenda Items are discussed with the whole class and representatives meet the headteacher or deputy every other week. Pupils have recently been involved in setting up the new house system, writing a school motto, reviewing dining arrangements, and organising the opening of the Millennium Garden. They feel they make a positive difference to school life, and believe their views are valued. In many lessons, they are expected to work independently in groups and they mostly do so in a mature way. They work quickly and with great effort, and are keen to show what they have achieved within a lesson. Their ability to work independently gives them confidence to try hard and not to be afraid of getting things wrong.

17. Pupils with SEN generally display positive attitudes to work where they are given opportunities to succeed and where their achievements are recognised and celebrated. For example, they had the self-assurance to ask as well as answer questions about mathematical strategies in a Year 6 numeracy lesson.

18. Over recent years, attendance at the school has been unsatisfactory, but, due to the hard work of the school and of the education welfare service, the attendance rate for this academic year has improved dramatically and is likely to be above the national average. This is a major success for the school, and they are confident that further improvements can be made. Registers are marked accurately and absences recorded correctly. All teachers use registration time well to create a purposeful and effective start for the day ahead.

## **HOW WELL ARE PUPILS OR STUDENTS TAUGHT?**

19. The quality of teaching is good overall. There has been a significant improvement in the quality of teaching since the last report, when it was judged to be satisfactory. It has improved to such an extent that eight out of ten lessons were judged to be good or better, and one in four were very good. No unsatisfactory lessons were observed. Examples of very good teaching were found in English, mathematics, art, music and personal, social and health education (PSHE). There was an example of excellent teaching in supporting pupils with special educational needs (SEN). A consequence of this good teaching is that pupils make good progress.

20. The quality of teaching for pupils with SEN is good overall. Good assessment procedures lead to detailed individual education plans with appropriate targets for pupils. In Years 3 and 4, there is a good balance between withdrawal from lessons for specialist support and additional support within the classroom. The good specialist teaching enables pupils to make good progress and achieved standards commensurate with their capabilities. Basic skills are well taught so that pupils are helped to become more independent in their learning. In circle time, pupils are helped to explore and articulate their thoughts and feelings through sensitive interactions with a learning support assistant (LSAs). Such work is helping them to develop very positive relationships.

21. There is a wide range of additional support for pupils of differing abilities, which helps to raise standards. Learning support assistants (LSAs) provide effective classroom support for lower attaining pupils in class and in additional literacy groups. There is good support for lower attaining readers. Paired reading with other pupils and the support given by parents and LSAs help to raise reading standards. A feature of this work is the careful analysis and recording of pupils' progress. For Year 6 pupils, there are booster groups to help pupils reach the expected levels in English and mathematics. Although the school makes good use of county provision for gifted and talented pupils, there is little additional teaching for them within school.

22. The National Literacy and Numeracy Strategies have been well implemented, and literacy and numeracy skills are well taught. In literacy there is regular reading, spelling and handwriting practice. Opportunities to develop speaking and listening skills are not only provided in English but in other subjects such as history, geography and PHSE. A range of extended writing opportunities is provided across the curriculum, for example in history and geography. Numeracy teaching also takes place across the curriculum, and pupils are encouraged to work at their own level and use their reasoning skills to solve problems. For example, during a Year 5 geography lesson, pupils were using co-ordinates well to accurately locate features on Ordnance Survey Maps.

23. Teachers make satisfactory use of information and communication technology (ICT) to support teaching and learning in a range of lessons including English, mathematics and geography.

24. Classes are very well organised. In a Year 3 science lesson, for example, when pupils were identifying minibeasts and plants in the school's conservation area, the pupils were very well organised and the teacher moved from group to group helping the pupils to develop their skills of observation and identification. The LSAs were well used to ensure that pupils with SEN were able to participate fully in these activities.

25. Teachers' lesson planning is good, with pupils' levels of understanding accurately judged, and with an appropriate level of challenge in the tasks set. Teachers plan the work together in year teams, carefully building on pupils' previous knowledge and understanding. Individual lessons are well planned and provide a clear structure to the activities. They generally match work appropriately to the needs of the pupils, with more challenging work for higher attaining pupils especially in English and mathematics. However, work for the gifted and talented is not always clearly identified within lesson plans.

26. Teachers manage their pupils very well and set high expectations of behaviour and learning. They create a positive climate for learning and very good relationships have been established. As a result, pupils of all abilities are motivated, keen to learn and behave well. For example, in a well-planned pottery lesson, pupils designed and made clay tiles with a leaf motif. The teacher told the pupils what she wanted them to learn and explained how this could be achieved. The teacher demonstrated the techniques and provided good support for pupils as they made their tiles. Pupils were then encouraged to evaluate the success of the techniques and the creativity of their designs. Pupils are expected to work hard and sensibly.

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

27. The planned curriculum is of good quality, broad, balanced, and relevant. It meets statutory requirements and reflects the aims and objectives of the school. The school is continuing to maintain a suitable emphasis on the creative elements in the curriculum, whilst taking effective steps to raise standards in English and mathematics. The curriculum is enriched by a good range of fieldwork for history and geography, and residential courses for pupils in Years 5 and 6. Effective links have been made between different subject areas such as science and design and technology, and history and art.

28. The National Literacy and Numeracy strategies have been introduced well, and are having a positive effect on raising standards in English and mathematics. All pupils have targets for literacy and numeracy, and learning objectives are clearly displayed in the

classroom and made clear to pupils. At the end of each lesson, pupils are given the opportunity to analyse what they have learnt. There are good opportunities for pupils to develop their literacy and numeracy skills in other subjects. Pupils, who are not achieving their potential, are given additional help through booster mathematics groups and by the provision additional classroom support. In these ways, the school is seeking to ensure that all pupils have equal opportunities to learn and make progress whatever their ability.

29. A key issue at the time of the previous inspection concerned the monitoring and evaluation of the planned curriculum and its implementation. The school has made good progress. The senior management and subject leaders monitor the curriculum planning carefully and ensure that it meets the requirements of the National Curriculum. There are supportive schemes of work for all subjects, and the school takes positive steps to promote and develop independent learning skills. This is an improvement since the previous inspection. The school now works closely with the partner infant school, helping pupils to make good progress in their learning when they transfer to the junior school.

30. The school has policies and schemes of work in place for all subjects. However, there are insufficient opportunities for all pupils to explore the information and communication technology (ICT) curriculum in sufficient depth because of the lack of computing facilities. The school is addressing this well, and a new ICT suite will be in operation from the beginning of next term.

31. Curriculum provision for pupils' with special educational needs (SEN) is good. Pupils who have SEN are identified when they start school, and are organised in a variety of ways, including support in the classroom and group or individual teaching. These organisational arrangements are appropriate to promote good learning. Individual educational plans are specific, relevant, sufficiently challenging and include personal and social targets. Pupils with SEN have equality of access to the full range of learning activities that promote achievement and personal development. Occasionally, the time in withdrawal sessions over-runs which means that pupils miss the start of class lessons.

32. There is a register of gifted and talented pupils and a policy about the provision for their education. However, its implementation is at an early stage. The school makes good use of local authority Saturday courses to support gifted and talented pupils, as well as residential courses. Within school, the top Year 4 mathematics set already follows the Year 5 coursework, and the school is seeking to provide more opportunities for these pupils in all curriculum areas.

33. Provision for extra-curricular activities is good. A range of extra-curricular activities is provided by the staff and includes gardening, chess, German, art, board games, recorders, football, netball, golf and athletics. There is a homework club for pupils in Year 6 and an annual school musical for all pupils. In addition, local clubs and organisations provide coaching for tennis, basketball and rugby, as well as lessons for the keyboard, clarinet and guitar, for which a small charge is made.

34. There is good provision for pupils' personal, social, health and citizenship education (PHSCE). Programmes for developing the pupils' understanding of healthy living and drugs misuse are firmly established, and governors have informed the parents about their decision regarding sex education. Citizenship has also been successfully introduced into the curriculum, and there are good links between PHSCE and other curriculum subjects.

35. Links with the community are good. The school works very effectively with many local groups, such as the local churches. The Parent Association holds social and fund-raising events, which attract members of the village and the surrounding area. A range of visitors



contributes to the pupils' education. For example, a representative of the Environment Agency has addressed pupils in Year 6 about coastal erosion and protection. There have also been visits from a local police officer, a local charity and the school nurse.

36. Provision for pupils' spiritual, moral and social development has improved since the last inspection and is now very good. Provision for cultural development is satisfactory.

37. The school has developed very effectively a climate within which pupils can grow emotionally and spiritually. School life is based on a Christian ethos, which values and respects each pupil. Assemblies are occasions for celebration and worship, and provide opportunities for reflection. The school highly values every child for what they are and for the contribution they make towards school life. As a result, pupils are confident, happy and genuinely celebrate the success of others. For example, pupils talk excitedly about being picked as the 'Star of the Week'. Teachers make lessons exciting so pupils gain a real sense of wonder in their learning. They also value pupils' questions and provide them with time to think and reflect, helping them to make connections between the different aspects of their learning.

38. Provision for pupils' social development is also very good. The school identifies key values and principles on which their life is based, and has high expectations that pupils will live by them. There is a very good community spirit within the school. The recently introduced 'house system' is really appreciated by the pupils. The house cup is a most coveted prize and great excitement precedes the announcement of the week's winning house. Many group activities are organised to give pupils the experience of working together within a team and supporting others, for example, group work in lessons, residential visits, sporting events and house activities. Staff and pupils live and work in an atmosphere of honesty, respect and thoughtfulness, and the PHSCE programme helps prepare pupils for later life. Pupils are helped to resolve their own conflicts and tensions through understanding their own behaviour and the effect it has on others. Very good support for pupils with behavioural problems enables them to participate fully within lessons and stops their behaviour getting in the way of their learning.

39. The provision for the moral development is very good. Their understanding of right and wrong is very well promoted, and the school has high expectations of all its pupils. The consistent implementation of the school's behaviour policy successfully enhances the positive climate of the school. Agreed school rules are in place, and are effective. A sense of trust, respect and honesty pervades the school day, and there is very good emphasis on equality of opportunity and respect. Pupils explore moral issues in lessons and in assemblies, and they feel comfortable about expressing their views. The openness, warmth and mutual respect that permeates the school, promotes a purposeful climate in which effective learning can take place.

40. The school makes satisfactory provision for the cultural development of pupils. Pupils have many opportunities to develop an awareness of their own culture. They visit local places of interest as part of their work in history and geography. The school teaches them about other religions, cultures and beliefs. During the inspection, pupils were analysing the work of the author Anne Fine, and looking at the myths and legends of the Ancient Greeks. In music, pupils look at the instruments of Africa and China. Although a wider cultural awareness is developed through other curriculum areas, this does not generally encompass planned opportunities within the curriculum for raising awareness and understanding of cultural diversity within our own society.

## HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

41. The previous inspection report judged the school's provision for the support, guidance and welfare of its pupils to be good. There were weaknesses in assessment, however, and this was judged to be unsatisfactory. The school has worked hard to successfully address this weakness. Procedures for assessing pupils' attainment and progress are now satisfactory overall, but very good in English and mathematics. Procedures for promoting good behaviour and for monitoring and supporting personal development are very good.

42. Child protection procedures are good and there is a well-written and detailed policy that follows the local authority procedures. All staff take child protection issues seriously, and receive good support from outside agencies. There are efficient arrangements for dealing with first aid and sickness. Fire drills, health and safety checks and risk assessments are held regularly and are effective. There is an additional health and safety matter which needs to be looked into, and has been reported to the school.

43. Educational and personal support and guidance for pupils is good overall. The school is a very caring place where pupils feel safe and confident. Staff have a very good knowledge of their pupils, as well as a genuine concern and interest for their welfare and progress. The very good relationships between all members of the school community enable pupils, whatever their ability, to get the most out of every day. The school is a very happy place and pupils, staff and visitors enjoy being there.

44. Personal and social education underpins the day-to-day work of the school, and promotes a climate of high expectations, honesty and trust. All adults provide excellent role models and have high expectations of good behaviour. A strong emphasis is placed on pupils understanding the significance of good behaviour within the context of their own personal development. The recent review of the behaviour policy involved all adults and pupils. In this way, pupils really understand the effect of their actions on others, and are learning to think before they act. The quality of the help and support they receive from all staff, and in particular the specialist staff, including a trained counsellor, is a significant strength of the school. The school takes a strong stance on bullying and values the importance of the individual.

45. The procedures for monitoring and promoting attendance are very good. Attendance and punctuality have recently been a main focus for the school and the rate of attendance has greatly improved during this academic year. Better communication with parents is emphasising the link between attendance and attainment, and office staff record and maintain attendance information efficiently to provide accurate information at all times.

46. The procedures for monitoring and supporting personal development of pupils are very good. Adults take every opportunity to develop pupils' self-confidence, independence and self-worth. Staff have a very good knowledge of all aspects of their pupils' personal development which they communicate well to each other and to parents. This sharing of information enables all staff to co-operate in supporting all aspects of pupils' personal development. The school works well as a whole community and takes pleasure in each individual's success. Achievement is consistently acknowledged through a system of 'house points', and during celebrations of achievement in assembly.

47. The procedures for assessing pupils' attainment and progress are satisfactory. Detailed information is collected from statutory and optional tests, and individual pupil and cohort performance is carefully tracked, particularly in numeracy and literacy. The careful analysis of assessment data has been central to the drive towards raising standards in these subjects. A particular strength in mathematics and English has been the use of this

information to set new school targets, and to assist in developing and planning the curriculum. This very good assessment practice in English and mathematics has yet to be securely established in others areas of the curriculum, although it is good in physical education.

48. Satisfactory procedures are in place for monitoring and supporting pupils' academic progress. The school has introduced a system to record and monitor individual achievement and progress for each cohort of pupils. This data is being used to recognise what pupils can do, and to set statistical targets for future improvement. This is very well developed in English and mathematics, and provides a clear picture of what pupils know and understand. The monitoring of academic progress is less consistent in other areas of the curriculum, although it is good in physical education.

49. The support for pupils with SEN is good. Staff are successful in providing specific or additional support for these pupils. The school complies with the general principles set out in the Code of Practice, although this has yet to be updated to fully reflect new requirements. Pupils' individual plans and statements are regularly reviewed, and the school uses a range of external agencies to improve its care and provision.

## **HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?**

50. The school continues to maintain good relationships with parents and these are reflected in the very positive comments about the school from the questionnaire, parents' pre-inspection meeting and interviews with parents during the inspection. Parents are particularly confident that the school will deal with any problems or concerns quickly and sensitively. Their children are very happy at the school and parents appreciate the quality of teaching and leadership, and the values and behaviour that the school promotes. However, a number of parents have concerns about the quantity of homework and the provision of activities outside of lessons. Inspectors consider provision of extra-curricular activities for a school of this size is good, and the amount of homework is appropriate for the age of the pupils. However, there are inconsistencies in homework provision between some classes.

51. Parents receive good quality information about the school, its philosophy and approach. The prospectus is detailed and informative, and gives a good flavour of the school, together with practical information. The half termly newsletter is lively and informative, and filled with news about what is going on in school. Every term, parents receive a letter that tells them briefly what their children will be studying in each subject along with special events organised to support these studies.

52. Parents are kept well informed about their child's progress through two formal parent consultation evenings, and an annual written report. Parents have the chance to discuss the report in a third meeting if they so wish. The written report is detailed and clearly identifies what the pupils can and cannot do, as well as giving targets for development. Parents feel very comfortable when talking to teachers about problems or concerns.

53. The school works hard to involve parents in school life and the education of their children. Parents help in school by listening to readers, helping with art and going on trips and visits. More than 250 parents attended a recent mathematics workshop organised by the school to provide first hand experience of how children learn during numeracy lessons. New homework diaries are being introduced from September in which parents will be asked to record comments or concerns. The school also provides practical help, inspiration and hope for many parents who are having difficulty in dealing with their children at home.

54. Every effort is made to establish good links with parents who have pupils on the register of SEN. They are fully involved in review procedures, and are consulted regularly. The targets in pupils' individual education plans, and their progress and achievement are shared with parents. Good opportunities are provided for parents to meet with the special educational needs co-ordinator (SENCO) at parent consultation evenings, and informally during weekly 'open' sessions.

55. The Parents Association works hard to raise funds for the school by involving parents, pupils and the local community. As well as contributing financially to the school, many of the parents help by improving the gardens and enhancing the environment with the help of the pupils.

## **HOW WELL IS THE SCHOOL LED AND MANAGED?**

56. The quality of leadership and management are good overall. The new headteacher, in post for just 12 weeks, was appointed after the school had been through a lengthy period of uncertainty without a headteacher. The personal leadership she has displayed in this short time is excellent. The deputy headteacher ably supports her and shares her commitment to high achievement. Working closely with the chair of governors and senior management, she has quickly been able to create a strong sense of loyalty and motivation in staff, and enable all to make a contribution to school development. The effects of this leadership and management are significant in the good progress the school has made recently in many areas of its work. Whilst all members of staff recognise that progress has been made, they are determined to pursue higher standards for all pupils throughout the school.

57. One of the significant strengths of the leadership of the headteacher is the degree to which all staff now share a very clear vision for improvement. The new headteacher has achieved this in a short time by promoting an ethos in which all who work in the school feel valued. She has introduced a management structure, which places great value on communication and consultation as precursors to implementing change. A very good example of this is the way in which she has enabled all adults to work together to improve the behaviour of all pupils, which is now good. At the time of her appointment there were many concerns about the behaviour of some pupils. With the support of the whole community, and with the help of adults and pupils, she reviewed the school's behaviour strategy. This has resulted in a new climate in which all understand their rights and responsibilities. The school celebrates achievement of all pupils whilst simultaneously seeking to strengthen weaknesses and provide pupils with new skills to manage their own behaviour.

58. The commitment of the Chair of Governors is considerable. Under his leadership the governing body is effectively organised and successfully fulfils its obligations in monitoring the work of the school. Its role in shaping the direction of the school is good. Governors have a clear understanding of the strengths and weaknesses of the school and make frequent visits to it. Governors have formed committees to monitor aspects of the school such as finance and the curriculum. Those Governors who were interviewed displayed a very clear view of the long-term strategic development of the school, and are making good use of data to compare the school against others in terms of its performance and income.

59. The school is well led and managed day to day. Good communication systems ensure that all staff are kept informed, and well-established routines contribute to the smooth running of the school. Staff are highly committed to their work.

60. Following the last inspection in June 1997, an action plan was prepared in response to the key issues identified for future improvement. Most of the points contained in these key issues have been successfully addressed. They are as follows:

***Key Issue 1 from the last inspection: “Share the current good practice of sharply focused learning objectives so that they are a consistent feature of short term planning.”***

61. Progress has been good. There are now very good long and medium term curriculum plans, which clearly set out the way in which themes are to be developed, and provide a very good framework from which teachers can plan lessons. Teachers’ lesson plans are good: they successfully identify specific targets for each lesson and detail the main activities. Where appropriate, lesson plans also identify the role of teaching assistants, so helping them to play an effective part in supporting pupils’ learning. What is expected of each group is clearly specified and is appropriately challenging for their level of attainment, so that pupils in each group make good progress. There is now a much closer match of tasks to pupils’ needs, and this underpins the improvements to the quality of teaching across the school.

***Key Issue 2 from the previous inspection: “Develop consistent, informative and manageable assessment, derived from learning objectives, in order to inform future planning for groups of children of different ability.”***

62. Progress has been satisfactory. Procedures for assessing pupils’ attainment and progress are now satisfactory overall, but very good in English and mathematics. A new simplified system to assess pupils’ attainment and progress has recently been introduced. Detailed information is collected from statutory and optional tests, and individual pupil and cohort performance is carefully tracked. This is well developed in English and mathematics, providing a clear picture of what pupils know and understand, and supplying teachers with good quality information which they can use to plan their lessons. However, this very good assessment practice has yet to be securely established in others areas of the curriculum.

***Key Issue 3 from the previous inspection: “ Monitor and evaluate the planned curriculum and its implementation, in all subjects:”***

63. Progress has been good. The senior management and subject leaders carefully monitor the curriculum planning and ensure that it meets the requirements of the National Curriculum. This has led to improvements in the quality of teaching and learning. There are supportive schemes of work for all subjects. Setting has been introduced in English and mathematics to improve the curriculum provision.

***Key issue 4 from the previous inspection; “Improve the resources for information technology in order to raise attainment in all strands of information technology.”***

64. Progress has been satisfactory. The new headteacher has identified information and communication technology (ICT) as one of the priorities for improvement, and building work for the conversion of the school library into an ICT suite is nearing completion. Sixteen new computers have also been purchased along with a good range of software. The school has been using a computer projector so that ICT can be taught in classrooms. This has enabled teachers to successfully introduce a new range of software and computer skills as part of whole class teaching.

65. The new headteacher has introduced a school improvement plan of very good quality, which clearly maps out future development. It provides a clear analysis of the school's context and sets out precise and measurable targets for the future. The plan contains precise detail about the school's targets, and sets out a clear time-scale for each initiative. Details of the personnel responsible, the likely cost, and the way in which success in reaching the target is to be measured, are all carefully tabulated.

66. The headteacher and senior staff regularly monitor the quality of teaching and learning. Their observations are carefully recorded, and form the basis of professional development meetings with teaching staff. The subject co-ordinators have also monitored teaching and learning in English and mathematics. The new headteacher intends to extend this to other curriculum areas.

67. The day-to-day management of the school is effective. Both the administrative officer and bursar are hardworking and efficient, and enable teachers to focus on their work in the classrooms rather than spend time on routine administrative tasks. They are making good use of management information systems to support the work of the school. For example, information given to governors about the budget is very detailed, thus enabling them to fulfil their monitoring role, and to have an oversight of the school's financial position.

68. Finances are carefully managed. Accounts are regularly scrutinised to ensure that spending limits are followed, and funds for specific purposes, such as the additional money for special educational needs (SEN), are used well. The school had a carry-forward figure of just under 9 per cent. However, this figure includes funds previously put aside as the governors' contribution towards the building of the new computer suite, the purchase of good quality computer equipment, software and peripherals. This will be reduced to around 4 per cent providing there are no unforeseen problems with the building conversion.

69. There are sufficient qualified and experienced teachers to meet the school's needs. They are well deployed, and the match between teaching qualifications and subjects taught is satisfactory. Job descriptions clearly identify both general and specific responsibilities. The non-teaching staff make a valuable contribution to the smooth running of the school, and support teachers' work effectively.

70. Leadership and management of SEN are very good. The co-ordinator provides effective, professional leadership for colleagues. Staff and resources are well deployed to meet pupils' individual needs. The special needs provision is effectively monitored by the co-ordinator (SENCO), and she has systematically identified areas for development. The newly appointed governor with responsibility for SEN is receiving good induction into the role. She is already well informed about provision through helping regularly in the school.

71. Policies, co-ordination and support for staff development are good. Good quality arrangements for professional review have been implemented, and form part of the school's performance management strategy.

72. Resources are good overall. In all subjects resources are at least satisfactory, and in English, mathematics, science, art and music they are good. The school makes good use of its resources. Staff are effectively deployed and all available space is used well. The premises are well maintained, and are cleaned to a good standard.

73. A wide range of indicators, including the quality of teaching, the quality of leadership and the good improvements made since the last inspection, show that the school is effective and, when its expenditure per pupil is considered, it provides good value for money.

## WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

74. In order to build on the school's many strengths, the headteacher, staff and governors should:

- Raise standards in information and communication technology (ICT)\*\* by:  
(Paragraphs: 2, 8, 30, 64, 83, 91, 96, 108, 114, 121, 122, 123, 128, 136)
  - \* rigorously implementing and evaluating the school plan for developing ICT capability;
  - \* providing more opportunities for pupils to practise and develop their skills through work in other subjects.
- Extend the very good assessment practices that are established in English and mathematics to all other areas of the curriculum.\*\*  
(Paragraphs: 3, 6, 7, 41, 47, 62, 93, 98, 99, 105, 109, 116, 129, 136, 137)
- Review the length of teaching sessions within the school day.  
(Paragraphs: 3, 83, 89, 95)

75. In addition, the school may wish to include the following minor issues in their action plan:

- Review the provision for gifted and talented pupils.  
(Paragraphs: 9, 21, 25, 32, 83, 86, 88, 91, 105, 128, 135)
- Review the planned opportunities within the curriculum for raising awareness and understanding of cultural diversity within our own society.  
(Paragraph: 40)

*\*\*The first two issues have already been identified within the school's development plan.*



## PART C: SCHOOL DATA AND INDICATORS

### Summary of the sources of evidence for the inspection

Number of lessons observed

71

Number of discussions with staff, governors, other adults and pupils

10

### Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
<b>Number</b>	1	18	37	15	0	0	0
<b>Percentage</b>	1.4	25.4	52.1	21.1	0	0	0

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

### Information about the school's pupils

#### Pupils on the school's roll

Y3 – Y6

Number of pupils on the school's roll (FTE for part-time pupils)

345

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

20

#### Special educational needs

Y3 – Y6

Number of pupils with statements of special educational needs

3

Number of pupils on the school's special educational needs register

58

#### English as an additional language

No of pupils

Number of pupils with English as an additional language

0

#### Pupil mobility in the last school year

No of pupils

Pupils who joined the school other than at the usual time of first admission

26

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

32

### Attendance

#### Authorised absence

	%
School data	6.7
National comparative data	5.6

#### Unauthorised absence

	%
School data	0.4
National comparative data	0.5

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

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

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
	2001	43	43	86

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC Level 4 and above	Boys	36	34	42
	Girls	39	34	39
	Total	45	68	81
Percentage of pupils at NC Level 4 or above	School	87 (84)	79 (66)	94 (85)
	National	75 (75)	71 (72)	87 (85)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC Level 4 and above	Boys	33	35	38
	Girls	40	33	38
	Total	73	68	76
Percentage of pupils at NC Level 4 or above	School	86 (79)	80 (86)	89 (80)
	National	72 (70)	74 (72)	82 (79)

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

### Ethnic background of pupils

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

This table refers to pupils of compulsory school age only.

### Exclusions in the last school year

	Fixed period	Permanent
Black – Caribbean heritage	0	0
Black – African heritage	0	0
Black – other	0	0
Indian	0	0
Pakistani	0	0
Bangladeshi	0	0
Chinese	0	0
White	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.

**Teachers and classes****Qualified teachers and classes:****Y3 – Y6**

Total number of qualified teachers (FTE)	14.82
Number of pupils per qualified teacher	27.4:1
Average class size	28.8

**Education support staff:****Y3 – Y6**

Total number of education support staff	8
Total aggregate hours worked per week	138

**Financial information**

Financial year	<b>2000/2001</b>
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	<b>£</b>
Total income	737 777.00
Total expenditure	702 631.00
Expenditure per pupil	2 037.00
Balance brought forward from previous year	29 577.00
Balance carried forward to next year	64 723.00

**Recruitment of teachers**

Number of teachers who left the school during the last two years	3.8
Number of teachers appointed to the school during the last two years	3.8

Total number of vacant teaching posts (FTE)	0
Number of vacancies filled by teachers on temporary contract of a term or more (FTE)	0
Number of unfilled vacancies or vacancies filled by teachers on temporary contract of less than one term (FTE)	1

*FTE means full-time equivalent.*

## Results of the survey of parents and carers

### Questionnaire return rate

Number of questionnaires sent out  
Number of questionnaires returned

345
95

### Percentage of responses in each category

	<b>Strongly agree</b>	<b>Tend to agree</b>	<b>Tend to disagree</b>	<b>Strongly disagree</b>	<b>Don't know</b>
My child likes school.	52	45	2	1	0
My child is making good progress in school.	38	61	1	0	0
Behaviour in the school is good.	16	77	5	1	1
My child gets the right amount of work to do at home.	15	51	31	4	0
The teaching is good.	28	68	2	0	1
I am kept well informed about how my child is getting on.	21	65	12	1	1
I would feel comfortable about approaching the school with questions or a problem.	59	39	1	1	0
The school expects my child to work hard and achieve his or her best.	57	41	2	0	0
The school works closely with parents.	19	67	13	0	1
The school is well led and managed.	26	71	1	1	1
The school is helping my child become mature and responsible.	37	61	2	0	0
The school provides an interesting range of activities outside lessons.	12	48	32	5	3

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

### **ENGLISH**

76. In the 2001 National Curriculum tests, the percentage of pupils in Year 6 attaining Level 4, the expected level, was above the national average and in line with that of similar schools. The percentage of pupils reaching the higher Level 5 was well above the national average. Girls did better than boys, although both achieve standards above the national average for their gender. Pupils achieved higher standards in English than in mathematics and science. Improvement since the last inspection has been very good. There has been a significant rise in standards over the last four years, and improvement is above the national trend. Inspection evidence reflects these results. By the end of Year 6, pupils' attainment is above national expectations, with no significant difference in standards between boys and girls.

77. All groups of pupils make good progress. Pupils with special educational needs (SEN) make good progress in relation to their previous attainment. Their integration into class lessons is good, and leads to increased self-esteem. They receive good support when they are withdrawn from class, but there were a few instances when there was insufficient support during some lessons.

78. Year 6 pupils have speaking and listening skills above national expectations. Pupils are good listeners. They listen carefully and respond appropriately both to teachers and other pupils. Higher attaining pupils are clear, fluent speakers, capable of substantiating their point of view. As a result of the very good relationships that exist in classes, most pupils are confident speakers. Pupils are prepared to question and to try out ideas in the secure learning environments created by teachers. In Years 3 and 4, standards are in line with national expectations, and pupils make good progress in the development of speaking and listening skills as they move through the school. Speaking and listening skills are enhanced by the many opportunities to speak in assemblies. Pupils discuss topics in other curriculum subjects such as personal, social and health education and citizenship (PSHCE). The school has plans to provide more opportunities for the younger pupils to practise speaking at greater length, through group and paired activities during literacy lessons.

79. Pupils read well in Year 6, and their standards are above national expectations. Most read fluently, accurately and with expression. Pupils' reading records indicate they have experienced a wide range of texts and made good progress. This is due to the regular reading at school and at home, and the effective additional support for lower attaining readers. In Years 3 and 4, pupils can re-tell stories and predict endings. In Years 5 and 6, pupils compare books they have read and discuss in detail the characters from them. Most pupils are able to quickly find information in reference books using the index. There are good examples of challenging activities for higher attaining pupils during the regular weekly group reading, which lead into a wide-ranging discussion of literature. Pupils use the school library regularly and many use the public library frequently.

80. Pupils' writing in Year 6 is in line with national expectations. Although the school has good strategies in place for developing pupils' writing, there is a significant gap in standard between the higher attaining and the lower attaining pupils due to the composition of this cohort of Year 6 pupils. Most pupils write with a sense of style, and use a varied and well-chosen vocabulary in a range of forms, but sentence structure and punctuation are often less secure. The school's strategy, which focuses on the sound development of basic skills

in literacy lessons whilst practising writing in most other subjects, is leading to good progress. For example, pupils learned about explanatory writing in literacy lessons, designed gardens in art and design lessons, and wrote explanatory notes to accompany their illustrations. Pupils have written sensitive poetry, some of which has been published. There are excellent examples of narrative and creative writing, such as pupils' own versions of Aesop's fables. Standards of handwriting and presentation of work are good.

81. The quality of teaching is good overall, and ranges from satisfactory to very good. The practice of teaching pupils in Years 5 to 6 in groups, according to prior attainment, is having a positive effect on raising attainment, since it is enabling teachers to match activities more closely to pupils' understanding. Pupils' learning is underpinned effectively by a secure reading strategy, regular practice in spelling and handwriting, and very well planned literacy lessons that focus on the progressive development of pupils' writing skills. In Year 3 for example, pupils are learning the use of speech marks. In one lesson they learned to recognise different voices in texts, in another to put direct speech into speech bubbles, and finally they used inverted commas. Learning objectives are clearly explained at the beginning of lessons, and teachers ensure that pupils understand the purpose of their learning. Pupils have appropriate learning targets and there are good opportunities for them to evaluate their own progress through class discussion. Teachers have high expectations of pupils, as shown by the way pupils develop a critical appreciation of literature. In Year 4, pupils compare several books by the same author and identify a range of similar features; and in Year 6, pupils analyse in depth the personality traits of characters in a number of Greek myths and look at the consequences of their actions. Class relationships are very good and pupils' very positive attitudes enhance their learning. They work hard and work well together. Although the behaviour of a very few Year 6 boys is unsatisfactory on occasions, the overwhelming majority of pupils behave well, are enthusiastic and enjoy their lessons.

82. Less successful is the overall consistency of teaching. The marking of pupils' work is generally more constructive in Years 5 and 6 than in Years 3 and 4, whilst the provision for pupils with SEN is better in Years 3 and 4 than in Years 5 and 6. Occasionally, some pupils have difficulty remaining on task because they cannot maintain concentration through long periods of demanding work in which there is no opportunity for a break. For example, some of the morning literacy sessions last for 75 minutes.

83. The curriculum is good and meets statutory requirements. It is both broad and balanced. A particularly strong feature is the opportunity provided for pupils to practice literacy skills in a wide range of subjects across the curriculum. Another strong feature is the good range of extra-curricular provision, which complements and enhances the curriculum. For example, there are school productions – this term 'Bugsy Malone' – and visits from theatre groups performing fairy tales for Year 3 pupils and 'The Tempest' for Year 5 pupils. There are also 'booster' groups to help raise the standards of some pupils before end of year tests, and homework extends and consolidates classroom learning. The use of information and communication technology (ICT) is satisfactory, although there are plans to improve the integration of ICT into the curriculum so that pupils can participate regularly in research work, once the computer suite is completed. There are opportunities for drama, although these are too few to ensure that pupils make steady progress in performance skills. However, the school is making improvements as part of the school development plan. All pupils have equal access to the curriculum. The school has identified gifted and talented pupils and makes good use of county provision to challenge them. However, there is currently little separate literacy support for them within school time.

84. Leadership and management are very good. There have been significant improvements since the last report. There are now very good procedures in place for planning lessons, for monitoring the quality of teaching and learning, and assessing pupils' progress. Teachers keep detailed records that provide a very secure base for planning lessons, setting targets for different groups of pupils and reporting to parents. As a consequence, standards have risen and the quality of teaching has improved. The good organisation and management of the library and learning resources contributes well to pupils' learning. The library is well stocked, but there is a need for more non-fiction reading books in class libraries.

## **MATHEMATICS**

85. The inspection found that standards are above average at the end of Year 6. The attainment of pupils in the 2001 National Curriculum tests was above the standards attained by pupils of a similar age nationally, and matched the standards attained by pupils in similar schools. This shows very good improvement since the last inspection when standards were in line with the national average. Seventy-nine percent of pupils achieved Level 4 or above in the 2001 national tests, which was above the national average. Similarly, the percentage of pupils achieving the higher level (Level 5), at 30 per cent, was above the national average. The school has consistently added significant value to pupils' attainment over their four years in the school. Over the last three years, there has been little difference between the attainment of boys and girls and, at the present time, gender differences are not significant.

86. Inspection evidence shows that standards of attainment are continuing to improve throughout the school, and that pupils are achieving well. All groups of pupils, including pupils with special educational needs (SEN), make good progress. The school has identified gifted and talented pupils and makes good use of county provision to challenge them. However, there is little separate provision for them within school time.

87. During the inspection, pupils in Year 3 worked on doubles and halves of multiples of 5 and 50. They used informal pencil and paper methods to support, record and explain subtraction of hundreds, tens and units. Average and higher attaining pupils explained how they used the partitioning of numbers to complete the subtraction calculation. This is because teachers encourage a good range of approaches to number work and expect pupils to reason and explain their methods. Most pupils achieve the required standards, and a small minority of pupils exceed them. A few pupils have difficulty recalling tables and number bonds rapidly enough to enable them to achieve the required standards. All pupils, including those with SEN, are developing a good ability to apply their knowledge to problem solving.

88. The practice of teaching pupils in Years 4 to 6 in groups, according to prior attainment, is having a positive effect on raising attainment, since it is enabling teachers to match activities more closely to pupils' understanding. Although the school is satisfied that it is planning well for above average pupils, it has identified the need to ensure that gifted and talented pupils are consistently challenged in all lessons. During the inspection, average and higher attaining pupils made good progress in recognising the equivalence between percentages, fractions and decimals and the reflective symmetry in regular polygons; lower attaining pupils developed their understanding of fractions. The oldest

higher attaining pupils were able to work out complex multi-step problems, for example, 5% of  $(26 \times £2.50) + (4 \times £4.50)$ . Average attaining pupils were able to calculate profit and loss, and sought solutions by trying out their own ideas and then checking the results to see if they were reasonable results. Lower attaining pupils successfully found percentages of amounts of money, and a number worked on estimations and decimalisation of money.

89. The quality of teaching is good overall. In the lessons observed during the inspection, teaching was very good in eight lessons, good in three and satisfactory in one. However, when a broader range of evidence is considered, including the scrutiny of work, the quality of teaching and learning is good overall. The strengths of teaching include good subject knowledge and very good lesson planning, resulting in a good pace and a wide variety of learning activities. Teachers' expectations are high and there is a good level of challenge for pupils who work at different rates. Basic skills are taught well and, together with successful intervention by teachers during the lessons, leads to the good acquisition of skills, knowledge and understanding on the part of all pupils, including those with SEN. The management of pupils is very good and they are motivated to apply intellectual and creative effort to their work. They enjoy mathematics and show interest, concentration and independence. Teaching assistants make a valuable contribution to the learning of small groups of pupils. The quality and use of assessment during lessons is good. Marking is generally helpful in enabling pupils to know how to improve their work. Homework is used satisfactorily to consolidate and extend the work in the classroom. Teachers expect pupils to work hard and sensibly. However, some of the morning numeracy sessions are too long at 75 minutes, and some pupils find it difficult to maintain concentration through long periods of demanding work.

90. The curriculum is good and meets statutory requirements, and there is equality of access and opportunity for all pupils. Particularly strong features are the links between mathematics and most other subjects, and the opportunities for pupils to take an active part in self-assessment, which provides them with a good knowledge of their own learning.

91. The subject is very well led by an enthusiastic and knowledgeable subject leader, who has produced a detailed policy, gives good support and guidance to colleagues and ensures that full use is made of all available courses. Her leadership ensures clear educational direction and reflects the school's commitment to raising standards. With the support of the headteacher, governors and local authority advisor, she has already been instrumental in raising standards. The monitoring, evaluation and development of teaching and learning are good. The action taken to meet the school's targets is very good. Resources are good and are used well. The use of information and communication technology (ICT) is satisfactory. There are plans to increase the use of ICT, particularly for the gifted and talented pupils, once the new ICT suite is completed. The school is aware that it needs to sustain the recent rise in standards in mathematics, and there is a shared commitment amongst all members of staff to improve them further.

## **SCIENCE**

92. The results of the national assessments for Year 6 pupils in 2001 were average compared to all schools nationally, and below the average for similar schools nationally. This represents a considerable improvement on the results for the previous two years, when results were below or well below the national average. Ninety-four per cent of pupils achieved Level 4 or above in the 2001 national tests, which was above the national average. The percentage of pupils achieving the higher level (Level 5), at 31 per cent, was close to the national average. The standards of the current Year 6 pupils match national averages.



93. Pupils separate different kinds of mixtures, and know the basic properties of solids, liquids, and gases. They know the structure of plants and the functions of the organs in the circulatory system. Some pupils have a very good knowledge of food chains and use appropriate specialist vocabulary. They know how to switch devices in an electrical circuit, and know that different forces affect motion. Pupils' standards in scientific enquiry are not as high as their standards in other scientific work. The scrutiny of the work since last September shows that there have been some weakness in teaching during the year due to the absence of the science co-ordinator, and insufficient use has sometimes been made of assessment information to plan pupils' next steps of learning. However, the achievement of all pupils is satisfactory overall. Pupils with special educational needs (SEN) achieve particularly well when a learning support assistant (LSAs) helps them.

94. The quality of teaching and learning seen during the inspection was good, with just over half of the lesson being of good quality, and the rest satisfactory. A scrutiny of work shows that progress over time is satisfactory. There were several common strengths in the teaching. Classes were very effectively managed, and this secured a good response from the pupils, who were well behaved and keen to learn. In the best lessons, pupils' curiosity and positive attitudes meant that they enjoyed the tasks and discussed their work well in groups. Teachers help pupils learn the specialist vocabulary. They share the precise learning objectives with pupils at the start of lessons, and refer to them again at the end of sessions to help pupils identify the progress they have made. Questions are used well to review the pupils' previous learning and to challenge pupils' understanding of new ideas. There is a good, well-structured format for planning science lessons, and this helps teachers plan sequences of interesting activities that enable pupils to achieve the learning objectives. Teachers tirelessly monitor and support pupils during group or individual work to ensure that they understand what they are doing and are making progress. Learning support assistants (LSAs) provide effective support to pupils with SEN, enabling them to make good progress.

95. Although there were some good examples of experiments that were well structured to ensure that pupils develop the necessary skills, this is not done consistently in all classes. The school is addressing this weakness well through a detailed action plan, which forms part of the current school development plan. Occasionally, in the lessons seen, the whole-class teaching took too long, and a significant minority of pupils lost their concentration. The quality of the marking of pupils' work is inconsistent. However, the best marking gives pupils clear feedback on how to improve, although pupils rarely respond to this.

96. Satisfactory use is made of pupils' literacy and numeracy skills in science. For example, pupils carry out measurements in newtons and use graphs to present data, although this is not always effectively interpreted. The links between science and literacy are developing well: for example, pupils use scientific information texts during the literacy hour and read information and communication technology (ICT) based science materials during the quiet reading session after lunch. The use of ICT is unsatisfactory. Some use is made of ICT to present data as pie and bar charts but pupils do not make sufficient use of sensors or data logging as part of their experiments.

97. Teachers' lesson plans are based on national guidance. However, there are some inconsistencies in what is taught between the classes in the same year. The fieldwork course at Juniper Hall provides Year 6 pupils with some very good opportunities for practical scientific investigations.

98. The management of science has been hampered by a long period of staff absence. There has been little recent monitoring of pupils' work or the quality of teaching. Rightly, the school has made the development of science a priority in its current school improvement

plan. There are good resources for learning that are very well organised. In addition, pupils make some good use of the school's site including the wildlife area. A start has been made in compiling a portfolio of pupils' work to ensure the accuracy and consistency of teachers' assessments.

99. The school has made satisfactory progress with science since the last inspection. There are now consistent assessment systems, but assessment information is not yet used effectively in all classes to plan the next steps of learning for individual pupils or groups of pupils, or to improve the curriculum. Pupils' standards in scientific enquiry have risen, but are still not as high as their standards of scientific knowledge and understanding. Pupils' now have more opportunities to select their own resource materials.

## **ART AND DESIGN**

100. The attainment of pupils in art and design by the end of Year 6 is above the standards expected for pupils of this age. This maintains the position reported at the last inspection. There has been good improvement in teaching and in pupils' knowledge of skills and techniques. All pupils, including pupils with special educational needs (SEN), make good progress. The achievement of all pupils is good. The good standard of work is reflected in the quality of the displays throughout the school.

101. Pupils use a good variety of media and a wide range of techniques. The youngest pupils develop their understanding of texture and tone, and experiment with stencils and block printing techniques. An investigation of patterns in textiles from different times and cultures provides inspiration for them to developing their own designs. Older pupils combine drawing, painting, collage and printmaking techniques to communicate their ideas and meanings about a journey. A study of the work of other artists and printmakers gives them inspiration to convey the atmosphere and story of a dream. The oldest pupils have considered the ideas and methods of a broad range of landscape artists such as Constable, Gainsborough, Turner, Heron and Sutherland, and have used these techniques to interpret their own ideas of urban and rural landscapes.

102. Teaching and learning is good overall. Teachers' subject knowledge is good. Their planning is very good, and focuses on the development of skills and techniques. This leads to the good acquisition of knowledge, understanding and skills by all pupils, including pupils with SEN. Teachers' expectations are high, and pupils respond with interest, concentration and creative effort. All pupils maintain sketchbooks to record their work, and these are generally of a high quality. Creativity is encouraged and valued, and motivates pupils to achieve well. The management of pupils is very good and, together with pupils' very good attitudes, good behaviour and very good relationships, leads to good learning. Time and resources are used satisfactorily, and pupils' productivity is good. The quality and use of ongoing assessment is good. Pupils are encouraged to assess and improve their work, and they develop a good knowledge of their own learning.

103. The quality and range of learning opportunities are good. The curriculum is enriched by the study of the work of a good range of well-known artists, the use of sketchbooks and a weekly art club. There is equality of access and opportunity for all pupils, and provision for SEN is good. Pupils' cultural development is enhanced through their study of aboriginal art and great works of art from many different periods and cultures. There are also good links with music. For example, in a Year 3 music lessons, the teacher introduced pupils to the painting, 'The Starry Night' by Van Gogh, in order to help them to relate sounds to visual images. Information and communication technology (ICT) is used well in Year 6 to create

abstract, repeated images, but its use is not consistent across all classes. There are good links with other subjects, particularly English, history and design and technology.

104. Leadership and management of the subject are good. The co-ordinator has a good overview of teachers' planning and pupils' work, and gives valuable support to colleagues. A clear sense of educational direction is apparent, and the school's aims and values are reflected in the pupils work. The school's priorities for development, particularly the emphasis on monitoring and the review of standards, are good. The procedures for assessing pupils' attainment and progress are satisfactory and are being formalised with a greater emphasis on the assessment of skills relevant to each National Curriculum Level. The use of assessment to guide curriculum planning is sound.

105. Resources are good and are used well. A school portfolio of high quality work for each year group is being collated, which will be used to ensure the accuracy and consistency of teachers' assessments. The school has identified gifted and talented pupils and makes good use of county provision to challenge them.

## **DESIGN AND TECHNOLOGY**

106. The standards attained by Year 6 pupils match national expectations. This is similar to the findings of the previous inspection report. The school has made satisfactory progress since the previous inspection. The quality of teaching has improved and is now good, standards have been maintained, and pupils now have more opportunities to make their own decisions and choices when making and designing products.

107. Year 6 pupils design and make slippers, and carefully take into account their function and finish, and can explain the conflict between style and function. In Year 5 pupils produce step-by-step plans for making musical instruments, labelled sketches and prototypes in order to develop their ideas. Pupils work with a variety of materials including fabrics, food and wood. They always evaluate their products, but do not necessarily make it clear how they could be improved. There is a good range of design activities that includes photo frames, sandwiches, Christmas cards with moving parts, biscuits, and shelters. All pupils achieve satisfactorily, including those with special educational needs (SEN).

108. During the lessons seen, the quality of teaching and learning was good. The scrutiny of pupils' work shows that their progress over time is satisfactory. Strengths of the teaching and learning include good opportunities to practise the skills learned in science and mathematics when designing and making. In the best lessons, teachers have good subject knowledge, which enables them to plan interesting and relevant tasks. They give clear explanations and expect high standards of work and behaviour. Pupils respond well, and quickly organise themselves into groups, working carefully and showing initiative and a desire to succeed. Teachers share lesson objectives at the start of lessons, which ensures that all pupils understand what they have to do and achieve by the end of these sessions. Occasionally, teachers' expectations are not high enough, and this reduces the commitment and industry of a minority of pupils. Teachers are beginning to use information and communication technology (ICT) to support design and technology projects. For example, Year 3 pupils have drawn pie charts and graphs of their favourite sandwich fillings as part of a design project.

109. The school is amending and adapting its satisfactory scheme of work to ensure that it follows national guidance. Each year group of teachers is provided with a file of useful planning and teaching ideas by the subject co-ordinator to help them plan more effectively for the pupils' differing needs. Assessment is unsatisfactory. There is no whole school

system for assessing pupils' progress and standards, and consequently there is a weakness in the use of assessment data to plan future lessons and improve the curriculum.

110. The co-ordinator has produced a clear action plan, which is up to date. The school has started compiling a portfolio of work to improve the accuracy and consistency of teachers' assessments. A weakness in the leadership and management of the subject is there has been insufficient time for the co-ordinator to monitor the quality of pupils' work. Resources for learning are satisfactory and well organised.

## **GEOGRAPHY**

111. Pupils reach the expected standards of attainment in geography by the time they are 11. Their achievement in gaining geographical skills is satisfactory compared to their generally average levels of attainment when they begin school. Pupils with special educational needs (SEN) made good progress during the lessons seen. This is similar to the findings of the previous inspection report.

112. In Year 3, pupils make satisfactory gains in building up their knowledge about the local area. They read simple maps in different forms and locate particular features using grid references, symbols and keys to aid their understanding. In Year 4, pupils build on these initial studies successfully by studying changes in land use, and consider their own proposals for a neglected area. Higher attaining pupils are particularly effective in considering the needs of the wider population when making their suggestions. They are beginning to understand the impact which man can have on the environment. By Year 5, pupils have a good understanding of the geographical features of rivers, and understand how rivers can affect life and work in different areas. Year 6 pupils have a sound understanding of the process of erosion. They are also learning about geographical features in different parts of the world and their impact on the customs and lifestyles of the local populations. This helps them to make comparisons with where they live, and supports their social and cultural development.

113. In four of the five lessons seen, teaching and learning in geography were good. In the remaining lesson they were satisfactory. This is an improvement on the last inspection. Effective features of the best teaching include good organisation and management, where resources are well prepared to capture the pupils' interest. Most pupils settle to their work quickly and work with a good degree of concentration and application. Groupings are thoughtfully arranged so that pupils are encouraged to work together to discuss what they find out and pose questions about the ideas they are exploring. Learning in lessons is set in a relevant and purposeful context so that pupils are enthused to continue their interests at home, for example when Year 3 were researching signs and symbols in the locality. Teachers move from group to group to clarifying, challenging, explaining and moving pupils onto the next task. Teachers usually provide time at the end of sessions for pupils to discuss their ideas with the class. Where this does not happen, opportunities are missed for pupils to consolidate their learning.

114. The curriculum planned for geography is good overall. A particularly good feature is the range of fieldwork undertaken which supports a good range of local studies in each year group. Pupils carry out first hand enquiry, such as checking the speed of a river's current, as well as identifying local land use and the use of shops. The teachers make good use of cross-curricular links: for example, with mathematics to represent the data they gather; with art to represent different features, such as landscapes; and with English to debate local issues and prepare letters to send to the local Regeneration Board. However, not enough

use is made of information and communication (ICT) to underpin work in geography, for example to deepen their knowledge and understanding through research on the Internet.

115. Scrutiny of past work and plans indicates that pupils cover a good range of geographical work. However, the study of geography alternates with history, and this does not help pupils to develop greater depth in their understanding or enable them to extend their skills to the highest level.

116. Co-ordination of the subject is satisfactory. The new policy for long and medium term planning provides good guidance for staff and ensures consistency across year groups. However, short term planning is more variable in quality in defining what pupils will actually learn, especially those at different levels of attainment. Assessment is satisfactory. Teachers keep a careful record of what pupils can do, and satisfactorily use this information to support pupils' learning and plan subsequent work for them. However, there is no consistent whole school system for tracking progress and for analysing the performance of particular groups or cohorts.

## **HISTORY**

117. Pupils, including those with special educational needs (SEN), make satisfactory progress in their learning to reach the standards expected nationally in history by end of Year 6. This is similar to the findings of the previous inspection.

118. Pupils in each year group study a different historical period and gain a sound understanding of life in those times. The youngest pupils have a satisfactory understanding of Roman life. They have produced menus for a Roman meal after researching and interpreting documents and artifacts. In Year 4, pupils compare and contrast the different social classes during the reign of Queen Victoria, and have a sound understanding of key events. Their sense of chronology is developed satisfactorily through dating such events. Pupils in Year 5 study two time periods – the Tudors and the Aztec civilization. They trace important events during each monarch's reign, and learn about important historical figures, as well as the structure of society. In Year 6, pupils study key features, people and events of Ancient Greece to extend their knowledge and understanding, and compare the difference in lifestyles between Greeks and Spartans.

119. Two lessons were seen, one of which was good and one satisfactory. Taking into account the scrutiny of pupils' work, teachers' plans, and discussions with staff, teaching and learning are judged to be sound overall. In one lesson, the objectives were shared with the class and satisfactory discussion took place, which enabled pupils to think about the purpose of archaeology and the place of artefacts within historical study. However, a small number of pupils had been withdrawn for additional support, and missed the opportunity for discussion and to ask questions. Pupils worked independently in a generally productive way, and a teaching assistant was used well to support lower attaining pupils by keeping them focused and on task.

120. The curriculum is satisfactory overall, and, with the exception of Year 5, is taught for one term each year. Good features are the effective use of visits to places of interest and the use of visitors to enhance the curriculum. For example, pupils have visited Fishbourne Roman Palace, Preston Manor and the Mary Rose. A visiting theatre group helped Year 6

pupils to understand more about Greek life. Teachers are effective at using cross-curricular links. For example, younger pupils use research grids well, and employ a good range of writing styles. Art is used to notable effect to draw Tudor portraits and make Aztec masks and headdresses.

121. The co-ordination of the subject is improving and is now good overall. The co-ordinator is effectively managing improvements to the quality of planning to provide better guidance for teachers. She monitors planning carefully to ensure consistency between classes and cohorts of pupils. This is an improvement on the findings of the previous inspection. The coordinator is aware of the strengths and weaknesses of the subject, and the action plan for development has appropriate priorities. Teachers keep careful record of what pupils can do, and satisfactorily use this information to support pupils' learning and plan subsequent work for them. The school is trialling a new system for tracking and analysing the performance of particular groups or cohorts. The resources in the subject are satisfactory overall. Although there are some examples of the use of ICT to support work in history, more use could be made of the Internet for historical research by groups and individuals.

## **INFORMATION AND COMMUNICATION TECHNOLOGY (ICT)**

122. By the end of Year 6, pupils achieve standards below those expected nationally of 11 year olds. This represents a decline in standards reported at the time of the previous inspection. National requirements have increased significantly in recent years, and the school has not managed to keep pace with these changes. The school has identified ICT as one of its priorities for improvement, and work to complete a new ICT suite is nearing completion. Evidence was gathered through the observations of pupils using ICT equipment, from scrutiny of pupils' work and teachers' plans, and through discussion with pupils.

123. The school is very aware of the deficiencies in ICT. Effective action has been taken, and all of the unsatisfactory elements are being addressed well, including staff and curriculum development. The school has already purchased 16 new computers, and additional hardware for the new technology suite. The school has been using its limited resources well. This includes a computer projector so that ICT can be taught in classrooms. This has enabled teachers to successfully introduce a new range of software and computer skills despite the lack of a computer suite. However, teachers agree that the number of machines that are available in the classroom currently limits opportunities for pupils to practise these newly acquired skills. The co-ordinator is realistically reassessing the quality of class-based computers to ensure skills learned in the new computer suite will be able to be practised back in the classroom.

124. Progress over time is unsatisfactory. The lack of sufficient computers of good quality reduces the opportunities for the pupils to regularly practise their skills, which inhibits the progress that pupils can make. However, the quality of teaching seen during the inspection was always good, and pupils made good progress during these lessons. The teachers' good subject knowledge enabled them to lead the activities with confidence, giving clear instructions to the class and skilfully ensuring that all pupils were involved. The pupils responded very well to the teachers' high expectations of their work and behaviour. The teaching methods used were effective and enabled all pupils to achieve well. These methods were considerably enhanced by the use of the projector for whole class teaching.

125. Pupils have not previously been given sufficient opportunities to use spreadsheets and to monitor and collect data, or use sensors. Progress in the use of information technology to capture, store, retrieve, analyse and present information, has been further inhibited because previously it was not securely integrated within the planning of other subjects, such as English, mathematics and science. However, this is improving, and teachers are now identifying more opportunities within their planning. For example, there was good use of computers by younger pupils to compose musical scores and to control a screen cursor to draw two-dimensional shapes. Older pupils use the digital camera well to record important school events such as visits to Juniper Hall and Arundel, as well as the opening of the Millennium Garden.

126. In English, pupils use word processing skills to present their writing. Younger pupils know how to change the size of fonts, and alter the quality of text by selecting bold. Older pupils can check text for accuracy, and merge graphics to illustrate the writing. For example, Year 5 pupils have used ICT effectively to produce written accounts of life under the Tudors as part of a history project.

127. In mathematics, Year 6 pupils have used a web site to practise and revise their mathematical skills, and pupils with special educational needs (SEN) have used data handling software to draw graphs to represent their favourite sport. Year 3 pupils have drawn pie charts and graphs of their favourite sandwich fillings as part of a design and technology project.

128. Whenever pupils were seen working on the computers, their attitudes were always very good. They were well behaved and listened carefully to what their teachers had to say. Pupils responded very positively to challenges, answered questions enthusiastically and concentrated well on the tasks. They received help from classroom teachers, but many have gained their knowledge from working at home on personal computers. Pupils with SEN are well supported by caring classroom assistants. The school has identified gifted and talented pupils, and is making good use of residential visits to an ICT centre to develop their skills. However, they are not sufficiently challenged in some ICT lessons due to the previous lack of up to date computers and peripherals in the school.

129. Assessment is satisfactory. Teachers keep careful record of what pupils can do, and satisfactorily use this information to support pupils' learning and plan subsequent work for them. However, there is no consistent whole school system for tracking progress and for analysing the performance of particular groups or cohorts. The school has started compiling a portfolio of work to ensure the accuracy and consistency of teachers' assessments.

130. Leadership is good. The new co-ordinator is working hard to provide help and advice to teachers to overcome current hardware difficulties. He has completed a thorough monitoring exercise, and has a good understanding of what needs to be done to improve standards. The curriculum is now satisfactory. The school is introducing the Qualification and Curriculum Authority guidelines, and has improved the range of software, peripherals and training to support developments within the subject. Subject co-ordinators are currently identifying links within their subjects as part of the school's NOF training. The school is taking reasonable steps to ensure that their pupils are protected from offensive materials on the Internet, and from undesirable external contacts, for example through e-mail.

## MUSIC

131. Attainment in music by the end of Year 6 matches the standards expected nationally, and is similar to the standards reported at the time of the previous inspection. However, the quality of singing and school concerts is good. Improvement since the last inspection is good. The new policy and scheme of work have given teachers more confidence in teaching music, and this has led to an improvement in teaching, which is now good. Most pupils, including pupils with special educational needs (SEN), learn well.

132. Whole school singing in assemblies and hymn practices is good. Pupils sing with enthusiasm and show a good awareness of rhythm and dynamics. Hymns are sung with reverence in both assemblies and hymn practices. Teachers use these opportunities well to play music by a range of composers, which makes a positive contribution to pupils' cultural development.

133. During the inspection, pupils in Year 3 learned how mood and emotion are integral parts of musical composition. Pupils examined the abstract images of Kandinsky and compared them with 'The Starry Night' by Van Gogh. They used this information well to match melodic phrases and visual images to achieve the intended effect. They demonstrated a good understanding of terms, such as pitch, duration, dynamics, tempo and timbre. Pupils in Year 4 showed a good awareness of the relationship between sounds and recorded sounds within a graphic score when they compared the changes of tempo in Debussy's 'Water Reflections' with Saint-Saens' 'Aquarium'. They went on to decide how two lines of notes in the song 'The Wise Old Moon' reflected each other, and then added a vocal accompaniment. Most pupils were able to sing in tune, maintain a simple part within an ensemble, work with several layers of sound, and have an awareness of the combined effect. Pupils in Year 5 were rehearsing the musical 'Bugsy Malone', and were paying attention to the dynamics and phrasing of the melody. Year 6 pupils were challenged to compose a short piece of music to introduce a new television series called 'Who Knows?' using their voices and a maximum of three musical instruments. They created an atmosphere of mystery and suspense, and discussed how to maintain the tension within the composition and when to relax and fade it away.

134. The quality of teaching is good overall. In the lessons observed during the inspection, teaching was very good in three lessons, and good in two. However, when a broader range of evidence is considered, including the scrutiny of previous work, the quality of teaching and learning is good overall. Teachers' good subject knowledge, teaching of basic skills, very effective planning and high expectations lead to good quality learning by pupils, including those with SEN. Pupils' very good attitudes towards music, their good behaviour and very good relationships are instrumental in enabling them to make good progress. The management of pupils is very good. Pupils' interest and enthusiasm are engaged, and they apply creative effort to their work. Time and resources are used well to promote learning, and pupils have a good knowledge of their own progress.

135. The quality of learning opportunities, and the breadth, balance and relevance of the curriculum, are good. There is equality of access and opportunity for all pupils, and the provision for pupils with SEN is also good. The subject makes a very good contribution to pupils' spiritual, social and cultural development. The curriculum is enriched through annual workshops, led by members of the County Music Service, musical productions, and Christmas and Easter Services. In addition, there are opportunities for parents to pay for their child to learn the violin, keyboard, clarinet and guitar. The school has identified gifted and talented pupils, and makes good use of county provision to challenge them. For



example, pupils attend courses and musical activities organised by the County Music Service, and are given opportunities to perform as soloists, or in small groups, in school productions. Two pupils have been recently accepted into the West Sussex Choir. However, they are not always sufficiently challenged in some music lessons.

136. The procedures for assessing pupils' attainment and progress are satisfactory, and pupils' skills at composing, performing and appraising are assessed termly. The use of assessment to guide curricular planning and the monitoring of pupils' subject performance are satisfactory. The school is now keeping records of musical composition on a floppy disk as well as graphic scores. The use of information and communication technology (ICT) is satisfactory overall, and there are good examples of composing musical scores in Years 3 and 5.

137. Leadership and management are good. This ensures clear educational direction and reflects the school's aims and values well. The subject leader is enthusiastic and knowledgeable. She works very hard to maintain the high quality of school productions, giving willingly of her time and expertise. She monitors teachers' planning and pupils' work and provides very good support for colleagues. Resources are adequate, and are easily accessible. Priorities for development include broadening the use of ICT in Years 4 and 6, organising an after-school choir, and refining assessment procedures.

## **PHYSICAL EDUCATION**

138. Standards are in line with national expectations. Pupils make good progress in games, athletics and swimming, and satisfactory progress in dance. Pupils with special educational needs (SEN) make good progress and achieve standards commensurate with their capabilities. Standards remain broadly the same as reported at the last inspection

139. In dance lessons, Year 6 pupils respond sensitively to music, creating sequences of movements to develop a dance narrative. The response of most girls is more co-ordinated than that of most boys. In physical education lessons, all pupils perform exercises well. By Year 4, pupils are developing an awareness and understanding of their bodies and the value of stretching and loosening exercises. Pupils learn to swim in Years 4 and 5, and by the end of Year 5 just over three-quarters of pupils can swim at least 25 metres. In a Year 6 games lesson, girls played cricket whilst boys played hot rice (a form of rounders). Pupils achieved satisfactory standards of co-ordination whilst batting, and demonstrated a growing awareness of tactics. Standards of throwing were good, whilst catching and a strategic awareness of play were satisfactory. Some higher attaining pupils were able to place the ball strategically in gaps between the fielders. In athletics, most pupils run, jump and throw satisfactorily. Pupils can sprint in a straight line, and throw accurately from a sitting and standing position. Most Year 5 pupils have mastered the triple jump technique.

140. The quality of teaching and learning is good. Lessons are appropriately planned and very well organised. Pupils warm up and warm down thoroughly, and due attention is paid to health and safety concerns. Teachers have good subject knowledge and demonstrate techniques skilfully to pupils. As a consequence the teaching of basic skills is effective. An example is the teaching of throwing techniques. Pupils practise correct throwing positions, release timing, and achieving a satisfactory arc through the air. Pupils appraise each other's progress; measure distances achieved, and discuss the strengths and weaknesses of each throw. The measurements are kept for graph work in a future mathematics lesson. Learning is enhanced by additional teaching support. It is provided in one lesson by a parent and in others by learning support assistants (LSAs). This ensures sufficient

support for pupils with SEN, and in some lessons enables pupils to work in smaller groups. Teachers have high expectations of pupils; they join in games activities and encourage pupils during athletics. As a consequence, all pupils willingly participate, work hard and concentrate well. Pupils' enthusiasm contributes to the good quality learning in lessons. They develop a good team spirit in games, are competitive in track events, and collaborate well in group activities. With the exception of a very few Year 6 boys, behaviour is always good.

141. The curriculum provision is broad and balanced and meets requirements. There is a good new curriculum that ensures the progressive development of skills in dance, games, gymnastics, swimming, athletics and outdoor and adventurous activities. The programme also includes fitness and health education. All pupils have equal access to the curriculum, and links have been established with history, geography and mathematics. For example, pupils develop map-reading skills during orienteering and dance techniques whilst studying the Tudor culture and pastimes. Year 5 pupils have the opportunity to develop their computer skills as a part of the residential visit to experience adventurous activities. The curriculum is enriched with a good range of extra curricular activities and the participation rate is high. There are opportunities to play football, netball, tennis, tag rugby and basketball. In the summer, there is athletics training. Parents and coaches from the local community help with athletics, football, tennis and basketball coaching. These are good opportunities for the development of pupils' spiritual moral, social and cultural development.

142. Leadership and management are good. There has been good improvement since the last inspection, particularly in the quality of teaching. There is a good new scheme of work that incorporates an effective assessment procedure, which helps teachers plan lessons and accurately report pupils' progress. Equipment is no longer stored in the hall, and this provides a much safer environment for physical activities. Resources and accommodation are good, and they are well used to support the curriculum.