

INSPECTION REPORT

JOLESFIELD CHURCH of ENGLAND PRIMARY SCHOOL

Partridge Green, Horsham

LEA area: West Sussex

Unique reference number: 125985

Headteacher: Ms Christine Frith

Reporting inspector: Hazel Callaghan
22254

Dates of inspection: 20th –24th May 2002

Inspection number: 196890

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

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INFORMATION ABOUT THE SCHOOL

Type of school:	Infant and junior
School category:	Voluntary Controlled
Age range of pupils:	5 – 11
Gender of pupils:	Mixed
School address:	Littleworth Lane Partridge Green Horsham West Sussex
Postcode:	RH13 8JJ
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Appropriate authority:	Governing Body
Name of chair of governors:	Rev. William Harris
Date of previous inspection:	30 th June 1997

INFORMATION ABOUT THE INSPECTION TEAM

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9075	Juliet Baxter	Lay inspector		Pupils' attitudes, values and personal development. How well does the school care for its pupils? How well does the school work in partnership with parents?
22778	Anne Shannon	Team inspector	English Art and design Religious education	
14509	Philip Mann	Team inspector	Science Information and communication technology Music Physical education	How good are the curricular and other opportunities offered to pupils?
21171	Sally Handford	Team inspector	History Geography Foundation Stage Special educational needs English as an additional language	

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Jolesfield Primary is a Church of England Voluntary Controlled school. It is an average sized primary school with 262 pupils on roll. Pupils are admitted from a wide area around the school and the families are from a variety of socio-economic backgrounds. There is a greater than average proportion of families with higher educational qualifications in the local area than is found nationally. Most pupils are of white UK heritage with only a small number coming from other countries or other ethnic groups (5 per cent). None of these pupils are in the early stages of learning English as an additional language. Seven pupils are from Traveller families. A slightly less than average proportion of pupils join the school or leave it at times other than in reception or in Year 6 (9.6 per cent). A well below average proportion of pupils is eligible for free school meals (3.5 per cent) Thirty pupils have been identified as having special educational needs (11.5 percent), which is a much smaller proportion than is usually found. There are 33 children taught in two reception classes, all of whom are now attending school full time. Most children are of average attainment when they start school, but many are above average in their development of the early stages of reading. Over the last two years, there have been a significant number of changes in the teaching staff. A new headteacher was appointed in January, and seven other teachers have joined the school, including the deputy headteacher.

HOW GOOD THE SCHOOL IS

After standing still for some time, Jolesfield is now on the move. The new headteacher has very successfully created a committed and united team of teachers who are working effectively to improve the education provided and so raise standards. There is a clear educational direction for the school and good teaching that results in pupils now learning effectively. The school uses its finances appropriately and the school provides satisfactory value for money.

What the school does well

- Standards in English, mathematics, history and physical education are above those expected by the time pupils leave school in Year 6.
- The headteacher provides very good leadership for the staff and a clear educational direction for the school.
- The quality of teaching, especially in English and mathematics, is good in many areas of the school, which promotes pupils' effective learning and good achievement.
- The staff promote pupils' social development very well. Relationships and behaviour throughout the school are good and this has created a caring, tolerant and harmonious school community.
- The pastoral care of pupils is very good and they feel respected and valued by adults and other pupils.
- The support provided by the Jolesfield School Association is very good, which significantly enhances pupils' learning opportunities.

What could be improved

- Many pupils make insufficient progress in design and technology, geography and information and communication technology.
- The overall plan for what is to be taught in each class, in each subject, has not been completed and so a systematic progression of pupils' skills cannot be ensured.
- There is a lack of whole-school procedures for assessing and recording pupils' achievements in all subjects. Data from assessments are not used sufficiently to evaluate the curriculum and ensure activities effectively build on pupils' prior learning.
- The management role of the subject co-ordinators is not sufficiently developed to enable them to effectively monitor and further improve the quality of teaching and pupils' learning so that standards continue to rise.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

Overall, there has been insufficient improvement since the school was inspected in June 1997. Standards in English, mathematics and science have fluctuated over the last four years and fell in 2001 in Year 2 and Year 6, but there has been a substantial upturn this year. The concerns of the previous report have not been sufficiently addressed and several remain as weaknesses. Since the appointment of a new headteacher, progress in addressing the weaknesses has improved substantially. The staff are now eager to improve the quality of education provided, and under the leadership of the headteacher and deputy headteacher they are well set to succeed.

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	A	B	C
Mathematics	B	A	C	E
Science	C	A	C	D

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

The table above shows that standards have fluctuated over the past three years. In the most recent tests, standards in English were above average, but standards in mathematics and science were similar to those found nationally. When compared with schools within similar socio-economic areas, standards were average in English, but below average in science and well below average in mathematics. The school did not achieve its targets set for pupils' attainment in English and mathematics. The targets for this year are extremely challenging and bear very little resemblance to pupils' actual attainment as there was insufficient information available at the time on which to set more realistic targets. Standards in English and mathematics in the current Year 6 are better and most pupils are working confidently within the levels expected, with a good proportion attaining the higher standard of Level 5. Pupils make good progress in acquiring an appropriate range of knowledge and skills, particularly in Years 4, 5 and 6. Standards in science remain generally in line with those expected. Standards in Year 2 in 2001 also fell with pupils' attainment in reading and mathematics being below that found nationally. Standards in writing were in line with the national average. The current Year 2 work generally at the expected standard in reading and mathematics and a good proportion are attaining the higher standard of Level 3. Standards in writing and in science are broadly in line with those expected. Pupils' speaking and listening skills and their reading skills develop well through the school so they attain good standards. Pupils use their literacy skills well to support learning across the curriculum. Their numeracy skills are used satisfactorily. Standards and progress in information and communication technology (ICT) are unsatisfactory through the school. Pupils' knowledge and skills are not sufficiently used and further developed in other subjects. In Years 3 to 6, pupils make insufficient progress in geography and design and technology, and standards are below those expected. Standards in history and physical education are good by Year 6. In other subjects, standards are in line with those expected through the school.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Pupils enjoy school and show very good attitudes to their work. They concentrate well and are often eager to show what they know.
Behaviour, in and out of classrooms	Behaviour in lessons and around the school is good. Pupils are polite and respectful to adults and visitors. They show good levels of care for each other. They work effectively on their own and in groups.
Personal development and relationships	Relationships throughout the school are good. Pupils are considerate of each other and show respect for each other's beliefs, feelings and ideas.
Attendance	Satisfactory rates of attendance overall, but an increasing number of parents take their holidays in term time.

TEACHING AND LEARNING

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

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

The good standard of teaching now taking place in the school is resulting in more consistent progress and rising standards. The teaching of children's early literacy and numeracy skills is good in reception. The classroom provision is well planned and prepared, but children's learning when they work independently is not so effectively consolidated. A particular strength of the teaching is the very good relationships between teachers and their pupils throughout the school. Teachers have high expectations for pupils' good work and behaviour. Pupils' literacy and numeracy skills are satisfactorily taught in Years 1, 2 and 3 so pupils make steady progress. The quality of teaching in Years 4, 5 and 6 is good, often very good, resulting in pupils' enthusiasm for learning and eagerness to do well. Fluctuations in standards in many subjects, especially in Years 3 to 6, is the result of inconsistent teaching in the past and the lack of clear planning which ensures the systematic development of pupils' knowledge and skills in subjects such as design and technology and ICT. In the few unsatisfactory lessons the activities were not sufficiently matched to the learning needs of all pupils.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	An appropriate curriculum is provided for children in reception with strengths in the teaching of literacy and numeracy skills. In the rest of the school the curriculum is broad, but lacks balance in design and technology because it does not meet statutory requirements in Years 3 to 6. Insufficient opportunities are provided to extend pupils' interests and skills outside of lessons, but a good range of visits and visitors to the school enriches the curriculum.
Provision for pupils with special educational needs	Good. Pupils are well supported and encouraged. They make similar good progress as their peers.
Provision for pupils' personal, including spiritual, moral, social and cultural, development	The provision for pupils' social development is very good, pupils work together well and there is a happy and harmonious atmosphere in the school. The provision for pupils' moral development is good. Provision for pupils' spiritual and cultural development is satisfactory, but opportunities to prepare pupils for living in a multi-cultural society are often missed.
How well the school cares for its pupils	The pastoral care of the pupils is very good. Staff are effective in promoting good behaviour and developing a tolerant and harmonious community. There are insufficient clear procedures for assessing pupils' work in all subjects and then using the information to adapt the curriculum to match their needs. The school works effectively with parents and keeps them well informed.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The headteacher and deputy headteacher provide good leadership and management for the school. The headteacher has very successfully developed an effective team of staff who work well together. They have created a clear plan for future improvement.
How well the governors fulfil their responsibilities	The governors provide very good support for the school. They are becoming increasingly well informed and effective in carrying out their responsibilities.
The school's evaluation of its performance	The headteacher is developing effective strategies for monitoring and evaluating the effectiveness of the school. Many procedures are still new and require further development. Co-ordinators are not as yet sufficiently involved in monitoring the quality of teaching and learning in their subjects.
The strategic use of resources	Financial planning is satisfactory and the governors are developing appropriate strategies for implementing the principles of best value. Specific grants are used effectively to promote pupils' good learning. Learning support staff provide support and encouragement for all pupils, especially those having special educational needs. School accommodation provides a secure environment for pupils' effective learning.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> Parents are generally very supportive of the school. Parents are pleased that their children like school. Parents feel standards are high and children make good progress. Parents believe that teaching is good. Most parents feel comfortable about approaching the school with concerns and/or suggestions. Parents are pleased that the school is helping their children become more mature and responsible. 	<ul style="list-style-type: none"> Parents feel that homework is often inappropriate and set inconsistently. Some parents do not feel that they are kept sufficiently well informed. Some parents feel that the school does not work closely with them. Many parents feel there is an insufficient range and number of out-of-school clubs and activities. Some parents have concerns about the mixed-age classes.

The inspection team supports the parents' positive views of the school. The team also agrees that there are very few activities for pupils out of lessons. There are still many inconsistencies in the provision of homework, which are recognised by the school. There have been a lot of changes in staff over the last year and the headteacher has made considerable efforts to keep parents well informed of what is happening. The team feels that parents' concerns over the mixed-age classes are unjustified. The school is developing appropriate strategies to ensure that the curriculum is effectively planned, but they are not all complete. Good teaching, however, ensures that pupils' learning needs are well met.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and pupils' achievements

1. The good standards in the reception classes, found in the previous inspection, have been maintained. Initial baseline assessment indicates that for the majority of children attainment is typical to that found nationally, although a significant number enter with good pre-reading and number skills. Teachers effectively emphasise the development of children's communication, language and literacy skills and mathematics so that by the end of the reception year many children will have exceeded the standards expected (the early learning goals) and be working confidently at Level 1 of the National Curriculum. The majority of the children achieve the early learning goals in personal, social and emotional development, knowledge and understanding of the world and creative development. The majority of children exceed the early learning goals for physical development.
2. Standards in Years 2 and 6 have fluctuated since the previous inspection due to the variations in the proportions of pupils with special educational needs in each year group. Pupils' achievement has also been affected by inconsistent standards of teaching and the lack of initial training in the National Literacy Strategy and National Numeracy Strategy. This has now been remedied and standards, which dipped last year in both Year 2 and Year 6, are beginning to rise once more.
3. In the 2001 National Curriculum tests, pupils attained standards in Year 2 that were below the national average in reading and mathematics, and average in writing. Standards had dropped since the previous year when they were above average in reading and mathematics. There was also a decline in standards since the previous inspection when they were judged as above average. Fewer pupils attained the higher standard of Level 3. When compared with standards attained by schools with a similar proportion of pupils eligible for free school meals, standards were well below average.
4. Pupils in Year 2 now work confidently at the expected standard in reading and mathematics, and a good proportion are attaining the higher standard of Level 3. Standards in writing and in science are broadly in line with those expected for pupils' age. Pupils' speaking and listening skills develop well in Years 1 and 2 and they are above average by the time pupils are seven. This is because the teaching is better than it was.
5. In the 2001 National Curriculum tests, pupils attained standards in Year 6 that were above the national average in English, and average in mathematics and science. These standards were below those attained the previous year when all three subjects were well above average. The standards in mathematics and science were also below those found at the previous inspection, when English, mathematics and science were all judged as above average. Standards in English in 2001 were in line with those attained in similar schools, in science they were below average and in mathematics they were well below average, showing that pupils were not achieving as well as they should in these subjects. When the standards attained by pupils in Year 6 are compared with those attained by the same group of pupils when they were in Year 2, it can be seen that pupils made satisfactory progress in science since that time, good progress in English but unsatisfactory progress in mathematics. An area of weakness in mathematics was identified by the school as the inability of many pupils to use and apply their knowledge to solve problems. This has been a focus of the teaching this year which has had a positive impact on raising standards.
6. Standards in English and mathematics in the current Year 6 are better. Most pupils are working confidently within the levels expected, with a good proportion attaining the higher standard of Level 5. They make good progress in acquiring the appropriate range of knowledge and skills particularly in Years 4, 5 and 6. Pupils' speaking and listening skills and their reading skills continue to be well

developed through Years 3 to 6 and so standards are mostly above average. Standards in science remain generally in line with those expected, with pupils of all abilities making satisfactory progress in their learning.

7. The school did not achieve its targets set for pupils' overall attainment in the National Curriculum tests in 2001 in English and mathematics. The targets for this year are extremely challenging and bear very little resemblance to pupils' actual attainment. They were set by the local education authority as there was insufficient information available on which to set more realistic targets for the school.
8. Pupils identified as having special educational needs receive satisfactory support to achieve standards in line with their ability and aptitude. However, there is a significant number of pupils identified as causing concern, but not on the school action plan for support. Some of these, for example pupils identified as not likely to achieve nationally expected standards in tests for eleven year olds, do not receive a satisfactory level of support to enable them to achieve as well as they might. Pupils from Traveller families are well supported. Their needs are effectively assessed when they enter the school and they often receive additional help to enable them to settle quickly and to work on similar tasks as their peers. Where necessary, specific targets are developed to enable pupils to work on areas that they need to improve so they make satisfactory progress.
9. In the last three years, girls have significantly underachieved in English in Year 2 compared to the boys and similarly in mathematics in both Years 2 and 6. The school has correctly identified the differences in their comparative achievement and has started to focus teachers' attention on developing strategies to address the problem. The inspection revealed no significant difference as teachers are now effectively promoting the involvement of both girls and boys in whole-class sessions so all are required to answer questions and suggest ideas. Both boys and girls now use their literacy skills well to support their learning across the curriculum. Their reading and writing skills are well developed in history especially. Pupils' numeracy skills are satisfactorily used and further developed in other subjects.
10. Standards in ICT are below those expected in both Years 2 and 6, and pupils are not making sufficient progress in their learning. Their knowledge and skills are not sufficiently promoted across the curriculum, and ICT is not used successfully to support pupils' learning and their research in other subjects. This is a decline in the standards judged at the previous inspection. Standards and requirements have risen nationally since then and the school has identified ICT as a principal area for improvement in the school development plan.
11. In the other subjects, pupils in Year 2 attain standards in line with those expected in art and design, history, design and technology, religious education and music. No lessons in physical education were observed so it is not possible to judge standards at the age of seven. Pupils' standards in physical education at eleven are, however, above those expected. Pupils of all abilities make good progress through Years 3 to 6 so they acquire a good standard of skills and knowledge, especially in games and swimming. This is good improvement in games since the previous inspection.
12. By Year 6, pupils of all abilities achieve satisfactorily in art and design, history, religious education and music and attain standards that are in line with those expected. Standards in geography are below those expected in Year 2 and Year 6 because insufficient focus has been given to developing pupils' skills of recording what they know. Pupils have insufficient opportunities to develop their ideas and to use the appropriate terms and knowledge in their work to consolidate their knowledge. In Years 3 to 6, pupils' progress in developing an appropriate range of skills and knowledge in design and technology is also unsatisfactory. There is a lack of clear focus on systematically developing pupils' learning and so by Year 6, pupils' standards are below those expected. Standards in history, however, are above those expected in Year 6 because of the interesting range of activities provided through Years 3 to 6 that effectively stimulate pupils' interest and motivation to learn. Fluctuations in standards attained in these

subjects are the result of inconsistent teaching. Recent changes in teaching staff, and the now good standard of teaching observed, especially in Years 3 to 6, is resulting in more consistent progress.

Pupils' attitudes, values and personal development

13. Pupils' punctuality is very good and they arrive promptly each morning keen to start the school day. They greet their friends in the school grounds and, as soon as they arrive in their classrooms, they get out their books quietly and settle down to work immediately. They are familiar with the school's routines and procedures and within a short time are busily at work in a calm atmosphere that supports their learning. Pupils show positive attitudes towards their school and towards visitors. They are very friendly and courteous, for example opening doors and standing back to allow adults to pass. There is a family atmosphere in the school and its inclusive and welcoming philosophy results in positive attitudes on the part of pupils towards all aspects of their school life. Pupils talk about their class work enthusiastically and are very clear about their favourite subjects. There has been a period of considerable staff change at Jolesfield, during which time some pupils had a short time of disaffection and some confusion. However, with the new enthusiastic staff team fully in post, pupils are positive, energetic and very keen to learn and progress.
14. On the whole, pupils' behaviour in classrooms, in the school grounds and around the school generally, is good. Pupils know what teachers and other staff expect of them and they understand the school and class rules, which they respond well to most of the time. Behaviour is usually very good as, for example, during the end-of-week assembly. The content was exciting, but pupils remained calm and sensible when they were invited to participate. Pupils with special educational needs relate well to those who support them, and mainly try hard to achieve. They work well in groups with adults and their peers. Pupils mainly respond well to strategies for modifying their behaviour when necessary. They are kind and helpful to those pupils who need special help. Pupils were observed closely at play during the inspection and no bullying or inappropriate behaviour took place. Pupils socialise and play well together across the age groups and this is one of the benefits of the mixed-age class groups. There were no exclusions reported in the year prior to the inspection; this situation remains unchanged and thus the rate remains static.
15. Relationships throughout the school are good. Pupils enjoy their friendships as, for example, a group of them were excitedly discussing the birthday presents one of them had received that morning. They relate well to all staff and respect the adults who teach and look after them. When required to work in pairs or groups pupils collaborate well together and enjoy co-operating with each other. This was particularly noticeable in some science and physical education lessons. They enjoy bouncing ideas off each other in class group work and lively conversations often ensue.
16. Pupils' personal development is good. Those that have allocated tasks and responsibilities around the school perform these well and enjoy helping the school community in its daily life. This results in a well-ordered and pleasant school where pupils want to play their part and do well. These responsibilities consist of specific tasks for the house captains, setting up the hall for assemblies, locking the school gates, and helping on Sports Days. There is also a current initiative on the part of Year 6 pupils to ensure a litter-free school environment. There is currently no school council but the development of a school council is in the early stages of planning and development. Pupils at Jolesfield are eager to help out and take responsibility. They are mature and could well cope with a wider range of helpful tasks around the school to enhance their personal development.
17. The rate of attendance for the reporting year before the inspection was just above the average rate for all primary schools nationally. As such it is satisfactory. It represents a decline over the previous two years, but equally there has been a decline in the national picture for the same reporting year. Observation of the school registers, which are meticulously kept, makes it clear that the reasons for absence are the usual childhood ailments and some poor attendance on the part of Traveller families. A

significant and worrying factor in the attendance rate is the high and increasing number of pupils who take discretionary holiday leave in term-time. If this continues at this rate then it is unlikely that the school will ever achieve a level of attendance that is more than satisfactory or above the national rate for primary schools.

18. The positive attitudes, good behaviour, personal development and relationships of all pupils have been well sustained through staff changes since the previous inspection. Consequently, they continue to have a positive impact on their attainment and progress.

HOW WELL ARE PUPILS TAUGHT?

19. Overall, teaching in the Foundation Stage is good. Learning objectives are clear and children know what is expected of them and are clear about what they have learned. This is the case in whole-class lessons and where the teachers work with small groups. The classroom provision is always good, well prepared and thought through, but the learning that takes place as children independently visit their 'challenge areas' is not so effectively consolidated. This is because teachers do not provide for daily occasions where all children can gather to share their learning and use these both to assess the depth of children's learning and adapt the planning for future learning accordingly. Too often the same children were seen returning to play in the role-play area or with the construction material, so that it is not clear how well their learning is being extended and developed. As standards for language and literacy are high they can now cope with a more extended literacy and numeracy session that would better prepare them for the next stage of their education. The teaching assistants are well briefed and provide good support to children, but are not used well enough to observe and note children's progress to provide information for assessment, and to identify any concerns. Two children identified as giving concern would benefit from being observed by the special educational needs co-ordinator in order to assess how their needs will be met when they transfer to Year 1.
20. The quality of teaching in Years 1 and 2 is generally satisfactory, enabling pupils to make appropriate progress in their learning over time. In Years 3 to 6, teaching is good overall and in many lessons observed it is either very good or excellent. This has a very positive impact on pupils' levels of interest and motivation to learn and consequently they usually make good progress in their learning. Pupils in Years 4, 5 and 6 often make very good progress and achieve well.
21. Parents have shown their anxieties about pupils' learning in the mixed-age classes but, during the inspection, teachers were seen to focus well on ensuring that the older pupils in the class were extended in their learning so as to be able to successfully tackle more challenging tasks. Activities in the Year 3 to 6 classes are usually well matched to the range of abilities and ages in the class. Teachers in Years 1 and 2 classes are not as consistent in ensuring that the younger pupils in the class are also given work that is well matched to their learning needs and that enables them to effectively develop their understanding.
22. A particular strength of the teaching is the very good relationship between teachers and their pupils throughout the school. In Years 4, 5 and 6 teaching is often very good, resulting in pupils' enthusiasm for learning and eagerness to do well. Teachers have high expectations for pupils' good work and behaviour. The pupils are well aware of what is expected of them and they work with good levels of concentration and perseverance. They are given good levels of support and so they grow in confidence and are willing to take chances, accept challenges and make good effort. Pupils respond well to interesting lessons and the pace of their learning increases and their enthusiasm grows. This was well illustrated in an excellent lesson in games. The activities were very well structured so that each task built upon the last, resulting in pupils' very good progress in the development of skills. In a very good mathematics lesson in a Year 4/5 class, the teacher's own enthusiasm for the subject was effectively transmitted to the pupils so they were fired with energy, wanting more difficult examples to tackle.

23. In the small number of lessons where teaching was unsatisfactory, it was due to a lack of clear understanding of how to build effectively on pupils' prior learning. Sometimes activities were too difficult or not planned sufficiently so pupils were not sure what to do. In other cases the teacher had not recognised that a more systematic progression of knowledge and skills was required to enable them to make good progress.
24. The National Literacy and Numeracy Strategies are now both well established and are having a good impact on pupils' learning. Pupils of all ethnic groups are provided with appropriate activities that effectively promote their good achievement. The quality of teaching in both literacy and numeracy is satisfactory in Years 1, 2 and 3, and good in Years 4, 5 and 6. Literacy skills are taught well, and pupils have the opportunity of writing at length in other subjects, such as science and history. The National Numeracy Strategy has also been implemented effectively, and there is evidence of improving standards in mathematics. The initial sessions of mental mathematics questions are, however, lacking in a broad range of opportunities that would challenge pupils of all ages and abilities in the class.
25. The consistent good quality teaching in Years 4, 5 and 6 is now having a very positive impact on pupils' achievement. Fluctuations in standards in many subjects, especially in Years 3 to 6, are the result of inconsistent teaching in the past. Recent changes in teaching staff have resulted in the now good standard of teaching observed and more consistent progress. The lack of systematic planning to ensure pupils' good progress in knowledge and skills in design and technology, ICT and geography also impedes pupils' achievement.
26. Pupils identified as having special educational needs make good progress towards the targets in their individual education plans. Teachers work closely with the special educational needs co-ordinator and teaching assistants to promote these pupils' learning. Where the special educational needs support is well planned and occurs within the classroom setting, it is effective in helping pupils to learn well.
27. Teachers mainly provide challenging work, which extends those pupils who are of higher ability, but there are no clear procedures for identifying or meeting the needs of pupils thought to be gifted or talented. Additional English and mathematics sessions are held once a week for the higher attaining pupils in Years 5 and 6. These 'Master Class' sessions provide good levels of challenge and suitably extend the work that is being met in class, as well as introducing new activities that effectively extend the pupils' thinking and understanding. These lessons are still a fairly new initiative and need to be evaluated to ensure that pupils are identified appropriately and that work is planned to build on pupils' prior learning.
28. There are a small number of pupils who need help to modify their behaviour so that they can benefit from lessons. The majority of teachers and teaching assistants are consistent in applying strategies to help these pupils settle to their learning. Teachers are particularly sensitive to the needs of those children with statements of special educational needs and ensure that they are able to fully participate in all lessons. Pupils from Traveller families are well supported. Their needs are effectively assessed when they enter the school and they often receive additional help to enable them to settle quickly and to work on similar tasks as their peers. Where necessary, specific targets are developed to enable pupils to work on areas that they need to improve.
29. Teachers usually monitor pupils' work in lessons effectively so they know who needs additional support. Some use the information gained to effectively adapt the next lesson to better match pupils' learning needs. Teachers' marking usually celebrates pupils' good effort and successes but, even though there is an agreed marking policy, there is still inconsistent use of targets to give pupils a good understanding of what they need to do to improve. Where marking is very effective, there is a good dialogue between the teacher and pupils. Homework is a fairly new initiative and has not fully settled

into school routines. Some parents are concerned about the inconsistency of homework set through the school. This is an area of weakness recognised by the school and is planned for urgent review in the school development plan.

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

30. Since the previous inspection the school has maintained the satisfactory breadth of curriculum. It contains the full range of subjects including the locally agreed syllabus for religious education. However, curriculum balance is now unsatisfactory. Not all subjects have policies and there is a lack of rigour in planning for progression in ICT, art and design, design and technology and music. The previous inspection found that the planning for continuity of pupils' learning across the curriculum was not fully effective. The school is aware of this shortcoming and has identified it as a priority in the current school development plan. There are no agreed policies yet for sex education or drugs awareness and both these areas are under review. The provision for personal, social and health education is yet to be fully developed. All classes timetable for 'circle time' when there are opportunities for discussion and reflection. However, there is no policy or scheme of work for this arrangement.
31. The curriculum for children in the reception classes is based on the national recommendations for children in the Foundation Stage and teachers plan to ensure that children experience all aspects of the six areas of learning progressing towards the early learning goals. The two classes provide a bright environment in which children can move around freely and make independent choices from the many activities provided. The outdoor area is well equipped and teachers carefully plan the provision so that children develop their imagination as well as their physical skills.
32. Teachers are implementing the National Literacy and Numeracy Strategies successfully. Lessons are appropriately organised and pupils are familiar with the classroom routines that accompany these activities. The school has been prudent in rearranging the timetable and moving the mid-morning break forwards. This enables the morning to be split into more appropriately timed lessons to accommodate the hourly sessions. Literacy skills are effectively taught within other subjects, especially within science and history where the content and standard of presentation are good. Opportunities to develop numeracy skills in other subjects are satisfactory overall and good in science where pupils take measurements and enter data into tables and graphs. The school has made positive strides in the resourcing of ICT, especially in the development of the computer suite. However, it recognises the need to make more comprehensive use of the skills and support that the new technology can give to other subjects.
33. The mixed-aged classes in school enable efficient and economical school management. Teachers of these classes work hard at ensuring the curriculum offered is balanced. The development of planning within a two-year cycle will ensure that there is no repetition and work provided for these pupils is matched well to their abilities.
34. The school provides a curriculum that is appropriately inclusive and ensures that all pupils have equal opportunity for learning. However, there are instances where pupils are withdrawn from mathematics lessons to attend additional literacy support. The children in reception do not make use of access to the computer suite on a regular basis. This impacts adversely on their knowledge, skills and understanding in ICT.
35. The needs of higher attaining pupils are satisfactorily met, and teachers mainly ensure pupils are appropriately challenged in English, mathematics and science, and in other curriculum subjects. A significant number of pupils are identified as gifted and talented (20 per cent), but this is not based on

any clear criteria or assessment. Most of these pupils are within the usual range of abilities found in schools nationally. Some of the higher attaining pupils have access to enrichment programmes, but the school does not have a structured approach or policy for supporting their achievement and development. There is a new provision for additional literacy and mathematics lessons for higher attaining pupils in Years 5 and 6 known as the 'Master Classes'. By attending these sessions, pupils do miss time in other lessons, but provision is rotated in order to limit this. There are occasions when pupils with special educational needs are also withdrawn for targeted support. This is effective when linked to the focus of the class lesson, but there were several occasions when pupils were withdrawn for literacy support and missed essential parts of other lessons, for example in mathematics.

36. The provision for pupils with special educational needs is mainly good. The school follows the Code of Conduct on the identification and assessment of pupils. There are individual education plans for all pupils who are on the school action plan for special needs. These set clear and achievable targets for pupils to which learning strategies are linked. Without a good and consistent monitoring and tracking system it is less certain that those pupils identified within the 'pool of concern' are having their needs as successfully met. Pupils with statements of special educational needs are provided with good support in line with the requirements in their statements. There are satisfactory procedures for the induction of Traveller children new to the school and they are provided with good support where needed.
37. The provision for extra-curricular activities is unsatisfactory. There are very limited opportunities for pupils to widen their experience through lunchtime or after-school clubs. There are a number of clubs, which are run by outside agencies, such as athletics, swimming, judo and karate, for which pupils have to pay. The only extra-curricular music available at present is a recorder club, which is available for Year 3 pupils. The school needs to improve provision and extend opportunities, especially in the artistic and musical areas. Activities in the form of visits out of school and visitors into school promote pupils' learning and extend their experiences well. The school is a central part of its village community. It has good links with the church and the vicar visits regularly. There is general agreement that these church links need to be strengthened, for example by pupils having the opportunity for their own services in the church at celebratory times of the year.
38. The many links with members of the community further enhance pupils' learning and give good opportunities to socialise with people outside the school. Grandparents and other volunteers, for example, visit the school to help out in classrooms and to hear pupils read. Pupils take part in the village fayre, performing country dancing, and many village competitions. There is a growing link with the pre-school playgroups to support reception children as they join the school. The school enjoys a good relationship with its 'Family of Schools Association' and also with the secondary school to which the majority of its pupils transfer at the end of Year 6, which eases their transition.
39. Since the previous inspection the school has maintained the good provision for moral and social development. However, there has been a decline in the provision for spiritual and cultural development.
40. The pupils' spiritual development is satisfactorily promoted through opportunities for reflection such as during assemblies. Whilst listening to quiet music pupils were asked to, "think about things we should have done". In a personal, social and health education lesson on 'Feeling Lonely' in the Foundation Stage, several pupils gave good ideas for improving friendship. There are, however, many missed opportunities for reflection through the introduction of a focus in assembly, such as a candle or artefact. This would help to raise the status of assemblies and help to promote a feeling of shared thought. Teachers could improve the development of spirituality by planning specifically for such aspects within their subjects.

41. There is good provision for pupils' moral development. The pupils have a clear sense of moral awareness. The school runs as an orderly establishment where good behaviour is praised and supported. There are weekly 'Fab Awards' where pupils' hard work, good behaviour or kindness are rewarded. Those pupils who find it difficult to behave well are encouraged to think about their behaviour and are helped to improve. The pupils know that they are able to express their own ideas and thoughts and will be respected for their views. The secure relationships within the school provide a firm basis for the development of a clear moral understanding. There is a clear code of conduct, built around class rules. Pupils know what is acceptable and what is not. The pupils are taught right from wrong, with even the very youngest children having a clear understanding of what is expected of them.
42. The pupils' social development is promoted very well. Adults encourage pupils to care for and help each other in lessons and at play. The Year 6 pupils 'buddy' younger children at lunchtime and, during wet playtimes, read and play with them. The pupils are encouraged to share resources well during lessons and they know how to take turns. In physical education lessons, teamwork is promoted well by the teachers and opportunities to promote responsibility, such as the setting out of equipment, are included in lessons. The inclusion of pupils with special educational needs is very effective and helps to support the pupils' social development and helps to promote positive attitudes to those who have particular needs. Pupils willingly accept responsibility, for example, in the taking of registers to the office or setting out chairs and equipment for assemblies. The pupils are polite and confident in their manner. Pupils regularly collect charitable funds for those not as fortunate as themselves; these include Comic Relief, UNICEF and St Catherine's Hospice.
43. Provision for pupils' cultural education is satisfactory. Teachers organise many visits in the neighbourhood to help pupils find out about the area. Pupils are involved in the Horsham and District Schools Country Dance event and also perform country dancing at the village fete. They are involved in the distribution of harvest thanksgiving gifts to the elderly in the community. Within school, opportunities to appraise music and works of art to widen their cultural knowledge are more limited. There are few opportunities for pupils to learn about other cultures. Year 1 and Year 2 learn about Mary Seacole in history and Year 4 and Year 5 study life in an Indian village, Chembakoli, in geography and life in Ancient Egypt in history. The previous report stated the provision of knowledge of multi-cultural traditions was less evident and this is still the case. Pupils have insufficient opportunity to develop their awareness of other cultures and prepare for life in a multi-cultural society.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

44. Pupils at Jolesfield School are very well cared for and this aspect of the school's work has been well maintained since the previous inspection. There is a warm and caring ethos in which pupils develop and flourish. Pupils know instinctively that all adults in the school care about their welfare and they respond accordingly.
45. Appropriate procedures for child protection are in place. All staff have been trained in this area of work. Governors are extremely vigilant in all aspects of health and safety and visit the school regularly to assess risks and ensure pupils work in a safe and secure environment. Fire drills take place at regular intervals. Three members of staff have up-to-date certificated first aid training and the remaining staff will shortly have the opportunity of attending a course in basic first aid.
46. Attendance and absence are recorded accurately in the school's registers and monitored daily by the school's administration officer. The relevant data is recorded on a computer system that provides information at any time. Whilst the outcome attendance rate is only satisfactory, the monitoring is of high quality. If pupils have not arrived at the school by 9.00am, and no notification been received from home, then the administration officer rings pupils' parents and carers immediately to ascertain the reason for absence. The school has an unusually rigorous and honest recording of unauthorised absence for even one minute's lateness after registers have closed at 9.00 am. The school promotes

attendance very well. The importance of consistent attendance is mentioned in newsletters. The education welfare officer visits the school regularly and she frequently presents certificates to pupils at relevant assemblies for high rates of individual attendance.

47. The procedures for promoting pupils' behaviour are good. Staff have high expectations for pupils' effective attention and good behaviour in lessons. These high standards are also evident around the school. Lunchtime supervisors have been involved in the development of strategies to promote pupils' appropriate behaviour at break times.
48. One particularly effective contribution to the pastoral care of all pupils is the group of committed and long-serving lunchtime supervisory staff. Their care and affection for each child in the school is without doubt and they know all the pupils well thus enabling them to successfully meet individual needs and offer individual support. This group of staff particularly appreciate their future inclusion in relevant in-service training days. The school values their input and contribution as part of the whole-school staff team. All staff work hard to maintain a harmonious atmosphere in the school, and pupils of all ethnic groups respond, showing tolerance and respect for each other's ideas and cultural traditions.
49. Pupils with special educational needs are well supported and they all make satisfactory progress. There are good and well-established relationships with outside agencies, such as the Learning Support Service, Speech and Language Service and the Educational Psychologists. Similarly the pupils from Traveller families are well supported on their entry to school. Several are frequent 'returners' and are known to the school. All have their learning needs assessed satisfactorily and they are given additional support where necessary.
50. Procedures for assessing, recording and analysing pupils' achievement are unsatisfactory, although teachers now use assessment of pupils' previous learning satisfactorily to plan for the next stage of their learning. The school is in the very early stages of developing a system for analysing performance data so as to systematically track pupils' individual achievements and to inform future planning. There is no assessment policy to guide teachers. In the core subjects of English, mathematics and science there is regular testing through end-of-year optional tests for pupils in Years 3, 4, and 5. Throughout the school there are tests to ascertain reading ages and these are used well to ensure pupils are reading at the right level. There are no systematic assessment procedures in other subjects. This lack of data on which to base analysis raises doubts about the effectiveness of the school's inclusion policies. For example, it is not clear how pupils are defined as being on the school's action plan for special educational needs, or why there are an equal number of pupils not receiving support who are identified within the 'pool of concern'. Similarly, without a system for assessing pupils' performance across curriculum subjects, there are no clear criteria by which teachers can accurately assess the needs of pupils of higher ability and those who are gifted or talented. An analysis of the attainment of boys and girls in tests has identified the underperformance of girls and this is already being addressed.
51. There is some evidence of inaccuracy in the administering of baseline tests taken by reception children on entry to the school, and this, combined with a lack of procedures for monitoring children's progress through the Foundation Stage, means that the value added effect of the curriculum on children's learning cannot be effectively measured. It does not interfere with the teachers' planning to meet the children's needs in reception, but cannot be used to support teachers' planning in Year 1.
52. There is, however, sound evidence that teachers use assessment of pupils' performance in class to plan work and to provide for the different ability groups within the class. Teachers throughout the school consult with pupils to set individual targets for the improvement of their work. There is now a detailed marking policy, but this is not yet being used consistently, to give pupils information on how they can improve their work.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

53. The picture presented to inspectors concerning the relationship between the school and parents is mixed and, in some instances, a concerning picture. Most concerns expressed are, however, unjustified.
54. The inspection team feels strongly that the vast majority of parents in the school support the school's work, but at the same time have a number of concerns about aspects of its work. These concerns were expressed on the returned questionnaires, some with written comments and individual letters, and in the minutes of parents' comments at the pre-inspection meeting. The team also talked to a number of parents when in the school. The main concerns of parents are the inappropriate and inconsistent levels of homework, that not all feel they are kept well informed, that the school does not work closely with them and that there is an insufficient range of extra-curricular activities. There is also considerable concern about mixed-age classes and whether pupils are being suitably supported and/or challenged so they make effective progress in their learning.
55. With regard to homework, the school improvement plan shows this is an area that the school acknowledges is in need of revision. The headteacher aims to consult with parents about their views on the quantity and regularity of homework and new arrangements should be in place for the start of the next term.
56. The inspection team does not agree that parents are not kept well informed. There is a regular monthly newsletter from the headteacher that is of a far higher quality than found in most schools. It is detailed, clear, consultative, and at the end always includes a section for the Jolesfield School Association, the village if required and the local playgroup. There are three open evenings to discuss progress throughout the year and there are plans for a whole open day in the summer term when parents can come into the school for as long as they like and see pupils at work. This term the school is introducing a new format for pupils' annual reports that will produce more information for parents and aims to be clearer about pupils' progress, strengths and weaknesses. The past format for pupils' annual reports is satisfactory and this new innovation is to be welcomed. The school also has plans to improve its curriculum information for parents at the start of each term. Liaison with parents of children with special educational needs is good. Parents are made aware of the targets set in the individual education plans and invited to help their children to meet them. Parents are involved in the regular review procedure. There are appropriate procedures in place to involve parents of pupils with statements of educational needs. Staff similarly have regular discussions with Traveller parents about their children's special needs and ways to promote their learning; the school is considering ways of supporting the parents as well as the pupils, but these strategies are still in the planning stages as yet.
57. The inspectors consider that the school aims strongly to work closely with parents and appreciates that there is always room for improvement. Teaching staff are always available at the end of the school day to meet parents and discuss any concerns. Parents were observed coming in and out of the school freely during the inspection and the headteacher is also always available to meet parents and discuss their worries or concerns.
58. The inspection team agrees with parents about the insufficient range of extra-curricular activities provided by the school. The headteacher is also in agreement with this view and school documentation illustrates that there are plans to improve this situation as soon as is practicable.
59. One particularly noticeable feature of the parents' general support for the school is the extremely strong, hard-working and committed Jolesfield School Association. It arranges a range of social and fund-raising events throughout the school year. Parents support these events very well and the amount of money that the association raises for the school is quite staggering in comparison with some schools. The list of equipment and resources that the Jolesfield School Association has provided for the benefit

of pupils is long indeed and the association is to be commended for its undoubted loyalty and commitment to improving the school.

60. As already stated, Jolesfield Primary is an improving school. The concerns aired by some parents at the time of this inspection are very much in the minds of the headteacher, senior management team and governors. The school has considered seriously the concerns outlined by parents. Its documentation shows that a number of them have been highlighted for some time for review and improvement. The school's custom of consulting parents about changes and revision of practices should go a long way to strengthening and enhancing the solid foundation that already exists. With changes in mind, and the goodwill of both the school and parents, the partnership between them is set to continue and flourish.

HOW WELL IS THE SCHOOL LED AND MANAGED?

61. The headteacher provides very good leadership for the school. She recognised the urgent need to create a united staff. She has been very successful as the commitment and enthusiasm of the staff are now strengths of the school. There has been a very large turnover in teachers over the last two years, but such is the strong sense of teamwork visible in the school that it is difficult to tell those who have worked there for many years from those who have recently joined. The headteacher has a clear vision for school improvement to be created through all staff working together for the benefit of the pupils. The wide range of expertise and experience now in the school has been effectively encouraged and supported through the implementation of clear management strategies so there is an eagerness from all staff to further develop with the school and to raise standards.
62. The creation of a senior management team has given the school an effective management structure through which the crucial aspects of school improvement are now being effectively promoted. An appropriate focus on promoting an inclusive and harmonious school is already effectively established but there are still many things that remain to be tackled. The very appropriate priorities set out in the school development plan show an effective prioritisation and clear resolve to address them through a manageable structured process.
63. Although the staff are now working satisfactorily towards school improvement, there has been insufficient improvement since the previous inspection. Standards have fluctuated over the last four years. There is a lack of clear planning for the progression of pupils' skills and knowledge in some subjects and a lack of effective strategies for assessing pupils' attainment and ensuring that they are making effective progress. These were areas of concern identified in the previous inspection and they have not been sufficiently addressed. Some progress has been made in the implementation of schemes of work and policy statements for all subjects, teachers have developed an agreed marking policy, and standards in ICT and geography and physical education have risen, but, overall, insufficient improvement has been made over the last four years, until this year. Steady progress is now being made, but the main areas of concern, linked to curricular planning, the use of assessment to support teachers' future planning and the role of the co-ordinator in monitoring the work of the school, have yet to be completed. However, the school is now in good hands and has much potential to make the necessary improvements.
64. The school is beginning to develop strategies for monitoring and evaluating its effectiveness. The deputy headteacher has started to successfully analyse the data from National Curriculum tests and to identify areas of weakness in pupils' learning, especially in mathematics. She has begun to create an appropriate system by which results from the various tests employed can be used to track pupils' achievement and to set targets for their future attainment. This well-focused system is still in the early stages of development. The headteacher also uses the information available to look for differences in the standards achieved by different groups. She has correctly identified the differences in the comparative achievement of boys and girls and has started to focus teachers' attention on developing

strategies to address the problem. The school uses a variety of tests to monitor pupils' attainment, but there is lack of clear understanding of how some of the assessments should be implemented to provide effective data from which pupils' progress can be monitored. Improvements in the assessment procedures have been identified as an area for school improvement.

65. The headteacher and some of the senior staff have been involved in monitoring the quality of teaching through the school, but at present there are no clear procedures for this to be fully developed. Suitable strategies are being planned, and the role of co-ordinators in monitoring standards in their subjects is to be clarified at one of the next two staff in-service training days.
66. The school benefits from a very supportive governing body. They are developing their role effectively and have striven to further inform themselves of the strengths and weaknesses of the school. They carry out their statutory requirements appropriately through a suitable range of committees and are beginning to develop effective strategies for monitoring the work of the school through their links with classes and subjects. Together, the governors and staff are developing a clear strategic plan for future improvement. The school development plan was produced by the headteacher, staff and governors at a whole-school training day at which all had the opportunity to share their ideas. The resulting school development plan has created a united vision for school improvement and is, therefore, an effective management tool. It is comprehensive in its coverage and has clear targets for measuring success. Progress towards the targets identified is monitored well by the headteacher and evaluated satisfactorily at governors' meetings. Many of the school co-ordinators are new to their role, but with guidance from the headteacher, they have all drawn up initial action plans for their own subjects. They effectively set out the areas for review and development, which suitably guide the co-ordinators' early management strategies.
67. The management of some subjects in the past has not been effective. The co-ordinators provide advice and support for colleagues, and in monitoring resources, but most are not yet involved in monitoring the quality of teaching and pupils' learning in order to raise standards. Some co-ordinators monitor teachers' planning to ensure coverage of the National Curriculum programmes of study, but as there is no agreed overall progression of skills in many subjects and a lack of consistent assessment procedures, it is difficult for them to have a clear view of the quality of education provided. The leadership in English, mathematics and science is developing effectively and this has had a direct impact on the improvements in the quality of teaching and pupils' learning.
68. The recent changes in the provision and planning of the Foundation Stage curriculum have been effectively guided by the new headteacher. The early years co-ordinator aims to ensure that the gains made in the Foundation Stage are maintained as children move through the school.
69. The special educational needs co-ordinator is experienced and knowledgeable, and manages support satisfactorily. However, until the school has a more secure system for assessing and tracking pupils' achievements and performance, the different needs of pupils may not be being fully met. The special educational needs policy is being reviewed in line with the new Code of Practice. This needs to be matched with a policy for gifted and talented pupils so that teachers are fully aware of their particular needs. This will enable them to monitor pupils' performance and plan the curriculum to ensure their effective progress.
70. There are sufficient teachers who are qualified to teach the primary National Curriculum and the locally agreed syllabus for religious education. Learning support assistants are enthusiastic and are effectively deployed to support pupils individually and in groups. Those support staff who work with pupils having special educational needs receive training and have the opportunity to attend relevant local authority courses. The whole staff is united in its determination to provide an environment where

pupils can achieve well. Those responsible for administration, upkeep of the premises and lunchtime supervision contribute significantly to the smooth running of the school.

71. There are satisfactory arrangements for the inducting, monitoring and supporting of newly qualified teachers. The school has bought in to the local education authority induction scheme that enables the school to take advantage of the authority's support and teachers' attendance at courses run by outside agencies. Newly qualified teachers appropriately have a mentor to support and advise them.
72. Arrangements for appraisal and performance management were in abeyance because of the large turnover of staff in the recent past. The performance management cycle is due to start again in September. Since the new headteacher took up her post in January, every teacher has been observed teaching at least once either by the headteacher or the deputy. Staff development is related to individual and subject needs, and to school priorities, although the school does not have a policy for staff development. This is in the school improvement plan for the coming year. The senior management team is developing a staff handbook for teachers and also one for the learning support assistants, which will provide guidance and ensure a smooth induction in the future. Procedures for inducting new lunchtime supervisors are effective. They have suitable job descriptions and a mentor-buddy programme provides support. As yet there are no job descriptions for teachers or co-ordinators but this is an area of high priority in the school improvement plan.
73. There has been some improvement to the accommodation in the school since the previous inspection. It is now a secure site and there has been the welcome addition of the new computer suite. The accommodation currently consists of good-sized classrooms, with a spare one that is currently used as a class and resource base. There is a satisfactory range of displays in all the classrooms and public places. These displays brighten the school but do not sufficiently enrich the learning environment or celebrate pupils' work, recognising their good effort and achievement. The school has a reasonably sized hall that enables all the pupils to gather for assemblies. The school is fortunate to have its own swimming pool, which has a significant impact on the standards of swimming achieved. The premises manager and his staff keep the school very clean and well maintained. He is a valued member of the school staff who involves himself voluntarily in many of its activities.
74. The outside play area for reception children has been improved since the previous inspection. It is not secured from the main playground and thus children can move into this larger area. Children, however, stick to the rules of keeping in their own space and there is always an adult with them when they first join the school. However, as they grow older there is not always an adult with them outside and they can move into the larger playground if not watched, especially as the prescribed area for their play is rather restricted when they are on their large-wheeled vehicles.
75. Resources for learning are satisfactory overall in both quality and quantity and they are generally well used to promote pupils' learning. There are a few weaknesses in the resources for science, music and geography that sometimes impact on the teachers' ability to ensure pupils' good learning. Resources in physical education, however, are very good in their range, quantity and quality. They are used well to promote pupils' good progress. The computer suite is a welcomed new resource but has not yet had an impact on enabling pupils to attain the expected standards for their age.
76. Financial planning is satisfactory and the governors play an appropriate part in the monitoring and control of the school budget. Additional grants are suitably focused on the areas of need so pupils make satisfactory progress in their learning. The school is beginning to utilise the principles of best value to monitor its effectiveness and efficiency. Governors use the information about future pupil numbers to satisfactorily support financial planning. Spending decisions are evaluated by the governors satisfactorily, if only on an informal basis at present. The day-to-day administration of the school is

conducted in a smooth and efficient manner and parents and visitors are sure of a warm welcome when they contact the school.

77. Taking all things into consideration, such as:

- children enter the school with attainment which is broadly similar to that found nationally, but with fewer pupils identified as having special educational needs;
- teaching is good and pupils make good progress in Years 3 to 6 in English and mathematics, but mostly satisfactory progress in their learning across the curriculum;
- standards at the age of eleven are above those expected in English, mathematics and physical education, average in science, art and design, history, music, religious education, but below average in ICT, geography and design and technology;
- standards, compared to similar schools, are below average;
- the budget is effectively managed and the school has average unit costs,

the school is judged as providing satisfactory value for money.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

1. Ensure that all pupils make good progress in their learning in design and technology, geography and ICT and attain the expected standards at the age of eleven by:

- providing an agreed plan that sets out a clear progression of skills and knowledge in each class;
- monitoring pupils' work to ensure appropriate progress is made across the planned curriculum;
- ensuring that appropriate time is given to the teaching of design and technology and ICT in each class.

(see paragraphs 10,25,30,118-122, 135-140) ICT is an area for improvement identified in the school development plan.

2. Develop an agreed whole-school plan for what is taught in each subject in each class that ensures that the appropriate knowledge and skills progress systematically from one year to the next.

(see paragraphs 30 and 63). This area for improvement is identified in the school development plan.

3. Develop and implement manageable systems for assessing and recording pupils' attainment in all subjects so teachers use the information to evaluate the curriculum and adapt it to build on pupils' prior learning.

(see paragraphs 50-52 and subjects) This area for improvement is identified in the school development plan.

4. Further develop the management role of co-ordinators so they have a secure knowledge of standards in their subjects and they are given time to monitor teachers' planning and to support colleagues, and so are able to promote improvement.

(see paragraphs 63,65,117,122, 145) This area for improvement is identified in the school development plan.

In addition to the key issues above, the following less important weaknesses need to be considered for inclusion in the action plan.

- Further develop the provision for developing pupils' awareness of the richness and diversity of cultures in the world so that pupils are better prepared to live in a multi-cultural society.

(see paragraph 43)

- Improve the range and number of extra-curricular activities available for pupils out of lessons so that their learning is further developed and enriched.
(see paragraphs 37 and 58).

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed

57

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

34

Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	2	14	17	22	2	0	0
Percentage	3	25	30	39	3	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	Yr-Y6
Number of pupils on the school's roll (FTE for part-time pupils)	262
Number of full-time pupils known to be eligible for free school meals	9
Special educational needs	YR-Y6
Number of pupils with statements of special educational needs	4
Number of pupils on the school's special educational needs register	30
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	6
Pupils who left the school other than at the usual time of leaving	19

Attendance

Authorised absence

	%
School data	4.8
National comparative data	5.6

Unauthorised absence

	%
School data	0.3
National comparative data	0.5

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

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

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	2001	14	16	30

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	9	11	13
	Girls	14	15	15
	Total	23	26	28
Percentage of pupils at NC level 2 or above	School	77 (87)	87 (91)	93 (96)
	National	84 (83)	86 (84)	91 (88)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	12	13	14
	Girls	15	15	15
	Total	27	28	29
Percentage of pupils at NC level 2 or above	School	90 (94)	93 (94)	97 (100)
	National	85 (84)	89 (88)	89 (88)

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

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

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
	2001	20	23	43

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	16	15	20
	Girls	21	16	22
	Total	37	31	42
Percentage of pupils at NC level 4 or above	School	86 (85)	72 (85)	98 (97)
	National	75 (75)	71 (72)	87 (85)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	15	17	18
	Girls	19	18	19
	Total	34	35	37
Percentage of pupils at NC level 4 or above	School	79 (82)	81 (82)	86 (91)
	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	
Black – African heritage	
Black – other	
Indian	2
Pakistani	
Bangladeshi	
Chinese	
White	225
Any other minority ethnic group	2

This table refers to pupils of compulsory school age only.

Exclusions in the last school year

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

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

Teachers and classes

Qualified teachers and classes: YR – Y6

Total number of qualified teachers (FTE)	11.3
Number of pupils per qualified teacher	23
Average class size	26

Education support staff: YR – Y6

Total number of education support staff	10
Total aggregate hours worked per week	196.5

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FTE means full-time equivalent.

Financial information

Financial year	2000-2001
	£
Total income	539,689
Total expenditure	518,603
Expenditure per pupil	1972
Balance brought forward from previous year	-23,114
Balance carried forward to next year	-2,029

Recruitment of teachers

Number of teachers who left the school during the last two years	7
Number of teachers appointed to the school during the last two years	7
Total number of vacant teaching posts (FTE)	0
Number of vacancies filled by teachers on temporary contract of a term or more (FTE)	0.5
Number of unfilled vacancies or vacancies filled by teachers on temporary contract of less than one term (FTE)	0

FTE means full-time equivalent.

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	262
Number of questionnaires returned	139

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	51	46	3	1	0
My child is making good progress in school.	44	47	5	1	2
Behaviour in the school is good.	39	57	1	0	2
My child gets the right amount of work to do at home.	32	38	20	9	2
The teaching is good.	49	42	2	1	6
I am kept well informed about how my child is getting on.	39	39	15	6	1
I would feel comfortable about approaching the school with questions or a problem.	49	43	5	2	1
The school expects my child to work hard and achieve his or her best.	44	45	6	2	3
The school works closely with parents.	24	53	14	5	4
The school is well led and managed.	27	53	7	3	10
The school is helping my child become mature and responsible.	34	51	5	6	4
The school provides an interesting range of activities outside lessons.	10	29	32	15	15

Other issues raised by parents

A group of parents expressed concerns, at the meeting held prior to the inspection and in letters, about the effectiveness of pupils' learning in mixed-age classes.

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

AREAS OF LEARNING FOR CHILDREN IN THE FOUNDATION STAGE

78. The good standards in the reception classes, found in the previous inspection, have been maintained. The majority of the children achieve the standards expected in the early learning goals for personal, social and emotional development, knowledge and understanding of the world and creative development. Teachers effectively emphasise the development of children's communication, language and literacy skills and mathematics so that by the end of the reception year many children will have exceeded the early learning goals and be attaining the standards expected for Level 1 of the National Curriculum. The majority of children exceed the early learning goals for physical development.
79. Older children enter the reception class at the beginning of the autumn term, with younger children entering at the start of the spring term. Initial baseline assessment indicates that for the majority of children, attainment is typical to that found nationally, although a significant number of children enter with good pre-reading and number skills. Most children have attended pre-school education.

Personal, social and emotional development

80. By the time children enter Year 1, the great majority have attained the expected standards in this aspect of their learning. Teaching in this area is mainly satisfactory. Children understand the daily routines and teachers encourage children to organise themselves and to be independent by expecting them to self-register each morning and to record the activities they have completed each day. Children look around to check that tables are cleared and chairs put under tables, and generally contribute well to keeping the classrooms tidy. There is a happy atmosphere in which children work and play well together. They share toys and equipment sensibly. They are well behaved when they are busy and engaged in their tasks and when at play. On occasions, when children gather for whole-class sessions, there are a number who become restless and lose concentration. This reflects the more limited opportunities the children have to gather as a class and as they get older, to sustain attention in listening to the teacher and their classmates.
81. Teachers provide informal opportunities for children to discuss their feelings and so learn to respect the views of others. They attend the school assemblies and themes, such as friendship, are discussed together within the class. However, teachers are not providing children with satisfactory opportunities to learn about the beliefs and cultural practices of others and so prepare them for life in a diverse society.

Communication, language and literacy

82. There is a strong focus on developing children's communication, language and literacy skills and the teaching in this area is good. By the time children enter Year 1, the majority are exceeding the standards expected in speaking, writing and reading. Teachers plan the classroom provision so that there are many good opportunities for children to explore and talk together about what they have learned. Occasions that promote children's sustained listening and concentration are not, however, sufficiently extended, as the children get older. Formal opportunities, when children learn to listen to each other, to respond and to ask questions, are less well developed. However, teachers give children good opportunities to work with them in small groups to develop their writing and reading skills, so that the majority make good progress.
83. Children show good levels of attention and concentration when working individually at their 'challenges', such as assembling vehicles using construction materials. They exhibit good speaking

skills and use their imagination well to make up storylines linked to the week's theme of space travel: "That's a fire engine – a rocket one – it flies. Look, it's got a ladder, and these (*wings*) fold back". Two children created a landscape in the sand trays and re-enacted the story of 'Whatever Next'. Teaching assistants in particular effectively support children's speaking skills by participating with them in their play, and help to develop the children's language through well-targeted questions. Teachers rarely take the opportunity of gathering children together so that they share what they have done and talk about what they have achieved. Such opportunities, to develop children's language and to help them organise and clarify their thinking, are lost.

84. The majority of children know how to form their letters correctly. They label drawings and write captions to stories. A significant number of higher attaining children write several lines independently and have a good knowledge of the spelling of common words. They use letter sounds to help them spell unknown words, and employ simple punctuation, such as full-stops, and capitals in their stories. There is good focused teaching to support children's recognition of letter sounds, such as looking through their reading books and being 'ch' detectives with the aid of a magnifying glass. Children make good progress in learning to read and the majority exceed the early learning goals. They read regularly to the teacher, to other adults and to their parents and carers. There is good attention to teaching children letter sounds, and children use these as well as other strategies to help them in their reading. Children enjoy listening to stories and know how books are organised. They recall the events in a story well and the stories are well chosen and provide the stimulus for learning across the curriculum. Teachers extend the theme of the current 'space' story, for example, into the role-play area, into design and construction activities and in their outdoor play area, so that children continue to act out the story and their own variations on it.

Mathematical development

85. There is a strong focus on developing children's mathematical knowledge and skills and teaching in this aspect is good. By the time children enter Year 1 the majority have exceeded the early learning goals. There is good focused teaching to develop children's counting and number recognition in short daily numeracy sessions. Teachers ensure children understand how to do calculations, so that the majority of children are able to count to ten and beyond, and most do simple additions to ten. They recognise coins and identify which objects are the most expensive and the least expensive. They use coins in their imaginative play to buy tickets for the space rocket. The wider provision in the classroom ensures that children effectively develop other mathematical concepts. They draw vehicles and measure their length with cubes; they create rockets using different geometric shapes, which the majority name; they explore and experiment with weight and record their findings. Teachers and teaching assistants ensure that children's mathematical development continues in their informal play. Two children, for example, constructed a long train by connecting wheeled vehicles and announced, "there are 90 wheels". They counted together in twos, with the teaching assistant, and found that in fact there were exactly 100 wheels.

Knowledge and understanding of the world

86. Most children are likely to attain the early learning goals in this area. The quality of teaching is generally satisfactory in this aspect of children's learning and teachers provide an appropriate range of experiences to enable them to build on their knowledge of the world around them. Children learn about and record which of the objects sink and which float. They explore different materials and decide which are soft and feel like a teddy bear. They learn about changes in materials when cooking, for example making gingerbread biscuits. They visited the local park and examined the changes to the leaves. Earlier in the year, children drew their route to the park and observed the different landmarks they passed on their way to post a letter to Father Christmas. They have planted daffodil bulbs and they learn about the seasons and months as they record their birthdays. As part of a developing awareness of old and new, children examined old toys brought in from the Hove toy museum. Children have use of the computers to play educational games and they use the mouse satisfactorily to move

around the screen. Children were not observed choosing to work independently at the computer, and teachers do not take advantage of the allocated time they have for using the computer suite which is a missed opportunity to develop children's confidence and skills.

Physical development

87. Most children are likely to exceed the early learning goals for this aspect because of the good opportunities provided. The quality of teaching is good in this aspect of children's learning and the majority of children have good control skills. They learn successfully how to use pencils and paintbrushes, and to cut, stick and join. They enjoy being in the outdoor play area where they run, climb and slide with confidence and agility. They enjoy using the wheeled vehicles which they control well as they cycle round the track. They particularly enjoy the challenge of a two-wheeled bicycle. Children are effectively helped to develop their skills, for example one child, after help from the teaching assistant, finally succeeded in riding the new bike and called out with a big smile, "Look! I'm doing it! I'm doing it!" There are regular sessions in the school hall where children use a range of apparatus. Children follow the teacher's instructions very well during the warm-up session. They try very hard to extend their stretches and know why it is important to warm up. They work very hard in their groups to move across the apparatus, developing their balancing skills very well. They are aware of the need for safety and wait their turn. They are thoughtful and offer to help those who are less confident. In a dance session they moved well to the music and made imaginative shapes. Children are helped in their physical development by the well-structured lessons in which they know what is expected of them, and the good teacher interaction and demonstration.

Creative development

88. The quality of teaching is generally satisfactory in this aspect of children's learning and most children are likely to achieve the early learning goals. Teachers provide stimulating opportunities for children to develop their imaginative play. The role-play areas are changed to match the different topic themes. During the inspection, the role-play area was a space station and rocket ship, which the children loved. A good variety of construction equipment allows children to create and act out different aspects of the theme. They use chalks and paints to create pictures. They make puppets and rocket ships from recyclable material. They observe and interpret different animals for a Noah's Ark display. The pencil line drawings made from closely observing bicycles were of a good standard, clearly showing the shapes of the different parts and the spokes of the wheels. Opportunities for children to explore and experiment with different media are, however, fairly limited. They enjoy music and teachers provide good opportunities for children to reinforce their number skills by singing number songs and rhymes. In a very good music lesson observed, children showed very good control in following instructions to play a variety of percussion instruments. The majority remembered the symbols used so that they followed a short composition, and some began to make up their own compositions. Children remember the words of many songs and sing enthusiastically, adding actions.

ENGLISH

89. Most pupils in Year 2 and Year 6 work securely within the expected levels for their ages and many pupils work at the higher standards, especially in speaking and listening and in reading. This is similar to the previous inspection. It is an improvement on the standards attained in last year's National Curriculum tests for pupils in Year 2, which showed that in writing pupils attained standards in line with national average, but in reading standards were below. Standards in reading in Year 2 have improved and are now often above expected levels. Standards in writing are broadly in line with those expected. Results of the 2001 national tests in English for eleven year olds showed that pupils were attaining average standards. Currently most pupils are working confidently within the levels expected, with a good proportion attaining the higher standard of Level 5, although here too, standards in reading are better overall than those in writing.

90. Pupils make usually effective progress in acquiring good speaking and listening skills through the school. By the end of Year 2, pupils listen carefully and follow instructions. Most of the younger pupils are good listeners and are keen to make a contribution to oral activities. Many pupils are confident in their ability to express their ideas and opinions in clear extended sentences. Teaching provides regular opportunities for pupils to talk and offer their ideas during English lessons and in other subjects. This was well illustrated in an art lesson where Year 2 pupils were able to explain clearly how to choose the right sized paintbrush to paint big spaces and fine lines. Where these good opportunities are provided, pupils respond with well-chosen vocabulary and speak clearly and confidently. Higher attaining pupils discuss their reading books and confidently offer opinions about the story. Teachers try to ensure that all pupils make a full contribution to lessons and those with special educational needs have very good support from the classroom assistants so that they too participate in whole-class discussions. Pupils make good progress in their speaking and listening skills as they move through Years 3 to 6. They regularly work in pairs, sharing their ideas and opinions in all subjects of the curriculum, and coming to a consensus opinion. They learn the technical vocabulary of subjects and use it appropriately; for example in a geography lesson they correctly used the word 'development' when talking about new houses being built. All pupils are given the chance to take part in assemblies and in drama situations both in lessons and outside of lessons. At Christmas, pupils in Year 6, for example, acted out a poem written by a member of the class about the journey of the Magi.
91. The school uses a number of structured reading schemes to effectively develop pupils' reading skills. Group and guided reading activities outside the literacy hour are successfully used to promote pupils' reading for understanding. Higher attaining pupils read fluently and expressively and enjoy talking about the story they are reading and explaining what is happening. Lower attaining pupils enjoy their stories but often lack knowledge of letter sounds to help them to read unfamiliar words. Pupils with identified reading difficulties receive very good additional support from teachers and classroom assistants so they make sound progress in their reading. Pupils in Years 3 to 6 read poetry and a range of literature. By the end of Year 6 pupils have become independent readers and most have preferences for different authors; although these often include J.K.Rowling and the Harry Potter stories, it is not to the exclusion of other authors. The present Year 6 pupils also enjoy books as far ranging as *Just William* and *The Hobbit*. Pupils' progress in reading is consistently monitored by teachers and satisfactory records of their achievement are kept to monitor their progress. Pupils develop satisfactory skills in using information books and know how to use an index and contents page and how to locate books in the library that effectively support their research skills used in other subjects such as history. The Home/School reading journal that pupils keep encourages regular reading at home as well as in school.
92. Handwriting is taught well, although the size, shape and overall presentation vary considerably by the end of Year 2. By the end of Year 6, pupils write satisfactorily in joined script. Basic English skills are taught well throughout the school and pupils use this knowledge in their own writing. By the end of Year 2, most pupils use capital letters and full stops correctly, although some pupils still use a mixture of upper and lower case letters in words. By the end of Year 6, pupils are attaining well. This is because the teaching in Years 4, 5 and 6 is good, often very good and sometimes excellent. Teachers model writing on the board and show pupils how to develop their ideas and improve their work. Pupils effectively write in a number of styles, for different purposes and with a specific audience in mind. They produce a good range of creative writing and write character studies, diary entries and reports. They also write informative factual accounts, letters of complaint and clear persuasive scripts. They learn to write descriptively; for example, Year 4/5 pupils studied *The Lady of Shallot* by Tennyson and one pupil wrote:

*She cried until late next day
And ripped her web with colours gay
And in her bed she did lay
From beginning of March to end of May*

That poor lady of Shallot.

93. By the age of eleven most pupils use more complex sentences in their writing and mix them with simple sentences to create effect.

I was sneezing. The violent wind howled around me. I shivered and pulled my scarf up further and let my head snuggle down into it.

94. Pupils in Year 6 have learned good editing skills and understand the importance of redrafting their writing. They often work with a partner, commenting sensibly on each other's work.
95. The quality of teaching and learning in Years 1 and 2 is satisfactory overall which results in pupils making steady progress in developing their literacy skills. In Years 3 to 6, teaching and pupils' learning is good. In a lesson observed, the quality of teaching was excellent which resulted in very effective progress being made by all pupils in the class. The teaching of writing skills is particularly good and as a result standards are rising. Teachers have responded well to the introduction of the National Literacy Strategy and implement it well. This has given a consistency to teaching, which has improved pupils' learning. Teachers use skilful questioning to encourage pupils' thinking and to clarify their understanding. They take great care to ensure that all pupils, including those with special educational needs, are included in the whole-class discussions. Group activities are adapted to meet the needs of groups of pupils of differing abilities, and most teachers carry out assessments regularly in lessons. The final session of the lesson is used to see if the objectives set have been achieved and to correct any misconceptions. Where teaching is very good or excellent, teachers display an enthusiasm for the subject, which effectively motivates pupils and stimulates their very good effort. Teachers adopt a lively approach to the work, which produces an active and animated environment where pupils achieve well. In these lessons, pupils enjoy the literacy hour and as a result work hard.
96. The subject is well managed. The co-ordinator has a clear plan of what needs to be done to raise standards further. The co-ordinator provides good support for colleagues and is leading the subject well. She has not yet been involved in monitoring the quality of teaching. This form of systematic monitoring is in the early stages of development. The use of ICT, the review of the organisation of the guided reading sessions and the library have been appropriately identified as areas for further development. The school uses a range of assessment procedures and gives pupils targets for improvement, but does not make the best use of the data obtained from the assessments to track pupils' progress and ensure good levels of achievement. Strategies for this kind of monitoring are being developed. There is a range of activities to boost standards, for example early intervention for young pupils and booster classes for the older pupils. These have a positive effect on pupils' learning.
97. English makes a good contribution to pupils' spiritual, moral, social and cultural development through the study of appropriate texts, which allows the pupils to explore their own feelings and values.

MATHEMATICS

98. Pupils' standards in mathematics at the ages of seven and eleven have fluctuated over the past four years. They rose after the previous inspection in 1997 to be above average in Year 2 and often well above the national average in Year 6. In the most recent National Curriculum tests in 2001, however, standards fell to being below average in Year 2 and in line with the national average in Year 6. There is no data in the school to clearly explain why the standards fell last year, but inspection suggests inconsistent standards in the quality of teaching and a lack of secure understanding of the National Numeracy Strategy being implemented that year. Standards have now risen once more. In Year 2, most pupils are confidently working within the expected standards for their age. In Year 6, most pupils

also work at the expected levels and a good proportion at the higher standard of Level 5. This is because the teaching is better than it was.

99. The rise in standards is also due to a consistent focus on developing pupils' ability to use and apply what they know to solve problems. Analysis of the National Curriculum tests showed this to be an area of weakness in pupils' learning and effective strategies to develop these skills have been introduced throughout the school. Teaching of mixed-age classes have also focused on ensuring that the older pupils in the class are extended in their learning so as to be able to successfully tackle more challenging tasks. However, teachers are not consistently ensuring that the younger pupils in the class are also given work that is well matched to their learning needs, enabling them to effectively develop their mathematical understanding.
100. Pupils of all levels of ability make satisfactory progress in acquiring the knowledge and skills expected in Years 1 and 2. By the age of seven, pupils have a sound understanding of how to double and halve numbers. They use a variety of methods to help them and explain what they have done with confidence. They recognise numbers that, linked together, make ten and they add and subtract simple numbers correctly in their heads. Most pupils in both Years 1 and 2 recognise and name regular two-dimensional shapes. Pupils in Year 2 confidently explain how to draw lines of symmetry across shapes, recognising fairly quickly those shapes that will not work. Pupils' knowledge of two and three-dimensional shapes is satisfactorily extended so pupils group shapes according to their properties such as the number of sides, whether they have curved surfaces or whether the shapes will tessellate.
101. Pupils generally make good progress in their learning in Years 3 to 6 so they achieve well. By Year 6, pupils are using the four rules of number accurately and have a good knowledge of their multiplication tables to support them in the problem-solving activities. Teachers effectively focus on pupils recognising patterns in numbers and the links between different operations. In all lessons in Years 3 to 6, pupils confidently explain their different methods of finding the answer to a question, recognising that there is often a variety of successful strategies that could be used. In Year 3, for example, pupils were able to recognise whether an answer given to an addition or subtraction sum was correct. The higher attaining pupils often did not need to complete the calculation as they quickly realised when something was impossible. The others tended to need to fully complete each 'sum' as they were not as confident in holding all the parts of the calculation in their heads in order to say whether the answer was true or false. In the Year 4/5 classes pupils were developing good understanding of the links between simple fractions and decimals so they could change from one denomination, such as $\frac{5}{10}$ to a half or 0.5, with comparative ease. In Year 6, pupils extended this to percentages, recognising the close relationship with fractions and decimals. The school recognised in recent assessments that pupils had very little understanding of proportion and ratio, and so all classes in Years 4, 5 and 6 focused effectively on this area of work during the inspection. The work is suitably matched to the pupils' different ages and abilities. They make good progress in understanding the differences in the two procedures and also the similarities between them.
102. The quality of teaching in Years 1, 2 and 3 is satisfactory overall. In Years 4, 5 and 6 teaching is mostly good with a significant proportion of very good lessons observed during the inspection. All teachers now have a secure understanding of the National Numeracy Strategy and use it effectively to support their planning so that lessons are well structured and develop pupils' knowledge and skills systematically. In the most effective lessons, teachers share their own enthusiasm for mathematics and so pupils are eager to learn and want to do well. Relationships between the teacher and pupils are very good and pupils' behaviour is managed well. The pupils are well aware of what is expected of them and they work with good levels of concentration and perseverance. In most lessons, teachers provide a suitable range of activities to match the breadth of abilities and age in the class. Teachers monitor pupils' work effectively and provide effective support for those who are meeting difficulties, and extension materials for those who have good understanding of the task set. Most teachers use this information well to adapt their next lesson to effectively build on what pupils have learnt or need to

consolidate. The introductory session on 'mental mathematics' is satisfactorily used to refocus the pupils towards numeracy, but the questioning is not sufficiently varied to ensure that pupils of all abilities are fully involved. Some sessions lack the pace required for pupils to develop the quick thinking which would support their ability to solve problems. In the one unsatisfactory lesson observed, the teacher had not fully appreciated the difficulties of the activities provided and did not sufficiently monitor pupils' work during the lesson to ensure all were confident and successful. Consequently, it was not recognised until the end of the lesson that a significant number had not been making appropriate progress.

103. An additional mathematics session is held once a week for the higher attaining pupils in Years 5 and 6. These 'Master Class' sessions provide good levels of challenge and suitably extend the work that is being met in class, as well as introducing new activities that effectively extend the pupils' thinking and understanding. These lessons are still a fairly new initiative and need to be evaluated. Mixed groups of pupils have had the additional opportunity of attending, but there is no clear rationale of what is to be covered or by which pupils. These additional lessons are held while the rest of the class is following other subjects, but as the groups of pupils change, none are disadvantaged in any way. If lessons in ICT are missed, then opportunities of working with a parallel class are made so no learning is missed.
104. The curriculum for mathematics follows the National Numeracy Strategy and pupils are consequently given an appropriate balance of activities across the full range expected. Throughout the school pupils develop satisfactory skills of representing information in a variety of ways, using tally charts, pictograms, block and line graphs. They analyse the information given on such representations and answer question successfully. There is very little use of ICT in mathematics at present and so this area of work has not been effectively extended in the use of computer programs. Pupils' knowledge and skills of mathematics are satisfactorily used in other subjects, such as geography and science, to support their learning. Resources are satisfactory overall, but there are weaknesses in some areas, such as fewer textbooks and equipment than are required.
105. Suitable systems for assessing pupils' attainment and progress have been introduced and the information is now being accumulated so that individual pupils' progress can be tracked to ensure good levels of achievement are maintained. These systems are still new and not yet providing the information required. Data from tests is being used very effectively by the co-ordinator who looks for areas of weakness in order to develop strategies for improvement so that standards rise.
106. The co-ordinator provides good support for colleagues and is leading the subject well. She has monitored the quality of teaching in mathematics in some classes, but this systematic form of monitoring is also in the early stages of development.

SCIENCE

107. The 2001 teacher assessment for seven year olds showed that the proportion attaining the expected standard was above the national average and those achieving the higher standard of Level 3 was similar to that found nationally. In the same year, the national tests of eleven year olds showed that they attained standards that were in line with the national average. The present cohorts of pupils in Year 2 and Year 6 attain standards in line with the national expectations. Standards of pupils in Year 2 have been maintained since the previous inspection. However, there has been a slight decline in the standards of pupils in Year 6. Over time, standards for eleven year olds have been in line with national trends.
108. Pupils in Year 1 and Year 2 cover an appropriate range of activities. In general, they achieve satisfactorily. They draw simple electrical circuits and are beginning to use labels appropriately to identify the different parts. They are able to identify objects that make loud and soft sounds. Pupils have a satisfactory understanding of what makes a fair test in an investigation. During the inspection,

they were finding out how distance affected sound and were taking measurements from the source of sound to where the sound could no longer be heard. They connected the distance with the loudness of the sound and they wrote up their findings confidently. One of the Year 1/ 2 classes had made a variety of instruments, such as maracas, shakers, drums and scrapers. They were able to describe the kind of sound each instrument made as the sound qualities were compared. Additional investigations on forces included the comparison of different surfaces affecting a car travelling down a simple ramp. These findings were not clearly recorded, however, and in general the standard of presentation of their work was not satisfactory.

109. By the time pupils are eleven there has been good progress in how they set out their work. Investigations clearly follow an established routine and this helps pupils to understand the staged processes that make up a science investigation. The coverage is satisfactory as pupils' knowledge and understanding, of life processes and living things, materials and their properties and physical processes, are developed. There are good opportunities for the development of numeracy skills such as in the diagram of how a periscope works where angles and degrees are used in the explanation, in the several investigations where results are tabulated and graphed showing information such as, "Do taller people jump further than short people?" and the connection between weight and amount of stretch of an elastic band. Pupils present this work tidily; they are able to measure to two decimal places and to make conclusions from their graphs, for example, "We found out that the tallest people didn't necessarily jump the furthest". They are able to evaluate the accuracy of their findings making statements such as, "The test was not fair because the tape measure was moved". Their written work also offers good opportunities for the development of literacy skills, especially where teachers mark supportively and insist on correct punctuation and spelling. Pupils work well collaboratively. Pupils in Year 6 were successfully finding out what affected the fall of a parachute. They thought up a good number of possibilities such as the area of the parachute, the weight of the load and whether the parachute had holes in it. They worked in groups and organised themselves very well, sharing responsibilities such as recording and preparation of their investigation.
110. Teaching is satisfactory in Years 1 and 2, which enables pupils to make appropriate progress in their learning. Teaching is good in the junior classes (Years 3 to 6) and pupils' progress is effective. Pupils with special educational needs are satisfactorily supported and they make satisfactory progress. The good teaching is characterised by clearly thought-out and well-managed activities that stimulate pupils' eagerness to learn and find out for themselves. Good teaching also raises pupils' curiosity, such as in the Year 4 and Year 5 class, where they were studying how seeds propagate. The teacher asked, "Why aren't there plants growing everywhere as some plants produce hundreds of seeds?" From their previous work on conditions for growth, pupils were able to provide the correct answer. Good teaching is also characterised by an insistence on tidy presentation and by supportive marking which helps to explain pupils' results and widen their understanding. Where teaching is less effective, the teacher has not fully considered the best organisation or use of resources. In a lesson observed, for example, the loudness of sound was being investigated. Pupils were using tape measures to measure quite long distances, where other apparatus might have been more efficient in collecting their results.
111. The management of science is good. Systems for the tracking of pupils' progress have been developed and the analysis of test results has effectively highlighted areas for development and improvement, such as the need to improve the focus on science investigations. The introduction of the government's recommended scheme of work has enabled teachers to provide a balanced curriculum. In classes where there are two year groups, units of work are organised on a two-year cycle to ensure there is no repetition. Teachers maintain a system of monitoring that helps to ensure appropriate coverage of the units of work. There is an under-use of ICT to support learning in science. Teachers need to seek opportunities where ICT can be used to enhance pupils' understanding of science, especially in the use of databases for science investigations. The school makes good use of the environmental area as a

resource for science, although in general science resources are unsatisfactory in both quality and quantity. These are being reorganised in the light of the adopted scheme of work.

ART AND DESIGN

112. Standards have been maintained since the last inspection and throughout the school are generally in line with national expectations. In Years 3 to 6, some pupils are attaining at higher than expected levels.
113. Pupils in Years 1 and 2 learn to work using satisfactory control of pencils and paintbrushes when making patterns from repeating lines. They choose an appropriately sized brush when painting large areas and know to use a fine brush when painting details. Pupils in Year 2 know how to mix tones of colour from the primary colours, and explain clearly how to load the paintbrush with the right amount of paint. They have created painting and collage effect portraits of each other, and the majority of pupils have taken due care to place features correctly. They have the opportunity to work with a variety of media including pastels and paint. They also learn to use viewfinders successfully to highlight an area of their work, which they can develop.
114. In Year 3, pupils are introducing greater detail into their sketching of flowers and plants and use a wider variety of media in their drawings. They learn to observe more carefully and take great care to use tone and texture in these drawings. They looked at Anglo-Saxon jewellery and designed their own brooches based on the artefacts they had studied. Pupils in Years 4 and 5 designed pleasing collages based on the poem of *The Lady of Shallot*, which they studied in literacy. They effectively used basic stabbing stitch and cross-stitch to enhance their work. Teachers enrich pupils' learning by making effective links in their artwork to other subjects such as history and geography, drawing Indian animals, for example, to illustrate a story from Chembakoli. This work is of good quality. Pupils experiment successfully with three-dimensional work, creating an Egyptian tile and decorating it with pictures copied from Egyptian art they have studied. This type of work is rare as there are insufficient opportunities across the school for pupils to explore work in three dimensions. Pupils in Year 6 worked on a landscape painting inspired by such artists as El Greco, Constable, Lowry and Van Gogh. They studied the texture of the painting and effectively learned shading techniques, which they used very well to create their own interesting landscape pictures, which are of a good standard. Throughout Years 3 to 6, pupils develop their use of sketchbooks satisfactorily to record their ideas and observations. Pupils do not evaluate their work as a regular part of their art lesson.
115. All pupils, including those with special educational needs, achieve satisfactorily. They develop their skills in painting and drawing, showing greater observational skills as they move through the school. They develop an appreciation of the work of western artists but opportunities to look at the work of other groups of artists are limited. From discussions with pupils it is obvious that relationships are good between pupils and the adults they work with. Pupils enjoy their art lessons and work with enthusiasm. They show appreciation for the work of their peers and are generous in their praise. They co-operate when sharing resources and learn to make suitable choices when selecting resources.
116. Teaching and learning in art and design in Years 1 and 2 are generally satisfactory. In Years 3 to 6, teaching and learning are generally good with some excellent teaching in Year 6 where pupils are developing a good range of skills, techniques and knowledge of art. Where teaching is of a high standard, planning is very thorough with very clearly defined learning objectives. Very good use of resources stimulates pupils' creativity and provides opportunities to explore their ideas. Teachers and classroom assistants are most effective when they work around classes to promote individual learning.
117. The co-ordinator is new to the post and as yet has had little input into the subject's organisation. There is no monitoring of planning, teaching or work at the moment and she acknowledges that this is unsatisfactory and that the management of the subject is in the very early stages of development.

There is a lack of a clearly defined scheme of work that ensures that pupils' knowledge and skills are systematically developed. The co-ordinator is fully committed to raising standards and she has the enthusiasm for the subject to see this through. Art contributes satisfactorily to pupils' social and cultural development. Recently, for example, as part of a focus on stories from around the world, pupils in Year 3 worked with the Year 6 pupils on scenes from the Willow Pattern story and together they produced work of a good quality.

DESIGN AND TECHNOLOGY

118. No lessons in design and technology were observed during the inspection as most of the lessons timetabled for that week occurred outside the inspection time allowed. Evidence on pupils' achievements and on the quality of teaching was gained from scrutiny of pupils' past work, teachers' planning and in discussion with pupils about past lessons and what they know and can do. From this evidence it is judged that standards in Year 2 are broadly in line with those expected for the pupils' age, but in Year 6, standards are below those expected because pupils have not had the range of experiences required. Standards at age eleven have declined since the previous inspection. There is a lack of whole-school agreement about what is to be taught in which classes and insufficient time has been given to the systematic development of a full range of skills and knowledge.
119. The curriculum provided for pupils in Years 1 and 2 is appropriately broad and effectively balanced. Pupils are given a suitable range of activities that develop their knowledge and skills so that they make satisfactory progress in designing artefacts for a set purpose and learning to use a variety of materials. Pupils in Years 1 and 2, for example, designed and made their own sandwiches in food technology, developing the simple skills of using a knife as well as the importance of hygiene. Following a story read in a literacy lesson, pupils designed and built a bed suitable for a cat, choosing their own materials and using appropriate methods of cutting and joining the different materials in their construction. During the inspection, pupils were investigating how different puppets worked and how they were made as part of their study on the 'Seaside' in their history and geography topic. The pupils showed a keen interest in the good range of puppets provided by the teacher and their simple drawings showed clearly how they thought the puppets were constructed.
120. In Years 3 to 6, suitable opportunities are provided to further develop pupils' knowledge and skills of design and technology, but they are not planned as part of a whole-school agreement on what will be taught when, and consequently the curriculum provided is not sufficiently broad or well balanced. Insufficient attention has been given to ensuring that pupils' learning builds successfully on past work so that their knowledge and skills progress at a satisfactory rate. A nationally recommended scheme of work is used effectively to plan individual units of work, but there is a lack of clear focus on ensuring pupils are provided with an appropriate range of opportunities to develop their own designs, to analyse the effectiveness of commercially made products or to work with a wide range of malleable and rigid materials. Pupils have insufficient opportunity to develop the skills of cutting and joining different materials, to consider how to make structures stable or to create moving parts in their models using cam shafts, hydraulics and electric motors. The artefacts designed and made by pupils in Year 6 showed good levels of understanding of the process of designing a product to suit a particular task and audience. They looked closely at a range of commercially produced educational toys before designing and making their own toys suitable for a child in the reception class. The finished articles were made from a range of textiles and pupils had previously learnt how to sew a variety of simple stitches useful for joining materials and for decoration, which they used satisfactorily in their products. The teacher had successfully provided opportunities for a market survey and for pupils to evaluate their final product as well as having an evaluation made by their 'customers' so that pupils would gain a understanding of the processes required in an 'adult world' situation. All pupils met the aim of the project, but the standard of construction was wide and the quality of most of the designs lacked the

quality and detail expected for pupils at this age. The work produced by the higher attaining pupils, however, was thoughtfully designed and carefully constructed.

121. In discussion with pupils it is evident that they enjoy their work in design and technology and, from the photographs of them exhibiting their artefacts, it is clear that they are proud of their efforts. The teachers make the purpose of their activities clear and enable pupils of all abilities to feel successful in their efforts. From the quality of planning and pupils' responses, teaching at both stages is judged as satisfactory overall. However, the impact of the lack of a clearly planned progression of skills and knowledge through the school results in the subject not meeting the National Curriculum requirements and standards across the design and technology curriculum are below those expected by the time pupils leave the school at age eleven. Individual units of work are well planned and are linked effectively with other areas of pupils' work. The construction of musical instruments in Years 4 and 5, for example, supported pupils' study of sound in their science lessons, but the units of work do not build progressively through the school to provide a full range of appropriate learning opportunities. There is no agreed procedure for assessing pupils' attainment or progress and so teachers have insufficient information to support their future planning to ensure that pupils make at least satisfactory progress.
122. There has been insufficient clear leadership and effective management of design and technology in the past. The new co-ordinator has just taken up her post and, although has had very little opportunity as yet to have an impact on the teaching and learning in design and technology, she has drawn up an initial action plan that will start to provide an evaluation of the provision and standards in the school on which she can make plans for future improvement.

GEOGRAPHY

123. The organisation of the timetable is such that geography is taught in alternate half terms, with classes studying history at other times. For this reason it was only possible to see one lesson. Evidence was taken from written work, discussions with the co-ordinator for geography, and discussions with pupils. From this evidence, standards and teaching are judged as unsatisfactory overall because too little work is being recorded and so pupils have insufficient opportunities to develop their ideas and to use the appropriate terms and knowledge in their work to consolidate knowledge. The school has adopted national guidelines for the curriculum to guide teachers in their planning. The curriculum map indicates that a full programme of study is planned for and National Curriculum requirements should be met, but it is difficult to judge the quality of the learning as very little is recorded and in discussions with pupils the range and quality of their understanding are limited.
124. By the time pupils are age seven they have recorded very little geographical information. There is no evidence of the planned work for 'An Island Home'. The topic of the seaside has only recently been embarked upon. Displays show that pupils have located seaside resorts on a map of Britain. In history lessons in which pupils compare the seaside in the past and present, there is some evidence that pupils have enough knowledge of the seaside to enable them to discuss the subject and to identify activities that occur there. However, there was no teaching of geographical vocabulary related to the coast or to establish any geographical facts about the seaside.
125. By the time pupils are age eleven they have only a limited knowledge of other localities and of places and environments in differing parts of the world. They have studied the effects of water on the environment and made a local study of the River Adur. They have completed a homework task on mountain ranges. There was very little work recorded in Year 3. More comprehensive work has been done in Years 4 and 5; for example, pupils made a study of their village and used this to compare with an Indian village.
126. In the one lesson seen in Year 6, pupils showed that they had studied the effects on the village of a proposed housing development and were considering the environmental implications. Teaching in this lesson was very good, and pupils had considered well the questions they could ask local people about

how they felt about the development. A display of real material, which included planning applications and architects drawings, indicated that pupils were well prepared for the topic and were building up their knowledge well. The teacher's good questioning skills guided pupils very effectively to consider how they would ask questions to provide statistical evidence for a report on the proposals. Pupils of all abilities were well involved in the lesson. The work was effectively linked to literacy, and opportunities for pupils to consider how statistics could be most effectively presented support their understanding of how mathematics is applied in geography.

127. There are appropriate visits to local places of interest that satisfactorily enhance pupils' knowledge and experiences, but these are not always sufficiently consolidated and extended through pupils' recording. Pupils in Years 1 and 2, for example, visit the seaside, and Year 6 pupils make a residential visit to the Isle of Wight in the summer term.
128. The subject co-ordinator is newly appointed and keen to develop the subject. As co-ordinator for history as well, she had to decide on which subject she would focus her attention. History has been effectively managed and improved whereas geography has been given insufficient time and evaluation. Leadership and management of geography are unsatisfactory at present. Review of the subject is planned for the following year. A good action plan is in place and a new policy is due to be written. As yet there has been no time allocated for the co-ordinator to monitor teaching and learning. Assessment procedures have yet to be developed. There are insufficient resources and no up-to-date atlases, and the relevant ICT resources and CD-ROMs are not yet available for pupils' use.

HISTORY

129. Standards in history are broadly in line with those expected nationally for pupils in Year 2 and better than expected by Year 6. The standards seen in the previous inspection have been improved on. Pupils achieve well, overall. There is good evidence that the new scheme of work based on national guidance is having a positive impact on teaching and learning so that progress is accelerating.
130. By the time they are seven, pupils have a satisfactory factual knowledge about the lives of a number of famous people. They learn about notable characters from the past, such as Florence Nightingale, Mary Seacole and Neil Armstrong. They learn about the history of transport and of the inventions that have made its development possible. Teaching is mainly satisfactory in Years 1 and 2. While there is good evidence that teachers use resources well to introduce pupils to historical topics and to act as a stimulus for good discussion, the standard of pupils' recording is not high and pupils are not encouraged to develop their ideas beyond labelling or completing worksheets. There is no evidence of work being planned to match the differing abilities and learning needs across Years 1 and 2.
131. In a good lesson observed, pupils in Year 2 discussed the responses they had got from a questionnaire that they had composed which was used to ask their parents how seaside holidays have changed since they were young. This led the pupils into identifying the evidence they could use to find out about seaside holidays in the past. This supported them well so that when they later viewed a series of photographs illustrating the seaside in Victorian and Edwardian times and in the 1950s, they were able to spot what was different and what was the same. Pupils understood how customs have changed and they were successful in ordering the photographs chronologically. During the lesson, pupils also learned incidentally about the differences in photographic techniques and were surprised to learn that the oldest photograph was of 100 years ago. Pupils had a good selection of reference books to study and a display of postcards that the pupils were adding to. The teacher had very effectively promoted pupils' good levels of interest in the topic, which led to some pupils composing seaside poems at home.
132. By the time they are eleven, pupils in Year 6 recognise that past time can be divided into historical periods. They provided fairly accurate dates to the historical periods they had learnt about: Ancient

Egyptians, Romans, Vikings, Tudors, Victorians, and World War II. They discussed enthusiastically their favourite period in history and what they had enjoyed learning about. They had particularly enjoyed the links made by teachers with art and craft, and design and technology and the music that had featured as part of their study of Britain since 1948. Teaching is mainly good or very good in Years 3 to 6. Teachers use resources that capture pupils' interest and stimulate them to consider evidence. Pupils' literacy skills are used well as they are encouraged to record what they have learned in a variety of ways, such as producing a 'front page' account of an air raid, an interview with an evacuee, or a first person account of life on a Tudor ship. There is some evidence of pupils using the Internet in their homework tasks to research for information about the different topics but there is little use of ICT at school to support pupils' learning in history. On the one occasion where teaching was unsatisfactory, the teacher had not prepared the pupils satisfactorily for their role-play activity. Although the pupils had created artefacts to use, they were less certain of the script they were to follow and this caused confusion.

133. In two very good lessons observed in the combined Years 4 and 5 classes, pupils were given the opportunity to observe the artefacts that were found in King Tutankhamun's tomb. Great imagination was shown in the assembling of these artefacts. This enabled pupils to consolidate what they had learned, for example the preparation of mummies, why food was included in the tombs and the purpose of amulets. Teachers effectively focused on the specific vocabulary related to the topic, so that pupils were well prepared to embark on the writing task of producing a first-hand account of the discovery of the tomb. Teachers effectively adapted the task and their expectations to the ability levels of the pupils, so that the less confident began by recording a list of what was found, whilst higher attaining pupils chose to write a dramatic first person account, with many using dialogue, which fitted with the language of the time.
134. The subject co-ordinator has led the improvements in the subject well and effectively built on the curriculum planning which has developed since the school adopted the national guidelines. Although no time has been allocated for monitoring standards in the subject, the co-ordinator has influenced the planning so that the subject now provides pupils with challenge and stimulus. Resources have been satisfactorily added to, although computer programs have yet to be purchased. Currently there are no procedures for assessing pupils' progress in the subject, but the development of assessment is part of the co-ordinator's action plan, which also includes the need to adapt the curricular plan to take account of the mixed year classes. A policy for the subject has yet to be developed. Pupils' social, moral and cultural development is well promoted in their study of history. There is a good programme of visits that enhance pupils' enjoyment of the subject; for example, pupils have visited Fishbourne Roman Palace, the Weald and Downland Open-air Museum and Newhaven Fort.

INFORMATION AND COMMUNICATION TECHNOLOGY (ICT)

135. The school has made improvements to its provision for ICT since the previous inspection, where it was noted that there were several issues that needed to be addressed. It has not, however, maintained the standards that were found then. By the time pupils reach the age of seven or eleven standards are below those expected nationally. Since the previous inspection, national expectations for the provision and implementation of ICT have increased. Whereas the school has improved the provision of hardware and software, the use of ICT to support learning in all subjects is not yet firmly integrated within the curriculum.
136. There are several important changes that have affected the provision of ICT within the school. Teachers now follow the government's suggested scheme of work. This has provided staff with a much clearer guidance on what they are expected to teach, but it is not yet well integrated into the curriculum. Most classes are now timetabled for a weekly lesson in the computer suite. This has helped to improve the way new skills are taught and gives a clearer focus for pupils' learning. However,

standards are still below the expected level, and pupils are not yet making sufficient progress. Teachers lack the knowledge and understanding of how software can enhance learning and so develop their pupils' ICT capability. The school is aware of these shortcomings and has given priority to the development of ICT in the school development plan.

137. By the time pupils are seven they have learned satisfactory mouse skills and are able to use a simple word processor. They are able to use words from a word bank to help them to describe pictures. There is, however, underdevelopment in their use of graphics software to illustrate their work, in their use of a simple database or CD-ROMs to find out information and in their use of a programmable robot to create sequences of commands. Pupils in a Year 1/2 class used a paper grid to create sequences of commands to define a particular route. They were able to choose the correct symbol for left and right and were accurate in their estimation of distance. The activity was not linked to ICT, however, and pupils were not offered appropriate software or a programmable robot, which would have appropriately developed their skills further.
138. By the time pupils are eleven they have not experienced the full range of expected ICT activities. The scrutiny of work shows that skills in the mixing of text and graphics, writing for different audiences, the use of e-mail and using branching databases are unsatisfactory. Pupils in Years 3, 4 and 5 were involved satisfactorily in using a database in the computer suite. This was a well-organised and resourced activity. It offered pupils a good insight into how a database works and, as the task was to identify a criminal by following particular clues within the database, it was an enjoyable task. There were also effective opportunities to extend pupils' understanding by them choosing their own criminal and picking out the clues which would help in the identification. The older pupils were able to use complex searches, such as picking out all those who were 'NOT of medium height'. Although only half the class were able to access computers at one time, the other half were given a suitable parallel activity, which enabled them to build up their skills in the use of a database. Progress in the lesson was good and the pupils enjoyed the activity.
139. There is considerable variation in the quality of teaching, but because of its overall impact on pupils' learning and unsatisfactory progress, it is judged as unsatisfactory. Where teaching is good the pupils are offered stimulating activities that enable them to understand why ICT is being used. Resources are used well to support their learning. Teachers effectively structure the activities so that pupils are able to make progress from their recently learned skills. The general level of teacher confidence, however, is unsatisfactory and this has a negative impact on pupils' attainment. Teachers' familiarity with a range of software is not apparent and they do not yet plan to ensure ICT supports learning in other subjects. There are a number of teachers who have not had the opportunity to complete the recommended training. The school has arranged for additional opportunities so all can be trained and the local education authority ICT consultant has recently helped to support teachers in their personal development.
140. The management of ICT is unsatisfactory. The school has invested much in the setting up of hardware and networking throughout the school. Recently it purchased an interactive whiteboard and digital projector, but these were not in evidence during the inspection. The school has prioritised ICT as the chief curriculum area to be addressed. For attainment to be improved the school must address a number of issues including the establishing of a scheme of work that supports learning in all subjects, the raising of teachers' knowledge and understanding in the subject, and ensuring a comprehensive provision of software to cover all aspects of the subject.

MUSIC

141. Pupils' standards in Year 2 and Year 6 are in line with national expectations. However, the school has not maintained the standards that were observed at the previous inspection where they were judged to

be above national expectations. Throughout the school the good quality of singing has been maintained. Pupils sing in tune and perform with confidence.

142. Pupils in Year 1 and Year 2 are able to clap the rhythm and pulse of well-known nursery rhymes. They enjoy choosing a rhyme and guessing which it is by just listening to the rhythm of the tune. Using the rhyme 'Baa Baa Black Sheep', they clapped out the rhythm accurately and in two groups were able to clap both the pulse and the rhythm together. Learning is enhanced when teachers enable pupils to comment on and evaluate their performances. Working in groups, pupils use a variety of untuned percussion instruments to consolidate their appreciation and performance of rhythm. They perform both confidently and accurately, and those pupils with special educational needs are well supported and make satisfactory progress.
143. Throughout Years 3 to 6, pupils are offered good opportunities to compose and to perform. In a lesson observed in a Year 4/5 class, pupils were inventing symbols to represent different 'body' percussion sounds. By vocalising particular sounds or clapping and stamping, they improvised a sequence for an 'up beat' tune. Their performance was good; they kept time accurately even when the tempo was varied. Pupils' achievement was enhanced when the teacher asked how the tune could be made more interesting. Pupils suggested a change in dynamics of particular 'notes' in the sequence. Changes were made to the symbols in the sequence to vary the dynamics and pupils appreciated the effect this change made. Pupils are given good opportunities to use a variety of percussion instruments. As an extension to a previous lesson, pupils worked in groups with a sheet of music where the musical notation consisted of a variety of abstract shapes. Pupils interpreted these symbols and used instruments creatively to play their sequences. They were able to interpret these symbols in different ways and to vary the dynamics, tempo and timbre. Their performances were recorded, enabling them to share in their evaluations. Pupils in a Year 6 class used glockenspiels to play sequences from 'London's Burning'. Their playing was accurate and, having recorded their performance, they were able to comment on the balance of voice to instruments.
144. The teaching of music is generally satisfactory. Teachers provide good opportunities for pupils to perform with instruments and to use tape recorders effectively in the appraisal of their work. Teachers are successful in developing good listening skills in their pupils. As a result, pupils' appraising skills in judging one another's performances are good. Pupils learn well together both in groups and independently. Assemblies offer good opportunities for pupils to listen to a variety of music. However, there are insufficient planned opportunities for pupils to appraise music from differing cultures and periods. The use of ICT to support the composition and performing of music is underdeveloped.
145. A new co-ordinator of music has recently been appointed and will commence duties next term. At present, there is insufficient leadership and direction given to the subject. The school does not have an established policy for music to direct its provision. Teachers base their lessons on the government's recommended scheme of work. The resources for music are just satisfactory, but the school needs to provide a greater quantity of both tuned and untuned percussion instruments. Year 3 pupils are able to extend their skills during the weekly recorder club, but other opportunities for pupils to widen their musical experiences and skills are limited.

PHYSICAL EDUCATION

146. Due to restrictions of the timetable during the inspection no lessons were observed in Years 1 and 2 and so judgements of their standards cannot be made. Observations were made of lessons in games and swimming in Years 3 to 6 and from this evidence standards were found to be above national expectations, showing an improvement since the previous inspection.

147. The swimming pool is an excellent resource for the school and the swimming programme is efficiently organised. A visiting swimming teacher takes sessions for two days each week and class teachers gain much from her planning and organisation as they take the other sessions. During a lesson for a Year 4/5 class, pupils were efficiently organised into their groups – the school chooses that only ten pupils can enter the pool at one time. These group sessions consequently have to be short but are effective. During the lesson the pupils who waited for their turn sat and read quietly. Through a sequence of progressive activities all pupils consolidated and further developed breathing and stroke skills effectively. The pupils made good progress and those with special educational needs were very well catered for and consequently their progress was also good.
148. The games lessons observed were in Years 4/5 and Year 6 classes as part of a sequence of lessons aimed at the development of batting and fielding skills. Warm-up sessions were well organised and in each case taken by a pupil in the class. In one lesson, the warm-up exercises were linked carefully with forthcoming fielding activities. This provided very good opportunities for skills development. The good organisation of games lessons enabled pupils to work in small groups. The quality of collaborative work observed was very good. Pupils organised themselves well, followed rules sensibly and used the resources with care and responsibility. The standard of both batting and fielding was good. Pupils who were batting were developing skills at seeking out gaps within the fielders and keeping the ball low. The fielders were making good progress at catching, stopping and returning the ball.
149. The teaching of physical education in Years 3 to 6 is good. Good quality planning ensures progressive activities where pupils are able to sequentially build upon their skills. The final activity in two of the lessons observed was a game of ‘Chain Gang’. The pace and organisation of this game meant that all the pupils were involved and their recently practised skills were put to good use. The management of lessons is good and expectations of ability and behaviour are high and pupils respond very well to these expectations. Pupils take critical appraisal well and are able to benefit from other pupils’ evaluations of performance.
150. The management of physical education is good. Much thought has gone into the scheme of work and the timetabling of all the aspects of physical education. The co-ordinator has modelled lessons for other teachers to observe and in this way is having a positive impact on improving the quality of teaching in the school. Both the use of the ‘Tops’ scheme, which has raised teachers’ skills and confidence, and the improvement in resources, have impacted positively on standards. The school does very well in inter-school tournaments and in local sporting events. For example, it won the Horsham District Netball Tournament, was runner up in the Sussex Open Rugby Championships, and came second in the District Friendly Netball League and fourth in the Steyning District Race Walking. Such activities widen pupils’ opportunities and interest in sport and help to develop a positive ethos towards physical education, games and sport within the school.

RELIGIOUS EDUCATION

151. Satisfactory standards of attainment in religious education have been maintained throughout the school since the previous inspection. Pupils’ standards in Years 2 and 6 are in line with those expected in the locally agreed syllabus.
152. By the age of seven, pupils are beginning to understand that stories may have a deeper meaning. They remember some parables and recount meanings, which shows the level of their understanding. For example, they understand and can explain why Jesus chose a Samaritan to be the person who acted kindly in his parable of the Good Samaritan. They know that Jesus told stories to teach people about God. They learn to think about how the characters in the story are feeling and suggest possible meanings of the story. They recount in good detail the miracle of the Feeding of the Five Thousand, but they have little understanding of what a miracle is. Pupils understand it as a story like the parables.

They know some Old Testament stories, such as the story of David and Goliath and Joseph and his coat of many colours and recount the main aspects of the story. By the age of eleven, pupils have a sound knowledge of New Testament stories and understanding of the different aspects of Christianity, Judaism, Islam and Hinduism. They have good knowledge of some important feasts of the Christian Church, such as Easter. They have appropriate knowledge of festivals of Judaism and Islam. They describe the main events of festivals such as the Passover meal and Hanukkah. They have satisfactory understanding of the importance of symbols in different religions, for example the fish and cross as symbols of Christianity and why sacred texts are important to the faithful. Pupils go on visits to sacred buildings, such as the local churches and cathedral and understand the importance and the beauty of the buildings. There is very little recording of pupils' work and this is an area that has been highlighted as one for development by the new co-ordinator. The written work that was seen was satisfactory in quality and content and some interesting ways of recording had been used, for example retelling the Easter story in cartoon form.

153. From the lessons observed and from the quality of pupils' learning, the quality of teaching is satisfactory overall. In the lessons observed, however, it was mixed. In two of the four lessons seen the teaching was good, pupils were well motivated to learn and good progress was made. In the other two lessons observed the teaching was satisfactory. Where teaching is good the content of the lesson builds well on previous learning and the tasks are well chosen to match the pupils' understanding and ability. As a consequence, the pupils achieve well. Where teaching is less effective, activities provided are either too demanding for the pupils or what the pupils are to learn is not sufficiently clear and so pupils make no better than satisfactory progress. Pupils have written their own prayers to say at the end of the morning and afternoon sessions. These show that pupils have time to reflect on their needs and the needs of others. Teachers are successful in promoting pupils' positive attitudes to their lessons. Effective questioning stimulates their readiness to answer questions about things they have learned in previous lessons. Pupils of all abilities show they have listened well and have remembered the main points. Older pupils talked eagerly about what they had learned about religions other than Christianity and showed an understanding of other beliefs. The school benefits from regular visits from the local vicar, who takes assemblies with the whole school. He also takes the religious education lesson with the Year 6 pupils, successfully promoting their empathetic skills as well as appropriate knowledge.
154. The current scheme of work, which is based on the nationally recommended syllabus and the locally agreed syllabus, is due to be reviewed to ensure there is an effective progression and balance of knowledge and skills. The curriculum is enhanced by pupils' visits to churches and other places of worship. There were no displays of work in religious education around the school, which is a missed opportunity for raising the importance of the subject and in enhancing pupils' knowledge. There are no formal procedures for assessing pupils' progress, although informal assessments are made and summarised on the annual reports to parents.
155. The co-ordinator has only been in post since the start of the current school year, but has already demonstrated her enthusiasm and readiness to move the subject forward. She has carefully checked and sorted resources, matching them to the topics being taught. Resources for the subject are now satisfactory and contain suitable artefacts, books, photographs and other reference material. The library also contains a good range of books for the subject. The co-ordinator has also planned a scheme of weekly assembly themes for a two-year programme. Although planned, there has been no monitoring of teaching and learning with a view to improving the quality of teaching and raising standards.