

## INSPECTION REPORT

**BARNHAM PRIMARY SCHOOL**

Bognor Regis

LEA area: West Sussex

Unique reference number: 125892

Headteacher: Mrs Julie Hodgson

Reporting inspector: Dr Pauline Buzzing OBE

Dates of inspection: 14-17 January 2002

Inspection number: 196895

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

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## INFORMATION ABOUT THE SCHOOL

Type of school:	Primary
School category:	Community
Age range of pupils:	4-11 years
Gender of pupils:	Mixed
School address:	Elm Grove Barnham Bognor Regis
Postcode:	PO22 0HW
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Appropriate authority:	Governing Body
Name of chair of governors:	Mrs Patricia Dingemans
Date of previous inspection:	28 <sup>th</sup> April 1997

## INFORMATION ABOUT THE INSPECTION TEAM

Team members			Subject responsibilities	Aspect responsibilities
15849	Pauline Buzzing	Registered Inspector	English (including literacy), music	The school's results and achievements. How well are pupils taught? How well is the school led and managed?
9147	Susan Stock	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?
14997	Val Emery	Team Inspector	History, religious education, physical education, equality of opportunity, provision for children in the foundation stage	
12367	Tony Green	Team Inspector	Mathematics (including numeracy), geography, information and communication technology (ICT), provision for pupils with special educational needs, English as an additional language	
27055	Creighton Muirhead	Team Inspector	Science, art and design, design and technology	How good are curricular and other opportunities offered to pupils?
2940	Deborah Zachary	Team Inspector		The work of the Orchard Unit for physically disabled pupils

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

### **INFORMATION ABOUT THE SCHOOL**

Barnham Primary School serves 265 boys and girls aged between four and eleven in the village of Barnham, West Sussex. The once rural area has now expanded to become part of an urban belt, stretching between Chichester, Bognor Regis and Littlehampton. The size of the school is about average for a school of this type. The pupils come from a range of home environments, which are overall above the national average in their socio-economic background. About nine per cent of the pupils are known to be eligible for free school meals, though this may be a misleading picture as few families declare that they have the option to take the meals since the local education authority stopped providing a hot lunch. The pupils enter school with attainments that are average overall, but the different year groups vary in the numbers of pupils with special educational needs. There are 57 pupils currently on the school's register of special educational needs; some 21 per cent, which is about average. Thirteen pupils in the school have a Statement of Special Educational Need, which is well above the national average. There are very few pupils from ethnic minority families, three from travellers' families, and two pupils speak English as an additional language, a little higher than average, compared with schools nationally. Until recently, the school was on two sites, but building and refurbishment have reduced this to a single site. The project was only completed in the middle of the autumn term, 2001. The school is becoming increasingly popular, and some 10 per cent of pupils have joined the school during the past year, more than half of whom live outside the catchment area.

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

Barnham Primary School shows good effectiveness. It provides an education for its pupils that enables the majority to achieve well during their time in the school. Standards in English are now above average; mathematics and science now reach average levels and have been steadily improving since a low point in 1998. The curriculum is satisfactory overall now, and the school provides a caring environment in which all pupils and their backgrounds are well known. The school is well led, and the hardworking staff work well together. Teaching and learning are good and a strong sense of community underpins a happy, working school, focused on improvement. Pupils and parents are enthusiastic about their school, which provides satisfactory value for money.

#### **What the school does well**

- Year 6 national test results in English are above average because the school has concentrated on raising standards in literacy.
- Pupils' attitudes, behaviour and personal development are good; relationships are very good.
- The quality of teaching and learning in the Foundation Stage and in Years 3 to 6 is good and, as a result, the pupils achieve well.
- The headteacher leads very well; leadership and management overall are good and the governors make a good contribution to the life of the school.
- The school has identified priorities for improvement very well and there is strong, shared commitment to improvement, with very good capacity to succeed.

#### **What could be improved**

- The tasks set for higher attaining pupils do not always fully challenge them.
- Assessment is not playing a full part in the learning process in all subjects, so that the pupils do not reach equally high standards in all their subjects.
- Although teaching in Years 1 and 2 is at least satisfactory, there is not such a high proportion of good and very good teaching as there is in the rest of the school and, as a result, the pupils' achievement is only satisfactory in these year groups.

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

## HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school has made good progress since the previous inspection. The key issues mentioned in the report have been addressed well. Major weaknesses lay in the lack of structure in the curriculum, its failure to comply with legal requirements and to meet the needs of all pupils, and to provide equality of opportunity. There were health and safety issues, the school lacked educational direction and targets for development, and teaching time in the school was below the recommended minimum.

The curriculum is now secure, with schemes of work in all subjects, and all statutory requirements are met. There is now a closer match of the tasks set to the needs of most pupils: the teaching of English and mathematics in Years 3 to 6 is carried out in sets, rather than in classes, for example. However, there is still some lack of challenge to higher attaining pupils. Teaching time has been increased to recommended levels, and the quality of teaching has been improved by monitoring the planning and the classroom practice in the core subjects, so that it is now good overall. Cost effectiveness has improved through the move to one site, and the school has done well to implement all the improvements and cope with the move as well. The school has worked hard to raise standards, so that the trend is now firmly upwards, with significant improvements in the 2001 scores over the previous year. The impact of all the improvements, particularly the good teaching, is clear in the good quality of pupils' learning.

## STANDARDS

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

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

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

The school's results show considerable improvement in 2001; results in English are above the national average, and those in mathematics and science are in line with national averages, although science results are within 0.1 points of the next category up. The trend in results, overall, is rising, as a result of the improvements put in place and a concentration on raising standards. The school's emphasis on English is reflected in the results. A significantly higher percentage of pupils reached the average, Level 4 in mathematics, but the percentage of pupils reaching the higher, Level 5, is below the national average, keeping the average points score down. In science, 100 per cent of the pupils reached Level 4, putting the school in the top five per cent of schools. However, despite the results in science and English being better than in similar schools, the percentage of pupils attaining the higher, Level 5, is only average in each case. The school was very close to meeting its targets in 2001: within one per cent in English and three per cent in mathematics. It is on course to meet its targets in 2002, and these are appropriate for the year group.

Compared to national averages and to those for similar schools, at the end of Year 2 the results in reading are close to the average, and performance in writing and mathematics is above average. Higher attaining pupils achieved well; the percentage of pupils attaining the higher, Level 3, was well above average in reading, writing, mathematics and in the teacher assessments for science.

In work seen, most pupils in the Foundation Stage are now on course to achieve the Early Learning Goals in all areas of their learning. By the end of Year 2, the pupils are reaching above average standards in art and design. Standards are average in all other subjects, with strengths in data handling in mathematics and in singing. By the end of Year 6, pupils reach above average standards in English,

art and design, music and information and communication technology (ICT). Standards in all other subjects are average. The pupils achieve well in the Foundation Stage, and satisfactorily in Years 1 and 2. Their achievement in Years 3 to 6 is good, and accelerates in the top Year 5/6 classes. This represents particularly good achievement for pupils in the current Year 6, whose national test results at the end of Year 2 were below average in reading, writing and mathematics.

### PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Good. Parents confirm that pupils have good attitudes to school, and these were observed during the inspection. Pupils like coming to school and tackle the tasks their teachers set with enthusiasm.
Behaviour, in and out of classrooms	Behaviour is good. Pupils behave well in lessons, in the playground and around the school. This contributes to the good climate for learning.
Personal development and relationships	Very good. Pupils are polite and friendly. Their personal development is good, and relationships are very good. The pupils work well together, and those from the Orchard Unit are well integrated.
Attendance	Satisfactory. There is no unauthorised absence at all, but overall attendance is slightly below the national average.

### TEACHING AND LEARNING

Teaching of pupils:	Reception	Years 1 and 2	Years 3 to 6
Quality of teaching	Good	Satisfactory	Good

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

The quality of teaching is good overall. It is consistently good in the reception class, and good overall in Years 3 to 6. Teaching in Years 1 and 2 is satisfactory, with some good lessons. Examples of good teaching were seen in all classes. There are particular strengths in the teachers' knowledge and understanding of the subjects they teach. Expectations are high in the reception class. Most aspects of teaching are good in Reception and in Years 3 to 6. The result of this are the good levels of interest, concentration and independence the pupils show in their learning. In some lessons that were judged to be satisfactory, rather than good, teachers did not insist on absolute concentration, and opportunities were missed to challenge higher attaining pupils. Overall, however, the school meets the needs of all its pupils, and the quality of their learning is good, particularly in the Foundation Stage and in Years 3 to 6. English and mathematics and literacy and numeracy in most subjects of the curriculum, are all taught well. The school's strategies are securely in place, and teachers' good grasp of these aspects help to develop the pupils' basic skills systematically and progressively.

### OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Satisfactory. All statutory requirements are met, and the curriculum now provides a secure framework for learning in all subjects. The curriculum in the Foundation Stage is good.
Provision for pupils with special educational needs	Good. The provision contributes well to the good progress that these pupils make overall. Provision for the pupils in the Orchard Unit is also good.
Provision for pupils with English as an additional language	Two pupils have English as an additional language, but they were on extended absence abroad during the inspection. Each is a fluent English speaker and their work shows that they make good progress.



Provision for pupils' personal, including spiritual, moral, social and cultural development	Satisfactory. The provision for spiritual and cultural development is satisfactory, and provision for moral and social development is good.
How well the school cares for its pupils	The school is an open, welcoming and caring community that provides good support for pupils. Monitoring of the pupils' behaviour is good, but the monitoring of attendance is unsatisfactory. Assessment of data from the English and mathematics tests is used well to plan further work, but there are no systems for assessment in other subjects.

The school has good links with parents, whose views of the school are very positive.

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

Aspect	Comment
Leadership and management by the headteacher and other key staff	Good. The headteacher leads very well, ably supported by her deputy, and there is clear educational direction for the school. Co-ordinators have contributed well to the drive for improvement and all adults in the school are focused on raising standards and improving provision.
How well the governors fulfil their responsibilities	Governors fulfil their responsibilities well, and have made good contributions to the school's improvement. They know the school well, are aware of its strengths and weaknesses and support its development in a variety of ways.
The school's evaluation of its performance	Good. The rate of improvement recently and rising standards in the school are the result of accurate assessment of the school's needs and good implementation and monitoring of action plans to address weaknesses.
The strategic use of resources	Good. Resources are used well, and planning for the new building was sensibly done, with the principles of best value securely in place.

Staffing and accommodation are good. The move to one site has improved accommodation and provided better access to resources, which are satisfactory overall, although there is a need for some updating in the geography resources and there are few instruments from a range of cultures in music. Resources for ICT are good.

#### PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> <li>• Their children like coming to school, make good progress and behave well.</li> <li>• They think that the school is well led and managed, that the teaching is good, and that the school helps pupils to become mature.</li> <li>• The school works closely with parents, and is approachable.</li> <li>• The school expects their children to work hard, and provides parents with good levels of information about the progress the pupils make.</li> <li>• They are happy with the amount of homework their children are set.</li> </ul>	Some parents are concerned at the lack of extra-curricular activities.

Inspectors agree with the parents' positive views. They found there to be a satisfactory number of extra-curricular activities.

## **PART B: COMMENTARY**

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

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

1. There is one reception class in the school, to which children are admitted in September or January each year. Attainment on entry to school is broadly average, with a significant number of children having above average attainment, but also with some children having a range of special educational needs and in some years, there is a higher percentage of pupils with special needs than in others. Some have poorly developed speech and there is a small number of children with behavioural problems. Scrutiny of past years' assessments shows this to be true overall and, in most year groups, they show the full range of abilities. This year, attainment on entry is average, with the full range of attainment, including some children with special educational needs.
2. During their time in the reception class, children now enjoy consistently good teaching, resulting in good learning overall. This represents an improvement since the time of the previous inspection and means that the pupils' achievement is now good. By the time they are ready to start Year 1, they are likely to have moved to a level that is just above the expected goal in communication, language and literacy, mathematical, physical and personal and social development. The other goals for knowledge and understanding of the world and creative development are met.
3. The national tests for 2001 continue an upward trend, which represents significant improvement on the Year 2000 results. This is true, even in mathematics, where the school appears simply to have regained the ground lost since the 1999 results. However, the percentage of pupils attaining the average Level 4 increased by 27 per cent in English, 17 per cent in mathematics and 23 per cent in science. This is because the school now has a good structure for the curriculum in place, with schemes of work that ensure that the pupils' learning each year builds on what has gone before and because of the good teaching they receive, particularly in the Year 5/6 classes.
4. In terms of the percentage of pupils reaching the average Level 4, the school's results in 2001 are average in English and mathematics, but very high in science. The school's results for its higher attaining pupils are close to the national average in English and science, but below average in mathematics, and this shows that these pupils could attain higher results. Since all the pupils reached Level 4 in science, the school is clearly doing well to get the vast majority of pupils to the expected level for their age.
5. The comparison with similar schools, which shows that standards are above average in English and science and average in mathematics, is, perhaps, misleading. The percentage of parents who indicated that they were eligible to claim free school meals for their children dropped dramatically when the West Sussex Local Education Authority stopped providing hot meals. Perhaps a better measure is to compare the school's results at the end of Year 6 with schools whose pupils reached comparable levels in the tests they took at the end of Year 2 in 1998. This shows that the pupils' results in 2001 are very good, relative to their prior attainment, in English and science and good in mathematics. The school's targets for English and mathematics are lower this year, reflecting the attainment profile of the current Year 6. However, the effects of all the good teaching, particularly in Years 5 and 6, are having a positive impact on standards, so that the school's targets, set two years ago, have been revised upwards to reflect the added challenge that the school is accepting. The school was within one per cent of reaching its target in English and within three per cent in mathematics in 2001. Improvements have been put in place in English and mathematics since the previous inspection in the form of regular and careful assessment and the monitoring of planning and teaching. This, together with the good quality of teaching in these subjects, means that the school is on course to meet its targets.
6. The test results show that girls performed better than boys over the past three years, but in 2001 the boys' results were better than those of the girls, except in mathematics, where more girls than boys reached the average level, but more boys than girls attained the higher levels. There really is no overall pattern to this and during the inspection, there was no significant difference in the

performance of boys and girls. In the tests taken at the end of Year 2, girls scored less well than boys in four out of the last five years, but the results were almost equal in 2001 and no significant difference in standards was observed between the sexes during the inspection.

7. The test results for Year 2 pupils in 2001 are average in reading and above average in writing and mathematics. The school has had a particular focus on writing and their good efforts are reflected in improved results. The percentage of pupils reaching the expected Level 2 in all three subjects was broadly average, but higher attaining pupils did particularly well. The percentage of pupils reaching the higher Level 3 was well above average in reading, writing and mathematics. Teacher assessments indicate that this was true of attainment in science as well.
8. In work seen, standards at the end of Year 2 are above average in art and design and average in all other subjects. Standards at the end of Year 6 are above average in English, art and design, ICT and music and average in all other subjects. The previous inspection report judged that standards at the end of Years 2 and 6 were average in all subjects except in geography, history and religious education, where they were below average. Geography, in particular, showed a 'serious lack of progression'. The pupils now achieve satisfactorily in all their subjects and their achievement is good in mathematics and art and design through Years 1 and 2 and in English, ICT, music and art and design in Years 3 to 6. In some subjects, for example, science and design and technology, the achievement quickens in the Year 5/6 classes as a result of a high proportion of good teaching.
9. Standards in speaking, listening and reading are average at the end Year 2 and above average by the end of Year 6. The pupils talk confidently and listen intently in assembly, to their teachers and each other. Pupils in Years 3 to 6 have better listening skills than those in Years 1 and 2, partly because their teachers insist on high standards of listening. Most pupils speak clearly and there is a clear increase in the breadth of their vocabulary as they move towards the top of the school. Higher and average attaining pupils read fluently by the end of Year 2 and they respond well to the encouragement teachers give them in reading with expression. Even some lower attaining pupils show signs of reading with good expression, gaining increasing understanding of what they read. Standards in writing are average by the end of Years 2 and 6, but a significant proportion of the older pupils write at a level that is higher than this, partly as a result of the school's added emphasis on writing skills.
10. In mathematics, pupils at the end of Years 2 and 6 are currently working at average levels. Achievement by the end of Year 2 is satisfactory and by the end of Year 6, it is good. The current Year 6 pupils reached standards in the Year 2 1998 tests that were below the national average and have achieved very well over time to now attain average standards. In different strands of the mathematics curriculum, data handling is a strength and supports other areas of the curriculum well. However, there is no evidence of the higher attaining pupils in Year 2 using negative numbers and they do not always record their methods of working out.
11. Standards in science benefit from a good emphasis on investigative work, although higher attaining pupils are capable of reaching higher standards than they currently do. The school has concentrated on raising the attainment of all pupils to the national standard; the results of the 2001 tests show the success of this. However, teachers' delivery of the planning and organisational arrangements for science, where mixed ability groups are often used, fail to challenge and stretch the higher attaining pupils resulting in lower attainment at Level 5 than in similar schools. The small amount of time on the timetable devoted to science is also a factor.
12. Standards in ICT are average at the end of Year 2 because the curriculum is now secure. At the end of Years 2 and 6, the foundation subjects of geography, history and religious education, as prescribed by the West Sussex Locally Agreed Syllabus, all show improved standards, so that they are now average, with some developing strengths in design and technology and physical education. The above average standards that are already evident in art and design are partly because the pupils link their work in art and design with other areas of the curriculum. Standards in music are above average, particularly because the school has a strong musical tradition.

13. The school's strategies for literacy and numeracy have a good impact on learning. The pupils' literacy skills are developed in science, religious education, mathematics, design and technology and they describe their movements in dance. There are examples of extended writing in history, geography, and religious education and the teachers' marking often focuses on literacy skills. Mathematics and numeracy are used well across the curriculum in science, design and technology, ICT, history and physical education.
14. Most pupils achieve well in the school. This is particularly noticeable in the reception class and in Years 3 to 6 and there is accelerated achievement in the top classes. Pupils with special educational needs achieve well and make good gains in their learning, relative to their prior attainment. They make good progress towards their individual targets because of generally well-matched work and the good support given by the teaching assistants and special needs teachers. The pupils in the Orchard Unit achieve well.
15. It is not possible to make a judgement on the achievement of pupils for whom English is an additional language as these pupils were on long-term absence at the time of the inspection; similarly, the children from travellers' families were not in school at the time of the inspection. However, discussion with the headteacher and teachers indicates that they achieve well and that they are given good support.

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

16. Good attitudes and behaviour and very good relationships exist throughout the school, between all groups of pupils, including the pupils from the Orchard Unit and with adults. These very good relationships are characteristic of the school and are one of its strengths. These findings are similar to the previous inspection.
17. Pupils enjoy coming to school and talk with enthusiasm about all that the school has to offer; this is a view shared by the parents. A group of Year 6 pupils spoke with evident pleasure of their friendly, helpful teachers and their favourite lessons, which were not only enjoyable, but also informative. In lessons, pupils are keen to get on with their work because they are motivated by the tasks they are given. For example, in an ICT lesson for the older pupils, the teacher used humour and role-play to fully involve the pupils who, consequently, worked hard and learned well because their teacher made learning fun. The youngest pupils show equal enthusiasm because of their class teacher's high expectations and well-organised lessons. The vast majority of pupils demonstrate mature attitudes to their learning. They work sensibly and with concentration, rising to the challenge when lessons are interesting and well planned. They are keen to make the most of the opportunities that they are given to learn. Pupils with special educational needs and those with physical disabilities are equally enthusiastic and tackle the tasks they are set with determination.
18. Behaviour throughout the school is good. In lessons, most pupils behave well because they enjoy their work and want to succeed. They know what is expected of them and respond accordingly. Very occasionally a small number of pupils become restless in lessons and this results in persistent low-level noise, which disrupts the learning of all the pupils. However, there are high expectations throughout the school of the pupils' good behaviour; this is a feature of the school and results in a pleasant working atmosphere, which benefits all members of the school community. Pupils and parents alike do not consider bullying to be a problem in the school and there have been no recent exclusions. At lunchtimes and playtimes the pupils get on well together. It is noticeable how all the various age groups socialise and play harmoniously together. The older pupils take care of the younger pupils and this contributes to the family atmosphere that pervades the school.
19. The very good relationships between pupils are encouraged through; for example, the older pupils having a responsibility for the youngest pupils at playtime and the way in which the pupils from the Orchard Unit are supported by their fellow pupils during lessons. Between the adults in the school and the majority of pupils there is a strong ethos of mutual respect. These very good relationships begin in the reception class and are built upon as the pupils move up through the school. The

class teachers know their pupils well and enjoy each other's company; for example, in a Year 2 personal, social and health education lesson, pupils discussed how they might support a new pupil in the school. The teacher and her class chatted with ease and confidence, despite their young age.

20. The pupils' personal development is good. The majority of pupils are capable of organising themselves in lessons and working without constant teacher intervention and supervision. They listen well to their class teachers and each other; they get on well together, sharing resources as appropriate and creating a purposeful, working environment. A particular feature of the pupils' personal development is their keenness to learn and the way they respond to the challenges they are set. For example, in a Year 3/4 mathematics lesson the pupils took part enthusiastically in a very lively whole-class, oral session and then moved rapidly on to their group activities, settling quickly and supporting each other to make progress. Outside lessons pupils are keen to take responsibility and show initiative; for example, by fund-raising for charities of their choice, earning points for their various houses and taking part in the extra-curricular activities.
21. Pupils with special educational needs have good attitudes to class, group and individual activities. Their response to appropriate questions is good. Their behaviour is good and often very good. They are fully integrated and work and socialise well.
22. Attendance at the school is currently broadly satisfactory. It is almost in line with the national average. There is no unauthorised absence at all, whereas the national average is 0.5 per cent. The pupils' attendance for the previous year at 93.7 per cent falls below what is considered to be an acceptable level for primary age pupils. This is because a number of parents take their children out of school for holidays during term time and for special days out. They are entitled to do this, but the breaks in continuity of learning mean that not all pupils achieve as well as they should. The vast majority of pupils arrive at school on time and the efficient, friendly registration sessions ensure a prompt, but welcoming, start to the school day. Overall, the pupils' good attitudes and values and very good relationships make a good contribution to their learning and personal development.

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

23. The quality of teaching in the school is good overall. This results in good learning in most classes and it is the major reason why the pupils achieve well during their time in the school. This is an improvement since the last inspection, when teaching was satisfactory overall. There is now a higher proportion of good teaching; almost six out of every ten lessons are good or better and there is a smaller proportion of unsatisfactory teaching; only one lesson was observed where the teaching was unsatisfactory. The proportion of very good or excellent teaching remains about the same; about one lesson in every ten is in this category. Teaching is consistently good in the reception class. It is good overall in Years 3 to 6 and satisfactory, with some good lessons in Years 1 and 2.
24. In the reception class, the consistently good teaching is underpinned by good planning that takes into account the learning needs of all the pupils in the class. The teacher has a very good understanding of the needs of young children and the requirements of the reception class, so that the basic skills are well taught. The methods the teacher chooses are very effective and very good management of the children means that the maximum time is spent on learning, resulting in good progress. In a very good lesson, the children under five started work immediately the teacher had finished her very clear explanation, so that they rapidly learned how to log on and selected their programs independently.
25. Examples of good teaching were seen in all classes. Teaching is good overall in mathematics, English, and music. In science and physical education, the quality of teaching is satisfactory in Years 1 and 2 and good in Years 3 to 6. The teaching in design and technology, history and religious education is satisfactory. No judgements can be made on teaching overall in art and design, geography, or in ICT in Years 1 and 2, because only a small number of lessons were able to be observed in these subjects during the inspection. Teaching in Years 3 to 6 in ICT is good.

26. In Years 1 to 6, teachers have good knowledge and understanding of the subjects they teach, so that they produce interesting lessons that keep the pupils' attention focused on what they are learning. A teacher's very good knowledge and understanding in a Year 5/6 art and design lesson kept the pupils totally focused on their task and encouraged them to be persistent. The resulting redrafting brought higher quality to their work. The teachers' enthusiasm was often a significant factor in the lessons observed. In a good lesson on the history of Barnham, the teacher's genuine interest in the topic and her extensive knowledge of the subject stimulated the pupils to ask and answer questions with a clear sense of enjoyment. In a very good lesson, this time in music for the oldest pupils, the teacher's dynamic approach stimulated the pupils to very good concentration throughout the lesson. His thorough knowledge of a song from 'Macbeth', which was full of figurative language, encouraged the pupils so that they concentrated throughout the lesson and were very accurate in relating the text they saw to the music they heard. As a result, they learned the song quickly, singing with a good sense of rhythm and accurate pitch.
27. Where teaching is good, the teachers' expectations of work and behaviour are high. The high expectations are well supported by good planning. The National Literacy and Numeracy Strategies have helped throughout the school, here, and the pupils clearly benefit from structured teaching. Planning usually shows that pupils of different levels of attainment are taken into account. The thorough planning of a Year 5/6 science lesson spelt out clearly the expectations for pupils of average, below average and above average attainment, so that all the pupils made good progress and sustained their interest in the lesson. This means that they make the best use of every minute, so that the maximum time is spent on learning. The level of challenge is judged well, so that the pupils make good progress and are aware of the value of persistence. One pupil described his own learning in a Year 3/4 mathematics lesson, saying, 'It's a bit hard and a bit easy', and all pupils in the set wanted to stay on task and complete their work.
28. In the satisfactory lessons, some teachers do not insist on total concentration from the whole class and often a minority of pupils chat quietly so that they do not work at such a good pace. The planning does not take into account the full range of attainment within the class so that, although the pupils make satisfactory progress, opportunities are missed to challenge, particularly the higher attaining pupils. Sometimes, although the planning acknowledges that pupils of different levels of attainment have different learning needs, this is not evident in the delivery of the lesson and all the pupils are taught the same thing in the same way. The same is true of homework that, although it makes a satisfactory contribution to the pupils' learning, is often set for a whole class or set, with no account taken of the range of attainments within the group.
29. The learning support assistants make good contributions to the pupils' learning, particularly where they follow up the teachers' good planning of a range of activities, by keeping the pupils on task, helping to maintain a good pace to the learning and asking well-targeted questions. In a Year 3/4 mathematics lesson; for example, the support assistant helped a pupil with special educational needs to concentrate, using good eye contact and helping him to see the spots on the dominoes with which he was working.
30. On the whole, teachers meet the needs of all the pupils in their classes, so that learning includes them all and is effective. In a Year 5/6 science lesson, the teacher was careful to do this through individual question and support, drawing the attention of one pupil to a bank of useful words on the board, which encouraged him to write comments that were more scientific. However, sometimes there are parts of lessons that restrict the higher attaining pupils, who may be limited by the over-use of worksheets, or who work at a comfortable pace where they are set the same tasks as the average attaining pupils.
31. Overall, the pupils' learning skills are good. They acquire skills, knowledge and understanding because of their good attitudes and levels of concentration. The routines teachers have put in place help them with their learning; for example, in a Year 5/6 English lesson, the teacher reminded the pupils, 'Don't forget – check any information to make sure it's not biased – get two definitions'. The pupils' interest in what they were doing led them to make good levels of effort. Their willingness to be involved was clear; for example, in a Year 3/4 music lesson they greeted

the teacher's demonstration of improvisation on the pentatonic scale with a 'Wow!' and then they eagerly worked in groups, experimenting with their task to create and notate a sequence to play to the rest of the class.

32. Each teacher was observed teaching English and mathematics. All the lessons were at least satisfactory; the teaching in both subjects was good overall, with a high percentage of good lessons in the Year 5/6 classes. In English, these are characterised by very clear planning at a variety of levels so that the learning needs of all pupils are met. Interesting tasks are set and these result in the pupils making good progress, as they did when they constructed complex sentences and when some pupils in the group used these in their own free writing.
33. Only one unsatisfactory lesson was observed, in religious education in Year 1/2. The pace of the lesson was slow, there was not enough for the pupils to do and not enough challenge in the tasks set to keep the pupils interested. As a result, they lost interest and the pace of their learning dropped.
34. The quality of teaching for pupils with special educational needs is good. Work is generally well matched to their specific needs. They are challenged and targets are met. Consequently, they achieve well. Individual education plans (IEPs) are kept up to date and targets are reviewed regularly. There are good liaison procedures between the class teachers and teaching assistants, which ensures that they provide good support for pupils. They make a positive impact on pupils' learning. Teachers share with the teaching assistants the objectives and tasks for a lesson. They give good feedback to teachers about pupils' achievement, in the form of formal and informal notes, which they discuss with the class teachers and which help to inform future planning. However, feedback does not always relate to the specific objectives of the lesson.
35. Teachers who take sets, which contain pupils not normally in their class, have a good knowledge of the pupils with special educational needs, but, in a minority of cases, they do not always have copies of the individual education plans for those pupils. The management of pupils is good. At times they are withdrawn from class for individual and group work with the special needs teachers or teaching assistants, but this was not observed during the inspection week and so it is not possible to judge the quality of teaching in withdrawal groups. The use of resources to support learning is good.
36. It is not possible to judge the quality of teaching of pupils for whom English is an additional language as these pupils were on long-term absence from school at the time of the inspection and the children of travellers were also not in school at the time of the inspection.
37. Literacy and numeracy are well taught across the curriculum. The impact of the good literacy teaching is evident in the way in which pupils feel comfortable with technical vocabulary in their subjects. The pupils regularly practise their writing skills in subjects other than English, writing in a range of genres in history, geography and science, writing accounts and reports and giving detailed explanations and descriptions. Numeracy is used well in science, when pupils use data from experiments to produce charts and graphs and in design and technology, when they measure carefully to produce three-dimensional containers. Pupils use numeracy to produce timelines and charts in history, to create line graphs of their pulse rates in physical education and to record changes over time in sound, light and temperature in ICT.
38. Teachers use ICT well to support other subjects. They word-process work in English, use digital photographs to produce paintings in art and design and use CD-ROMs and the Internet for research in music. They program the computer to drive working models in design and technology and use maps and charts to produce graphs in mathematics and science. The new computer suite has a positive impact on the raising of standards and teachers use this with whole classes to ensure that pupils have the skills needed to use computers and the programs. Occasionally, computers within classrooms are underused in teaching.

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

39. The quality and range of the curriculum are satisfactory overall. They are good in the reception class and satisfactory in the rest of the school. The requirements of the National Curriculum, religious education and those for collective acts of worship are met. However, due to recent resignations, the school is without co-ordinators for English and music. The issues identified in the last report concerning inadequate provision for geography, ICT and physical education have been addressed. Religious education now meets the expectations of the Locally Agreed Syllabus. Good progress has been made in developing the work in geography and physical education and there have been very good developments in ICT. The school has addressed the issue of length of time available for the taught curriculum and now meets recommended hours. Overall the progress of the school in this area since the last inspection is good.
40. The school has drawn up a satisfactory scheme of work for personal, social, health and citizenship that will be implemented next term. There is satisfactory provision for sex and drugs education. The curriculum promotes the pupils' intellectual, physical and personal development and is accessible to all of the pupils.
41. The National Literacy and Numeracy Strategies have been introduced to good effect and these have a positive impact on pupils' learning and standards attained in Years 1 to 6; however, higher attaining pupils are not routinely challenged. There are good strategies in place to promote literacy and numeracy across the curriculum.
42. The school has worked hard to address the issues of breadth and balance, continuity and progression. There is a firmly embedded curriculum plan and detailed schemes of work for all subjects, which have been developed from QCA exemplars. There is clear continuity across year groups and planned progression through the school. The school has addressed the issue of mixed age classes by introducing a two year rolling curriculum that is carefully monitored.
43. Provision for pupils with special educational needs is good and contributes well towards their good achievement. The school's implementation of the 1994 Code of Practice is meeting the needs of the pupils on the special needs register and ensures equal access to the curriculum and preparation for the revised code is scheduled for all staff in March 2002. However, teachers' daily planning does not always specifically identify the lesson objectives for pupils on the special educational needs register and, in these lessons, they make satisfactory, rather than good, progress. Year 1 and 2 pupils are being taught Makaton sign language by a special educational needs teacher, to support the full inclusion of pupils who have difficulties with language.
44. The school provides booster classes for Year 6 children in the spring term in English, mathematics and science. These are delivered by Year 6 teachers and helped to raise standards of attainment at the end of Year 6 in 2001. The Springboard mathematics programme for Year 5 pupils also takes place during the spring term. Higher attaining pupils in Year 6 have the opportunity to act as editors for the lunchtime ICT club, which is active in creating the school's web site. Higher attaining mathematicians are invited to attend sessions at University College, Chichester.
45. The provision for equality of access and opportunity is satisfactory overall. The school strives to ensure that the curriculum is accessible to all pupils, regardless of their ability, gender, race or background. A particular strength of the school is the total commitment of the whole community to the inclusion of the 'Orchard' pupils, which is highly successful at all levels.
46. All areas of the curriculum and most of the extra-curricular activities are open to all. The exceptions are the special groups for higher attaining pupils in mathematics and ICT. The school boasts its own rock band 'The Marmites' that musically talented pupils can join. Although, in the parental survey, a significant minority of parents thought the school was not providing well enough for extra-curricular activities, inspectors found that the provision is good and makes good contributions to the pupils' social and wider development. There are opportunities for recorder and guitar tuition, choir, table tennis, football, netball, basketball and ICT. Outside providers come into school for dance, gymnastics and karate. The school takes a full part in inter-school sporting activities including football and netball leagues, the dance programme at the secondary school and 'It's a Knockout'. Plans are in place to enter a table tennis tournament.



47. The curriculum is further enhanced by an appropriate range of out-of-school visits and activities outside the classroom. Visits are made to local museums including Fishbourne Roman Palace where pupils have studied the mosaic floors and plants that grew in Roman Britain and the Weald and Downland Museum. Other trips include Chichester Harbour, Barnham Church and Tescos to study food technology. The local environment is used to study post-boxes and an air raid shelter from World War II. Older pupils have the opportunity to attend a residential trip to Aran Tyrrell where a range of outdoor activities is provided including canoeing, orienteering, archery and a ropes course. These help to build self-esteem and make a positive contribution to the pupils' personal development.
48. Provision for pupils' personal, social and health education is satisfactory overall. Opportunities are provided, in all classes, through circle time, assemblies and using areas of the curriculum to discuss issues about relationships, the code of behaviour and environmental concerns. Assemblies are based around a weekly theme that is introduced to the whole school on a Monday and then followed up in class and other assemblies. There are some limited opportunities for Year 6 pupils to assume a range of responsibilities, but these could be more developed. Currently they support Years 1 and 2 classes at lunchtime by eating with them, put out chairs for assembly, organise the overhead projector and greet visitors on special occasions. Other pupils assume responsibilities in their own classroom. Health education is delivered through the science curriculum.
49. The school has satisfactory links to the local community. Pupils led a recent Harvest celebration in the parish church and take part in other local events. Visitors are welcomed into the school and thus help to enrich the school's curriculum.
50. The school has satisfactory relationships with partner institutions with links to the secondary schools ensuring a smooth transition for Year 6 pupils. There are developing curriculum links with the main secondary school. The local playgroup is invited in to see school productions and the Reception teacher visits playgroups to meet children. Recent developments include home visits to pupils in the summer term before they start. The school has close links with University College, Chichester and the Chichester College of Technology accepting on placement students studying for qualifications as nursery nurses.
51. Provision for spiritual, moral, social and cultural development is good overall. Provision for spiritual education is satisfactory, but the school does not yet plan opportunities for spiritual education across the curriculum, so that opportunities are sometimes missed to explore deeper issues. The local clergy make regular visits to take assemblies, there is a policy for collective worship and the school meets statutory requirements. Although assemblies are used effectively to promote moral and social issues, opportunities are missed for spiritual development. The pupils sing well when asked, but music and singing could be more effectively used to develop a reflective atmosphere in which pupils are able to make a deeper response. Assemblies planned for this term are all mainly Christian in nature, but pupils study the festivals of other faiths in religious education. There are insufficient opportunities for prayer, consideration of readings from holy texts, or quiet and silent reflection. There is not sufficient guidance as to the provision of spiritual development in the wider curriculum, so that there is a satisfactory, rather than good, impact on the pupils' attitudes and values.
52. There is good provision for moral development. All pupils are guided by the school's Code of Conduct that is prominently displayed in classes and the school entrance. This code is promoted consistently throughout all aspects of school life. Good behaviour and effort are rewarded through the school's house point system, stickers, certificates and the 'Golden Book'. There is a range of appropriate sanctions and a satisfactory system for involving parents when necessary. Circle time takes place in some classes, but as yet is not a regular, timetabled activity. The school provides some opportunities for the exploration of moral concepts and values through the curriculum; for example, in religious education, but opportunities have yet to be identified in all schemes of work. Pupils are encouraged to take responsibility for their own actions and show respect for the school environment. A strong feature of the school's moral education is the emphasis it places on the

importance of adult role models. All staff consistently provide very good role models for the pupils. Relationships between pupils are very good throughout the school and they show respect for staff and visitors.

53. The provision for social development is also good. The good working atmosphere of mutual respect in classes develops collaboration and pupils' understanding of the needs of others. The school works well as a community and pupils learn the part they need to play. Pupils' work is displayed to a high standard on boards and this encourages them to aim for high standards of presentation. They co-operate well with their peers and adults. They respect property and play their part in keeping the school tidy and attractive. Opportunities are provided in lessons for pupils to work in teams and to take on leadership roles. In Year 5/6 physical education lessons pupils work together to solve practical problems and take turns in directing the team's activities. Mixed ability groupings are often used for scientific investigation and design and technology projects. Year 6 pupils support Years 1 and 2 pupils at lunchtime, eating with them and being aware of their needs on the playground. Pupils from the Orchard Unit are also well cared for and included by other pupils in recreation times. The pupils are encouraged to raise funds for charities. Often they identify the cause, then organise the event themselves. For example, they have recently raised money to provide a much-needed screen in the Orchard Unit.
54. Cultural development is satisfactory. Good opportunities for pupils to explore their own culture are provided through the curriculum, on visits and by inviting visitors into school. The school has regular visits from touring theatre companies. These are linked to the curriculum; for example, science with the Kinetic Theatre. During Book Week local storytellers come into school and pupils dress up as characters from favourite stories. A recently introduced feature is the Open House day where members of the wider community are invited into school to join the pupils in lessons such as art and design and ICT. Some impressive work from this project in the style of Picasso is currently on display in school. Pupils from the school led the Harvest Festival in the village church in 2001. Pupils' particular gifts are recognised and celebrated; for example, during the inspection one child sang a solo in a school assembly.
55. Aspects of multicultural education to prepare pupils for life in a multicultural society and to build appreciation of a range of cultures are effectively planned into the curriculum. Pupils in Years 3 and 4 make a study of India and, as part of this, they dress in Indian national costume for a day and experience Indian food, hand painting and dance. The pupils listen to a visiting Indian band and, since 1999 have also raised money to sponsor an Asian child. The music curriculum ensures that pupils encounter music from a wide range of cultures and the choir enjoyed learning an African welcome song during the inspection. Pupils experience art and design from a range of world cultures as well. Resources for multicultural education are unsatisfactory; the book stock and visual resources that include role models from a range of cultures is limited and there is also a lack of musical instruments from other cultures.

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

56. Overall the school has satisfactory arrangements for the monitoring of pupils' academic performance and personal development. It provides satisfactory educational and personal support and guidance for its pupils with some good elements and this makes a satisfactory contribution to the standards they reach and to their achievement. This is very much in line with the previous inspection. The pupils benefit from being part of an open, welcoming and caring school community whose strength lies in its mutually supportive relationships. Parents have every confidence that the school does its best for their children and express high levels of satisfaction with the school in most areas of its work.
57. Procedures for monitoring and supporting pupils' personal development and the arrangements for the pupils' day-to-day welfare are good. The pupils are well cared for through formal procedures that ensure their safety and well-being during the school day. The headteacher and her staff work hard to ensure that the school operates to the best advantage of the pupils. The class teachers know their pupils well and successfully build friendly, but respectful relationships, between

themselves and the pupils. This was evident in the majority of lessons observed, when these very good relationships had a very positive impact on the pupils' learning.

58. The school has satisfactory procedures for child protection. The headteacher is the child protection liaison officer and the school follows the county guidelines. However, training for all members of the school's staff is in need of updating. Health and safety within the school are promoted well, particularly in lessons; for example, in science and physical education. The governing body takes its responsibilities seriously and is currently reviewing and updating its policy and procedures.
59. The school's procedures for promoting and monitoring the pupils' attendance are unsatisfactory. There is no unauthorised absence at all, but authorised absence has been slightly above the national average in previous years. The main reason is that parents take their children for holidays and days out in term time. They are legally entitled to do this, but breaks in the children's education result in some discontinuity in the children's learning so that some do not achieve as well as they might. Although documentation reminds parents that there are consequences to their children's learning if they do this, the school does not analyse the patterns of absence to see if particular year groups are more affected than others and it does not have any strategies for encouraging improved attendance. Hence, it is not actively seeking to improve the overall attendance of its pupils or to monitor the attendance of individuals or groups rigorously enough.
60. The school's procedures for promoting good behaviour and eliminating unacceptable behaviour are good. The pupils are encouraged to behave in a responsible way to build a harmonious and happy school community supported by the whole-school code of conduct, which is clear and straightforward. Individual and team efforts are rewarded. The pupils know and appreciate the school's system and its success is reflected in the good behaviour of the pupils, which makes a significant contribution to their levels of achievement.
61. The pupils' development is supported well through the good knowledge that the class teachers have of their pupils. This results in the school being aware of the needs of individuals and supporting them so that they make good progress. Pupils are set learning targets in the core subjects of English and mathematics together with personal targets. The newly-introduced system of pupils' files, which will progress with the pupils as they move up through the school, is good and helps to build a clear picture of each pupil's needs and progress. The pupils have a good understanding of their own learning; this is evident in the thoughtful comments they make on their annual reports. Overall the pupils benefit from a supportive pastoral system, including a developing personal, social and health education programme, which makes a positive contribution to their learning and personal development.
62. At the time of the inspection, pupils from travellers' families and those for whom English is an additional language, were absent from school for an extended period. Therefore, it is not possible to make an overall judgement about how well the school cares for these pupils. However, evidence in planning and from discussion with the headteacher and teachers indicates that they are given good support and monitored at least satisfactorily.
63. The school has satisfactory procedures for assessment overall. Data from each year's results are analysed and the information is used to plan further work. Procedures in English and mathematics are good and have contributed to the rising test results. In lessons, assessment procedures are good in the reception class and information is used well to help plan the curriculum and to create learning situations for pupils at appropriate levels for their attainment. This is one reason for the good achievement that is now evident in the reception class. In mathematics, sound use is made of the assessment of pupils against the lesson objectives, which then informs future planning. Work is regularly assessed, but not all teachers comment on pupils' strengths and areas for development and individual targets are not always shared with all pupils.
64. Each subject co-ordinator has created a portfolio of assessed work, showing examples of the levels reached and this is a good development. However, although teachers set end of unit tests to assess how much the pupils have understood and although they keep informal records of how well

individuals are doing, there is no formal assessment in science and the foundation subjects. This means that overall the way the information provided by assessment is used is satisfactory, rather than good, since it is not fully used in all subjects to guide curricular planning. This is an area for development that is included in the school's development plan for this year.

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

65. Parents have very positive views of the school; they appreciate and support the school in nearly all areas of its work. In particular they believe that their children enjoy going to school where they benefit from good teaching, supported by an adequate homework programme and that they achieve well in their personal development. They feel welcomed by the school and that the school is well led and managed. They have some reservations over the number of opportunities their children have for extra-curricular activities. The inspection concurred with the parents' positive views, but found that the school provides a good number and variety of extra-curricular activities.
66. The school has good links with its parents, which are developed through its 'Open Door' policy and enhanced by the welcoming and helpful school secretary. The headteacher and her staff always accompany the pupils into the playground at the end of the school day, which enables parents to consult with them over any concerns or queries on an informal basis. These good links begin in the reception class, when a sound induction programme, together with newly-introduced home visits, enables parents to be involved at an early stage with their children's learning. There are two formal meetings a year for parents to discuss their children's progress. Parents also have the opportunity to attend parents' surgeries every half term to discuss any issues they wish to raise with members of the governing body and the headteacher. There have been several, good new initiatives introduced by the present headteacher, which the parents enthusiastically endorse. These opportunities, which are building an effective partnership with the parent body, are supported by a well-presented, effective home-school agreement.
67. The strength of this partnership is reflected in the good involvement that parents have with the school supporting it in many ways, in particular through the active Friends of Barnham, which raises large amounts of money to enhance the school's resources. Parents are willing to support other recently introduced initiatives, such as the 'Open House' evening, when they had the opportunity to see the school at work. However, there are relatively few parents at present helping in the classrooms, although they are keen supporters of curriculum evenings and class assemblies. The school is very proactive in building and strengthening its partnership with the parent body and is now working hard to develop this to the benefit of all concerned. The impact of the links with parents on the pupils' learning is good.
68. Parents are keen to support their children's learning at home and do so when given the opportunity; for example, listening to their children read. The information that parents receive is satisfactory overall. The school's newsletters, its prospectus and the governors' annual report to parents are clearly written and contain all the required elements. The recently introduced information parents receive on the curriculum is good; not only is it very well presented, but it is also informative and helps parents to be more fully involved with the planned curriculum. The pupils' reports are satisfactory with some good features including the opportunity pupils have for self-assessment. However, they do not give a clear enough picture in all subjects of the curriculum of the pupils' main strengths and weaknesses with targets for improvement so that overall, the information parents receive, particularly about their children's progress, is satisfactory, rather than good.
69. The school has worked hard to build a good partnership with its parents and continues to develop its good practice. This area of its work is improved since the previous inspection. These good links make a positive contribution to the pupils' learning and personal development. The arrangement for the assessment and identification of pupils with special educational needs are good and are being implemented in accordance with the 1994 Code of Practice. The school cares for its pupils with special educational needs well and has maintained the good care since the previous inspection. Baseline assessments and tests are used well to target pupils' needs. Pupils' gains in knowledge, skills and understanding are good. Records are up to date and examples of pupils' work are kept,

which helps to monitor progress. Individual educational plans (IEPs) generally contain specific targets, although targets for some pupils on Stages 1 and 2 of the register are not always specific and easily measurable. The monitoring and support for pupils with Statements of Special Educational Need are good. Their annual reviews show their levels of achievement and outline future targets. The support given by the teaching assistant for the pupils with statements is good overall and often very good. Liaison with outside agencies and external support staff is good.

70. Liaison with parents of pupils with special educational needs, including those in the Orchard Unit, is good and the parents themselves confirmed this at the parents' meeting, through comments on the questionnaires and in interviews. They are aware of the point of contact in the school and share in the targets of the individual educational plans. However, these are not always signed by parents and teachers to show that they agree with and understand the targets set. Parents of pupils with statements are kept fully informed and are given good opportunities to be involved in reviewing the targets set for their children, in accordance with the 1994 Code of Practice.
71. The school endeavours to serve the local and wider communities well. The fact that so many parents from outside the area choose to send their children to the school shows that it has the confidence of all communities. For example, one parent of the pupils with English as an additional language has recently served a term as a school governor. In this, it is successful. Many of its pupils come to the school because of parents' choice, including travellers' children and those from different ethnic backgrounds.

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

72. Leadership and management in the school are good overall. The headteacher leads very well, and has brought the school through a difficult period as acting headteacher before being appointed to the permanent post. Aply supported by her acting deputy, she has welded the team of adults together and focused them on raising standards and improving provision in the school. As a result, improvement, measured from the time of the previous inspection is good, although the rate of improvement over the past year has been particularly good. The school's priorities for development are very well chosen; the focus on raising standards resulted in significant increases in the results in all the core subjects, so that the action taken to meet the school's targets has been good. Shared commitment to improvement is evident in the attitudes of all the adults in the school and they have good capacity to succeed in taking the school further. They are all concerned to focus on the individual pupils in their care and to sustain their school, which promotes harmony between pupils of all racial and social backgrounds.
73. The contribution of staff with management responsibilities is good overall. Co-ordinators in the core subjects lead well. The documentation shows that they analyse results and monitor teaching and learning on a regular basis and this has contributed to the rise in standards. Currently, the school is without music and English co-ordinators, the previous post holders having left the school at the end of the term previous to the inspection. However, arrangements are in place to fill the vacancies and the subjects have been well led, so that everything is in place and development is continuing.
74. The special educational needs co-ordinator (SENCo) gives good leadership. She is making a positive impact on special needs provision. She has led a number of training sessions for teachers, special needs teachers and teaching assistants, which has raised the skills and knowledge of staff. Teachers and the teaching assistants ably support her. Teaching assistants feel well supported by the SENCo and positive about their roles. They are given good guidance by the SENCo and other staff and attend appropriate training courses to update their skills and knowledge. The SENCo, and all staff, have an awareness of the new 'Special Educational Needs Code of Practice', 2002, but have yet to be fully trained in its implementation. This will take place in March 2002. With the implementation of the new Code of Practice the school has already identified that the special needs policy will require updating.
75. Overall, the school monitors its performance well in terms of standards, achievement, behaviour and the personal development of pupils. However, there is a weakness in the monitoring of absence. All absence is accounted for and there is no unauthorised absence, but there has been

no analysis of patterns of absence to provide pointers to develop strategies to improve the situation. Teaching has been monitored well in English, mathematics and science, contributing to rising standards, but there has been no monitoring in the foundation subjects, with the result that teaching and the pupils' achievement in these subjects are satisfactory, rather than good. The school has plans in place to develop the monitoring of teaching in all subjects. The school's strategy for appraisal and performance management is satisfactory overall.

76. Governors have a good understanding of the school's strengths and weaknesses. They are effective in fulfilling their statutory responsibilities and play an important role in shaping the direction of the school. There is a good range of expertise among the governors on which the school can draw; for example, one governor who has worked in a comprehensive school senior management team, works with senior staff on the analysis of data. The responsible governor for special educational needs also gives good support. She has a good understanding of her role, of the needs of the pupils on the special needs register, the requirements of the 1994 Code of Practice and the special needs budget.
77. Strong links between subject areas and classes in the school and the governing body mean that individual governors are well informed about the school's life; co-ordinators and class teachers value the links and use them positively. There is good, shared commitment to improvement. The teaching and support staff work as an effective team and the range of expertise on the staff and in the governing body offers good capacity for success. All are concerned to improve standards and provision in the school for the benefit of the pupils. The mutually supportive atmosphere has been very successful in inducting new staff into the team and new teachers speak highly of the quality of support they have received.
78. The match of teachers and support staff to the demands of the curriculum is good. All are appropriately trained. Resources for learning are satisfactory overall and this is an improvement since the previous inspection, when resources in mathematics and ICT were said to be just or barely adequate. Now, the school's resources support the schemes of work across the curriculum. There are pockets that need development, such as the small number of instruments from a range of cultures for music, but the school is aware of this and is moving forward from a strong baseline.
79. Accommodation in the school is good now. The move onto one site has improved classrooms and means that teachers who have parallel classes are mainly in adjacent rooms. Classrooms are light and airy, with adequate facilities for art and design and wall space to enable teachers to create interesting learning environments. The hall is large enough to accommodate the whole school for assemblies. The staff team managed extremely well to continue to guarantee good provision for the pupils and maintain the ethos of the school during the protracted move to one site and the extensive building programme, which was only completed in October 2001.
80. Overall, financial planning to support the school's educational priorities is good. Subject co-ordinators are allocated a budget against agreed development needs, related to the school development plan. Resources are provided in line with priorities in the plan. The overspend noted at the time of the previous inspection has been rectified and prudent financial planning ensured that there were adequate funds to buy additional furniture and other items for the new building. As a result, the school provides an extremely pleasant learning environment for the pupils, which they appreciate and treat with care. Bureaucratic demands on the school are not unduly great.
81. Arrangements for financial control are good and the few recommendations of the last audit report have been fully addressed. The school's bursar provides valuable support to the headteacher and the governing body and the systems to ensure smooth day-to-day running of the school are straightforward and not unduly burdensome. The use of new technology is good. Specific grants, such as the government provided 'standards fund', are used effectively for their designated purposes and contribute well to the raising of standards. Governors show good awareness of the principles of best value and this is carried through as a policy in all areas. The unit costs per pupil are high, because the figures for the last complete financial year include spending to support two sites. The school is now on a single site, but there are no figures for a complete year on the single site. The school currently gives satisfactory value for money.



## WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

82. In order to take the school forward and improve the provision for pupils in the school, the headteacher, governors and all staff with management responsibilities at Barnham Primary School should:

(1) \*\* Improve the provision for higher attaining pupils across the curriculum by:

- ensuring that all teachers provide challenging enough work for these pupils;
- evaluating the outcomes of the tasks and use the information to raise standards still higher.

(paragraphs 4, 10, 11, 28, 30, 41, 116, 118, 123, 126, 128 and 142)

(2) \*\* Increase the impact of assessment on the pupils' achievement through the school by:

- developing procedures for assessment in all subjects that will give teachers information to help them build on what individual pupils know, understand or can do;
- ensuring that teachers use the information to guide the planning of future work.

(paragraphs 64, 68, 128, 133, 139, 148, 154, 163, 170, 172 and 174)

(3) Increase the percentage of good teaching, especially in Years 1 and 2 by:

- spreading the good practice that already exists;
- extending the monitoring of teaching to include all subjects;
- ensuring that teachers plan and teach lessons that target different levels of attainment in all subjects;
- making sure that teachers are consistent in expecting pupils to be quiet whilst they are talking.

(paragraphs 10, 25, 28, 33, 43, 116, 125, 135, 136, 138, 141, 160, 165 and 170)

\*\* Indicates developments that are already included in the school's current action plan.

In addition, the following minor weaknesses should be considered:

Extend the scope and use made of the school library (paragraphs 113, 143 and 157).

Develop effective procedures for monitoring and improving attendance (paragraphs 26 and 60).



## PROVISION FOR PUPILS IN THE UNIT FOR THE PHYSICALLY DISABLED

83. There is a special support facility, the Orchard Unit, for pupils with physical disabilities; they are integrated into the main stream classes and are withdrawn only for physiotherapy. The unit caters for up to ten pupils with physical disabilities; at the time of the inspection it contained eight pupils, two of whom started at the school the week before the inspection. The pupils in the unit entered the school with attainment ranging from well below average to average. They are encouraged to participate in all possible activities as part of the main school.
84. The pupils achieve well, from the reception class to Year 6. They make good gains in their learning, in relation to their starting points. The pupils are entered for National Curriculum tests if they are working at levels for which this is appropriate. For example, in 2001 the pupils in Year 6 reached the levels expected nationally in English and science. They achieve well for two main reasons. There is a very high standard of care, which gives them the security they need to learn. They also receive a good standard of teaching, which ensures that the work they do is usually well designed to meet their needs.
85. The good teaching pupils receive in the Orchard Unit means that they respond to their lessons with interest and enthusiasm. They behave well. The support staff who often work with them on a one-to-one basis are adept at helping them to keep their concentration and as a result their pace of learning is good. For example, in Year 1/2 literacy work, a support assistant using picture cards of characters with the pupils to construct a portrait, gave constant reminders and questions to keep her pupils on task. The staff are well aware that the pupils must learn to be as independent as possible and usually get the balance between support and challenge right. They encourage their pupils to work with others in the class, to the benefit of all. Targets to encourage independence are also appropriately included on pupils' individual education plans. These are appropriately shared with parents, who also take part in annual reviews and are consulted appropriately on any developments in their child's education.
86. The individual education plans for pupils in the Orchard Unit are well written. They contain useful, detailed targets in a variety of curriculum areas, together with targets relating to physiotherapy and self-help. Teachers are well aware of the pupils' attainments and the next steps they need to make. They are inventive in their design of lessons and activities to ensure that pupils from the unit are not only included with the others socially, but also learning the new skills and knowledge that they need. Where appropriate, pupils also receive lessons in the unit as opposed to being with their class. The teachers or assistants who work with them in these withdrawal sessions have detailed plans for what they want the pupil as an individual to learn and, again, the learning is good. The school is meeting statutory requirements for pupils in the unit, including those who are not doing exactly the same things as their classmates. However, it does not ensure this through formally monitoring their coverage of the National Curriculum.
87. The support staff also play a crucial role in the very high standard of care these pupils receive. Through their detailed knowledge of the pupils they ensure that there is a truly multidisciplinary approach; because they are involved with teaching, support such as physiotherapy or speech therapy, physical or emotional or medical care and day-to-day work with the pupils as individuals, they make sure that the pupils' needs are met coherently and consistently in all these areas. A physiotherapist is in school three days a week and support staff often work with her on exercises. Between them they make what could be challenging or painful physical demands into an experience that is enjoyable for the child. One boy was so enthusiastic about reaching for 'frogs', which he had to throw to a target, that he scarcely noticed that he was stretching his hands up to positions he would not usually attempt. Another could not contain his delight at the praise he was getting for rolling back and forth on a mat. The building adaptations that have taken place since the last inspection ensure that care and physiotherapy can be carried out with appropriate privacy.
88. The teacher in charge of the Orchard Unit has established an ethos of teamwork and commitment that pays great dividends for the pupils. She is systematic about planning and data storage and ensures that grant funding is appropriately spent. Leadership and management in the unit are good. However, the teacher in charge largely uses informal methods of gaining information about

the teaching and learning of the pupils. It is effective in supporting her management because she is frequently in class with them. The next step is for the school as a whole to look at possibilities for more formal monitoring of teaching and curriculum coverage, so that support mechanisms for staff can be more systematic.

## PART C: SCHOOL DATA AND INDICATORS

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

Number of lessons observed	80
Number of discussions with staff, governors, other adults and pupils	26

### Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very poor
Number	2	7	36	33	1	0	0
Percentage	2.5	8.8	45	41.3	1.3	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 the figures, since 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)	265
Number of full-time pupils known to be eligible for free school meals	11

FTE means full-time equivalent.

#### Special educational needs

	YR – Y6
Number of pupils with statements of special educational needs	12
Number of pupils on the school's special educational needs register	57

#### English as an additional language

	No of pupils
Number of pupils with English as an additional language	2

#### Pupil mobility in the last school year

	No of pupils
Pupils who joined the school other than at the usual time of first admission	29
Pupils who left the school other than at the usual time of leaving	11

### Attendance

#### Authorised absence

	%
School data	6.3
National comparative data	5.6

#### Unauthorised absence

	%
School data	0.0
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	15	22	37

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC Level 2 and above	Boys	12	12	13
	Girls	19	20	21
	Total	31	32	34
Percentage of pupils at NC Level 2 or above	School	84 (81)	86 (86)	92 (92)
	National	84 (83)	86 (84)	91 (90)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC Level 2 and above	Boys	10	13	13
	Girls	19	20	21
	Total	29	33	34
Percentage of pupils at NC Level 2 or above	School	78 (92)	89 (92)	92 (97)
	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	24	25	49

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC Level 4 and above	Boys	20	17	24
	Girls	20	21	25
	Total	40	38	49
Percentage of pupils at NC Level 4 or above	School	82 (59)	78 (61)	100 (73)
	National	75 (75)	71 (72)	87 (85)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC Level 4 and above	Boys	20	19	23
	Girls	22	21	24
	Total	42	40	47
Percentage of pupils at NC Level 4 or above	School	86 (59)	82 (59)	96 (63)
	National	72 (70)	74 (72)	82 (79)

**Ethnic background of pupils**

	No of pupils
Black – Caribbean heritage	0
Black – African heritage	0
Black – other	0
Indian	0
Pakistani	0
Bangladeshi	2
Chinese	0
White	241
Any other ethnic minority group	0

*This table refers to pupils of compulsory school age only.*

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

Total number of qualified teachers (FTE)	12.88
Number of pupils per qualified teacher	21
Average class size	26

**Education support staff: YR – Y6**

Total number of education support staff	17
Total aggregate hours worked per week	341

*FTE means full-time equivalent.*

**Recruitment of teachers**

Number of teachers who left the school during the last two years	3
Number of teachers appointed to the school during the last two years	2
Total number of vacant teaching posts (FTE)	0
Number of vacancies filled by teachers on temporary contract of a term or more (FTE)	1
Number of unfilled vacancies or vacancies filled by teachers on temporary contract of less than one term (FTE)	0

*FTE means full-time equivalent.*

**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 ethnic minority groups	0	0

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

**Financial information**

Financial year	2000 - 01
	£
Total income	651,231
Total expenditure	635,801
Expenditure per pupil	2,364
Balance brought forward from previous year	16,742
Balance carried forward to next year	32,172

## Results of the survey of parents and carers

### Questionnaire return rate

Number of questionnaires sent out	270
Number of questionnaires returned	101

### Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	77	20	3	0	0
My child is making good progress in school.	61	34	3	0	2
Behaviour in the school is good.	52	49	0	0	1
My child gets the right amount of work to do at home.	48	42	4	3	3
The teaching is good.	67	30	0	0	3
I am kept well informed about how my child is getting on.	62	31	6	0	1
I would feel comfortable about approaching the school with questions or a problem.	89	10	1	0	0
The school expects my child to work hard and achieve his or her best.	67	23	0	0	0
The school works closely with parents.	58	33	3	0	7
The school is well led and managed.	68	21	1	0	3
The school is helping my child become mature and responsible.	64	34	1	0	0
The school provides an interesting range of activities outside lessons.	26	47	17	2	7

### Other issues raised by parents

A small number of parents added comments to their questionnaires. They were overwhelmingly supportive of the school and appreciative of the hard work put in by the headteacher and her staff.

## **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**

89. Provision for children in the reception class is good. The children enjoy a wide practical curriculum, which is very carefully planned and resourced to meet the particular needs of children of this age. A good range of induction procedures, including home visits, results in children and parents knowing the school well and children are happy and confident to enter their new class. Children enter the school in the autumn and spring terms according to age, the younger children on a part-time basis.
90. Children in the reception class are benefiting from improved teaching since the last inspection. Teaching is now good, sometimes very good and this means that the children learn well and standards are rising. Particular strengths in the teaching include a carefully planned practical curriculum where children are made aware of what they are learning. Additionally, there are high expectations for children's independence and good strategies to develop this. This allows the teacher to focus very well on the teaching of basic skills of reading, writing and mathematics to small groups of children, enabling them to learn very well at these times. Assessment procedures are also good and information from assessments is used well to help plan the curriculum. The consistently cheerful, but quiet and firm management of the children who come to school with behavioural difficulties, is very effective in creating a purposeful working environment. At all times, there are good relationships and teamwork between the teacher and teaching assistants, so that the children benefit from the consistently good contacts that they have with all adults, resulting in a good rate of learning. Children from the Orchard Unit are made to feel very welcome. Careful planning ensures that children are fully integrated into all activities, where appropriate.
91. Although the standards of attainment show significant variation from year to year, overall, children enter the reception class with average attainment. Poorly developed speech is a particular weakness for some children and there is a small number of children with behavioural problems. By the time they are ready to start Year 1, they are likely to have moved to a level which is above the expected goal in communication language and literacy, in mathematical, physical and personal and social development. The other goals for knowledge and understanding and creative development are met. Overall this now represents good achievement over their time in the reception class.

### **Personal, social and emotional development**

92. Children make good progress in personal and social development because the reception class provides a welcoming and secure environment that helps young children to settle in quickly and feel part of the school. Children observed were quick to respond to the class routines and as a result of this, even the youngest children organise themselves and work very well independently of the staff. They show confidence and relate well to all adults and each other. Children develop a very good level of independence by regularly choosing and organising their own activities. They take care in dressing and undressing themselves independently and in their personal hygiene. They take on class responsibilities quickly and undertake jobs such as tidying up, efficiently. They quickly learn the rules of classroom behaviour and have a good understanding of the need to take turns. This enables activities to run smoothly and a good rate of learning to take place.
93. Teaching in this area of learning is good. The teacher and classroom assistants provide a broad range of practical activities that successfully promote children's development in a variety of settings. For example, there are frequent opportunities for children to work alone or in small groups, with construction resources or small world play. Children's self-esteem is developed very well as all staff value each child's contribution. Activities such as role play in the 'Shoe Shop' help children to develop their imagination, at the same time encouraging them to play co-operatively. Staff set a very good example for children to follow. They work together as a team and children see the value of co-operating with each other as a result. All staff have high expectations for good behaviour and this encourages the children to behave well. Children are encouraged to be

independent as they are regularly given opportunities to select from a range of activities on offer, changing activities independently using the recognised class system.

### **Communication, Language and Literacy**

94. Most children are on course to exceed the Early Learning Goals in this area of learning by the time they enter Year 1. The reception class provides a language-rich environment in which the children develop their oral and written language skills. All adults take every opportunity to develop these skills in discussion, sharing books and providing writing opportunities. For example, all adults are good role models in their clear speech when responding to children, helping them to speak clearly and correctly. They interact well in the children's creative role play and in the play with small creative toys, helping children to use their imagination and develop their oral skills. Many opportunities are offered for writing in play, such as a designated writing area and pads and pens available in the 'Shoe Shop'. Children enjoy listening to stories and are quick to understand that text has meaning. Books are regularly shared, both individually and as a whole class and children quickly identify favourites, such as 'The First Rainbow', which is the current favourite. Parents give good support to their children, hearing them read regularly and helping them to learn groups of common words. Good gains are made because a variety of methods, games and activities are used to help them to read and write, learn their sounds and write their letters correctly.
95. Elements of the Literacy Strategy are used and, by the summer term, children experience a more formal literacy lesson to prepare them for the National Curriculum. Through a variety of well thought out games, children gain a good knowledge of their sounds; for example, letter snap was played enthusiastically by children, resulting in good learning. At the time of the inspection, a few children were using this knowledge to sound out words and many were using initial sounds to help them to decode or write words.
96. Teaching in this area of learning is good and the curriculum is planned very well for the teacher to work with small groups of children to give very good support to the development of reading and writing skills. For example, in one lesson children were very well organised to work purposefully with other adults on independent activities, whilst the teacher helped a group of children to draw, verbalise and write about their favourite part of the Noah's Ark story. Children were encouraged to work out their sentences, use a word bank and developmental writing. The teacher was able to scribe, mark and assess the work individually with the children, resulting in very good progress for them. Because the children enter school with average skills and by the time they enter Year 1 the majority are above average, this represents good achievement.

### **Mathematical development**

97. This area of learning is taught well and most children enter Year 1 with above average mathematical skills, representing good achievement. The teacher helps the children to see mathematics all around them; for example, she encourages the children to count the number of jumps they make or to measure the rain by making a rain gauge. Expectations of children are high. At the start of the spring term, they were counting reliably up to 12 and grasping the concept of addition. They are starting to solve practical problems such as 'one more' and 'one less' and learning about different ways of showing addition, such as using numbers and number sentences. The teacher provides a wide variety of practical activities to reinforce learning, such as 'big', 'bigger' and 'biggest' in sorting and ordering activities; for example, children draw, cut and build shapes. The children enjoy these practical activities and learn well as a result of their involvement.

### **Knowledge and understanding of the world**

98. By the time children enter Year 1, the majority reach the Early Learning Goals in this area of learning, representing satisfactory achievement. Teaching in the lessons observed was good, enabling children to experience a wide variety of activities, which excite and interest them. They work in their computer suite and learn to log on and log off, choose their programme and use the mouse to drag and drop; for example, 'Teddy's Clothes'. They learn to understand the past and



present through discussion of the Bible and the story of Noah's Ark, thereby increasing their understanding of the difference between past and present. Children use a variety of construction equipment to build, selecting appropriate resources to construct their required object. By observing the weather, they learn about the changes of season and relate this to suitable clothes to wear or the effects of wind on washing, balloons and windmills.

### **Physical development**

99. Provision for this area of development is now very good, as the children benefit from imaginative and challenging outdoor equipment on which to balance and climb. Additionally, they have access to the school hall. Because of this provision, indoor and out and the good teaching, most children are on course to exceed the Early Learning Goals, by the time they enter Year 1, representing good achievement. Children have regular access to outdoor play activities, enjoying a wide variety of wheeled vehicles. Additionally, they regularly use the good provision for outdoor apparatus. They use the apparatus creatively, finding different ways to step balance and climb along it. In the hall, they learn about safety issues and the teacher makes the lessons interesting by changing the context of activities; for example, to caves, wind or water. Reinforcement of numbers is well linked to physical activities in lessons; counting how many children are carrying a mat is an example. Additionally, children show increasing ability to handle tools and materials safely, with good degrees of control.

### **Creative development**

100. At the end of their year in the reception class, the majority of children achieve the Early Learning Goals in their creative development. This represents satisfactory achievement. The teaching is now good and children have good opportunities to explore materials, enjoy music and use their imagination. In the role play area, which is a shoe shop, they are seen measuring shoes, boots and their feet with a tape measure and writing bills and receipts, using the appropriate language associated with this. Examples of paintings, such as portraits and Incy Wincy Spider, are to be found on display in the classroom. Soap patterns and paint splatter patterns were other activities enjoyed by the children. A particular strength of the teaching is the very good level of independence promoted by the teacher in art and design activities. Children organise themselves very well with aprons and suitable resources and a notable strength of the children's learning is the careful way in which they mix their own colours with dry paint. Regular opportunities are also provided for children to learn new songs with a pianist and play a range of untuned percussion instruments. For example, in one lesson, all children learned to sing their new song, 'Wet Play' and each child had experience of playing the claves, triangles, drums and bells. All children made good progress and by the end of the lesson many could identify the basic beat in their playing, with the support of the teacher.
101. The areas of learning were not reported on separately in the previous report, but overall, there has been good improvement since the last inspection, in both standards and teaching.

### **ENGLISH**

102. The school has maintained its standards of average results in reading and writing in the Year 2 national tests, since the last inspection, but it has improved results in the Year 6 tests, in a steadily rising trend. The 2001 results are better than those in mathematics and science, and above the national average. This represents good improvement, and reflects the standards found in work seen during the inspection this time. A carefully structured curriculum, influenced by the National Literacy strategy, and improvements in the quality of teaching, which is now good overall have all contributed to this rise. The above average standards in the current Year 6 are especially commendable, since this year group attained below average standards in the national tests they took at the end of Year 2 in 1998. Pupils achieve satisfactorily in Years 1 and 2, and pupils in Years 3 to 6 achieve well.
103. Standards in speaking and listening are average at the end of Year 2 and above average in Year 6. Throughout the school, the pupils listen attentively to their teachers and to each other. The pupils

talk confidently and listen intently. Pupils in Years 3 to 6 have better listening skills than the Years 1 and 2 pupils, partly because their teachers insist on high standards of listening. Most pupils speak clearly and there is a clear increase in the breadth of their vocabulary as they move towards the top of the school. They speak clearly and confidently using standard English and they ask well-framed questions in order to clarify and extend their understanding. They enjoy using appropriate vocabulary and the oldest pupils savour words such as 'genre' and 'embellishing'. They show sensitivity for words and a quick understanding of rhythm or metre in poetry as they listen to or read it.

104. The pupils' standards in reading are average by the end of Year 2, but a significant proportion of higher and average attaining pupils already read fluently. They read with expression and have a range of strategies for working out words they do not know, using 'sound button' symbols for phonemes and showing a secure understanding of phonics. Some lower attaining pupils read with good expression, gaining increasing understanding of what they read. One Year 2 pupil gave an enjoyable reading of 'When the Village Store Burned Down' when he read this story in rhyme to an inspector. Standards in reading are above average by the end of Year 6. From an early age, most pupils are well supported by their parents, who encourage regular reading at home. Pupils throughout the school read frequently and regularly and those who need extra help receive high quality support. Higher attaining pupils in Year 6 read fluently from a variety of books, both fiction and non-fiction. They read avidly, offer detailed analyses of characters and make intelligent deductions. Lower attaining pupils are confident and read with good expression, showing increasing understanding of what they read. They are very supportive of each other in group reading sessions. In Year 5/6 lessons observed, one group in each English set continued to read a chapter from Harry Potter and the Philosopher's Stone and prepared a plenary session in which they explained to the rest of the class the techniques the author used to make the text funny, or to gain the reader's sympathy for the characters. In the top set, the pupils used complex sentences and justified their points with more examples from the text than in the third set, but all the pupils showed that they had been well briefed and they performed well.
105. Standards in writing are average by the end of Years 2 and 6. A significant proportion of the older pupils write at a level that is higher than this, partly as a result of the school's added emphasis on writing skills. ICT is used well to support the pupils as developing writers. By the end of Year 2, the pupils are reaching the expected standards in writing. Higher attaining pupils are starting to write confidently and in increasing detail. Lower attaining pupils are starting to write fluently. Most pupils use capital letters and full stops correctly. The pupils' handwriting is becoming more careful and regular and many are beginning to use joined handwriting. Pupils with special educational needs are well supported and make good progress for their abilities. Standards in writing by the end of Year 6, are average, but a significant minority are working within the higher level. They write for a wide range of purposes. There are several examples of thoughtful, detailed stories and pupils enjoy the challenge of composing poetry in a variety of styles. The pupils' handwriting and standards of presentation are generally good in Years 3 to 6, particularly in the top classes.
106. The school's strategy for literacy is fully developed across the curriculum. The pupils regularly practise their writing skills in subjects other than English. They write in a range of genres in history, geography and science. A task to write a factory report as though written by a child in Victorian England enabled Year 5/6 pupils to use their factual knowledge and couple it with their imagination, as they tried to understand what it might have been like. Accounts of the patron saints of England, Ireland, Scotland and Wales offered scope for story telling in Years 3 and 4 and pupils reflected on the symbolism of clothes and Christian artefacts such as the cross. The detailed explanations pupils in Year 5/6 gave of evaporation and condensation and their correct use of technical terms when describing religious artefacts or mathematical operations show their competence with vocabulary that is specific to each subject.
107. The pupils' achievement in English is satisfactory in Years 1 and 2 and good in Years 3 to 6. It is often better than that in the Year 5/6 classes. It was evident in a scrutiny of last year's work that this is partly because of the influence of the booster classes, but these had not started at the time of the inspection and the main reason for increased progress so far this year is the high percentage of good teaching the pupils receive in the top classes.

108. Each teacher was observed teaching English at least once and the quality of teaching is good overall. It is consistently at least satisfactory in Years 1 and 2, but some good lessons were observed. Teaching is good in Years 3 to 6 and some very good lessons were seen in the Year 5/6 classes. Teaching has been greatly influenced by the adoption of the principles of the literacy hour. Teachers plan carefully to emphasise key points in each lesson, fit them into what pupils already know and assess how much they have understood. The way assessment data is used in English is good and this helps teachers to challenge pupils at an appropriate level so that they make good progress.
109. In good lessons, teachers start sessions confidently by using clear, simple language to explain the lesson aims to the class. This gets lessons off to a brisk start and helps pupils to pay attention and work hard. Pupils answer questions confidently and ask questions when they are uncertain. In some lessons, teachers skilfully direct appropriate questions to each year group so that learning proceeds at two levels. This is rare and the teaching addresses itself to different attainment levels, sometimes missing opportunities to capitalise on the greater maturity of the older pupils in a class.
110. In the good lessons, there are sufficient appropriate tasks to sustain a brisk pace to lessons. This keeps pupils alert, interested and involved so that they make good progress in their learning. For example, a good lesson with a Year 3/4 class created great interest, particularly as the teacher was in role, wore a Stetson and used an American accent. They chattered excitedly and questioned the teacher about the landscape and the way of life in the American West, but they settled to their writing quickly and gave one hundred per cent concentration to the task. Generally, when they work in groups or pairs, the pupils work well together. However, a few pupils in Years 1 and 2 find it hard to concentrate when they are not directly supervised and do not achieve as much as they could. Teachers have a good grasp of the subject and are well organised. If they have a classroom assistant, they plan together to ensure that all pupils are supported and this means that pupils who are slower learners make good progress for their abilities and the pupils with special educational needs are well integrated and make good progress with their learning.
111. The extended absence of the two pupils who speak English as an additional language, means that no judgements can be made on their standards or progress and also these judgements cannot be made for the three travellers' children, who were not in school at the time of the inspection. Pupils from the Orchard Unit are well catered for, supported by well-briefed learning support assistants, who make good contributions to their achievement and to the standards they reach.
112. Nearly all lessons finish well. In the best lessons, teachers carefully review with the pupils what they have learned by asking key questions that reflect their planning. This helps to reinforce the pupils' new knowledge and furthers their speaking skills so that they talk about what they have learned and have good knowledge of their own learning. It also helps the teachers, who use this information to plan further work at appropriate levels.
113. The leadership of the subject is good. Although the co-ordinator left the school at the end of the term previous to the inspection, all the documentation is up to date and securely in place, with evidence of some good analysis of data and strategies for development. Staff have been well trained to teach the literacy hour and medium and short-term plans are good. The headteacher has a watching brief whilst a new co-ordinator is appointed. Teachers' planning is regularly checked and the teaching of English is monitored regularly. Resources are satisfactory overall, but the school library is small and only pupils in Years 3 to 6 use it for research.

## MATHEMATICS

114. Results of the Year 2 national tests for 2001 are above the national average and this represents an improvement on the average results in the previous report. By the end of Year 6, national test results for 2001 show that pupils reach standards that are average and have been maintained since the previous report. In terms of the percentage of pupils reaching the expected Level 4, however, the 2001 results represent a significant, 17 per cent increase over the previous year. Inspection findings show that standards are average by the end of Years 2 and 6. Achievement by the end of Year 2 is satisfactory. Achievement by the end of Year 6, however, is good, because the results of this group of pupils in the national test results in 1998 were below the national average and so they have achieved well to reach average standards. Pupils with special educational needs achieve well. Although past test results indicate a difference between the achievement of boys and girls, none was seen during the inspection week in lessons or in the scrutiny of pupils' work. However, the co-ordinator has begun to monitor any such differences in the test results.
115. The quality of teaching in Years 1 to 6 is good and has been maintained since the previous inspection. The good teaching results in good learning and is the major reason why the pupils in the current Year 6 have achieved well and now reach average standards. No lessons observed were less than satisfactory. Two-thirds of teaching observed in Years 1 and 2 and all lessons in Years 3 to 6, were good. Teachers' knowledge of the subject is good and there is a good commitment to raising standards. Lessons are generally taught at a good pace and with a good level of challenge. Teachers use activities that motivate and interest pupils and this results in them enjoying mathematics lessons and feeling challenged. For example, in a good Year 1 and 2 lesson, as a game between two halves of the class, the teacher introduced methods for counting on and back in twos and fours and the difference between large and small numbers. The competitive element of the introduction ensured that all pupils took part and felt challenged. The lesson quickly progressed to pupils using abacuses to work out, in a practical form, the difference between large and small numbers using tens and units and hundreds, tens and units for the higher attainers. The class teacher, teaching assistant and a trainee teacher gave good support to the pupils, which ensured good learning by all. At the end of the lesson the teacher brought the pupils together to recap the objectives and assess the pupils' understanding. The pupils were also given the opportunity to assess their own understanding. In a Year 5 and 6 low attainers' maths set, the teacher recapped and developed pupils' knowledge and understanding of the two to five times tables by challenging the pupils in the form of a bingo game. This motivated the pupils to use tables and charts to develop their mental recall to try to be the first to win. Teachers use questioning well to assess understanding, but not all use pupils' errors and misconceptions as further teaching points and they do not ask pupils to explain and share their personal mental strategies.
116. The pace of lessons is good and ensures that pupils are motivated. All teachers display and discuss with the class the objectives of the lesson, so that they know what it is that they will be learning. At the end of the lesson the objectives are recapped so that pupils know if they have been achieved and some teachers ask pupils to evaluate whether they have met the objectives. Lessons are appropriately planned, but do not always make specific reference to the individual targets of pupils with special educational needs and statements. In Years 3, 4, 5 and 6, pupils work in sets each day, in order to ensure a closer match of work to pupils' abilities and needs. Although planning shows activities and objectives for the different ability groups within a class or ability set, scrutiny of pupils' work shows that in some classes or sets, work for the higher attaining groups is very similar to that set for the average attaining pupils. Sound use is made of assessment of pupils against the lesson objectives, which then informs future planning. Work is regularly marked, but not all teachers comment on pupils' strengths and areas for development. Individual targets are not always shared with all pupils. Teachers generally maintain good class management and create a good atmosphere for learning, although in the satisfactory lessons in Years 1 and 2, a minority of pupils tend to shout out answers at inappropriate times and chat amongst themselves during introductions and question and answer sessions.

117. Lessons are well organised. Teachers apply the components of the National Numeracy Strategy well, so that pupils achieve well. Lessons start with a whole-class, mental warm-up session in which teachers involve everyone. In all lessons, after the warm-up activities, pupils work in groups, often organised by ability. Pupils with special educational needs are given good and, at times, very good support by teaching assistants. In a Year 5 and 6 lower attaining set the teaching assistant was well informed by the class teacher about the objectives for the lesson and gave very good, well balanced, support as it was required, but also ensured that pupils, especially those with statements, were given the opportunity to work independently on the task.
118. Inspection evidence indicates that the standards reached in the different strands of the mathematics curriculum are generally similar, except for data handling, which is a strength and supports other areas of the curriculum well. By the end of Year 2, standards in numeracy are average and pupils achieve satisfactorily. The majority confidently add and subtract two and three digit numbers, see patterns in number, continue a sequence up to 100 and identify halves and quarters. There was no evidence of the higher attaining pupils using negative numbers and scrutiny of work indicates that pupils do not always record their methods of working out. Lower attaining pupils are not confident when counting backwards. By the end of Year 6, pupils have a sound recall of number bonds and the strategies for addition, subtraction, multiplication and division of number. They describe their mental strategies for recalling number facts. The majority multiply and divide by 10, 100 and 1000, whole numbers and numbers with decimals to two places. The average and higher attainers know the relationship between percentages, fractions and decimals.
119. In their work on shape, space and measurement, Year 2 pupils describe the properties of two-dimensional shapes and simple three-dimensional shapes using the appropriate vocabulary. By Year 6, pupils calculate the area and perimeter of irregular shapes and the average and higher attaining pupils calculate the difference between the area of a rectangle within a rectangle and the volume of cuboids. Lower attaining pupils are not confident when classifying three-dimensional shapes by their attributes. The majority of pupils tell the time using hours, half hours and quarter hours and the average and higher attainers, the time on a 24-hour clock.
120. At the time of the inspection, there was little evidence of Year 2 work on data handling as it was not the time of year for it to be introduced in the numeracy strategy. However, pupils spoken to described how to construct and use a simple bar graph. By Year 6, pupils construct bar and line graphs of their results and interrogate the graphs for information. For example, they produce graphs of the results of throwing beanbags. The use of graphs and charts to support other areas of the curriculum in Years 3 to 6, especially in ICT, is good. For example, pupils in Years 3 and 4 construct graphs to show their favourite lessons and Years 5 and 6 construct graphs to show changes in temperature and light.
121. Mathematics and numeracy are used well across the curriculum. For example, in science, Years 5 and 6, pupils use data from experiments to produce charts and graphs of hardness of materials, forces exerted on objects in water and the gestation period of animals. In design and technology, Year 3 and 4 pupils design and make packages, which includes the need for careful measuring in order to produce a three-dimensional container. In history, Year 1 and 2 pupils use timelines and draw charts of the important events in the life and reign of Queen Victoria. In physical education, pupils draw line graphs of their pulse rate before and after exercise and in ICT Year 5 and 6 pupils use the results from sound, light and temperature sensors to produce line graphs of changes over time from one minute to 24 hours.
122. The co-ordinator gives good leadership. She has a clear understanding of the strengths of the subject and areas to develop. In the past she has monitored teaching and learning with some good impact on standards and achievement. She has given staff effective feedback on areas for further development and now analyses national and optional test results to look at trends and areas of strengths and weakness. The significant increase of 17 per cent more pupils achieving Level 4 in the 2001 national test results this year show that the measures are starting to impact on standards. In the spring term, booster classes are held before school to support Year 6 pupils who are almost at Level 4. At the time of the inspection, these had yet to be held. Except for data handling, the use of ICT to support the subject is underdeveloped. At the time of the previous

inspection, resources were judged to be 'just adequate'. Since then they have been improved and meet the demands of the curriculum.

## SCIENCE

123. Standards in science are in line with the national average at the end of Years 2 and 6. This judgement is based on lessons observed, work seen, teachers' planning and discussions with pupils and teachers during the inspection. It is supported by the results of national tests in 2001 and is a significant improvement on previous years' attainment. There are no significant differences between the attainment of boys and girls. The pupils achieve satisfactorily overall throughout the school, but there are examples of good progress in the Year 5 and 6 lessons. This is partly due to effective planning and good teaching and also to the provision of booster classes for Year 6 pupils from the spring term. The school has concentrated on raising the attainment of all pupils to the national standard; the results of the 2001 tests are testament to the success of this. Nevertheless, teachers' delivery of the planning and organisational arrangements for science where mixed ability groups are often used, fail to challenge and stretch the higher attaining pupils, so that the percentage of pupils reaching Level 5 is only average, compared to similar schools. Pupils with special educational needs make good progress as a result of the good support they receive during lessons and the understanding of their needs shown by teaching and support staff.
124. Pupils make satisfactory progress in the acquisition of knowledge and understanding in the key areas of life processes and living things, materials and their properties and physical processes. Appropriate emphasis is laid on investigative work and pupils are encouraged to develop enquiring minds through the processes followed. Year 1 and Year 2 pupils tour the school identifying materials; their texture, appearance and hardness. They consider the uses for each material and the reasons why it has been used. Year 6 pupils understand that evidence is needed to support scientific ideas and describe the essential components of a fair test. They are invited to make predictions, carry out observations and select appropriate equipment. They record findings in a variety of ways and understand the relative advantages of tables, charts and different types of graph.
125. Teaching and learning are good overall; they are good in Years 3 to 6, particularly in the Year 5/6 classes and satisfactory in Years 1 and 2. A strong feature of all lessons is the good planning that gives a clear direction to the teaching, demonstrating thorough preparation. The teachers' subject knowledge is good and this enables them to use effective questioning techniques and respond confidently to pupils' questions. Teachers were observed encouraging the development of the pupils' speaking skills during lessons; for example, in a Year 2 lesson the teacher's questioning required the pupils to explain the feel of the material using a wider range of words. In a Year 5/6 class, pupils gave detailed explanations to the processes of evaporation and condensation and were praised for using the correct vocabulary. Teachers are effective in their use of the plenary session at the end of the lesson, challenging pupils to reflect on what they have learnt and outlining the next steps in their work. They make appropriate references to the learning objectives that are always clearly displayed along with relevant vocabulary. Teachers use good strategies to keep pupils on task.
126. Higher attaining pupils are not making the progress they should because the teachers' expectations of these pupils are not always high enough and they are often set the same task as the rest of the class. Teachers sometime miss opportunities to develop the pupils' higher level thinking and understanding. Year 6 pupils use scientific terminology for major organs of the human body, but were unsure of the nature of the organs' function. They recognise the organs of plants and use a classifying key to determine living things. They classify substances into solids, liquids and gases and use confidently scientific terms such as evaporation and condensation. They explain accurately the processes of sieving and filtration and describe a method for separating salt from a mixture. They understand how current flows in a circuit and explain the relative motions of the sun, moon and earth. They have good knowledge of forces and accurately describe the effects of gravity, friction and magnetic attraction.

127. In lessons seen, strong and effective management of the pupils contributed to the creation of a good environment for learning. All teachers establish good relationships with pupils and this helps to promote positive attitudes to the subject. Pupils enjoy science, are well motivated, show curiosity, listen attentively and value their work. Throughout the school, pupils co-operate well with each other and contribute to class discussions. They use apparatus safely and with care. Pupils show a natural and productive interest in science. Teachers are beginning to make good use of ICT in science. In a Year 5/6 lesson, pupils used the computer to design an experiment using light and temperature sensors.
128. The science co-ordinator provides good leadership and the subject has made satisfactory progress since the last inspection. She has worked hard to ensure that the programme of study is covered and has carried out an audit of National Curriculum results to identify patterns of achievement. Monitoring and evaluation have started and the co-ordinator has been able to observe some other teachers in the school. Written reports have been produced on the observations and the co-ordinator has provided feedback to the staff concerned. The effect of her actions so far has been to raise standards, but the school is not yet building on this by ensuring that higher attaining pupils are routinely challenged through a closer match of tasks to the pupils' learning needs and by developing a formal assessment programme for science. There are end of year tests and end of unit tests and there is a very good portfolio of pupils' work, but as yet this is not levelled and therefore does not provide teachers with a useful benchmarking tool.

## **ART AND DESIGN**

129. Although few lessons were seen during the inspection due to timetabling arrangements, teachers' planning and the pupils' work around the school show that standards are above average by the end of Years 2 and 6. Too few lessons were seen to make an overall judgement on teaching. However, in lessons seen, pupils were encouraged to explore and share ideas and to talk about the visual and tactile qualities of the range of materials they were using. Years 1 and 2 lessons showed a close link with science and pupils could relate the properties of materials that they had been studying with the effect those properties had in the collage they were making. In a Year 5/6 lesson, good teaching enabled pupils to develop their skills and produce good sketches from first-hand observation. The pupils were asked to discuss their thoughts on the objects with partners and then to share ideas with the whole class. Good use of questioning ensured that pupils considered closely the material, form, decoration and methods of construction of each object. There are good links with design and technology. During practical drawing sessions, teachers give high quality advice to individual pupils and this enables them to improve skills and make good progress. The cross-curricular nature of the school's art and design work is a strong feature and helps to contribute to the good standards reached and enables the pupils to achieve well overall.
130. Pupils benefit from a wide range of activities and materials and good teaching ensures that skills are progressively built on. Pupils with special educational needs receive appropriate help in lessons and consequently make satisfactory progress. They are keen to do well and greatly enjoy the subject. All pupils work well together and maintain concentration on set tasks.
131. Work on display around the school is particularly impressive and gives a strong message about the high value placed by the school on art and design. In the reception class, pupils produce some excellent paintings using soap, water and paint. They also make figures using paper fasteners to enable arms and legs to move. There are good links to design and technology and ICT. Year 1 and 2 pupils have been to Chichester Harbour and they took photographs using a digital camera. Back at school they used these pictures as a stimulus for some high quality paintings. They have also produced work in the style of Henry Moore; having looked at pictures of his sculpture, they modelled for each other and then drew sketches. The result is some outstanding pictures.
132. Year 3/4 have on display some carefully copied examples of Aboriginal art and Greek urns produced as part of their history studies. Year 5/6 pupils have very good sketches of Victorian artefacts, mounted in attractive displays with the actual artefacts themselves. They have also studied seals from the Indus Valley, made their own in that style and then used them to produce repeat printing patterns. The pupils' cultural development is fostered well in the art and design

curriculum through these encounters with art from a variety of cultures. Much of the work on display in communal areas is presented in clip frames and this adds even more to the ethos of valuing pupils' work. The drive for high quality display has been a feature of the last year and the school has made very good progress in this.

133. The school has made satisfactory progress in art and design since the last inspection. There is a satisfactory scheme of work and policy document in place. The co-ordinator monitors planning and has conducted a scrutiny of pupils' sketch books. She maintains a file for records of work covered and has compiled an exemplary portfolio. In-class monitoring and formal approaches to assessment are planned as a future development. She provides strong leadership for this subject.

## **DESIGN AND TECHNOLOGY**

134. Judgements are based on evidence from lesson observations, scrutiny of work, photographs, items on display, teachers' plans and discussion with both staff and pupils. Standards are average at the end of Years 2 and 6, however, there is evidence from past work that some pupils are exceeding expectations at the end of Year 6. This represents good progress since the last inspection.
135. In the lessons observed, teaching and learning were satisfactory. All pupils are included fully in lessons and throughout the school, pupils of all abilities achieve satisfactorily. Examples of good progress were observed in the Year 5/6 classes.
136. In Years 1 and 2, pupils learn about levers and study these in a wide range of domestic products provided by the teacher. They make good progress in practical activities and they were observed discussing levers with the teacher and each other. They were keen to answer questions on their findings. The teacher introduced correct technical vocabulary and most pupils showed an understanding of lever and pivot. Higher attaining pupils could talk about the fulcrum. Learning was good when the lesson had pace, but it was less satisfactory when pupils were asked to make drawings of the items; they found it difficult to be accurate and few maintained concentration.
137. Year 5/6 pupils designed a questionnaire to use with an identified target group. Preferences for different types of biscuit were discovered and the results collated on computer. This research was then used to design and make the biscuits. Pupils showed a satisfactory understanding of the need to have detailed information as a prerequisite for generating designs, taking note of the target group's views and beginning to sketch designs for future production. Artefacts on display from last term show work of good and in some cases, very good quality. Pupils had designed slippers, working from labelled drawings and selecting a variety of materials. There is evidence of sound evaluation techniques being used and pupils considered how the end product could be improved. Pupils have also worked in groups to design and make models from resistant materials. There is a variety of high quality working models on display including a lighthouse, waltzer ride and windmill. Pupils have written computer programs to control the models.
138. Pupils enjoy design and technology. They work hard at the activities and make satisfactory progress, but they sometimes spend too much time drawing items, rather than considering their design and construction. Behaviour is good when the pupils are motivated and involved in the task, but can be briefly unsatisfactory when teachers' introductions are too long or when work is not closely matched to the pupils' levels of attainment.
139. The co-ordinator is an effective subject manager and has already done much to establish good standards in the subject. He has ensured that all classes follow the detailed scheme of work and produces an analysis of work covered. From this analysis he is able to make recommendations for changes to improve further the school's provision. He monitors finished work and designs in books and classroom observations are planned. There is a comprehensive portfolio of completed designs and photographs of artefacts, but no formal assessment is yet in place, so that opportunities to challenge individuals are not always built into the teaching and some pupils do not make as much progress as they might.

## **GEOGRAPHY**



140. During the inspection week it was possible to observe only one lesson in Years 3 to 6. Judgements are based on this, the scrutiny of pupils' books, teachers' planning, displays around the school and discussion with pupils, teachers and the subject co-ordinator. Inspection evidence indicates that by the end of Years 2 and 6 standards are average and pupils achieve satisfactorily. This represents a good improvement since the previous inspection when attainment was judged to be below average at the end of Years 2 and 6.
141. By the end of Year 2, pupils identify key features, similarities and differences of local and contrasting environments, including Pagham Harbour near Chichester, an island environment, a seaside locality and the places visited by Barnaby Bear, a teddy bear taken on holiday by pupils. By the end of Year 6, pupils know the major seas and mountain ranges of the world, compare the local environment with a contrasting developing village in India, use aerial photographs and are aware of local traffic and environmental issues. There was no evidence of pupils regularly using large scale, Ordnance Survey maps and six figure grid references. In the Year 3 and 4 lesson observed, pupils used an aerial photograph of Barnham to identify key features and place them on a two-figure map of the area. For example, they placed the school, local shops, the windmill and their homes on the map and showed their route from home to school. Pupils made satisfactory progress with their mapping skills. However, the lower attaining pupils found plotting their route to school difficult because they were unable to identify the orientation of the map with their actual route. The map used did not match the needs of all the different ability groups in the class. In discussion, pupils showed enthusiasm and enjoyment for the subject. They take pride in the presentation of their written work and enjoyed discussing it with a visitor.
142. As only one lesson was observed during the inspection week, it is not possible to make an overall judgement about teaching. However, work is soundly planned and nationally produced guidance is being used to plan for continuity and progression. The previous inspection report judged that planning seen 'indicates a serious lack of progression' and that statutory requirements were not being met. These issues have now been addressed. Pupils' books are well presented and indicate high expectations of work from teachers. Although planning shows how teachers will match work to different levels of attainment, scrutiny of work suggests that the work of the average attainers and the higher attainers is similar and that the higher attaining pupils are not being stretched. Also, planning does not always specify the learning objectives and work of pupils with Statements of Special Educational Need. Pupils' books are regularly marked, but written comments do not always inform pupils of their strengths and areas for development or set targets for the future. Teachers' displays of pupils' work in geography are of a good standard and celebrate the subject well.
143. The enthusiastic co-ordinator is new to the post. In the short time that she has been co-ordinator she has monitored planning and audited resources, but has not had time to monitor teaching and learning or to work alongside colleagues. She is effective, with a good awareness of the strengths of the subject and areas for development. A nationally produced scheme of work is providing a sound basis for planning. However, there is no school system in place for tracking pupils' attainment and progress, so that they do not always make as much progress as they could. The use of ICT is underdeveloped, although Years 5 and 6 pupils use the Internet to research information on mountain ranges. Good use is made in Year 6 of a residential visit to the Avon Tyrell educational centre for mapping skills and orienteering. Resources are adequate, but some need updating and supplementing. The use of the library for research purposes is underdeveloped, which means that opportunities are missed to develop the pupils' research skills and to raise standards to beyond average.

## **HISTORY**

144. Standards are average by the end of Years 2 and 6. All pupils, including those with special educational needs, gain sound knowledge and understanding in the subject. The curriculum is now planned carefully to meet the requirements of the National Curriculum and taught in sufficient depth to develop historical skills. Achievement for the majority of pupils, including those with special educational needs, is satisfactory throughout the school. These judgements indicate good improvement since the last inspection.
145. The teaching is satisfactory overall and sometimes good for pupils in Years 3 to 6. Teachers' questioning techniques are well developed, helping pupils to explore different aspects of learning through their own contributions. For example, when Years 1 and 2 pupils were asked where they could find out about Florence Nightingale, they contributed well, indicating the Internet, diary, museum, television and artefacts. Teachers display learning objectives clearly at the start of the lesson and refer back to them, enabling pupils to have a clear understanding of what they are meant to be learning and checking their understanding as the lesson continues.
146. Lesson objectives are often set for three different levels of attainment, but group and individual work is rarely planned to help pupils of different abilities to meet all of these. Teachers use a variety of strategies well to enable pupils to learn. For example, after watching a video, pupils were asked to discuss in pairs, the answers to questions that had been set previously. The good teaching is characterised by good knowledge of the subject, enabling the teacher to use a breadth of historical information to help pupils to understand differences and similarities in periods of history. For example, when studying the history of Barnham, changes through different historical periods are well related to the characteristics of that period. Resources are used well to aid pupils' learning. For example, a number of pictures and texts concerning Henry VIII were used to help pupils to investigate his character and maps were used to explore how Barnham has changed over the years.
147. All teaching was at least satisfactory during the inspection and because of this and an appropriate time now given to history, standards have improved and pupils now reach appropriate standards for their age. By the end of Year 2, they have a sound understanding of the past and present and have relevant knowledge of the main changes and events of people they have studied, such as Florence Nightingale. By the end of Year 6, they have developed an appropriate understanding of the characteristics of past periods; for example, the Tudors and Victorians. In a lesson, when studying the life of Henry VIII, pupils learned about his early love of playing games. They came to understand that horse riding, hunting and dance were familiar activities of that period.
148. The subject makes a satisfactory contribution to literacy, through written work and discussion. The use of information and communication technology to support the subject is sound. Teachers' planning is regularly scrutinised to ensure good coverage of all the required elements, but as yet there is no monitoring of teaching and assessment is not formalised, although teachers do keep informal notes. This means that occasionally, opportunities are missed to take individuals further and provide them with further challenge. The co-ordinator is new to the post and has made a good start to auditing resources and developing a portfolio of work. Overall, the subject has shown good improvement.

## **INFORMATION AND COMMUNICATION TECHNOLOGY**

149. During the inspection week, it was possible to observe direct teaching of ICT only in Years 3, 4, 5 and 6. No direct teaching was observed in Years 1 and 2. Therefore, judgements on Years 1 and 2 are based on a limited number of observations, the scrutiny of pupils' work and displays, teachers' planning and assessment records and discussion with pupils, teachers and the co-ordinator. By the end of Year 2, standards in ICT are average and pupils achieve satisfactorily. By Year 6, standards are above average and pupils achieve well. This represents an improvement since the previous inspection report, when standards were judged to be generally average, but inconsistent. This has been addressed well by the improved provision for ICT.

150. By the end of Year 2, pupils confidently use the mouse to log on, select from an on-screen menu, delete and insert letters and words, drag and drop letters and print their work. The majority find letters on the 'Qwerty' keyboard with ease. Pupils were observed using the desktop menu to load and change programs. For example, a higher attaining Year 2 pupil loaded a word-processing program to write her name and address in different fonts. She was then able to exit the program and go to another where she used the mouse and the drag and drop facilities to dress a picture of a teddy bear. Lower attaining pupils were also observed loading a program, but they needed support to enter the password and to exit and go to another program. By Year 2, pupils know that information can be obtained from many sources; for example, television, video, tape, digital camera, CD-ROMs and the Internet. In a Year 1 and 2 history lesson, the teacher discussed where pupils could find information on Florence Nightingale, before showing a short video recording about her life.
151. By the end of Year 6, all pupils confidently log on and close down the computer, manipulate screen icons using the mouse, select items from an on-screen menu, use the drag and drop features of a program and print their work. They word-process using different styles, size and colour of font. They use patterns and colours to produce repeating pictures. They have a good knowledge of how to use external sensors, data logging equipment, the digital camera, the digital video camera, the electronic microscope and programs to record sound. Many children were observed using a projector linked to a computer and a gyroscopic mouse, which works independently of the computer, to explain their work and demonstrate to others. Pupils are also prepared to help and support each other and experiment should anything go wrong.
152. No judgements can be made about teaching in Years 1 and 2, as not enough lessons were observed. However, teachers' planning indicates that teaching is at least satisfactory. The quality of teaching in Years 3 to 6 is good overall. In one third of the lessons observed, teaching was excellent. Teachers' knowledge is good. This is an improvement since the previous inspection report when the teaching was effective, but teachers' knowledge and confidence was variable. The improvement in teaching is a direct result of: the introduction of a scheme for the subject; improved planning of individual lessons, with links to other areas of the curriculum; staff training, which has improved teacher confidence; the upgrading of resources and the very good leadership given by the co-ordinator. In an excellent Year 5 and 6 lesson observed in the computer suite, the teacher's excellent knowledge of the use and recording of information from temperature, light and sound sensors, resulted in pupils making excellent progress in the lesson. By the end of the lesson, pupils were confidently attaching sensors directly, and with due regard to safety, to the computers. They produced comparative graphs of their results and designed challenging light and temperature experiments, using a range of resources, to record results on graphs. The lesson also made a good contribution to science and testing, mathematics and data handling and speaking and listening.
153. Throughout the school, boys and girls have very good attitudes to the subject and the same growing confidence and interest. They are eager to learn new skills and will share these with their classmates. They are happy to experiment should anything go wrong. They have a good self-knowledge of their learning as teachers always refer to the objectives of the lesson and whether they have been achieved. In all lessons observed, pupils worked well in pairs or groups of three. They always ensured that each had equal access to the mouse, the keyboard and any additional hardware.
154. Assessment and its use to inform planning is still to be developed. However, the co-ordinator has recently introduced a tracking sheet to monitor pupils' progress and attainment. The school has identified a number of gifted and talented pupils in Years 3 to 6, who meet weekly for a lunch-time computer club. One of the major tasks this term, for this very enthusiastic group of pupils, is to design and produce pages to add to the magazine on the school's very informative web site, giving them a real task to do and having a positive impact on their standards and achievement. The use of ICT to support other subjects is good. For example, in English, pupils word-process work and combine it with clip art pictures and imported photographs. In art and design, pupils use digital photographs of Pagham Harbour to produce paintings of the same scene and a sequence of digital photographs of pupils moving to produce cartoons involving moving characters. In a good Year 3

and 4 lesson, pupils researched information about musical instruments from books. The research highlighted the limitations of using books, which could not produce musical sounds, so the teacher demonstrated how a CD-ROM and the Internet could be used to hear the instruments playing, in preparation for the next lesson, when pupils would do their own research. In design and technology, Year 5 and 6 pupils program the computer to drive working models; for example, cranes, cars and fairground roundabouts. In an excellent Year 5 and 6 lesson observed, pupils role-played the board of management of a biscuit factory and used the information stored on the computer to show how they would increase business and performance in the factory. In mathematics and science, good use is made of graphs and charts and in geography, pupils use the Internet to research information on mountainous regions of the world. The new computer suite is having a positive impact on the raising of standards, as whole-class lessons can now be taught, which ensure that pupils have the skills needed to use computers and the programs. The subject makes a good contribution to the spiritual, moral and social development of pupils.

155. Computer programs are used well to support pupils with special educational needs. Hardware has been purchased specifically for special needs pupils' use and where computers are placed on benches in classrooms, the height of the benches from the floor has been measured to allow for wheelchair access, so that pupils from the Orchard Unit make good progress.
156. The co-ordinator is very knowledgeable and enthusiastic and has a good awareness of the strengths of the subject and the areas for development. He is an excellent role model for the teaching of the subject. He has ensured that the curriculum and planning have improved well since the previous inspection, when the curriculum was judged to be non-statutory and planning was judged to be underdeveloped. He has updated the subject policy and produced a clear policy for the use of the Internet by pupils and staff. Staff training has resulted in generally good knowledge amongst the teachers and a national training initiative, led by the co-ordinator, has further developed staff skills and knowledge.
157. The use of the library to support the subject is underdeveloped. For example, in two Year 3 and 4 lessons observed, pupils were encouraged to research information on musical instruments from books, before comparing the information found using a CD-ROM. However, this research was carried out in the computer suite, with books provided by the class teachers and not in the library with pupils having to search for books, thus developing their research skills. Resources are good and have been upgraded since the previous inspection, when they were judged to be just adequate. The computer suite has been developed. Computers have been upgraded, digital cameras, a digital video camera and an electronic microscope purchased and a projector is linked to a computer in the suite, which displays the program for all to see and makes for ease of demonstration by teachers and pupils. Classroom computers are now being replaced and upgraded, but they are not used sufficiently to support lessons, especially in Years 1 and 2.

## **MUSIC**

158. At the time of the school's last inspection in 1997, standards by the end of Years 2 and 6 were broadly average and the pupils made satisfactory progress. Standards are now similar to that at the end of Year 2, but they are above average by the end of Year 6, so that the pupils' achievement is now good and those in Years 3 to 6 achieve particularly well. The reasons for this are an improvement in the structure of the curriculum, so that the subject now has a secure scheme of work. There has been good monitoring of the planning, improvement in the quality of teaching, strong curriculum leadership, a degree of specialist teaching and good use of the very musical learning support assistant. All strands of the National Curriculum in music are now addressed and these standards are good for this group of pupils.
159. By Year 2, the pupils sing tunefully, rhythmically and confidently. They learn songs and hymns quickly and enjoy their weekly hymn practice. They listen well and identify how sounds are made by scraping, tapping, blowing and shaking. The majority of pupils incorporate actions into their songs when appropriate, but lower attaining pupils - about one third - still find this difficult. Year 6 pupils use their good speaking and listening skills to talk about what they hear and they sing with conviction. They understand the figurative language in the songs because of their good literacy

skills. Higher attaining pupils play well; the pop band is impressive in the speed with which they learn new material. The majority of pupils of all levels of attainment, including those with special educational needs, exceed average standards in performing and listening and their standards in composing and appraising are average. Pupils with special educational needs involving limited language or physical disabilities perform well, relative to their prior attainment.

160. The quality of teaching is good overall. It is satisfactory in Years 1 and 2 and good in Years 3 to 6. Most teachers are not practical musicians, but they make good use of the learning support assistant as an accompanist and lessons include a good variety of elements; singing, listening, performing and improvisation. The pupils respond well to this interesting diet and they sing with enthusiasm, giving their full attention to the tasks that they are set. All lessons are well organised, so that there is no break as the pupils move from one part of the lesson to another. Occasionally, in Years 1 and 2, there is a tendency for teachers to talk a little too much, but normally, the maximum time is spent on learning. In a Year 1/2 lesson, the teacher's good class control and knowledge of her pupils as individuals meant that she could target the challenge involved to suit everyone. This was particularly important as there were two pupils from the Orchard Unit in the class and the teacher involved them in the questions she asked. They were fully integrated into the lesson. The pupils listened carefully as the teacher commented on the performance of different groups, redoubled their efforts and improved. Their enthusiasm was clear when the teacher said they would finish with a musical game they all enjoyed and they cheered quietly.
161. Teaching in Years 3 to 6 is good. A music specialist is among the staff and, very sensibly, swaps classes with another teacher to give more pupils the benefit of specialist teaching. Year 3/4 lessons focused on developing notation using colour to record sequences based on the pentatonic scale. The pupils made good progress because of the teacher's good knowledge of the subject, which kept the element of challenge at the right level throughout the lesson. The pupils were keen to show what they could do and one pupil, from the Orchard Unit, was among those who demonstrated their solo efforts, with considerable success, laughing with delight, as the others admired her sequence. A very good lesson in Year 5/6 was highly successful as the teacher's enthusiasm spilled over so that the pupils learned a song from 'Macbeth' very quickly. They understood the value of practise and persisted in good levels of effort to relate the words to the music in some tricky passages. In this lesson, the teacher kept a close eye on who was giving the right answers and he assessed the pupils' understanding. He used key technical terms effectively, so that when pupils answered, they were confident to use them too.
162. Music makes a very good contribution to the pupils' spiritual, moral, social and cultural development. The pupils work well together in pairs and small groups. There is good encouragement to listen and reflect and the pupils develop a good aesthetic awareness through their work in music. The curriculum ensures that the pupils encounter music from a range of cultures, although there are not many instruments from those cultures for them to experiment with. This was commented on at the time of the last inspection.
163. Improvement since the last inspection has been good overall. The move from a split site has helped with the availability and management of resources and the equipment is now well organised and conveniently stored. The previous co-ordinator collected teachers' plans termly in advance, so that she could advise on improvements and one person in each year team is responsible for planning lessons to ensure that all pupils have equal access to the music curriculum. This works well. ICT plays a satisfactory role in the music curriculum. There is no formal assessment as yet in the subject so that challenges for individuals, as a result of what they know or can do, are not always built into the planning. The range of extra-curricular activities is good; recorder groups, a guitar group and the after-school pop band offer good opportunities for higher attaining musicians and for those who are keen to be involved. There is, however, a degree of stereotyping in the instruments the pupils choose to play. All the guitarists observed were boys, all the recorder players, but one, were girls, there were only two boys in the choir of 19 and the girls in the pop band were the vocalists and did not play the instruments. There are no peripatetic music lessons, although the school does provide interested parents with a list of local, private teachers.

164. The music co-ordinator was interviewed by the registered inspector before she left the school, about three weeks before the inspection; the school is currently without a co-ordinator. A newly qualified teacher, who is also a music specialist, has a watching brief for the moment. The previous co-ordinator left documentation in a good state, with a portfolio of work showing a wide range of musical activities in which the school engages.

## PHYSICAL EDUCATION

165. Standards are average by the end of Years 2 and 6, indicating that achievement is satisfactory. Teaching is good overall: it is satisfactory for pupils in Years 1 and 2, with some examples of good teaching. It is now good for pupils in Years 3 to 6 and has improved for these pupils since the last inspection. The good teaching is starting to impact on the pupils' standards of attainment in physical education. Weaknesses identified in the last inspection have been remedied well and the school now provides a good range of adventurous activity for pupils in Years 3 to 6.
166. Teaching for pupils in Years 1 and 2 is well planned with a good level of detail, enabling the teacher to be confident about the content of the lesson and the resources that are needed, thus supporting satisfactory progress. There is a good recall of previous work at the start of the lesson and good development of vocabulary in dance; for example, 'bumpy', 'prickly' and 'spiky' were words explored when developing qualities of movement. Another strength of the teaching is the good use of pupils to demonstrate what is wanted in different levels of moving or qualities of 'bumpy' movements, for example. The teachers are careful to help pupils to understand the effects of exercise on the body after a vigorous warm-up. Weaker elements of the teaching include keeping the pupils seated for too long a period during over long discussions. Additionally, as controlling the pupils with the voice is effective, a whistle is not necessary and breaks the mood and atmosphere of some lessons, particularly in dance.
167. Teachers are determined to provide physical activity for pupils when the weather is inappropriate for games outside and the school hall is being used; this is a good feature, ensuring that pupils' achievement is ongoing. In two lessons, teachers were observed working effectively under difficult conditions in the limited space in their classrooms, completing team games and problem solving activities. These lessons were controlled very well, enabling good learning to take place, because skills and strategies were taught effectively; for example, by good whole-class intervention, the importance of effective strategies for teamwork was developed well. Teams of pupils were 'crossing the crocodile infested river' using four hoops and pupils were directed to have only three feet in a hoop at any one time. Pupils are trained well to organise and move equipment, ensuring no time is lost. Their response is good and they enjoy physical activity, having developed skills to co-operate well in pairs or as a team. By the end of Year 6, pupils connect skills and ideas appropriately; for example, in team games. Additionally they have appropriate precision and control to develop some well thought out sequences of movement. The good relationships between class teachers and pupils make good contributions to the pace and output of the lesson.
168. Pupils from the Orchard Unit and those with special educational needs benefit from full inclusion in physical education activities, where it is possible. They are often well supported by teaching assistants who are careful to ensure that they have as much independence as possible so that their achievement is good, relative to their prior attainment.
169. Teachers have benefited from in-service training through good links made by the co-ordinator with 'Top Play' and 'Top Sport'. The school has also benefited from a good range of additional equipment through these links. A good range of extra-curricular sporting activities is organised, including good opportunities for pupils to play in inter-school matches and tournaments. An annual trip to an activity centre widens the curriculum further by enabling pupils to take part in such activities as climbing, archery or orienteering. As yet, there are no formal links with ICT, so that the pupils do not get the chance to develop their skills using the technology. Swimming and athletic achievements are recorded, enabling teachers to plan to extend the learning of individuals by introducing individual challenges, but this is not currently possible across the whole of the physical educational curriculum, because there is no formal assessment system. Overall, physical

education is well planned and some good improvements are being established, which are starting to impact on raising standards.

## RELIGIOUS EDUCATION

170. By the end of Years 2 and 6, pupils meet the expectations of the Locally Agreed Syllabus for religious education and their achievement is satisfactory. Pupils with special educational needs do equally well. Standards and provision have improved since the last inspection. There are now sufficient regular allocations of time and religious education has a firm place in the school's curriculum planning. This enables pupils to make satisfactory progress through studying Christianity and exploring differences in other religions. Links with ICT have not yet been developed sufficiently.
171. Teaching is satisfactory overall, so that the pupils build up a solid knowledge base and their learning is secure. However, there are some good features to the teaching and these lead to better learning. For example, teachers' plans are clear and objectives for the lesson are clearly outlined to pupils, often being printed and displayed on the board, helping pupils to focus clearly on what is to be learned. In the good teaching, these are frequently referred back to during the lesson and used effectively at the end of the lesson to assess to what extent they have been achieved. Resources are used particularly well to promote new knowledge. For example, a personal object was shown by one teacher to help children to understand what 'precious' means to us and the Torah was shown to illustrate the precious Jewish holy book. This was effective in helping the pupils to understand why the Torah is treated with such care. Lessons are based on sound knowledge and are carefully researched by teachers. For example, the sacred books of the Christian, Islam, Jewish and Sikh religions were being discussed and learned in a lesson for older pupils and the teacher was confident in teaching about the Bible, Qur'an, Torah and Guru Granth Sahib.
172. Most lessons, although having objectives for three levels of attainment, do not provide sufficient extra challenge in individual work. This is partly because no assessment system has been established to give teachers information that will help them to build on what individual pupils know or understand. When the work is different, it is often related to the pupil's skills in reading or writing and not to developing deeper levels of understanding in religious education. Many lessons have a good basis of knowledge to be taught, but sometimes miss opportunities to explore how religious beliefs have a profound effect on believers' lives. This has the effect of keeping the learning at lower levels than could be reached by some pupils.
173. In the lesson seen in Years 1 and 2, pupils were gaining a sound understanding of the Jewish faith and learning about the particular care with which the Torah is treated, including the need to not touch it and use the Yad. They compared and contrasted this with Christianity and the Bible. Pupils in Years 3 to 6 develop a sound understanding of the importance of ceremonies. For example, they learn about the 'Seder Plate' and how each item of food on it has a special meaning in the events of the Passover. They learn that the food is symbolic and attempt to relate this to their own lives and how food is symbolic to them. Most pupils linked foods to particular people, but most found it more difficult to link food to important events. The older pupils have a satisfactory understanding of the word 'sacred' and how sacred texts are important and treated differently in different religions.
174. Teachers' knowledge of the subject and their planning have been improved since the last inspection by better use of the West Sussex Locally Agreed Syllabus, together with new government guidance for religious education. The co-ordinator oversees the teachers' planning to help to ensure delivery of the curriculum and looks at pupils' work. As yet there have been no opportunities to monitor the teaching, but the school is planning for this in the near future.