

INSPECTION REPORT

**EAST WITTERING COMMUNITY PRIMARY
SCHOOL**

East Wittering, Chichester

LEA area: West Sussex

Unique reference number: 125829

Headteacher: Mrs Susan Parker

Reporting inspector: Mr G D Timms
21038

Dates of inspection: 10 – 13 December 2001

Inspection number: 197215

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

© Crown copyright 2002

This report may be reproduced in whole or in part for non-commercial educational purposes, provided that all extracts quoted are reproduced verbatim without adaptation and on condition that the source and date thereof are stated.

Further copies of this report are obtainable from the school. Under the School Inspections Act 1996, the school must provide a copy of this report and/or its summary free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

INFORMATION ABOUT THE SCHOOL

Type of school: Infant and junior

School category: Community

Age range of pupils: 4 to 11 years

Gender of pupils: Mixed

School address: Church Road
East Wittering
Chichester
West Sussex

Postcode: PO20 8PS

Telephone number: 01243 672208

Fax number: 01243 673238

Appropriate authority: The governing body

Name of chair of governors: Mr Marvin Smith

Date of previous inspection: 19 May 1997

INFORMATION ABOUT THE INSPECTION TEAM

Team members			Subject responsibilities	Aspect responsibilities
21038	Mr G Timms	Registered inspector	Foundation stage Art and design Information and communication technology Physical education	What sort of school is it? How high are standards? a) The school's results and pupils' standards. How well are pupils taught? How well is the school led and managed? What should the school do to improve?
13807	Mrs C Haggerty	Lay inspector		How high are standards? b) Pupils' attitudes and personal development. How well does the school care for its pupils? How well does the school work in partnership with parents?
4486	Mr M Weller	Team inspector	English as an additional language Special educational needs English	How good are curricular and other opportunities offered to pupils?
25787	Mr E Morris	Team inspector	History Music Science	
12367	Mr A Green	Team inspector	Equal opportunities Design and technology Geography Mathematics Religious education.	

The inspection contractor was:

Cambridge Education Associates Ltd

Demeter House
Station Road
Cambridge
CB1 2RS

Any concerns or complaints about the inspection or the report should be raised with the inspection contractor. Complaints that are not satisfactorily resolved by the contractor should be raised with OFSTED by writing to:

The Complaints Manager
Inspection Quality Division
The Office for Standards in Education
Alexandra House
33 Kingsway
London WC2B 6SE

REPORT CONTENTS

	Page
PART A: SUMMARY OF THE REPORT	7
Information about the school	
How good the school is	
What the school does well	
What could be improved	
How the school has improved since its last inspection	
Standards	
Pupils' attitudes and values	
Teaching and learning	
Other aspects of the school	
How well the school is led and managed	
Parents' and carers' views of the school	
PART B: COMMENTARY	
HOW HIGH ARE STANDARDS?	12
The school's results and pupils' achievements	
Pupils' attitudes, values and personal development	
HOW WELL ARE PUPILS TAUGHT?	14
HOW GOOD ARE THE CURRICULAR AND OTHER OPPORTUNITIES OFFERED TO PUPILS?	16
HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?	18
HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?	20
HOW WELL IS THE SCHOOL LED AND MANAGED?	20
WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?	23
PART C: SCHOOL DATA AND INDICATORS	24
PART D: THE STANDARDS AND QUALITY OF TEACHING IN AREAS OF THE CURRICULUM, SUBJECTS AND COURSES	28

PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

The school is for pupils aged four to 11 and is located in East Wittering, south of Chichester. There are 267 pupils on roll, including 15 children who attend the reception class on a part time basis. The area contains a range of private, local authority and housing association accommodation. The school is about the same size as most primary schools. The level of mobility is quite high, as a lot of families live in the area for only a short time. For example, the present Year 6 have had a 69 per cent change since the cohort entered the reception class. The pupils are organised into a variety of mixed or single age classes, with some setting by prior attainment in mathematics in Years 3 and 4. Some of the changes to class organisation have been caused by extensive staff absences. There are 71 pupils on the register of special educational needs. This is above the national average. Two of these have statements of special need. The needs of the majority of the pupils are to do with communication or speech difficulties, although some have emotional and behavioural needs and moderate learning difficulties. A small number of pupils has physical difficulties. The school is fully inclusive and all pupils are helped to take a full part in all appropriate activities through extra support and appropriately matched tasks. A very small proportion of the pupils is from ethnic minority backgrounds or has English as an additional language. They are provided with good support and this enables them to take a full part in all activities. There is no provision for hot school meals in the local authority and the proportion of pupils eligible for free meals may be higher than the present figure of 17 per cent, which is broadly in line with the national average. The attainment of pupils, when they are assessed on entry to the reception class, shows that, although there is a range of ability, with some high attaining pupils, the overall ability is below that normally found, especially in personal, social and emotional development, communication skills and number.

HOW GOOD THE SCHOOL IS

East Wittering is a good and effective school in which most children make good progress when compared with their prior attainment. The headteacher and key staff provide good leadership and management and are committed to providing a good education for the pupils. Standards are high by the time pupils leave the school and the overall quality of teaching is good, with a significant amount that is very good and excellent. The school provides good value for money.

What the school does well

- Standards in English, mathematics and science are above average at the end of Year 6.
- The leadership and management of the school are good and resources are used effectively and efficiently.
- The quality of teaching is good, overall, and very good in the Foundation Stage and in Years 5 and 6.
- Pupils' behaviour and attitudes to school are good; the provision for their social and personal development and the relationships within the school are very good.
- The curriculum contains a lot of activities that enrich and broaden the experiences available for pupils.
- The school cares for its pupils very effectively and the assessment of pupils' work and analysis of their achievements are very good.

What could be improved

- Standards in English and mathematics are not high enough by the end of Year 2.
- The monitoring of teaching and learning is not used flexibly enough to focus on identified weaknesses.
- The partnership between home and school is not effective enough to support all pupils' learning and pupils' levels of attendance are unsatisfactory.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school was last inspected in May 1997. Standards in literacy and numeracy have improved by the time pupils leave the school. The traffic problems have been addressed as much as is possible and the accommodation has been much improved. The quality of the management has improved and is now good and the information for parents is good and includes very good reports on pupils' progress. In addition to these issues, the provision for information and communication technology (ICT) has improved, the quality of the teaching is much better, as is the provision for pupils who are in the reception classes, and the provision for pupils with special educational needs is good. Overall, the improvement since the last inspection has been very good.

STANDARDS

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

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

Key

well above average A

above average B

average C

below average D

well below average E

The table above shows that pupils overall attainment in 2001 was in line with the national average in English and well above average in mathematics and science. This is also true when attainment is compared with schools whose pupils are from similar backgrounds. These results are an improvement on those of 2000 and this continues an upward trend that is above that found nationally.

When the children start in reception, assessments show that, overall, the knowledge, skills and understanding of most are below those expected. Testing again at the end of the year shows that children make very good progress through the reception year and attainment is at least in line with, and often above, that expected. During Years 1 and 2 satisfactory progress is made. In the junior classes, from Years 3 to 6, good and very good progress ensures that by the time pupils leave the school they have good standards in English, mathematics and science.

The national test results for the Year 2 pupils in 2001 showed a fall in attainment in reading since 2000 and a fall in writing and mathematics since 1999. Reading and writing have rarely matched the national average, although standards in mathematics were in line with or above average until 2001. The main reason for the fall in 2001 is the high proportion of pupils with special educational needs in the cohort and analysis of their achievement since they entered the school shows that they have made at least satisfactory progress. When the attainment of the Year 6 cohort in 2001 is compared with their attainment at the age of seven, they achieved well above average results in English and very high results, putting them in the top five per cent of school's nationally, in mathematics and science. Standards in literacy and numeracy are rising at the end of Year 6 and the learning is good in most classes. The targets set by the school for attainment in English and mathematics are appropriately challenging.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
--------	---------

Attitudes to the school	Good. Pupils are enthusiastic and interested in their work.
-------------------------	---

Behaviour, in and out of classrooms	Good. The evidence shows that this has improved a great deal and that new systems of monitoring pupils and rewarding good behaviour are having a positive impact.
Personal development and relationships	Very good. Pupils accept responsibility willingly and demonstrate a growing maturity, also recognised by parents.
Attendance	Unsatisfactory. There are far too many pupils missing school for family holidays and a significant minority are regularly late for school.

The pupils have a good understanding of the impact of their actions on others. Staff have worked hard to improve behaviour and this is having a real benefit on individual pupils' learning.

TEACHING AND LEARNING

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

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

The overall quality of the teaching is good and there is a substantial amount that is very good or better. All of the teaching is satisfactory or better and this is higher than in the majority of schools. The teaching in the Foundation Stage is very good and reflects the very good planning, very well-structured and focused teaching and the good relationships quickly built up with the children. The teaching in English and mathematics is good, overall, and the basic skills of literacy and numeracy are well taught. There are significant strengths in Years 5 and 6 where there is a lot of very good and excellent teaching. Lessons usually have good pace and effective use is made of the time available. The exception is in mathematics, where some lessons run on for longer than they should with a resulting loss of pace. Teachers ensure that the intended learning in each lesson is shared with the pupils and the objectives are returned to at the end of lessons to assess progress made. In the best lessons staff recap the learning made and revise the main teaching points. Where the teaching is excellent, relationships between the teacher and the pupils are exceptionally good. Pupils are provided with enough challenge to take their learning forward but are also given the confidence and security to attack the tasks happily. Where the teaching remains satisfactory, teachers sometimes lack sufficiently detailed subject expertise and knowledge.

The school meets the needs of all pupils well. The teaching for pupils with special educational needs is good, as is that for those whom the school has recognised as having a specific talent. The teaching of pupils with English as an additional language, and those from ethnic minority backgrounds, is good.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Good. The curriculum is appropriate for the pupils' needs and all National Curriculum subjects and religious education are taught.
Provision for pupils with special educational needs	Good. All pupils, whether with a physical or a learning difficulty, are fully included in activities, enabling them to make good progress.
Provision for pupils with English as an additional	Good. Although the school has very few such pupils, its inclusive nature ensures that they make progress that is equal to that of their peers.

language	
----------	--

Provision for pupils' personal, including spiritual, moral, social and cultural development	Good. The provision for pupils' social development is very good. However, not enough thought and effort is put into teaching pupils about cultures other than their own.
How well the school cares for its pupils	The school has very good procedures for child protection and for ensuring pupils' welfare. Pupils are well supervised at all times and staff are conscientious and caring.

The school recognises the need to develop the partnership with parents further, although on a number of occasions events organised for parents have been poorly supported. The provision of extra-curricular activities, residential visits and other school trips and visitors to the school is resulting in a very good level of enrichment of the basic curriculum.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Good. Although there have been significant changes to the senior management recently, a number of new structures have been put in place to give all staff managerial responsibility and this is resulting in a more innovative approach to teaching and the curriculum.
How well the governors fulfil their responsibilities	Satisfactory. The governors are very supportive and committed to the school and to improvements in standards. They do not yet have sufficiently effective monitoring procedures and rely too much on information provided by the school.
The school's evaluation of its performance	Very good. Analysis of data from tests and other information is now used very effectively. The teacher responsible has worked very hard to produce clear and understandable analyses of strengths and weaknesses in the school's provision.
The strategic use of resources	Good. Specific grants are used appropriately and the new management structures for delegating responsibility are enabling more effective deployment of the available resources.

The accommodation and staffing levels are good. Learning resources are satisfactory. Despite the changes in senior staff and the appointment of an acting headteacher during the time of the inspection, it is evident that the management of the school has undergone significant improvement since the last inspection. The school works hard to ensure best value in its work.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • Their children like school. • The school expects children to work hard and achieve their best. • The school helps children to become more mature and responsible. • Most parents think the teaching is good. • Parents feel that their children make good progress 	<ul style="list-style-type: none"> • They do not feel well enough informed about how well their child is doing. • A significant minority do not feel the school works closely enough with parents. • Some parents do not feel that the school is well led and managed or that there is an interesting enough range of activities outside lessons.

- | | |
|--|--|
| <ul style="list-style-type: none">• Most parents think that behaviour in the school is good. | |
|--|--|

The number of parents completing the parents' questionnaire or attending the parents meeting before the inspection was very small. One hundred per cent of parents regard the school as helping their children to become more responsible and mature and over 90 per cent of parents state that their children enjoy school, the school expects children to work hard and that the teaching is good. The inspection team agrees with the positive views of parents. However, 37 per cent of parents would like more information on how their child is getting on and 26 per cent would like to work more closely with the school. The inspection evidence shows that although the school has been through a number of important changes of personnel, the leadership and management are good and the pupils have a very good range of extra-curricular activities.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and pupils' achievements

1. When the children start in the reception class, assessment evidence indicates that the knowledge, skills and understanding of the large majority of them are below those expected for children of this age. During the reception year, children make at least good progress in all of the areas of learning, and many make very good progress in the areas which are weakest on entry, such as personal, social and emotional development, communication, language and literacy and mathematical development. This helps ensure that by the time they have completed the reception year, most groups of children have achieved the levels expected of them. However, there are cohorts of pupils within the school whose achievement is less good due to a higher proportion of pupils with special educational needs, or whose learning has been slowed through staff absences and changes. The school is now working very hard to overcome these problems and to ensure that all children make the progress of which they are capable.
2. The national test results for the Year 6 pupils in 2001 showed a very good improvement over the results in 2000, and this continues an upward trend that is above that found nationally. In English and science the proportion of pupils who reached the expected level or better was broadly in line with the national average. However, in mathematics the proportion reaching the expected level was above that found nationally. In all three subjects a greater proportion of pupils than is found nationally reached the higher levels, especially in mathematics and science. When the attainment of the Year 6 cohort in 2001 is compared with their attainment at the age of seven, they achieved well above average results in English and very high results, putting them in the top five per cent of school's nationally, in mathematics and science. This shows that over the last four years they have made very good progress in the junior classes when compared with schools with similar pupils.
3. The national test results for the Year 2 pupils in 2001 showed a fall in attainment in reading since 2000 and a fall in writing and mathematics since 1999. Reading and writing have rarely matched the national average, although standards in mathematics were in line with or above average until 2001. The main reason for the fall in 2001 is the high proportion of pupils with special educational needs in the cohort and analysis of their achievement since they entered the school shows that they have made at least satisfactory progress.
4. When the school's results are compared with other schools taking pupils from similar social and economic backgrounds, the picture of attainment is very positive for those taking the tests at the age of 11. In 2001, their attainment in comparison with similar schools was broadly in line with the average in English and well above average in mathematics and science. The picture for pupils at the age of seven is less positive, although, again, this is largely the result of a less able cohort. Their attainment when compared with similar schools in 2001 was well below average in writing and very low, in the lowest five per cent of schools nationally, in reading and mathematics. Clearly this year group will require extra support as the pupils get older, and this has been recognised by the school.
5. The current standards in the school support those found in the tests last year for Year 6 in mathematics and science, and are better in English. Current standards in Year 2 are better than those achieved by last year's Year 2 pupils. Although the standards evident in the present Year 2 pupils are below average in English and mathematics, they demonstrate a satisfactory level of improvement over their attainment on entry to the school, although progress is not as good in Years 1 and 2 as it is in reception. In science and all of the non-core subjects, attainment is satisfactory. This is a result of some good teaching as the unsettled staffing evident recently could have had a much more negative impact on standards. In the present Year 6 standards are above average in English, mathematics and science. The evidence of the inspection is that the

overall standards in the non-core subjects are broadly in line with those expected, but there are strengths in attainment in lessons in many subjects due to the high quality teaching.

6. The national test results show that there has been no significant difference between the performance of boys and girls over the past five years, which is against the national trend, where girls are outperforming boys. The school is taking part in a research project with Cambridge University to investigate the reason for this. The small proportion of pupils which is from ethnic minority backgrounds or has English as an additional language achieves standards in line with their peers, especially where they receive extra support.
7. Evidence indicates that the majority of pupils with special educational needs make good progress. Those pupils who make good progress are often removed from the register of special educational needs. Others are given additional support as they move between stages. A number of pupils identified as having special educational needs attain the nationally expected levels at the end of Key Stage 2 and this indicates a good level of achievement based on their previous knowledge and understanding.
8. Standards in literacy and numeracy are rising at the end of Year 6 and the learning is good in most classes. This is due to the effective introduction of the national strategies and the good co-ordination of the subjects. This represents an improvement in provision since the last inspection. The targets set by the school for attainment in English and mathematics are appropriately challenging and good progress is being made towards achieving them.

Pupils' attitudes, values and personal development

9. The attitude of pupils to their learning and their behaviour in the school is good. Their personal development and relationships are very good. Overall, standards of pupils' behaviour fell following the last inspection but efforts over the last year have ensured that the school has improved this aspect and the good standards found at the last inspection have been maintained.
10. Pupils' have good attitudes to learning. The vast majority of pupils are keen to learn. They develop good attitudes to learning in response to the good teaching in the school. They are enthusiastic when sitting on the carpet, interacting well with class teachers and their peers. Pupils are keen to ask and answer questions, which stimulates their thinking and extends their vocabulary and knowledge, particularly during the literacy hour and during whole-class sessions at the end of each lesson. Pupils' concentration increases as they move up through the school and this has a very positive effect on their learning. On occasion, such as when the introduction to a lesson takes too long, pupils' attention wanders; they lose interest and do not have sufficient time to complete their tasks. However, pupils' attitudes to learning during the inspection were never less than satisfactory.
11. The behaviour of pupils in and around the school is good and often very good. Parents reported that the behaviour of pupils has improved from a low base last year, when there were five fixed-term exclusions and a permanent exclusion. Pupils understand the new behaviour policy and regard it as fair. They respond well to the high expectations of all the staff. Teachers are consistent when implementing the policy. The pupils are very friendly and polite; they hold doors open for visitors and for one another without being asked. Boys and girls mix well in the playground. Their behaviour in the dining-hall and in the classrooms at lunch-time is very good and there is a pleasant, sociable atmosphere. Behaviour during assemblies is very good and often excellent. Pupils line up quickly and move through the school sensibly and quietly.
12. Pupils' personal development and relationships are very good. This is an improvement since the last inspection. Pupils take advantage of the many opportunities that the school offers for their personal development. During library sessions, pupils in the infant classes handle the books with care, looking at pictures of dinosaurs and discussing sensibly with each other the different pictures. Junior pupils discuss and agree the class rules. Pupils in Year 6 elect prefects, head boy and head girl. These pupils take great pride in carrying out their responsibilities and this has a very positive effect on their personal development. Pupils' are encouraged to use their initiative

in their learning; for example, investigative work is a feature of the school. Relationships between pupils and adults throughout the school are very good. Pupils feel secure and are confident that staff will always help them, if they have any concerns. Pupils report that the relationships between pupils have improved considerably over the last year. No bullying was evident during the week of the inspection and there is a relaxed atmosphere in the school. The very good relationships in the school have a positive effect on the teaching and learning.

13. Some pupils with special educational needs follow pastoral support programmes with clear behavioural targets. These have been effective for a number of pupils who were under threat of exclusion. A number of pupils have low self-confidence and self-esteem but are helped by the school's use of a nurturing programme, through which pupils are taught to value themselves and others and to be positive about other children. With a few exceptions, where pupils have lacked concentration, pupils with special needs persevere, are motivated and contribute to discussion and whole-class sessions in lessons.
14. Pupils' levels of attendance are unsatisfactory. The school has not maintained the satisfactory attendance identified in the last report. The punctuality of pupils has also declined. There are too many holidays taken in term-time and this can have a negative effect on the progress and attainment of those pupils who miss school. For example, during the last academic year, holidays taken during term-time by pupils in Year 2 totalled 27 weeks. The results in standard assessment tests for this year group were well below the national average and below the average for pupils in similar schools. So far this term 41 weeks' schooling has been lost through holidays. The school needs to continue to address this issue if it is to bring about improvements in standards. However the vast majority of pupils are keen to come to school and they attend school regularly. This has a positive effect on their progress and attainment. The unauthorised absence figure is slightly above average and was generally due to a very small number of parents not providing reasons for their child's absence from school. The registers are marked quickly and good use is made of registration time. However, a significant number of pupils arrive late at school and this needs to be addressed.

HOW WELL ARE PUPILS TAUGHT?

15. The overall quality of the teaching is good but with a substantial amount that is very good or better. All of the teaching is satisfactory or better and this is higher than in the majority of schools. The amount of good or better teaching, 81 per cent, is much higher than that found nationally. Forty-two per cent of the teaching is very good or better and 17 per cent is excellent. This is also higher than that found nationally. These figures represent a good improvement since the last inspection when only 85 per cent was satisfactory or better and 3 per cent very good or better.
16. In the reception classes the teaching is 92 per cent good or better, with 75 per cent that is very good or excellent. This is a picture that is much better than is found nationally and represents some real strengths in the provision for the youngest children. The teaching is very well planned and resourced, and all of the activities have a clear learning objective. Children's progress is assessed carefully and their individual needs, including those who are higher attainers, are well provided for. Elements of the national literacy and numeracy policies are introduced appropriately for the ages of the pupils in the two classes. Teachers and support staff work very effectively as a team and they all make very good individual contributions to promote children's learning.
17. In the infant classes, the quality of the teaching is good in 67 per cent of lessons and satisfactory in 33 per cent. This is broadly in line with that found nationally. Pupils in the mixed Year 1 and reception class benefit from some very good teaching. This section of the school has suffered from staff changes and absences over the last twelve months and, together with a high proportion of pupils with special educational needs, this has made it difficult for pupils to settle and make the progress of which they are capable. However, staffing is now more settled and the classes are benefiting from the stability provided by the present teaching and support staff.

18. In the junior classes, 81 per cent of the teaching is good or better and 42 per cent very good or excellent with 23 per cent excellent. This is good, overall, and a better picture than that found nationally. The strongest teaching is found in Years 5 and 6 but there are significant strengths throughout the junior classes. They too have suffered from absence and a number of temporary teachers have been required. In addition, the reorganisation of the Year 5 and 6 classes from four into three mixed-age classes has disrupted the teachers' planning and teaching. However, such is the quality of the teaching in these classes that the reorganisation has had no noticeable effect on the pupils and their learning is very good at present.
19. One reason for the improvement made in the quality of teaching since the last inspection has been the successful introduction of the National Literacy and Numeracy Strategies. These have required improved resources and training. Lessons usually benefit from a tight structure, resulting in good pace and the effective use of the time available. The exception is in mathematics, where some lessons run on for longer than the numeracy strategy intends with a resulting loss of pace. The structure of the timetable would benefit from a review to ensure that all teaching time available is used productively. For example, other odd ten and fifteen minute slots occur after assemblies for the junior classes and this time is not always used efficiently. Teachers do not plan enough opportunities to develop pupils' vocabulary and use of language in the infant classes sufficiently. In addition, not enough time is found for the development of basic writing skills. In numeracy lessons, Year 1 and 2 pupils also need to be given more time to explain and share their mental strategies.
20. The teachers ensure that the learning objectives for each lesson are shared with the pupils and the objectives are returned to at the end of lessons to assess progress made. This enables pupils to have a clear understanding of what they are learning and how well they have achieved the objective. The best lessons have clear plenary sessions, which enable staff to recap the learning made and revise the main teaching points from the lesson. Where the teaching is excellent, relationships between the teacher and the pupils are exceptionally good. Pupils are provided with enough challenge to take their learning forward but also given the confidence and security to attack the tasks happily. In one Year 5 and 6 class, excellent and very creative use of an interactive whiteboard, together with other computers, results in pupils being very enthusiastic and involved in their learning.
21. Where the teaching remains satisfactory, teachers sometimes lack detailed enough subject expertise and knowledge. For example, during one games lesson, pupils were working in groups that were too large to enable them to be active enough or to have enough opportunities to be involved. In a few mathematics lessons the timetabling meant that too long was allowed for the lesson and the pace slipped during the group work.
22. Teachers make very good use of computers and information and communication technology in their work. The teaching in the non-core subjects is largely good and teachers use their individual expertise to support one another well. The school has managed the disruption caused by staff absence and changes well and all teachers have worked hard to minimise the effect on pupils' learning. Teaching and learning has been well monitored in the major subjects and this now needs to extend to other subjects. The induction procedures for teachers new to the school, and those who are newly qualified, are sound. The use of learning support assistants is very effective and helps ensure good learning for all pupils. For example, they observe pupils and note those who rarely respond to the teacher's questioning as well as supporting those with special needs.
23. The teaching for pupils with special educational needs is good. All teachers have copies of pupils' Individual Education Plans and they refer to them in their weekly planning. Teachers also evaluate the learning of groups of pupils on their plans at the end of the week. Teaching assistants who work with individuals or in small groups give very good support. Where appropriate they adapt the resources or find more accessible ones appropriate for the task and the pupils' attainment. They frequently engage pupils in conversation, ensuring that they understand what is expected, and drawing out responses when pupils lack confidence. Identified pupils are also given specific teaching to meet particular needs. For example, some pupils with specific learning difficulties receive 'mental gym' exercises to develop thinking skills; pupils with speech and language

difficulties follow programmes devised by a speech therapist but delivered by teaching assistants. Other teaching assistants deliver early literacy and additional literacy programmes to small groups very effectively.

24. The teaching of pupils with English as an additional language, or those from ethnic minority backgrounds, is good. Pupils at the initial stages of English as an additional language have Individual Education Plans and receive support from a named teaching assistant in English and mathematics. This enables good progress to be made and pupils take a full part in all school activities.

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

25. The curriculum makes a good contribution to the educational standards achieved by pupils and meets all statutory requirements. It is broad and balanced, and appropriate time is allocated to the core and foundation subjects and religious education. Nationally published schemes of work have been adopted for most subjects, with appropriate adaptations to make them specific to the school, and clear subject guidance and policies are in place. Some pupils are taught in mixed-age classes in reception, Year 1 and Year 2 and in Years 5 and 6. There is some setting by prior attainment in mathematics in Years 3 and 4 and this enables teachers to plan work more closely matched to the pupils' abilities. Apart from the Literacy and Numeracy Strategies, subjects are planned through two-yearly topic cycles. This ensures that subject content is not repeated unnecessarily and pupils' progress is ensured year by year. English and mathematics are taught either in ability sets or same age classes. The recent merger of Years 5 and 6 has meant that some adjustments need to be made to the curriculum, especially in science, to ensure that pupils are not repeating work. The senior management team is aware of this and have planned accordingly to rectify it.
26. The management team has a clear overview of the curriculum and long-term, medium-term and weekly plans are monitored regularly. All teachers evaluate pupils' learning at the end of each week to ensure that content is covered and revisited if learning has not been effective. Although concerns were expressed in the last inspection report about pupils' missing work through withdrawal from lessons or occasional setting, there is no longer evidence of this.
27. A formal governors' curriculum committee was established this year to involve more governors in curriculum issues and to visit the school to observe different subjects. Previously, the curriculum governor visited the school regularly but had too many responsibilities to cover effectively. She is very aware of recent developments in numeracy and literacy and has attended some numeracy and literacy training.
28. The curriculum for the Foundation Stage has been very effectively introduced and planned. The teachers ensure that all of the areas of learning are covered appropriately and that tasks provided for children build on the learning needed for them to achieve the expected early learning goals by the end of the reception year.
29. Provision for pupils with special educational needs is good. The school's focus on early identification and the effective use of data collected to target support means that individual needs are met quickly and generally with successful results. The school mainly supports pupils within the classroom, although some pupils with particular needs such as speech and language therapy, specific learning difficulties or physiotherapy, are withdrawn for a short time for specialist support. The times of withdrawal are rotated and care is taken that the pupil's learning is not impeded in any subject. The school fully meets the Code of Practice for pupils with special educational needs. Individual Education Plans identify pupils' targets accurately and these plans are put into practice effectively in classes. Pupils on the higher stages of the special needs register have their statutory provision met effectively through close links with outside agencies and good communication and liaison with the parents.

30. Very few pupils in the school have English as an additional language, and even fewer are at the initial stages of learning English. Newcomers are made welcome and helped to form friendships. Assessments are made by the local authority language support service and a teaching assistant is deployed to provide additional support for literacy and numeracy. The provision is good and one class teacher has tried to learn some phrases from a pupil's home language, which has helped them feel valued and included in the day-to-day work of the school.
31. The school has an able pupil policy and pupils who have particular abilities and aptitudes are identified, even as early as in the reception class. The provision is good. Teachers plan extension activities where appropriate and opportunities are made for these pupils to take part in enrichment programmes in school, or provided by the local authority.
32. Provision for literacy is good. The National Literacy Strategy is being implemented effectively and additional English time is being used well to hear pupils read, to widen pupils' reading and to develop spelling, vocabulary and handwriting. There are planned opportunities for developing the reading and writing of non-fiction in other subjects, and for developing speaking and listening through role-play, drama and oral presentations across the curriculum and in assemblies. The provision for numeracy has been equally effective, although the structure of the timetable often means that lessons are longer than intended and sections of the lessons lose pace.
33. The school provides a very good range of activities outside the school day. Sporting activities include football, athletics, netball and hockey. There are also clubs for drama, music, dance, art and ICT. Professional bodies also run judo, karate and Spanish classes after school. A peripatetic music teacher offers music tuition. There is an annual, summer concert where pupils sing, dance and provide instrumental accompaniment. The school makes very good use of resources from within and from outside the school to enrich the curriculum. Staff from a local museum visit regularly and work with pupils from both key stages. A poet has worked with pupils of all ages. A theatre company took children on a journey through time to celebrate 'The Millennium'. Year 6 pupils have also produced their own newspaper at a local newspaper office, and attended workshops on *Romeo and Juliet* at the Globe Theatre. All Year 5 pupils have the opportunity to go on a residential visit to the Isle of Wight where they visit museums, an educational farm and take part in a beach study. Year 6 pupils have opportunities to attend a field study camp and an activity weekend where they participate in a variety of physical activities, such as abseiling and fencing, and use the data from these activities for computer studies.
34. The provision for equality of access and opportunity is good. The curriculum is accessible to all pupils regardless of their ability, gender, race, religion or background. There is good provision for pupils with special educational needs and those for whom English is an additional language. They are given as many opportunities as other pupils to be involved in all areas of the curriculum, and particularly in developing their skills in English and mathematics through good support by well-briefed teaching assistants. Careful ability grouping within classes and setting for numeracy in Year 3 and Year 4 contributes effectively to their good progress and also to the progress of the higher-attaining pupils. A register of able pupils targets those talented in mathematics, literacy and dance. The extra-curricular activities are open to pupils of either gender. A policy for equal opportunities is in place, which is referred to in the majority of subject policies.
35. Pupils' personal development is a central part of the school's aims. Children are encouraged to take responsibility and to support one another through a regular nurturing programme. This recognises and rewards good behaviour in a positive way. It builds pupils' self-worth and self-esteem and encourages children to articulate and share their problems. The pupils themselves have formulated the class rules displayed in every classroom. A detailed personal, social and health education programme is taught throughout the school, partly in nurture groups and partly through other subjects in the curriculum. It provides well for sex education and teaches an awareness of the misuse of drugs. Concepts of citizenship are due to be further introduced through the formation of a school council later this year. Workshops for parents and pupils have been held on bullying and withstanding unwanted peer pressure.

36. There are good links with the community to support pupils' learning. The local church is used for special assemblies. A link is being made with a locally based national company to renovate part of the school grounds: the pupils will decide for what use. A local estate agent sponsors the school's reading folders and local firms sponsor the pupils' home-school books. A national company provided money for the school to produce multi-media materials to combat bullying. This was used to purchase an interactive whiteboard that is used daily to promote learning across the curriculum. An evening class uses the school's computer suite and links are being made with them to provide support for some pupils in the school. Good links are made with the local pre-school and nursery group. There is also good liaison with partner secondary schools. Tutors from the secondary schools meet and discuss each pupil's areas of strength and need, abilities and achievements, with Year 6 teachers so that the transition from primary to secondary is made easier.
37. The school's encouragement of spiritual development is good. The school provides a regular collective act of worship through school assemblies. Pupils are given opportunities to reflect quietly on stories related to Christian themes and human endeavour. During the inspection a number of prayers were shared that had been written by pupils in the school.
38. The school's provision for moral development is good. Pupils are encouraged to think about the consequences of their actions. A new code of conduct has been introduced through assemblies and pupils in every class have been given the opportunity to contribute to class rules. During circle-time pupils consider the effects of their actions on others and how to help others. Prayers written by the pupils consider those less fortunate. Classes also contribute to the "Love in a Shoebox" appeal. In religious education lessons pupils discuss the difference between right and wrong and the topic of temptation, acting out contemporary examples.
39. There is very good support for pupils' social development. Good behaviour and social co-operation are positively rewarded and modelled in lessons. Pupils are given many opportunities to work collaboratively. Adults in the school provide very positive role models, showing respect and courtesy to their pupils, valuing their contribution and building self-esteem through praise. Links are made with senior citizens and they are invited to school productions. Harvest festival gifts are distributed and pupils make visits to sing and perform. Pupils are also encouraged to make democratic decisions; for example, pupils have to discuss and decide how money raised is to be spent, as on a new sand pit to be used by the reception class.
40. The school provides many opportunities for cultural development within the pupils' own culture but does less to celebrate and understand the cultures and beliefs of others. There are exceptions. The school has adopted a child in Malawi and pupils learn about different religions as part of the curriculum for religious education. Even so, there are very few artefacts or displays around the school celebrating other languages and other races. The school could do more to prepare pupils for growing up in a multicultural, multiracial world enriched by diversity. Opportunities to appreciate art, dance, music and drama are well fostered, but tend to focus on a European tradition.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

41. Procedures for child protection and for ensuring pupils' welfare, health and safety are very good. The role of the named person is currently shared between the special needs co-ordinator and the acting headteacher and procedures are in place for the new category of 'looked-after' children. The school follows the local authority guidance for child protection procedures.
42. The procedures for first aid are very good. There are sufficient qualified first aiders on site to ensure that all incidents are dealt with efficiently. Staff have received appropriate training, taking the pupils' needs into account. Each teacher has a list of pupils' medical conditions and the designated first aider carries an intercom to ensure a swift response if there is an emergency. A number of staff have attended a course on resuscitation. The school makes good use of outside

agencies to provide effective support for all its pupils. The school meets the new requirements for carrying out police checks on all adults in the school.

43. The procedures for ensuring the health and safety of pupils are very good. The headteacher and the chair of governors carry out regular risk assessments of the building and the hardworking and conscientious premises officer carries out all minor repairs and oversees that all health and safety requirements are met. The local authority health and safety policy has been adapted to meet the needs of the school. Good efforts have been made since the last inspection to improve the safety of pupils at the end of the school day when so many parents pick pupils up in cars.
44. The procedures for monitoring and promoting good attendance are unsatisfactory. The school is beginning to address this issue and has very recently introduced first day contact with parents when they do not have a reason for a pupils' non-attendance at school. This should also address the issue of the above average unauthorised absence figure. The school is currently reviewing its procedures to bring about improvements in attendance and punctuality. For example, they are introducing computerised attendance registers and this will enable them, together with the educational welfare officer, to analyse and monitor the attendance of pupils more rigorously. The new education welfare officer plans to visit the school fortnightly. These new initiatives are intended to bring about improvements in the attendance of pupils. The governing body is planning to review its policy of pupils taking holidays in term-time.
45. Procedures for monitoring and promoting good behaviour and eliminating poor behaviour are very good. The new school policy is consistently applied by all staff and is very effective in promoting the good behaviour of pupils. The policy includes an anti-bullying statement. The school has a central record of serious incidents, which is monitored by the headteacher. There have been no incidences of racist comments. The school has clear procedures to monitor behaviour in the playground and information is then passed to the class teacher.
46. The procedures for monitoring pupils' personal development are good. Pupils' records contain a wide range of academic and social information that staff use to track pupils' personal development. The whole-school rewards policy is also used to monitor pupils' personal development. Pupils take great pride in receiving recognition in the classroom and in assemblies for making a special effort. This has a positive effect on their personal development and self-esteem. Teachers and learning support assistants meet regularly to share information to ensure that all pupils receive effective support.
47. The school has very good procedures in place for assessing pupils' attainment and progress. This is a very good improvement since the last inspection when assessment procedures had only just been introduced and had yet to have any impact on standards. Assessments are extremely thorough in the important subjects of English, mathematics and science. National tests in these subjects for pupils in Years 2 and 6 are very carefully analysed to identify any areas in need of further improvement. For example, interpretation of graphs and considering evidence in science were found to be aspects in which Year 6 pupils experienced difficulties and the school is currently working hard to improve performance in these areas. Test results are also analysed to identify any differences in attainment by boys or girls so that the school can take appropriate steps to redress any imbalance. The performance analysis file is exemplary and findings are presented in a format that is easily read and understood. It asks relevant questions about performance in different areas and by different groups of pupils and highlights priorities for further improvement. For instance, the use of learning support assistants, improvements to the curriculum and the level of teachers' expectations are all considered as ways to improve pupils' performance. The school's results are also compared in detail with those of other schools, both nationally and locally, to ensure that standards are rising at an acceptable rate. In subjects other than English, mathematics, science and information and communication technology, assessment procedures are less well-developed although useful records are kept of the attainment of individual pupils. This is done by noting on the short-term planning sheets their level of success in achieving the learning objectives. This information is then used by teachers to plan future work at a suitable level to help all pupils make good progress.

48. The standards in English and mathematics reached by each pupil are recorded on a computerised tracking system that enables teachers to monitor the progress of all pupils as they move through the school. National Curriculum levels are used and the school predicts how well each pupil is likely to do by the end of each year. Strategies, such as increased support, are put in place to help pupils who are at risk of failing to reach their target. Teachers, in consultation with pupils, set individual targets that are displayed in their books and these are reviewed on a regular basis. These targets are well thought out and help pupils to know exactly what they have to do to improve. All of the very good assessment procedures in place are designed to raise attainment and, as the school's standards in English, mathematics and science are rising at a rate higher than that found nationally, are clearly having the desired impact.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

49. The school has effective links with parents and the quality of information provided for parents is satisfactory. However, the school has not maintained the good links with parents identified in the last report and a significant minority feel that communication between home and school needs to be improved, particularly with regard to access to senior staff. The inspection evidence shows that the information in pupils' annual reports on their progress is very good. The reports clearly identify pupils' strengths and weakness and include targets for improvement. They include National Curriculum levels, so that parents can identify where their child is in relation to other children nationally. This is an improvement since the last inspection.
50. Although there is a number of informal afternoons for parents to go into school during the school year, a significant number of parents would like more formal consultation meetings. Many parents work and are unable to go into school during the school day. This was also raised in the last inspection report. The school sends regular newsletters to parents, but they are often too formal and not in a reader-friendly style. The school informs parents in writing when a child misbehaves but does not always invite the parent into school to discuss the incident. Although the school provides parents with lots of general information such as class teachers' timetables, they do not provide parents with details of the topics, that their children will be studying. The school is aware that communication with parents is an area for development and is reviewing the current provision to include termly parent consultation meetings. The governors' annual report to parents is informative and meets requirements. The school is in the process of producing a new prospectus.
51. The impact of parents' involvement on the work of the school is satisfactory and the contribution of parents to their children's learning at home and at school is satisfactory. Most parents help with homework and with hearing their children read and there is a small number of parents who help in the classroom. There is an active Parent-Teacher Association, which successfully raises a substantial amount of money for the school. However parents do not always take advantage of the opportunities offered by the school for them to become more involved in their children's learning. For example, pupils' home-school bags often contain old copies of school newsletters, which had not been read by parents. Some parents reported that they were unaware of the school's new behaviour policy, but the draft policy has been sent to all parents for their comments. Some parents would like the school to provide exemplars of the standard of work required to achieve the different levels of the standard assessment tests; this would allow them to become more involved in their children's learning. Routines at the start of the day limit the opportunities for parents to have informal conversations with the class teacher.

HOW WELL IS THE SCHOOL LED AND MANAGED?

52. During the inspection the school was led by an acting headteacher owing to maternity leave. However, it was possible also to meet the headteacher and discussions with both have given a very clear picture of the recent changes that have taken place at the school. The headteacher was appointed only twelve months ago, and the deputy headteacher only nine months ago. These major changes to the senior management at the school have been used very effectively to create a new management structure and the leadership and management have improved greatly since the last inspection. Overall, it is clear that the school is being well led and managed. This is true of the headteacher and key staff, and also the acting headteacher, who is doing an outstanding job in helping the school maintain its momentum and build on the improvements already made. Although many of the changes to the management of the school are recent and have yet to have much effect, there are evidently some good improvements; for example, in the behaviour of pupils and relationships in the school.
53. The restructuring of the school's management is intended to enable all staff to have a clearly defined role and management responsibilities that will make the best use of their individual talents. Teachers spoken to during the inspection were very positive about the changes and see it as a chance to develop their own professional and managerial expertise. The headteacher, deputy

headteacher and senior staff make up a strategic planning team. They oversee the longer-term vision and developments planned for the school. The management team then involves all senior staff in planning and finally all staff are involved in putting developments into practice. The system, although very new, evidently enables all teachers to feel involved in the decision-making process and helps the school to ensure that they make the best use of individual teachers' skills and expertise.

54. The school's aims underpin its work effectively. They have a good focus on the achievement of pupils and equal opportunities for all pupils. The aims address every area of the school's work, including working with parents and the wider community. However, a significant minority of parents do feel that communication with the school is difficult and they have a perception that senior staff are too distant. The school feels that this is a misconception and staff clearly wish to address this in the future as there is a clear commitment to involving parents in pupils' learning.
55. The arrangements for performance management are appropriate and the appraisal of teachers' work is improving. The role of subject co-ordinators varies due to the high level of absence and change in the school recently. However, in the core subjects the work of co-ordinators has clearly helped develop the subjects and assist in the introduction of new developments such as the National Literacy and Numeracy Strategies. They have monitored planning and children's work in most subjects, but the monitoring and evaluation of teaching and learning has been stronger in English and mathematics, and this good practice now needs to extend to other subjects.
56. Since a member of staff has been given the role of analysing test results and data, the school has benefited from her clear and straightforward reporting on the findings. More is now done to analyse test questions and how well pupils have done, including areas of weakness. Some analysis of gender differences has been undertaken. This work now needs to be extended to pupils from ethnic minority backgrounds and those with different special educational needs. The analysis of data is helping the school set more accurate and realistic targets. The targets for 2001 were achieved in mathematics and almost achieved in English. The targets set for 2002 are appropriately challenging for the pupils in the present Year 6. The school is making good use of new technology. Teachers and management staff use computers competently to communicate with other adults and pupils. Teachers use the Internet for planning and research purposes and the deputy headteacher makes excellent use of the interactive whiteboard in his lessons. The ICT co-ordinator has designed and set up a very good website that provides visitors with good information about the school and its work.
57. The present school development plan was produced by the newly appointed headteacher when she took on the role. The plan shows a good understanding of the needs of the school and contains detailed analysis of the previous planning and the priorities for the future. However, it contains too much detail to be realistic for one year and does not have a clear enough link to finances through tightly budgeted resources and time, although this is effective for teachers' professional development costs. Many subject co-ordinators have made good action plans for their areas, reflecting accurately many of the developments needed.
58. The governing body is effective in fulfilling its statutory duties. The chair of governors spends a lot of time in the school and is very supportive of the work of the staff. The governors have a good, clear picture of the needs of the local community and the changes that have affected the school over recent years. They also show a sound understanding of the improvements made recently. However, they rely too closely on the headteacher and chair of governors providing information. Developing their role further will require more of them to take on roles that will allow them to visit the school with purpose. The curriculum governor is linked to English and mathematics, as well as special educational needs, and this workload is too heavy for one governor to carry out effectively.
59. The management of the provision for pupils with special educational needs is good. The co-ordinator is a part of the senior management team and she ensures that the pupils' differing needs are frequently reviewed. She is appropriately qualified and regularly meets the teaching assistants; communication between them is good and this helps secure effective provision for the

pupils. She has one afternoon allocated per week for administration, but, as she is also a class teacher, this is barely sufficient considering the proportion of pupils with special needs in the school. Twelve teaching assistants support pupils with special needs for a total of 70 hours per week. The money allocated for special needs is used appropriately, largely for staffing. Pupils with statutory statements receive the appropriate support. The school fully meets the requirements of the Code of Practice. All teaching assistants have received some induction and training in aspects of working with pupils with special needs. Planning for support and liaison with class teachers is generally very good, and support assistants keep good record books relating to their work and the observations of pupils they have made.

60. Financial planning by the headteacher and governors is satisfactory. It is linked appropriately to the priorities set out in the school development plan. The school is supported by a bursar who monitors the budget and who ensures the principles of best value when purchasing resources for the school. The budget is also monitored by the headteacher to ensure that all spending is closely linked to the needs of the pupils. The finance committee of the governing body are not as well-informed about the budget as they might be and a more regular flow of information would help them become more involved in spending decisions. Subject co-ordinators manage their own budgets and bid for funds to maintain and improve the educational provision in their particular subject areas. Over recent years, the school built up a large surplus from its budget. This has now been reduced to an appropriate level by planned spending on a variety of projects to improve the school's environment and resources for the benefit of both staff and pupils. For example, the swimming pool changing rooms and the playground for the reception pupils have been improved, as have the resources for mathematics and information technology.
61. Specific grants are used effectively to improve the standards attained by the pupils they are designated for. Pupils with special educational needs are well supported and make good progress as they move through the school. Much of their specific funding is spent on learning support assistants who give good quality support to the pupils in their care. The school administration is efficient in supporting the work of the school. All internal financial controls are operating effectively. The most recent audit in 2001 recommended that terms of reference should be drawn up for the finance committee. This recommendation has been addressed successfully. Taking into account the good quality teaching, the good attitudes of the pupils, the standards achieved and the unit cost per pupil, the school provides good value for money. This represents good improvement since the last inspection.
62. The number, match and qualifications of staff are good and meet the needs of pupils and the demands of the curriculum. Staffing levels are good. Due to staff changes and absences the school does not have permanent subject co-ordinators for design and technology, religious education and geography. Because the staff changes have been well managed, the teaching and learning in these subjects have not been affected. The special needs co-ordinator is trained in the area of special needs and all support staff have had some training in aspects of special needs. The support staff are well managed and there is good liaison between assistants and teachers. The school has good procedures in place for the induction of new staff and all staff receive ongoing training in a range of skills and subject areas. Procedures for supporting newly qualified teachers are good.
63. The accommodation is good; it is suitable for the teaching of the National Curriculum and has been improved significantly since the last inspection. All classrooms have access to running water and are large enough for a range of practical activities. The school has recently converted the kitchen area and now has specialist areas for information, communication and technology and special education needs in addition to the food technology room. The hall is used for assemblies, physical education and dining. The library area is small and does not have room for seating. The reception class have their own secure play area and outdoor classroom, which has a safety surface. There are separate playgrounds for the junior and infants. The very large field area has two football pitches and good facilities for games. The pond and wild garden area are used as an outside classroom. The accommodation is suitable for disabled pupils.

64. Overall, resources are satisfactory. The new information, communication and technology suite is very good and is well used. Resources for the Foundation Stage are good. Mathematics, special educational needs and English are well resourced. In geography, the resources are adequate but the atlases need to be updated. There is good provision for the literacy hour. The library has an adequate range of fiction and non-fiction books but the range of books in the classrooms is good. There are no dual language books, or sufficient artefacts to celebrate other cultures.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

65. There has been very good improvement since the previous inspection. In order that these advances, and the new management structures that have been introduced, are built upon and taken further, the headteacher, staff and governing body should:

(1) Improve the standards attained in English and mathematics at the end of Year 2 by: **

- improving pupils' vocabulary and use of language;
- using the literacy lessons flexibly enough to ensure enough time for developing writing skills;
- in numeracy lessons, making better use of errors and misconceptions as teaching points;
- ensuring pupils share their mental strategies in numeracy lessons;
- using the lesson time available effectively and ensuring that no time is wasted.

(Paragraphs 3, 4, 5, 19, 82, 84, 90, 91)

(2) Improve the monitoring of teaching and learning by:

- ensuring that all co-ordinators have appropriate time to monitor lessons as well as plans and pupils' work;
- providing more opportunities for senior staff to monitor pupils' work;
- ensuring the timetable for monitoring is flexible enough to focus on identified weaknesses as they occur.

(Paragraphs 53, 55, 108, 114, 129, 138)

(3) Improve links with parents by:**

- developing more effective ways to ensure good communication with parents;
- ensuring enough face-to-face contact with parents prior to written forms;
- involving parents more closely in their childrens' learning;
- reviewing and improving present systems for the tracking and monitoring of pupils' attendance and punctuality.

(Paragraphs 44, 49-51, 54)

*** These issues have been recognised by the school and are part of the current improvement planning.*

66. In addition, the governing body may wish to include the following minor issues for improvements in their action plan:

(4) Improve the teaching about cultures other than pupils' own by:

- developing the curriculum and library resources in art, music and religious education to reflect cultures from different parts of the world and different periods of history;
- ensuring the recognition and celebration of the cultures of pupils from ethnic minorities in the school and locality.

(Paragraphs 40, 104, 138)

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	52
Number of discussions with staff, governors, other adults and pupils	36

Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	9	13	20	10	0	0	0
Percentage	17	25	39	19	0	0	0

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

Information about the school's pupils

Pupils on the school's roll	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	267
Number of full-time pupils known to be eligible for free school meals	42

FTE means full-time equivalent.

Special educational needs	YR – Y6
Number of pupils with statements of special educational needs	2
Number of pupils on the school's special educational needs register	71

English as an additional language	No of pupils
Number of pupils with English as an additional language	1

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	17
Pupils who left the school other than at the usual time of leaving	24

Attendance

Authorised absence

	%
School data	7.9

Unauthorised absence

	%
School data	0.7

National comparative data	5.6
---------------------------	-----

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	17	32

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	9	10	9
	Girls	12	12	11
	Total	21	22	20
Percentage of pupils at NC level 2 or above	School	66 (86)	69 (77)	63 (89)
	National	84 (83)	86 (84)	91 (90)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	10	9	12
	Girls	13	11	16
	Total	23	20	28
Percentage of pupils at NC level 2 or above	School	72 (80)	63 (89)	88 (89)
	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	22	21	43

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	16	18	20
	Girls	15	15	17
	Total	31	33	37
Percentage of pupils at NC level 4 or above	School	72 (67)	77 (70)	86 (80)
	National	75 (75)	71 (72)	87 (85)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	17	18	21
	Girls	16	18	19
	Total	33	36	40
Percentage of pupils at NC level 4 or above	School	77 (67)	84 (70)	93 (80)
	National	72 (70)	74 (72)	82 (79)

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

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	0
Black – African heritage	0
Black – other	1
Indian	0
Pakistani	0
Bangladeshi	0
Chinese	1
White	265
Any other minority ethnic 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)	11
Number of pupils per qualified teacher	24
Average class size	26

Education support staff: YR – Y6

Total number of education support staff	13
Total aggregate hours worked per week	185

FTE means full-time equivalent.

Recruitment of teachers

Number of teachers who left the school during the last two years	7
Number of teachers appointed to the school during the last two years	7
Total number of vacant teaching posts (FTE)	1
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	1	0
Indian	0	0
Pakistani	0	0
Bangladeshi	0	0
Chinese	0	0
White	5	1
Other minority ethnic groups	0	0

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

Financial information

Financial year	2000/01
	£
Total income	586,545
Total expenditure	600,304
Expenditure per pupil	2,077
Balance brought forward from previous year	7,977
Balance carried forward to next year	-5,782

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	267
Number of questionnaires returned	57

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	39	56	5	0	0
My child is making good progress in school.	40	47	9	0	4
Behaviour in the school is good.	14	70	12	2	2
My child gets the right amount of work to do at home.	30	58	9	4	0
The teaching is good.	44	49	7	0	0
I am kept well informed about how my child is getting on.	19	49	28	4	0
I would feel comfortable about approaching the school with questions or a problem.	30	56	12	2	0
The school expects my child to work hard and achieve his or her best.	47	47	5	0	0
The school works closely with parents.	14	63	18	2	4
The school is well led and managed.	23	54	16	4	4
The school is helping my child become mature and responsible.	28	72	0	0	0
The school provides an interesting range of activities outside lessons.	35	46	11	5	4

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

67. Provision for children in the Foundation Stage, which comprises children in their reception year, is very good. The overall quality of teaching is very good and has improved since the last inspection. The reception pupils are organised by age into two classes, one which also has Year 1 pupils. Planning is very good and fully addresses the six areas of learning for children of this age. In addition, very good records of children's learning are kept and this enables teachers to plan work that is appropriately targeted at the children's needs.
68. There are 37 children in the two classes, with 15 of them attending for the morning only for the first term. Children are admitted in the September after their fourth birthday, with spring and summer born children attending part-time until January. The arrangements for admission are good and parents have plenty of opportunities to visit the school, meet the staff and see the reception classes in operation. In addition, meetings are held early in the term to enable parents to discuss with the teachers how well children have settled into school. The accommodation has been enhanced since the last inspection with a newly created outdoor classroom area, with a safe, soft play surface and improved resources for all areas of learning. This provides good learning opportunities, especially for the development of social and physical skills. A sensible adaptation of the literacy and numeracy strategies has been devised to provide a good grounding in the basic skills for the pupils, at a level appropriate for their ages and abilities.

Personal, social and emotional development

69. By the end of the reception year, most children have made very good progress in this area of learning and will achieve many of the early learning goals expected of them. Many have underdeveloped social and personal skills when they enter the school but teachers and support staff place a strong emphasis on this area through all activities provided for them. The children come into school happily. The staff make routines very clear and consistent and this enables children quickly to learn what is expected of them. They respond well to the good role models staff provide and the very good emphasis on giving praise for correct behaviour. Very good relationships are quickly established. Children develop their confidence in school life and they soon take a full part in whole-school assemblies and other events. The teaching in this area of learning is very good.
70. Very good opportunities are provided through planned activities for children to develop independent learning skills. For example, older pupils discuss what power is and how they can use their personal power for good. The teacher's well-targeted questions help develop the pupils' thinking skills and they are happy to share ideas in front of the group and some older pupils. After art activities pupils do their own washing-up and clearing away and, in addition, prepare the table for the next group. Younger pupils know to put hands up in class discussion, and again the teacher encourages their co-operation effectively through praising them for doing the correct thing, and this is focused well on the children's individual targets.

Communication, language and literacy

71. Most pupils have average or below average skills in reading and writing when they enter the reception class, according to the assessment made soon after they start school. By the end of the reception year, most children have made good progress and have achieved many of the early learning goals in this area. This good progress is due to the very effective teaching of basic speaking, listening, phonic and letter formation skills. Many opportunities are planned and taken to promote children's language skills. Story times hold their attention well and good questioning helps develop early comprehension skills.

72. Children enjoy looking at books, and they are mostly happy to share them with an adult. They demonstrate pride in their achievements, such as knowing all the key words they have been given to learn at home. Very good use is made of computers to show children the link between text and meaning, through CD-ROMs of books which provide movement and sound effects as well as a reading of the text. Of particular note is the way teachers link reading to the real world and children know the need for reading such things as newspapers or tickets. Parents support children's reading at home well and children are familiar with the characters in the main reading scheme used by the school.
73. Many of the youngest children are still at the early stages of learning to form letters and to write their names. In one case, a boy with special educational needs took particular pleasure in having recognised and written the first letter of his name. A lot of opportunities for developing speaking and listening skills are provided, through whole-class discussion and through individual or small group work. All adults take every opportunity to get children to speak, answer questions, make suggestions and to listen to others.

Mathematical development

74. Most children have a low level of numeracy on entry to the reception class, as is evident in the early assessment of their abilities. However, they make very good progress and by the end of the year the majority are on line to achieve most of the early learning goals. The teaching is very good and the children are made familiar with numbers through a range of rhymes and songs. In one lesson they demonstrate a good ability to use and understand the correct vocabulary associated with time. Excellent use of hand puppets is made to illustrate the importance of being able to read the times on a party invitation. Teachers provide a very good range of activities - using clock faces, numbers and 'o'clock' times - and children are aware of the things that happen at different times of the day.
75. A lot of practical activities are devised to help children explore concepts such as weighing and balancing. Higher-attaining pupils can count and write numbers to 20 and are beginning to add and subtract numbers to 10. Average-attaining children can count accurately to ten and are able to match numbers to objects. Less able pupils can count to three and recognise numbers to ten without being able to count them in order. They know how to order the biggest, smaller and smallest of a set of items.

Knowledge and understanding of the world

76. Many pupils have limited experience of the world around them. However, good teaching ensures that they make at least good progress in this area of learning and the majority are on line to achieve the expected early learning goals by the end of the reception year. Children become very familiar with a range of computers and other ICT hard- and software. They can program a robot accurately enough to send it along a straight line, and they are learning to turn it to face different directions. Younger pupils attempt to program it accurately enough to knock over a tower of bricks. Higher attainers try to send it under a bridge while others use a computer program to drag and drop pictures. Children use their sound cutting and sticking skills to make Christmas calendars. They know about different weather types and what is typical in different seasons. Very good use is made by staff of digital photographs of parts of the school to create a trail for children to follow and find their way round the school, familiarising themselves with the buildings and displays. Due to the time of year children were familiar with the Christmas story, although there is less evidence of any study of other faiths and festivals. Other evidence shows that pupils learn to bake bread and to take part in good visits out of school as well as welcoming visitors, such as fireman and doctors, to the classroom as part of a study of jobs and the locality.

Physical development

77. Good teaching results in effective learning and most children are likely to achieve the early learning goals in this area. They start school with more natural confidence and physical ability than is the case in other areas of learning. The improved outdoor classroom now enables children to use a variety of wheeled toys and climbing apparatus, which they do with growing confidence. In addition, there are opportunities to dig, build with large bricks and draw with chalks. In the hall, physical activity is taught very effectively. Children learn to get mats out safely and they work hard to put together a gymnastic sequence of two or three movements. The teacher praises children well to encourage them and they learn from this to praise and applaud one another. Children's skills with smaller tools and apparatus, such as scissors and pencils, are very well-developed through a wide range of activities.

Creative development

78. Most pupils are likely to attain the expected early learning goals by the end of the year. The teaching is good and, especially for the older children, very challenging. For example, detailed discussion and question-and-answer sessions about self-portraits lead children to paint some very mature, carefully completed pictures and they demonstrate good control of the media. Other work involves the use of charcoal, pastels, watercolour, coloured pencils and art software on the computer. Children use malleable materials such as dough to mould and shape. They make good use of carefully created role-play areas for imaginative play, which is also effective in developing their speaking and listening skills. During the inspection, for example, one area served as a stable in which children acted scenes from the Nativity. Children have the opportunity to use musical instruments in lessons and to perform imaginative dances to music.

ENGLISH

79. Despite improvements in previous years, attainment in English in 2001 was well below the national average at the end of Year 2. Performance in reading was very low in comparison with similar schools. Performance in writing was well below average in comparison with similar schools. At the end of Year 6 the school's performance was close to the national average and well above average in comparison with similar schools. Observations during the inspection indicate that standards are at least in line with national expectations in most classes, but are still below expectations in Years 2 and 3.
80. Standards in speaking and listening are average in the infant classes but vary according to the opportunities offered in lessons. Year 1 pupils joined in the shared reading of "We're Going on a Bear Hunt" with great enthusiasm, adding appropriate actions and sound effects. Low-attaining pupils in Year 2 have a very limited vocabulary and find it difficult to listen to instructions. Higher-attaining pupils developing a story are eager to share their ideas and speak clearly and confidently. Speaking and listening skills are good, overall, in the junior classes, although there is a wide range of attainment, especially in Year 3. Some pupils listen and negotiate well with one another, presenting their ideas, for example, on a poster they have planned, clearly and confidently. Lower-attaining pupils lack confidence, have a poor vocabulary and find it difficult to present their ideas audibly or at length. In Years 5 and 6 the majority of pupils listen carefully and critically to their teachers and to one another, contributing constructive ideas and modifying their opinions appropriately. They use vocabulary precisely and are willing to use talk to explore and develop ideas in all subjects. For example, Year 5 pupils looking at photographs and still-life paintings by Cezanne were able to describe the use of colour, light and shade with great precision. Year 6 pupils devised and performed role-plays, based on the theme of temptation, very confidently and expressively.
81. Standards in reading are average or better throughout the school. Although there is a high proportion of low-attaining readers in Year 2 who are still at an early word recognition level, other pupils in Years 1 and 2 read well. Higher-attaining and average readers read fluently and accurately and are able to describe events and characters in stories with understanding. About half the pupils in Years 1 and 2 can use the contents page and index, skimming and scanning to

find information they need. Lower-attaining pupils, although more hesitant, are able to spell words out and to use picture and context cues to work out meaning. By the end of Year 6, pupils of all abilities are reading independently. The majority enjoy reading, belong to local libraries and read both fiction and non-fiction regularly. They are all able to locate required books in the library and find information in different texts. They can discuss preferences, authors and different genres. They can also make judgements about characters and their motivation, but at this stage in the year only a few high-attaining pupils are able to make use of inference. Progress in reading through the junior classes is good.

82. Although standards of writing are good in Year 1 they are below average in Years 2 and 3. Some higher-attaining pupils spell commonly-used words accurately and use full stops and capital letters to demarcate sentences, but this is not sustained consistently. Handwriting and presentation are often untidy. Cursive script is not used consistently. Low-attaining pupils in Year 2 do not distinguish clearly between upper and lower case letters and do not leave large enough spaces between words. Standards are better in Year 4. Although presentation is still untidy, there is an increasing accuracy in spelling, more varied sentences and choice of vocabulary. Standards in Year 6 are good in terms of the use of language, sentence structure, organisation and coherent content. However, some pupils are still not using a well-formed script, or making a clear distinction between upper and lower case letters. Some spelling of relatively common words is inaccurate and tenses are not used consistently.
83. Evidence from last year's work indicates that pupils make considerable progress by the end of Year 6. There is a very good range of writing for different audiences and purposes such as writing from the point of view of a character in *Romeo and Juliet*, arguing a point of view, or journalistic writing. Language is used imaginatively, for example: "Sunlight shimmered down on the gravestones, making silhouettes against the old Norman church." There are also some excellent examples of poetic imagery such as "Dusk closes in on the land/Like a clamp on a piece of wood; the mist covers everything in sight/Like a blanket on a bed."
84. The quality of teaching in the infant classes is satisfactory, overall, with some excellent teaching in Year 1. Where the teaching is most effective the planning, preparation and resourcing meet the differing needs of all pupils. Support is given to those with special needs and learning difficulties and the most able are extended appropriately. Consequently, in Year 1, a game of Spelling Bingo reinforced letter combinations at the ends of words for all pupils. All pupils were eager to write because of the range of stimulating activities. Lower-attaining pupils learned to spell simple three-letter words by listing items they were putting in their rucksack to take on a bear hunt. Higher-attaining pupils were using attractively prepared notepaper headed with bear prints to write an invitation to the bear and a menu for the meal. During the shared session the teacher challenged individual pupils with specific targets such as, for example, writing three rhyming words. Where teaching is less effective the teacher does not employ the necessary range and variety of learning resources and classroom display does not support literacy as much as is possible. In some instances, too many writing objectives are planned for in one week and insufficient time is allowed for planning and developing a piece of writing.
85. In the junior classes the quality of teaching ranges from satisfactory to excellent with the majority of teaching being at least good. A strength of the teaching lies in the planning and preparation of a series of lessons that build up and reinforce pupils' understanding of different types of text and leading to pupils of all abilities writing in the appropriate style for themselves. Year 3 pupils were learning to produce information posters on the care of pets. In Year 4, pupils were learning how to write posters that persuade and attract visitors to a Christmas fair. Teaching encouraged pupils to make their own observations about headings, sub-headings, layout and punctuation. Year 6 pupils, who were learning about journalistic writing, reported back on the results of their newspaper reading for homework and were able to comment on style, paragraphing, print, headlines. They were also provided with a selection of articles to discuss, some independently in groups, some supported by the teacher or teaching assistant. By the end of the lesson all pupils had a clear understanding of the features of newspaper style that they would employ in their own desktop published articles, which they were going on to plan and draft. In all these lessons key language was displayed and reinforced; very good models were given; supportive prompt sheets

were provided; expectations of all pupils were high and the pupils' efforts were frequently praised. The lessons were purposeful and pupils were strongly motivated.

86. Pupils are generally well-behaved at both key stages. The majority of pupils sustain concentration, listen carefully and are eager to succeed. The effective deployment of teaching assistants ensures that pupils with learning difficulties are well supported. Most pupils are attentive in whole-class shared sessions and co-operate well on group tasks, for example, when drafting a poster. In classes where a few pupils find it more difficult to work collaboratively, the teacher often points out and praises positive examples. Some restlessness occurs occasionally when the teacher's questions are not focused sufficiently on individuals, or more challenging questions are not devised for more able pupils.
87. Leadership and management of the subject are good. Pupils' attainment in English is assessed effectively and their progress is well monitored. All pupils have individual and group literacy targets that are reviewed termly. The National Literacy Strategy has been successfully implemented with useful modifications. There is an appropriate development plan that recognises the need to develop speaking and listening, handwriting and spelling and to raise standards, especially in writing and the use of more adventurous language. More teaching assistants have been deployed in areas of the school where standards are lower. Additional English time is used effectively each day to develop individual reading, spelling, vocabulary and handwriting and improvements are evident. There are also very good examples of enrichment of the English curriculum. There have been visits by a poet and a theatre group that has worked across the school. Year 6 pupils have visited the Globe Theatre and a local newspaper where they produced their own newspaper pages.
88. Good efforts are made to involve parents in their children's learning. Pupils' reading logs and spelling lists are sent home. Two literacy evenings were organised last year in conjunction with the schools' library service to encourage parents to support their children's literacy. The co-ordinator is following a programme to monitor the planning for the literacy hour and is observing teaching in conjunction with the local authority literacy consultant. Because of staffing changes and absence this programme needs to be adopted more flexibly so that the maximum amount of teacher support and resources are focused where they are most needed at any particular time.

MATHEMATICS

89. Results of the national tests for 2001 show pupils' overall attainment by the age of seven to be well below the national average. This represents a decline since the previous report when standards were judged to be in line. However, the fall in standards can be partly explained by a cohort of pupils with a higher percentage of special needs and a high turnover of teachers, which disrupted the continuity of learning by pupils. By the age of 11, national tests results for 2001 show pupils' overall attainment to be above the national average. This represents a good improvement since the previous report, when standards were judged to be in line. Inspection findings show that standards, by the age of seven, are improving but are below expectations. However, the progress made against their attainment on entry to the school is satisfactory. By the age of 11, standards are above expectations and pupils are achieving well. Pupils with special educational needs, and with English as an additional language, achieve well and make good progress in relation to their prior attainment. No evidence was observed of any differences in attainment between boys and girls.
90. The quality of teaching is good, overall, especially in the junior classes. Half of the lessons in the junior classes were very good and a sixth of lessons excellent. This is an improvement since the previous inspection, when teaching was judged to range from very good to poor. Teachers' subject knowledge is good and they apply the principals of the National Numeracy Strategy well. There is a good commitment to raising standards achieved by pupils, especially in Year 5 and Year 6. In most lessons, pupils are taught at a good pace and with a good level of challenge. Teachers use activities that motivate and interest the pupils, resulting in them enjoying mathematics lessons and feeling challenged. For example, in a very good Year 6 lesson the

teacher began with a challenging activity involving square numbers and square roots. Through very good use of question skills and pupils' answers, and very high expectations, the teacher ensured that all pupils were very motivated, enjoyed the challenge and made very good progress in the lesson. The pace of the lesson was very good and the teacher quickly moved on to investigating the relationship of numbers on the points of a triangle and a series of triangles. Teachers use questioning well to assess understanding but not all use pupils' errors and misconceptions as further teaching points or ask pupils to explain and share their personal mental strategies, especially in the infant classes. In a minority of the lessons observed teachers did not display and explain the learning objective to ensure that pupils had a clear understanding of what they were learning and why. However, the majority of teachers do share the lesson objectives with the pupils, display them clearly, recap them at the end of the lesson, and many ask pupils to evaluate for themselves whether they have understood the objectives. This gives pupils a very good understanding of their learning. In an excellent Year 5 and 6 lesson observed, the teacher used an interactive whiteboard, which displayed in a sequence the photographs of individual pupils, who were then asked to explain their understanding of a particular part of the lesson in relation to the objectives. This ensured that all pupils were fully engaged in the lesson and that the teacher could assess the understanding of all pupils. Throughout the school, individual targets are set for pupils, and these are displayed in the front of their exercise books for them to refer to.

91. Lessons are well organised and usually start with a brisk, whole-class, mental warm-up session, in which teachers try to involve everyone. The use of time for the main part of the lesson is generally good. However, some lessons last up to 75 minutes and in satisfactory lessons pupils begin to lose interest towards the end of the main part of the lesson as the pace slows. Very good use is made of individual whiteboards, which pupils can hold up to show their answers. This motivates all pupils to take part in the lesson and allows teachers to assess all pupils. In the excellent Year 5 and 6 lesson the teacher used the format of a television game show to develop pupils' application of addition, subtraction and multiplication to reach a target number using a set of numbers. The use of whiteboards ensured that all pupils took part and when the teacher asked to see the answers on the boards he and the learning support assistant could assess who understood the task and who needed further support. The pupils' attitude and behaviour were excellent and they were very highly motivated by the challenge. In a minority of lessons observed it was not possible for all pupils to see the board clearly during the introduction because of the positioning of learning support assistants and of furniture. In all lessons, after the warm-up activities, pupils work in groups. Pupils with special educational needs, and those for whom English is an additional language are given good support by classroom assistants, are fully included in lessons and make good progress. Teachers generally maintain good class management and create a good atmosphere for learning.
92. By the age of seven, standards in numeracy are below expectations. The majority of pupils are able to add and subtract two-digit numbers but, except for a minority of higher achievers, are less secure when adding and subtracting three-digit numbers. Pupils can see patterns in number and continue a sequence to 100. The average and higher achievers can recall their two, three and four times tables and the higher achievers their five and ten times tables. Pupils' understanding of fractions is not well-developed. By the age of 11, pupils have a good recall of number bonds and the strategies for addition, subtraction, multiplication and division of number. They can describe their mental strategies for recalling number facts. Higher achievers order positive and negative numbers. They can add and subtract three- and four- digit numbers and multiply and divide by 10, 100 and 1000 whole numbers and numbers with decimals to two places. The higher-achieving pupils can convert decimals to fractions and find the mean, median and mode of a set of numbers. Pupils use calculators well to check results.
93. In their work on shape, space and measurement, Year 2 pupils can tell the hour and half-hour on a twelve-hour clock but are less secure with the quarter hour and minutes to and from the hour. They can describe the properties of a simple two-dimensional shape. Higher-attaining pupils are beginning to measure with some accuracy up to 30 centimetres. Lower-attaining pupils are beginning to measure to 10 centimetres. By the age of 11, pupils can tell the time on a digital and analogue clock and the more able can tell the time using the 24-hour system and know that

the world is divided into time zones. They use appropriate language when describing two-dimensional and three-dimensional shapes and know the properties of the different types of triangles and prisms. They can calculate the perimeter and area of irregular shapes. In their work on data-handling, pupils at the age of seven can draw simple bar graphs to show the range of pupils' eye and hair colour, the most popular flavours of crisps, or types of pet belonging to pupils in the class. At the age of 11, pupils can construct bar, line and pie graphs of their results and interrogate graphs for information. For example, they construct graphs to show the number of people travelling on buses passing through the village at regular intervals or the numbers that appear most regularly on 50 throws of a die. The well-chosen activities, linked to real-life situations, ensure that pupils are challenged, well motivated and enjoy the tasks. However, at both key stages, titles for each axis and the graph as a whole are not always included.

94. Mathematics and numeracy are used well across the curriculum. For example, in ICT, Year 5 and Year 6 pupils input data to produce graphs and charts of pulse-rates after strenuous exercise. In science, Year 2 pupils draw charts of eye colour and sort human and animal features by a variety of attributes. Year 6 pupils record on a chart the time taken for ice and jelly to melt and measure the temperature changes at regular intervals. In history, pupils use time-lines of the period studied and in religious education they draw time-lines of the main events in the life of Jesus. In geography, they use co-ordinates and in food technology pupils measure ingredients. Very good links are made to mathematics during the Year 6 activity residential week.
95. The co-ordinator is an excellent role model for the teaching of mathematics and is a leading mathematics teacher in the area. Although new to the school he is already giving very good leadership. He has a clear understanding of the strengths of the subject and areas to develop, which are identified in the development plan. The subject is well resourced and in one Year 5 and 6 class excellent use is made of an interactive computer screen by the teacher to complement teaching. Good use is made of the computer suite to consolidate knowledge and understanding. The use of computers to enhance learning during mathematics lesson times is less well-developed. Although large number squares are displayed in each classroom, not all teachers clearly display number lines for pupils to refer to. Where they are on display, they are sometimes too small or inconveniently placed for pupils to see and use. Very good use is made of the excellent analysis by the school and the local authority of the assessment data for mathematics to track pupils' progress, to set targets and to identify strengths and areas for development in the mathematics curriculum.

SCIENCE

96. Attainment in science is similar to that found nationally for pupils at the end of Year 2 and above the national average for pupils at the end of Year 6. This is a good improvement since the last inspection, when standards for pupils at the end of Year 6 were judged to be in line with the national average. Standards for pupils aged 11 have risen year by year and at a rate higher than that found nationally. Careful lesson planning combined with predominantly good and very good teaching have been the main factors in improving standards.
97. Pupils of all ages make good progress in experimental and investigative work. They are given many well-planned opportunities to carry out their own experiments and learn scientific principles through a practical approach. This is proving effective in improving their knowledge and understanding of the subject as well as making their learning more interesting, enjoyable and relevant. This was clearly seen in a Year 5 lesson where the pupils were investigating the effect of exercise on heart-rate. The pupils knew that the timing of each exercise must be accurate, were able to predict possible outcomes, recorded their results carefully and were most eager to analyse and discuss the results obtained. By the time they leave the school pupils have achieved well in science. Pupils, including those with special educational needs and those with English as an additional language, reach levels that are most commendable and are a direct consequence of the good teaching they receive. Science makes a good contribution to improving literacy skills through pupils' writing well-thought-out reports on their experiments. Numeracy is also helped by

pupils' producing tables and graphs to present their findings as well as having to measure quantities and time accurately. The use of ICT to support learning in science is an area yet to be fully explored and developed throughout the school.

98. By the end of Year 2, pupils know the names of the external parts of plants and can identify living and non-living things. For example, they know that living things need food, can move, grow and reproduce. Through their experiments with different materials they know which can be stretched, squeezed, twisted or bent. Pupils know that some materials are natural and others are man-made. For instance, pupils understand that wood can be made into paper by being processed in a factory. At the end of Year 6, pupils have a good understanding of the need for fairness in their scientific investigations. They conduct a wide variety of experiments and know that only one variable can be changed at a time or their results could be inaccurate. For example, when investigating the rate at which a solid will dissolve in water they know that the amount of water used each time and the quantity of solid introduced must remain constant and that only the water temperature can be varied for the test to be fair. Pupils can predict possible outcomes and draw sensible and considered conclusions from the results they obtain. These conclusions are often based on the scientific knowledge they have built up as they move through the school and show how they have developed and deepened their understanding year by year. Pupils have been taught all aspects of the science curriculum thoroughly by the time they leave the school and, with the emphasis on practical and challenging activities, develop a questioning approach that is the mark of a true scientist.
99. The quality of teaching is good. Teachers plan their lessons carefully and always share the lesson objectives with their class to enable pupils to focus on the learning intentions and know when they have achieved them. This was clearly seen in a very good lesson in Year 6 about dissolving solids that commenced with an animated and well-informed class discussion about how to devise an experiment to meet the objectives. All pupils were involved in suggesting ideas and they displayed a great depth of understanding of how to conduct an experiment to meet the criteria. The correct scientific vocabulary is stressed in each lesson and pupils use it appropriately from an early age. Teachers manage their pupils very well and create a calm and purposeful working atmosphere that helps pupils concentrate on their work without interruption. They are enthusiastic about the subject and the pupils display a similar level of interest. Teachers have good subject knowledge that enables them to make useful teaching points and help pupils learn new concepts securely. Learning support assistants are all used well to help pupils, especially those with special educational needs, learn more effectively. They are briefed about their role by the teachers before lessons and often work with a designated pupil or group to support and guide them. As they move through the school, pupils develop a mature attitude to their work and are keen to succeed. They respond well to the good teaching they receive and their behaviour is always good.
100. The management of science is good. Planning is carefully monitored and pupils' work is scrutinised to ensure that the curriculum is covered at the correct level. Assessment procedures are very good and are used effectively to identify individuals and groups of pupils in need of further support. Test results are analysed in detail to find any aspects of the curriculum that require development. For instance, it was found that some pupils were having difficulty in drawing conclusions from a given set of data and this is currently being addressed. The recent reorganisation of the pupils in Years 5 and 6 has led to some Year 6 pupils repeating work they did last year but there are firm plans in place to correct this during the next term.

ART AND DESIGN

101. By Years 2 and 6, pupils achieve standards that are broadly in line with those expected nationally. This level of attainment has been maintained since the last inspection. However, although the overall standards are satisfactory, in the few excellent lessons evident in Year 5 attainment is much higher and the present provision is likely to result in much higher standards in future years. Pupils with English as an additional language are well supported and the class

teacher gives extra guidance after the whole-class introduction has been completed. In one lesson, this enabled a pupil to understand more fully what was expected and how to achieve certain effects with pencils. Pupils with special needs receive little extra support in this subject, although the majority make equally good progress as their peers.

102. No lessons were observed in the infant classes. The scrutiny of pupils' sketch-books shows that, in Year 1, pupils are set appropriate tasks that extend their skills in drawing and the use of a range of media, as well as learning about different artists. For example, very good pictures in the style of 'The Scream' by Munch demonstrate growing control using pencils and coloured crayons. Very good portraits in the style of Picasso enable pupils to use charcoal and wax crayons. Good progress is shown by the improvements in portrait skills recorded in September and then again in November. The work of Year 2 pupils shows satisfactory use of a viewfinder when drawing.
103. In the junior classes the teaching is at least satisfactory, but one excellent Year 5 lesson was observed. In Years 3 and 4 very good opportunities are provided for pupils to become familiar with a range of media. They use pencil, charcoal, oil pastel, chalk and paint with growing confidence to experiment with the effects produced and how colours can be merged and mixed. Pupils have a good understanding of how to create light and dark effects. Teachers use pupils' work well to make good teaching points. Good versions of chairs in the style of Van Gogh are produced in Years 3 and 4 and this work is linked appropriately to pupils' design and technology topic. In Year 5, pupils show a growing skill in using pencils to produce good observational drawings, and to create good shade effects. However, their knowledge of what soft and hard pencils are is below that expected. Where the teaching was excellent, very good use was made of ICT to introduced pupils to the work of Cezanne and the effects of light on a still-life arrangement. This work led into an excellent practical session of preparing cut apples and using viewfinders to produce very good still-life pictures using crayon and pastels. The pupils demonstrated very good skills in showing colour and texture and higher-attaining pupils extend this work into more abstract compositions by enlarging parts of their pictures.
104. In all lessons observed, pupils worked with good concentration and demonstrated a genuine pride in their work. Sketch-books are used inconsistently in the school and in some classes there is little evidence of pupils experimenting with media and techniques. Good observational drawing is evident throughout the school. However, the development of the use of art software is at an early stage and pupils in different year groups are still experimenting rather than undertaking specific tasks. The school has had some excellent work based on objects found on the beach, displayed in the local council offices. However, the vast majority of the work evident in the school is two-dimensional and there are too few opportunities for pupils to use three-dimensional modelling materials such as card, clay or plaster and wire. Pupils have a good knowledge of some well-known nineteenth and twentieth century European artists but little work is evident linked to other cultures or periods of time, although some work on Roman mosaics has been attempted. The subject co-ordinator has a sound understanding of what is needed to develop the subject further in the future, including the need for some form of assessment and recording of pupils' progress as they develop their skills.

DESIGN AND TECHNOLOGY

105. During the inspection week it was possible to observe lessons in the junior classes only. Therefore, judgements about Years 1 and 2 are based on the analysis of pupils' work, discussion with pupils and staff, displays and evidence of past work. Inspection evidence indicates that by Years 2 and 6 pupils' achievements are in line with those expected nationally. This level of attainment has been maintained since the previous inspection.
106. By the age of seven, pupils can identify appropriate materials that can be used in their designs. They design and make models from recyclable materials and evaluate their results well. They learn satisfactorily the skills of cutting, sticking and joining, which are built on throughout the junior classes. They make simple two-dimensional pictures with a sliding part, design and make a

clock-face with fingers that move and make vehicles with moving wheels from recyclable materials such as, for example, cars, tanks and fire-engines. They evaluate the success of their construction soundly. By the age of 11, pupils make good use of recyclable materials. They evaluate commercially-made products and use their evaluations to design, make and evaluate their own products; for example, textile money containers, model chairs and simple games with an electric circuit for use at the Christmas Fair. Year 6 pupils design and make stringed and percussion instruments after evaluating commercially produced ones. Evaluation by pupils of their work has improved since the previous inspection but is still a minor weakness in some classes where pupils do not always have the opportunity to complete their evaluations.

107. As no lessons were observed in Years 1 and 2 it is not possible to make a judgement about teaching. Teaching in Years 3 to 6 is good and results in good progress in lessons. Pupils are challenged by the tasks set. They have a good understanding of what they are to learn because the objectives of the lesson are clearly explained. Lessons are well organised and provide good challenge for the pupils. Learning support assistants ensure that pupils with special educational needs, and those for whom English is an additional language, are fully included and make good progress in relation to their prior attainment. In a good Year 4 lesson, pupils were very motivated by the teacher's introductory question-and-answer session about different types of packaging and why we need to package goods. Pupils opened commercially-produced packets to investigate how they were made from one piece of card. They were then challenged to make their own packages and, in doing so, made good progress. The learning support assistant gave good support to those pupils who found the task difficult and ensured that they also made good progress. The lesson contributed well to numeracy as the pupils had to measure carefully the sides of each face of the outline shape, to ensure that it could be folded into a package. At the end of the lesson, the teacher recapped the objectives so that pupils had a good understanding of what they had achieved and learnt.
108. During the co-ordinator's absence another teacher is managing the subject. She has a very good understanding of the strengths and areas for development in the subject. She has not had the opportunity to observe lessons or work alongside colleagues but monitors planning and coverage. The use of commercially-produced construction kits to make models with moving mechanisms, which can be controlled by computers, is under developed. The subject makes a good contribution to the spiritual, social and cultural development of the pupils. A weekly after-school cookery club contributes well to the subject.

GEOGRAPHY

109. Due to the subject not being timetabled in Years 5 and 6 during the inspection week, it was not possible to observe lessons at the end of the juniors. Lessons were observed in the infant classes and the lower juniors only. Judgements for the end of Year 6 are based on the analysis of pupils' work, discussion with pupils and teachers, and analysis of teachers' planning.
110. By Years 2 and 6, standards of pupils' attainment are in line with expectations and have been maintained since the previous inspection. Pupils make satisfactory progress throughout the school. By Year 2, they have a sound understanding of the difference between physical and human geography. They can draw a simple map of their journey to school and can compare and contrast life in the Witterings and Bracklesham area with that of life on an island. They use information and communication technology to produce aerial views of an imaginary village and a weather map of the British Isles.
111. By Year 6, pupils have a sound knowledge of the main features of an Ordnance Survey map of the local area. They recognise the difference between an oblique view and an aerial view. They compare different climatic zones of the world and contrast local features, such as the beach and the village, with features of St Lucia. Year 4 pupils compare East Wittering with the Indian village of Chembakoli. Year 5 and Year 6 pupils make first-hand comparisons of locations through their residential visits. Good use is made of role-play in Year 6 to develop pupils' awareness of the

importance of discussing and evaluating the effect of human use of the land. For example, in Year 6 literacy lessons pupils argue the pros and cons on the environment of building a motorway to link East Wittering with Portsmouth.

112. The quality of teaching in Years 1 and 2 is good and results in good learning in lessons. This is an improvement since the previous inspection, when teaching at both key stages was judged to be satisfactory. No overall judgement can be made about teaching in the junior classes but in the one lesson observed it was satisfactory. Teachers ensure that pupils have a good understanding of what they are to learn by sharing the objectives at the start of the lesson and recapping them at the end. Lessons are well resourced. Learning support assistants provide good support to lower-attaining pupils, and those for whom English is an additional language, and these pupils are fully included in lessons and make good progress. For example, in a Year 4 lesson on the use of the Ordnance Survey map of the East Wittering area, lower-attaining pupils were supported well and recognised features such as farms, housing, the beach, the village and symbols for a windmill, places of worship, post office and public house. The majority of pupils were able to find their own home or street on the map. The higher-attaining pupils were then able to use their knowledge and understanding to draw their own Ordnance Survey map, with symbols and a simple key.
113. Good use is made of the local environment; for example, through work based on the village, the beach and the residential visits. There are good cross-curricular links with other subjects. For example, in literacy, the story of 'Katie Morag and her two Grandmothers', who live on the imaginary Scottish island of Struay, is used in Year 2 to contrast island life with life in East Wittering. In Year 6, pupils use persuasive writing to argue for or against a motorway through the village. In information and communication technology sound use is made of computers to design weather maps of the British Isles and to download maps and information from the Internet. Year 2 pupils were observed using techniques from art lessons to produce a collage of the Isle of Struay and Year 4 pupils sew representations of the local area into a large piece of embroidery. In the Year 4 lesson observed, the teacher linked the symbols for places of worship shown on the Ordnance Survey map with previous work in religious education.
114. A temporary teacher is currently co-ordinating the subject in a caretaker capacity. He has a good understanding of the strengths and areas for development but has not had the opportunity to monitor lessons or work alongside colleagues, although he has monitored planning and coverage. Some resources, especially atlases, are in need of updating. Pupils' use of the library for research purposes and to develop their enquiry skills is underdeveloped. There is little evidence of work based on the backgrounds of pupils from different ethnic minorities. Teachers' displays of the pupils' geographical work are of a good standard and celebrate the subject well.

HISTORY

115. No lessons in history were observed during the inspection. From looking at pupils' finished work, talking to pupils and looking at displays, it is clear that attainment is similar to that expected at the end of Years 2 and 6 and has been maintained since the last inspection.
116. By the end of Year 2 pupils know about the lives and times of some famous people such as Florence Nightingale. They use a range of research skills to find out interesting facts and details about the lives of the people they study. For example, they write questions they would like to have asked Florence Nightingale and then find out the answers to these by using books. Pupils have a growing understanding of events in the past such as The Great Fire of London, and of children's lives in earlier times through studying Victorian dolls. Time-lines are used well to help pupils understand exactly when certain events took place.
117. Pupils in Year 4 learn about the changes in the local area through their studies of old and new buildings in the village, studying changes in use and more recent building developments. Older pupils in Years 5 and 6 study the Tudors in depth and choose their own aspect of life in that period to research independently. For example, some choose to find out about food and drink

and others research crime and punishment. All pupils are able to identify differences in the lives of rich and poor children such as their education and their clothes. They have a good knowledge of the life of Henry VIII and his wives, including some insight into the reasons for his many marriages. By the time they leave the school pupils are aware of when various events happened in the past and can put them in correct chronological order. They employ a good range of research skills in their studies, using books, the Internet and CD-ROMs to find out about the past. Pupils are very interested in their work and are able to talk animatedly about what they have found out.

118. The provision is greatly enhanced by the use of a local museum service to provide interesting artefacts and visitors, who often come in costumes that stimulate the pupils' interest and bring the subject to life. A recent example was the re-enactment of the Battle of Bosworth. Pupils joined in the 'battle' on the school field and this proved a very effective introduction to their ensuing studies of the period. Visits to museums and places of interest also help enliven the curriculum. A visit to a Roman palace helped pupils learn more about the Roman occupation of Britain. A visit to a war museum provided a good introduction to life in the Second World War. A visit by pupils in Year 6 to the Globe Theatre was extremely useful in helping them learn about Shakespeare's time and was also linked to their literacy work about the play *Romeo and Juliet*. The pupils are clearly very motivated and enthralled by the experience of being allowed to go on the stage and re-enact some of the scenes.
119. Although no direct teaching was seen during the inspection it is clear from the evidence above that teachers plan work that is suitable for the age and ability of their pupils and provide a good range of experiences to excite and interest them. Assessment procedures, linked to National Curriculum levels, have yet to be developed but teachers regularly note which pupils are exceeding or failing to meet the objectives set out in their planning and use this information successfully to plan future work.

INFORMATION AND COMMUNICATION TECHNOLOGY

120. Pupils' levels of attainment are in line with those expected by Years 2 and 6. However, pupils achieve well and progress is at least good, and often very good, throughout the school. This is due to improvements made in the resources, staffing and teachers' skills, which, although they have yet to show fully in pupils' attainment, are clearly resulting in much improved provision and more effective learning taking place. Learning accelerates in those classes where teachers have particular expertise and access to extra resources, such as the interactive whiteboard. Pupils with English as an additional language were not observed using computers but those with special educational needs make good progress, especially where there is extra support provided. Overall, the level of improvement made since the last inspection has been very good.
121. Pupils in Year 1 and 2 have a good understanding of the use of computers in the real world. This has partly resulted from a visit into the locality to look at traffic lights, street lights and other examples of the use of ICT. They can use word processing packages to produce text. When given text, for example, a poem, they can change the order of the lines by cutting and pasting and also write a list in a vertical format. They use art software to create pictures from photographs and are familiar with, and able to use, programmable robots and the controls of tape players and recorders. The use of the art program does not give any evidence of improving skills or knowledge but pupils' control of the mouse clearly improves over time. In one lesson observed in Year 1 and 2, pupils typed out sentences and then printed them with help from the teacher and support staff.
122. Older pupils are taught the basic skills of database use very well through well-thought-out and effective activities in excellent lessons. These encourage pupils to work collaboratively, use challenging thinking skills and become familiar and confident with more complex searches of databases for information. More able Year 5 and 6 pupils are able to devise their own questions and tasks for the given information. In Year 4, pupils are able to import pictures into text to devise and design posters for a Christmas Fair. On a very good residential visit all Year 6 pupils take part in activities designed to make use of ICT in outdoor and adventurous activities. For example,

pupils absailed with monitors attached to measure their heart-rates. They then used this information to plot graphs on computers.

123. Overall, the quality of the teaching is good but this hides a significant amount of excellent teaching, especially in Years 5 and 6. Strong leadership from the co-ordinator and substantial staff training have been influential in improving teachers' subject knowledge and confidence, alongside the employment of staff with ICT expertise. The lesson planning is very clear and focused well on appropriate learning objectives for each lesson. It is based on the school's long-term plans and a nationally recognised scheme of work. The plans ensure the full coverage of all aspects of the National Curriculum and resources are purchased carefully to ensure that they fit into the schemes effectively. The computer suite has greatly improved the facilities and resources available to the pupils and staff. It is being used very effectively to teach basic skills which are then used on computers in classrooms. Of particular note is the very effective use made of the interactive whiteboard in Year 5. The teacher's expertise and detailed planning ensures that the board is used very efficiently and appropriately and makes a clearly excellent contribution to pupils' learning in a range of subjects. The school needs to look at ways of spreading this good practice and making the board more accessible, or purchasing others, for all staff. Satisfactory links are made with other subjects through the use of computers in English, mathematics, geography, religious education and other subjects. For example, in a Year 5 and 6 literacy lesson pupils used computers to add adverbs to given sentences. However, this is an area the school has plans to address further this year.
124. The subject co-ordinator has developed her skills and expertise in line with developments in the subject, and her enthusiasm and knowledge are major factors in the evident improvement in provision. She has devised and set up a very effective website, which enables parents and children to have easy access to a range of information about the school, such as prospectuses, planning, pupils' work and up-to-date newsletters and dates. Although still at an early stage of development, this site is very user-friendly and pupils' work has been incorporated in a number of imaginative ways, including the designing of the icons and buttons. The co-ordinator has a very good action plan for the future development of the subject - for example, to develop the monitoring of teaching and learning. A good system for assessing the development of pupils' skills is in place and this enables teachers to plan work matched to pupils' prior attainment.

MUSIC

125. Lessons in the junior classes only were observed during the inspection. The standards attained by pupils in these lessons were in line with those expected nationally. From listening to pupils sing in assemblies, talking to pupils and watching a video of pupils playing and singing in the summer concert it is clear that standards attained at the end of Years 2 and 6 are similar to those found in other schools. This has been maintained since the last inspection. A small number of pupils take the opportunity to learn to play the keyboard after school and further improve their knowledge of music and their performing skills.
126. Pupils in Year 2 sing tunefully and hold a rhythm successfully. They sing enthusiastically in assemblies, often from memory. Pupils listen to various pieces of music and identify repeated patterns. They also reflect upon the mood of a particular piece and identify soft and loud passages as well as slow and fast movements. Pupils know the different instruments played in an orchestra and how to play a range of percussion instruments to compose their own rhythms and to accompany songs.
127. Pupils in Year 6 sing well with good pitch and phrasing. They thoroughly enjoy listening to music and can express how it makes them feel and give good reasons for their decisions. For example, after listening to Bach's 'Brandenburg Concerto No. 4' and to 'Winter' from Vivaldi's 'Four Seasons' they were able to identify how the two composers had used various instruments to create the required mood. Pupils compose their own music using pitched and unpitched percussion. After listening to Prokofiev's *Peter and the Wolf*, Year 5 pupils composed their own

musical pictures to represent the characters in the story of Goldilocks and the Three Bears, choosing suitable instruments to represent how they moved and spoke. Music by various composers is played at the start and end of assemblies to introduce pupils to music from different times and places. However, pupils are not always informed about the composer, the title of the piece or given any background information to make it a more enjoyable and meaningful experience.

128. The quality of the teaching seen was always good or better. Teachers are using the scheme of work effectively to plan suitable lessons for their pupils. Pupils are managed very well and this enables them to learn in an orderly and productive atmosphere. Teachers often ask probing questions to assess pupils' understanding. For example, in a very good Year 6 lesson the teacher asked questions that made the pupils think deeply about the possible answers and encouraged them to make considered responses. Pupils are proud of their achievements and enjoy music lessons. They behave well and work together without fuss, sharing instruments and ideas sensibly.
129. School concerts are well attended and thoroughly enjoyed by parents. They are also enjoyed by pupils, who benefit greatly from the opportunity to perform to an audience. Pupils also sing to the members of the British Legion and to local elderly folk at Christmas. At present, apart from keyboard tuition, there are no extra-curricular clubs for pupils to attend to extend their musical knowledge. Assessment procedures are mainly informal and not yet linked to National Curriculum levels. More regular audio recording of pupils' class compositions and performances, and regular opportunities to monitor the teaching, would help the co-ordinator to have a more secure knowledge of standards throughout the school.

PHYSICAL EDUCATION

130. The standards achieved throughout the school in dance are above those normally attained by most pupils of primary age. In games, Year 5 pupils also achieve a good level of skill in passing and receiving balls. No lessons were observed in gymnastics or swimming, or in the infant classes, although it is evident that all pupils attain the expected standard in swimming by the age of 11. The overall standards exhibited by junior pupils have been maintained since the last inspection, but in dance they have improved.
131. The teaching is good, overall, with some that is very good or excellent. The training the staff have received to go with improved availability of resources and a set of cards for activities have resulted in improved subject expertise and understanding. This has encouraged the co-ordinator to join teachers in other schools, to share good practice and discuss the subject at regular meetings. Teachers also have first aid training, especially with regard to teaching swimming and they are very safety conscious whether teaching in the school hall or on the playground. Where the teaching is strongest older pupils are helped to create imaginative dances or to improve their games skills. The very good relationships created between the teachers and their pupils give children the confidence to attempt tasks that are challenging and interesting. Less skilful teaching results in activities with too large a number of pupils, causing them to spend a lot of time waiting for a turn. In contrast, in one excellent games lesson, a system of grids was used to enable all pupils to be active in small groups while being clearly under the control and supervision of the teacher.
132. All lessons start with an appropriate warm-up session and skilful questioning from teachers helps develop pupils' understanding of the effects of exercise on their bodies. They are clear about the need to loosen and stretch muscles and to raise their heart rate and speed of breathing. In dance lessons, pupils work co-operatively to devise and perform joint group compositions. In Year 4 they do this to music, which helps them to keep their movements synchronised with each other. Year 6 pupils are able to create some very imaginative compositions using a good range of movements, sizes, shapes, speeds and moods. In games lessons, pupils work hard to improve their passing and receiving skills, from basic practices to situations involving small side games in a limited

space, and introducing the idea of attacking and defending. Very good progress is evident in all lessons in developing basic skills and in creating opportunities for pupils to improve their social and personal development.

133. The subject co-ordinator has a good level of expertise. She is enthusiastic about the subject and has a good idea of the future needs of the subject. The allocated budget is spent appropriately and resources are satisfactory. The accommodation is very good, with a heated outdoor swimming pool, a good-sized hall, hard play areas and very large playing-fields. The co-ordinator monitors planning and this has resulted in at least one teacher having improved expectations of pupils' abilities. Some monitoring of teaching is planned for the summer term. The school provides a very good range of extra-curricular activities and opportunities. Younger pupils have had a dance club, while older ones can join clubs for football, netball, cricket, athletics, rugby, hockey and swimming. Many of these clubs lead to pupils' joining a school team and engaging in competitive games against other schools. In addition, a local organisation runs clubs in martial arts, such as karate, in the school. Of particular note is the provision of residential visits for pupils in Years 5 and 6. These involve a range of outdoor and adventurous activities, and on one of them these are linked to ICT learning, for example, in archery and through the use of monitors to check pulse-rates. Pupils learn to use computers to present this information in a variety of ways.

RELIGIOUS EDUCATION

134. By Years 2 and 6, pupils achieve standards that are broadly in line with the locally agreed syllabus for West Sussex and that have been maintained since the previous inspection. Pupils with special educational needs, and those for whom English is an additional language are given good support by classroom assistants, make good progress in relation to their prior attainment and achieve well. This ensures that all pupils are fully included in lessons.
135. By the age of seven, pupils are familiar with the key events of the life of Jesus and the Christian celebrations of Easter and Christmas. They also learn some of the stories and parables that Jesus told, such as 'The Prodigal Son'. Pupils are learning about themselves and are developing sensitivity and understanding. They explore and share their thoughts about friendship and what makes them happy or sad. For example, during the inspection week Year 2 pupils discussed the spirituality of Christmas and the teacher carefully linked this to the school's "Love in a box" project for sending shoeboxes of gifts to Romania. As well as the physical presents that pupils could send, they also talked about the need for happiness, love, friendship and parents.
136. By the age of 11, pupils have a sound knowledge of Christianity, Judaism and Islam and can explain the importance of the Bible, the Torah and the Qu'ran to their respective faiths. They know the importance of religious festivals in daily life; for example, christenings, marriages and funerals. Teachers plan effectively and relate moral issues to a religious base. The predominant religion studied is Christianity. Other religions studied are Judaism and Islam, of which the pupils demonstrate a basic knowledge.
137. As no lessons were observed in the infant classes it is not possible to make a judgement about teaching in Years 1 and 2. However, the planning is good and ensures that all appropriate topics are covered. Teaching in the junior classes is good and has improved in quality since the previous report. Pupils make good progress in lessons. Behaviour and attitudes in lessons are good. Pupils have a good understanding of what they are learning because the teachers clearly share the lesson objectives at the start of the lessons. In a Year 6 lesson, teaching was excellent and resulted in excellent attitudes and behaviour by the pupils and very good learning. The teacher began the lesson by reading a version of the temptation of Christ. She very skilfully used questions throughout the reading to assess pupils' understanding and to develop their knowledge. She then moved on to reading the story from the Bible. As the pupils were very well prepared, they were able fully to understand the Bible version and the language used. Finally, the lesson moved to a drama and role-play session where the pupils made up small plays about being tempted, or tempting others, in their daily lives. Pupils talked maturely and openly about the

conflict within themselves that the role-play caused. The lesson also contributed very well to literacy and speaking and listening.

138. During the co-ordinator's absence another teacher is managing the subject. She has a good understanding of the strengths and areas for development. She has not had the opportunity to observe lessons or work alongside colleagues but monitors planning and coverage. The subject makes a good contribution to the pupils' spiritual, moral, social and cultural development through discussion and study. Spiritual awareness is also enhanced by prayers in the assemblies and in responses to religious artefacts and buildings. For example, pupils visit the two churches in the village and the local vicar visits the school to talk to pupils. However, there are no links with leaders and places of worship of non-Christian faiths or multi-ethnic schools. The multiculturalism of society is not celebrated sufficiently around the school. The use of information technology and the library for research purposes is underdeveloped.