

INSPECTION REPORT

FUNTINGTON PRIMARY SCHOOL

West Ashling, Chichester

LEA area: West Sussex

Unique reference number: 125830

Headteacher: Mrs J. Arrowsmith

Reporting inspector: Mrs G. Crew
22837

Dates of inspection: 6th – 7th November 2000

Inspection number: 224828

Inspection carried out under section 10 of the School Inspections Act 1999

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INFORMATION ABOUT THE SCHOOL

Type of school:	Primary
School category:	Community
Age range of pupils:	4 - 11
Gender of pupils:	Mixed
School address:	Heather Close West Ashling Chichester West Sussex
Postcode:	PO18 8EB
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Appropriate authority:	Governing Body
Name of chair of governors:	Mr R. Knight
Date of previous inspection:	02/10/1995

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Standards are high and pupils do very well in the national tests by the time they are in Year 6.

Pupils' attitudes to school are very good and they behave very well. Very good relationships contribute to an eagerness to learn, a keenness to succeed and a willingness to concentrate hard, which results in very good personal development.

The provision for pupils in the Foundation Stage is very good and this results in effective learning.

The school's monitoring and evaluation of its performance and the action that is taken as a result is very good.

Staff very accurately assess pupils' achievement in English and mathematics and use the information effectively to make sure that pupils make the best progress they can.

The quality of teaching and learning is good.

The effectiveness of the school's links with parents, the impact of their involvement in the work of the school and their contribution to children's learning are very good.

The contribution of the community to pupils' learning is excellent.

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Targets on individual education plans for pupils with special educational needs in order to more closely assess pupils' progress and report this to parents.

Meeting statutory requirements in information for parents.

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PART A: SUMMARY OF THE REPORT**INFORMATION ABOUT THE SCHOOL**

The number of pupils on roll is 101, which is smaller than most primary schools. The school serves the local community and surrounding villages. Provision is for children under six to age eleven. Children begin in the reception class, the Foundation Stage, in the September of the year in which they are five initially on a part-time basis. At the time of the inspection, there were 13 children under six, with 4 attending full-time. Attainment on entry to the school is generally below the nationally expected levels, although the full range of abilities is represented. Seven per cent of pupils are eligible for free school meals, which is below the national average. There are no pupils for whom English is an additional language and all have a white ethnic background. There are 28 per cent of pupils on the register of special educational needs. This is slightly above the national average. There are two pupils with a statement of special educational need. The school also keeps a register of pupils who have been assessed as being able pupils in order that their needs can be addressed appropriately.

HOW GOOD THE SCHOOL IS

This is a good school. Standards pupils' attain, in the end of the end of Key Stage 2 tests and assessments, are well above average for their age when compared nationally in mathematics and science and above average in English. Teaching is good. This results in effective learning. Pupils are challenged and make good progress whatever their previous attainment. Leadership and management of the school are good and there is a good focus on continually raising standards. The aims of the school are met and are brought to life in all that happens. The school makes effective use of all the resources available for the benefit of the pupils by providing a lively learning environment. Good value for money is provided. The shared commitment and capacity to improve further is very good and this is a strength of the school.

What the school does well

- Standards are high and pupils do very well in the national tests by the time they are in Year 6.
- Pupils' attitudes to school are very good and they behave very well. Very good relationships contribute to an eagerness to learn, a keenness to succeed and a willingness to concentrate hard, which results in very good personal development.
- The provision for pupils in the Foundation Stage is very good and this results in effective learning.
- The school's monitoring and evaluation of its performance and the action that is taken as a result is very good.
- Staff very accurately assess pupils' achievement in English and mathematics and use the information effectively to make sure that pupils make the best progress they can.
- The quality of teaching and learning is good.
- The effectiveness of the school's links with parents, the impact of their involvement in the work of the school and their contribution to children's learning are very good.
- The contribution of the community to pupils' learning is excellent.

What could be improved

- Targets on individual education plans for pupils with special educational needs in order to more closely assess pupils' progress and report this to parents.
- Meeting statutory requirements in information for parents.

Other issues for improvements observed are already in the school's development plan.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

Improvement since the last inspection in 1995 has been good. The school has developed provision for information and communication technology. Statutory requirements are now met in this subject and pupils achieve high standards by the time they leave the school. The school has revised the way in which it plans developments. The number of priorities that the school addresses at a time has been reduced and this ensures more effective action. Statutory requirements for teacher appraisal are now addressed through the procedures for performance management of teachers. In class lessons, teachers set learning tasks that are closely matched to individuals needs and abilities and this is very effective. The quality and range of the curriculum for the youngest pupils has been improved. Provision in the Foundation Stage is now very good overall. In addition, the school has effectively introduced the national strategies for teaching literacy and numeracy while maintaining a balance in all other subjects thus providing a stimulating education for the pupils. Standards have improved in art and music and pupils achieve above the nationally expected levels. The school has developed links with the community and these are excellent.

STANDARDS

By the time they are six, children achieve standards in all areas of learning that are generally average for their age. Progress from the time they come into school is good. In the 1999 tests and assessments, pupils' attainment at the end of Key Stage 1 in reading and mathematics was in line with the national average and above the expected level in writing. Attainment was well below average when compared with similar schools in reading and below in mathematics. In writing, attainment was in line with similar schools. Information about the group of pupils taking the tests in 1999 shows the number of pupils on the register of special educational needs was higher than in previous years. The overall trend in standards has been steadily upward in Key Stage 2 and is above the national trend. In comparison with all schools, attainment is well above average in English and mathematics and in the highest five per cent in the country in science. Comparisons with similar schools at the end of Key Stage 2 in 1999 show that standards were above average in English and well above average in mathematics and science. This indicates that the school performs well in relation to similar schools. The school sets sufficiently challenging targets for performance and progress towards these is good. In work seen during the inspection, pupils are achieving well in terms of their previous attainment. Standards are above the expected levels in literacy, numeracy, science and information and communication technology at the end of Key Stage 2. A significant number of pupils are achieving well above nationally expected levels. Pupils with special educational needs and higher attaining pupils have work planned for them at appropriately challenging levels and they achieve well as a result.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Pupils are enthusiastic and eager to learn. They are interested and involved in all activities and show responsible attitudes to all they do.
Behaviour, in and out of classrooms	Behaviour is very good. Pupils show respect for each other, for adults and for the school. They are friendly, kind and understanding.
Personal development and relationships	Personal development is very good. Pupils take responsibility and show very good initiative. Relationships throughout the school are very good.
Attendance	Attendance is satisfactory.

Attitudes, behaviour, personal development and relationships are strengths of the school that have a very positive impact on the standards achieved. The school's very good provision for moral and social development ensures the quality of personal development. These areas make a major contribution to the school's happy ethos.

TEACHING AND LEARNING

Teaching of pupils:	Aged up to 5 years	Aged 5-7 years	aged 7-11 years
Lessons seen overall	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 quality of the teaching is a strength due to the overall consistency. Teaching seen is never less than good, and in 33 per cent of lessons it is judged to be very good. Teachers plan lessons well so they are interesting and provide activities that inspire and motivate the pupils well. They are particularly careful to match the work pupils do to their individual needs in class lessons. Teaching meets the needs of pupils with special educational needs well and work is presented at challenging levels for the brightest pupils. The teaching of literacy and numeracy is good because the teachers are knowledgeable and provide demanding tasks. Teachers ask questions that encourage pupils and challenge their thinking. Pupils' responses are valued and this raises their self-esteem. Teachers expect pupils to do well and they instil very good attitudes to learning in the pupils. This means that pupils are helped to learn effectively because they concentrate well, work and research independently and listen carefully to their teachers and each other.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	The quality and range of the curriculum is good, which includes a strong emphasis on developing pupils' creativity.
Provision for pupils with special educational needs	Provision is good. Individual programmes of work are provided, but targets could be more specific and measurable to improve provision further. Good quality additional adult support is provided when necessary, to either support pupils in their learning or to move them quickly onto the next stage.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Provision is good. Pupils are encouraged to reflect on issues that affect their lives and the lives of others. Moral and social education is very good. Pupils have a broad knowledge of their cultural heritage and this is developed effectively through subjects, such as art and music.
How well the school cares for its pupils	There are good procedures for ensuring the care of pupils. Assessment procedures are good overall. Data available is being used effectively to track progress and target work for all pupils. They are supported well in their educational and personal development.

There are very good links with parents and excellent links with the local community that enhances pupils' learning.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Leadership and management are good. An ethos, which is rooted in a commitment to improve standards and the quality of provision, has been led by the headteacher and further developed by the whole staff. All staff work together effectively to form a good team.
How well the governors fulfil their responsibilities	Governors have worked together very effectively to support the school. They help to give the school a clear direction and are aware of their responsibilities, which they carry out very well. However, there is some statutory information missing from documentation for parents.
The school's evaluation of its performance	Monitoring and evaluation of performance are very good. The school has a clear view its strengths and weaknesses and has identified appropriate priorities for future action.
The strategic use of resources	Resources are used carefully and always with a view about how their use will influence learning opportunities. Financial administration is good and the principles of best value are carefully considered and applied. The strategic use of a fund set up by the governors makes a considerable contribution to enhancing facilities available for the benefit of the pupils.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • Children like school. • The leadership and management of the school. • The school is approachable. • Behaviour is good. • The teaching is good. • Pupils make good progress. 	<ul style="list-style-type: none"> • The range of activities outside lessons. • Some parents do not feel that they are well informed about pupils' progress and are not sure if their child is making progress. • A number of parents are not clear whether the amount of homework is right or not. • Accommodation.

Inspectors agree with parents' positive views and find behaviour to be very good. Evidence gathered during the inspection generally disagrees with the views held by the cross-section of parents who responded to the questionnaire or attended the meeting for parents. Activities available outside lessons are very good. Visits, visitors and extra-curricular clubs and activities have a very positive effect on pupils' learning. The quality of information provided for parents about progress in annual academic reports is excellent. In addition, there are frequent opportunities for parents to come to school and discuss how their children are getting on. Targets on the individual education plans that some children have are not precise enough to securely measure their success. Therefore, it is more difficult to report progress in achieving these in detail to parents. Homework, and its use, is good and very good in Years 5 and 6. No evidence was seen during the inspection that the accommodation is affecting standards in any way. This was due to the slick management and organisation that occurs and the good quality of teaching.

PART B: COMMENTARY

WHAT THE SCHOOL DOES WELL

Standards are high and pupils do very well in the national tests by the time they are in Year 6.

1. Pupils achieve high standards in English, mathematics and science in their National Curriculum tests. In the 1999 tests and assessments, pupils achieved levels of attainment well above the national average in English and mathematics and in the highest 5 per cent in the country in science. When compared to similar schools, performance was above average in English and well above in mathematics and science. Pupils' work in information and communication technology is above expected levels by the time they are in Year 6. Staff work together effectively. They strive to improve and adapt strategies of teaching and learning in all subjects of the curriculum in order to meet the needs of the pupils in the school.

2. The school, led by the literacy co-ordinator, has reviewed the national framework for teaching literacy and the results from both national and internal tests and assessments. As a result, they felt that spelling and writing were the particular issues on which they should focus for further improvement in standards. These aspects have been developed in their own literacy strategy by setting specific times aside in the week for spelling to be taught in ability sets and for writing skills to be taught and practised. This leads to pupils spelling more accurately and writing at a greater length using their knowledge and understanding. Through careful planning, the school has a programme for English that is varied, stimulating, matches the needs that they have identified and excites the pupils. For example, this enables pupils to analyse the effect of descriptive, dialogue and action text at the beginning of a story in Years 5 and 6. In Year 4 they use words like 'flitting' and 'gazed' when deciding the best verbs to enhance a sentence and in Year 2 they explain the use of alliteration accurately. Pupils are grouped together by ability within the classes for literacy lessons. This ensures that all pupils are given work that builds on what they already know and can do and consequently they work at, or near to, their potential. They make good progress by the time they leave the school. However, the literacy targets set for pupils with special educational needs in their individual education plans lack the focus of the targets set in class work. This is not affecting their learning, but it does mean that the pupils' success can not be measured sufficiently to assess the progress they have made towards meeting the targets precisely.

3. Pupils love reading and the majority can tackle unfamiliar words when they meet them. For example, pupils in Year 4 class discussed the meaning of the word 'turret' as a class when they met the word in their reading of the novel 'The Worst Witch'. They suggested different meanings the word may have. Pupils show a good awareness of how to read aloud with expression in order to help others understand and enjoy the meaning of a passage or story. Older pupils read very confidently from a range of different sources including stories, poems and factual information. In discussion with inspectors, pupils talked about how much they enjoyed reading and commented knowledgeably about the fiction they have read. They explained how they use reference material, including the Internet, to discover the information they need in their history and art lessons when learning about the artist William Morris. Throughout the school, pupils take the opportunities for researching information with great enthusiasm and growing skill.

4. Writing skills develop very well across the school and are above average in work seen

by the end of Key Stage 2, in English lessons and in the other areas of the curriculum. Pupils learn to draft and edit their work, frequently using their skills in information technology to assist them. They learn to organise their work into coherent paragraphs. The majority of children spell and punctuate their work accurately. All pupils quickly learn to appreciate the purpose of narrative and non-narrative forms of writing and experiment with different grammatical structures. For example, the level of writing in a Year 3 lesson was enhanced as pupils could identify verbs, suggest alternatives and understood writing in the past tense. Throughout the school, pupils are encouraged to develop an interest in language by using their individual spelling words, dictionaries and thesauri. Handwriting skills are developed well. All pupils begin using a joined script as soon as they join the reception class. They quickly learn to correctly form letters and write letter strings confidently. Standards are in line with expected levels overall by the end of Key Stage 1. In Year 2, pupils' writing is sometimes rather large or very small and there are examples of them finding it difficult to place the words on the page correctly if they do not have lines to guide them. Through Key Stage 2, pupils continue to practise their skills. By the time they are in Year 6, pupils have developed individual style and flair in their writing, while maintaining a clear and legible script. Throughout the school, pupils take care with the presentation of their work especially when making books or writing for display.

5. The school has implemented the National Numeracy Strategy well. Work seen during the inspection, was above the expected level at the end of the Key Stage 2. From a relatively low level of attainment on entry, pupils make good progress by the time they leave the school. Pupils enjoy the challenge of mental arithmetic sessions at the beginning of lessons and have made good progress in using their knowledge to solve difficult calculations. In a Year 5 and 6 lesson, pupils knew different strategies they could use to calculate the sum of angles. They were keen to participate and interested in each other's answers. They applied their knowledge to solve the sum of the angle value when one number was missing. Pupils could transfer their knowledge to calculate the sum of angles in quadrilaterals. They could describe what they were doing and why. Some pupils have been identified as having special needs in their mathematical learning. Pupils needs are catered for well, however some of the targets set on individual education plans lack the precision of their general targets for learning. While this is not having an adverse effect on their learning, it is difficult to measure the success pupils have in achieving the target precisely. All pupils have positive attitudes to the subject.

6. Standards in science are high and in work seen in the inspection pupils were achieving standards above the expected levels for their age. The majority of lessons are based on investigation and this is an improvement since the last inspection. In a lesson in Class 2, pupils investigate materials and their use in making toys. They are introduced to specific vocabulary and are encouraged to use this when discussing materials. For example, a pupil in Year 1 is clear to point out that 'bendy' materials are called 'flexible'. There is very good progression built into the lesson and pupils build on their knowledge and understanding. For example, by the end of the lesson pupils are considering properties of materials, such as water resistance. In a lesson in Year 4, investigation is based on fair testing. Pupils use their previous knowledge to hypothesise about the outcome of their tests before experimenting. While conducting the experiment to judge wind resistance and parachutes pupils explain why the parachute with a large hole landed first. They are good at judging the time and distance involved. At the end of the lesson, pupils give views about the problem of the test being fair and identify variables. Science is used very well to promote pupils' understanding of personal development.

7. At the time of the last inspection, many pupils were reported to be achieving below the national expectation in information and communication technology. A significant minority of pupils were underachieving. Work seen in this inspection was in line with expectations in Years 1 and 2, above expectations in Year 3 and well above expectations in Years 5 and 6.

Pupils are making very good progress as they move through the school. In the lesson seen in Key Stage 1, pupils are being introduced to using a program called 'Data Sweet'. They know how to log on to specific programs and access material from CD-Roms, the computer hard drive and disks. Pupils understand the purpose of storing information and build up information to produce graphs and charts. They say how to edit work and how information and communication technology helps them learn in other subjects. In a Year 3 lesson, pupils have a good understanding of how to follow instructions closely to carry out procedures using Logo. They say what the consequences would be if you did or did not follow the sequence correctly. They set up the procedures to define a square and know how to change the size of this. In Years 5 and 6, pupils access the Internet and use hyperlinks. They copy and paste pictures and text from the Internet to a Text Ease document. They minimise and maximise parts of the text, moving areas of images and text across the screen. Pupils can manipulate the image. They enlarge, reduce, rotate, write over, change the font of text and change the colour of text and pictures to recreate a different image. Pupils are interested and engrossed in their work and this contributes positively to their attitudes to work and the standards achieved.

8. The good range of opportunities the school provides for pupils enables them to achieve high standards in all other subjects. For example, in art activities pupils in Year 1 and 2 are very confident to sketch a still life achieving a good focus on the perspective of the objects. Further activities give the pupils opportunity to enhance their work by using water-colour. They mix the colours well, getting a close match, and evaluate their work at a mature level saying who had the most difficult task due to their sitting position in relation to the group of objects. In a Year 3 music lesson, pupils are very confident to build on their earlier work in composition and add a tune to their work. They use six notes to create an improvised tune, starting and finishing on the same note. They add this element to earlier work and create a very effective piece of music to charm a snake. They appraise their performance and make good suggestions for how they could improve.

9. The visits out of school, and also the contribution that visitors to the school make in enriching pupils' experiences, offer a very good contribution to pupils' breadth of knowledge and level of understanding. For example, the visit of an Egyptologist helped the pupils in Year 3 and 4 to have a better understanding of their history topic. The residential visit for pupils in Years 5 and 6 to the New Forest prompted learning in geography, history and science as well as developing the pupils' social skills and independence. The commitment given by staff and pupils to the club activities and extra lessons, for example music tuition for recorders, is a strong indicator of how the school values all experiences as an opportunity for learning. This contributes to the high standards achieved.

Pupils' attitudes to school are very good and they behave very well. Very good relationships contribute to an eagerness to learn, a keenness to succeed and a willingness to concentrate hard, which results in very good personal development.

10. Staff enjoy teaching and plan experiences that make learning challenging and exciting. Pupils respond to this very enthusiastically, enjoy their work and tackle activities with determination. This is evident in the majority of lessons. Pupils concentrate hard and seek to do their best in all areas of study. They are conscientious and diligent, whilst maintaining a balanced good-humoured approach to their work. Pupils' attitudes to learning are based on a mature understanding of the aims of individual lessons, their knowledge of their own learning and a very good knowledge of their own strengths and areas for improvement. This is supported by the pupils' knowledge of their own learning targets and the use of effective marking that informs pupils what they need to do to improve. Adults reinforce the importance

of learning and pupils are strongly influenced by this. Pupils in Year 5 and 6 were quick to say how they value the discussions they have with their teacher about their homework and how this helps them to improve what they do. Pupils understand the significance of paying attention in lessons, which contributes to their strong motivation and the depth of understanding the older pupils have of different viewpoints. These factors have a significant impact on the school's success and were demonstrated in all classes at sometime during the inspection. Positive attitudes reflect pupils' keenness and eagerness to come to school.

11. Pupils show remarkable confidence and discuss their work in a mature manner. Younger pupils say they love coming to school. They are enthusiastic about numeracy lessons, when they say they "learn to work with numbers" and literacy lessons when they say "we can use what we know about rhyme to guess the next line". Older pupils are equally eager to learn and zealous in their approach to activities. Pupils are often reluctant to stop work when they have to. They act responsibly and demonstrate high levels of initiative. The oldest pupils discuss how important it is for good work to be shared and celebrated. They feel the incentive to do their best is encouraged throughout the school.

12. Relationships within the school are very good and this is of crucial importance in forming pupils' attitudes to their work and play. The adults who work and help in the school provide powerful role models. They model values that reflect the aims of the school, for example courtesy and respect, and their response to other adults and the pupils is very good. The very good relationship between adults is exemplified in the way in which they work together collaboratively as a team and this gives good encouragement to pupils to do likewise. Adults encourage pupils to work together and use their initiative, but also provide opportunities for pupils to learn to compete fairly. Staff know the pupils very well and offer sensitive advice and support. They also encourage pupils to understand the feelings and beliefs of others and the differences between people in a constructive way that contributes to pupils' personal development. For example, pupils were encouraged to think about the bravery of Douglas Bader and to consider how he must have felt at significant times in his life.

13. Pupils behave very well in lessons, around the school and when taking part in out of school activities for example, in after school music sessions. The school has very good procedures for promoting good behaviour and eliminating oppressive behaviour. All pupils know the 'rules' and they are polite and considerate. Staff are very good at managing the few instances of unacceptable behaviour and are fair in their approach. The majority of pupils are very aware of the expectations that school staff have of their behaviour, some say their parents have the same expectations of them, and are clear about the way they will be guided to understand why their behaviour lapses if this should occur. Pupils have a good sense of justice and fair play and understand that mishaps in the playground usually occur accidentally rather than intentionally. Good teamwork is evident as pupils work together in their responsibilities, for example preparing for assembly and in organising the play equipment for the youngest children. Pupils help and support each other in lessons. A good example was seen in Year 4 when pupils worked on the computers as part of their literacy work. They were quick to give each other advice so they could all achieve success in the task.

14. The aims of the school are reflected in its every-day life and they make an effective contribution not only to high standards, but also very good relationships and personal development. As a result, everybody, adult and child, who contributes to the school knows exactly what it means to be part of the community. Pupils know they are an important and that they are expected to give of their best. They understand that adults in school work hard on their behalf. Pupils know that their contribution to the school, whether it is academic, creative or sporting, will be welcomed and valued. The personal development of each pupil is given a high priority within the school. The headteacher and the staff have a personal interest

in every pupil and they communicate very well with families. They quickly learn about pupils' interests and try to extend their skills or talents. These are celebrated on the wall of achievement in the entrance to the school. Assemblies, to which anyone in the local community is welcomed, provide an opportunity to acknowledge pupils' achievements publicly. Parents value being invited to this service and say that it has a significant impact on their child's confidence and self-esteem. This is one of the many ways that parents feel they are encouraged to be partners in their child's learning. Pupils' personal development is also fostered by their involvement in the daily routines of the school. They help each other and adults. They notice what needs to be done in their classroom or around the school and do it. Pupils can plan and organise their work when required and their confidence and independence grows as they move through the school. Throughout the school, pupils are thoughtful and reflective and personal development flourishes in the secure learning environment that the school creates.

The provision for pupils in the Foundation Stage is very good and this results in effective learning.

15 At the time of the last inspection, the quality of teaching and learning for the youngest children was unsatisfactory. The school made the decision to completely review the provision for children under six as well as addressing the key issue, which was to develop the quality and range of the curriculum for pupils in pre-Key Stage 1. Improvement has been very effective and provision is now very good.

16. During the previous inspection, children were taught in a class with the pupils in Key Stage 1. The school made a major decision to provide a separate classroom that is specifically resourced for the youngest pupils. This involved adapting the former school kitchen into a dedicated teaching area. The school governors and parents worked very hard to raise the funds required. Volunteers from the governing body, parents and local community undertook much of the work to convert the area. The funds raised and the work carried out represented a considerable commitment and reflects the importance placed on this development.

17. The curriculum for pupils under six is very good. The basis for planning is a topic cycle that is linked in small steps to the national goals set for learning for children of this age. The staff have planned literacy and numeracy taking into account the requirements of the Early Learning Goals for children of this age and the national strategies for teaching English and mathematics. The programme is planned to progressively build on the children's knowledge, skills and understanding so that they generally achieve the expected levels of attainment by the time that they are six. They are well prepared for the curriculum in Key Stage 1. Activities to cover the other four areas of learning in the Early Learning Goals are planned for very carefully, either as separate units of work or as group activities to support learning in other areas of study. For example, children were seen using their knowledge of designing and making to create a pair of multi-coloured glasses to link with the book they are reading. As a result, they improved their creative skills and reinforced literacy skills when talking about the story. Each task or activity available for the children is linked to a learning intention, so it is clear what the teachers want them to learn and how they will achieve this. The classroom is well equipped with resources appropriate for the academic, creative and physical development of children in the Foundation Stage of their education. This includes a discrete play area. As a result of the resourcing, the staff are able to deliver an age appropriate curriculum to very good effect and the quality of learning is enhanced.

18. Assessment of what the children know and can do is a continuous process, which

begins when children make their initial visits to the school. When the children have been in school for a number of weeks teachers carry out a baseline assessment in line with the local education authority procedures. These assessments show that children generally have levels of attainment below the expected level at this stage. Results of assessments are used to plan work for the children at an appropriately challenging level and they make good progress as a result. Staff in the Foundation Stage make regular informal and formal assessment of children's performance following these initial tests. They use the information they gather to plan future work, provide individual programmes for children who require specific support or increased challenge and to report how the children are doing to parents. Procedures are very good and progress is tracked and monitored well.

19. Teaching is never less than good in lessons seen and one lesson teaching was very good. Teachers and the non-teaching assistant are very knowledgeable and understand the needs of young children very well. They know that children will learn more effectively if it is made fun and they bring this into their lessons well. For example, the use of the puppet 'Scruffy Dog' to introduce a number recognition activity captured the children's imagination and they were totally engrossed. As a result, they listened carefully and joined in re-sorting the sequence of numbers enthusiastically. The children were very pleased with themselves when they got the order of numbers from 1 to 6 correct and beamed when they gave themselves a 'pat on the back'.

20. Teachers take care to explain activities and tasks to children in such a way that makes it very clear to them what it is they need to do and why. This results in effective learning. For example, all pupils understood that they needed to use repetitive phrases when writing their page for a class book. Many children told the teacher what they wanted to say and then copied over the teachers writing. Some pupils could copy underneath the teachers writing, although not all copied it accurately. The most able children used their knowledge of the sound letters make to try writing some of the words for themselves. For example, 'efrfic' to represent 'everything'. This was a very good effort. Staff encourage children to present their findings in a wide range of different ways and introduce children to applying their literacy skills to this when it is appropriate.

21. The use of the non-teaching assistant most effectively contributes to children's learning as it ensures that all children receive adult support during each lesson. The quality of support she gives is very good and this has a positive effect on the standards children achieve. For example, in creative activities she guides children to make independent choice of materials, but through the use of effective questioning helps the children consider why they have made a particular choice and if something else would have been better. As a result, children are learning the skills of evaluating and appraising early.

22. Other features of the provision in the Foundation Stage have been improved since the last inspection. These include the links with pre-school provision, the induction procedures for children beginning school, the links with and information for parents, the provision of individual plans of work for those children who require these, the use of assessment to inform planning and the development of information and communication technology. These improvements have had an impact on standards children achieve both academically and socially.

The school's monitoring and evaluation of its performance and the action that is taken as a result is very good.

23. The school understands that monitoring and evaluation is concerned with diagnosing strengths and relative weaknesses and, if it is appropriate, changing the way it works. This is particularly so for teaching and the impact this has. The overall effectiveness of the school is good as a result of the monitoring and evaluation and the action that follows.

24. The process of monitoring and evaluation is carried out in a variety of ways and the starting point may vary according to specific priorities. Since the last inspection a key aspect of the school's work has been to monitor the progress made towards successfully addressing the issues arising from the previous report. The staff and governors investigated what was needed to rectify both the key issues and minor issues identified in the previous report. They used the results as a basis for action and there has been good improvement overall.

25. The school regularly monitors priorities identified in the development plan and uses it as a tool for regular evaluation of the progress that the school is making. Areas identified within the current plan have arisen as a result of monitoring performance, from evidence of a problem, through discussion with staff and through consultation with the parents. Local education authority or government initiatives have also informed the plan. The effect of action taken to address priorities is evaluated and the reasons for success, or lack of it, are diagnosed. For example, the school recognises that there continues to be weaknesses in the siting of the information and communication technology hardware. In addition, some of the computers are very out of date. Although this is not having a direct impact on standards, which have improved since the last inspection, and the key issue of the previous inspection report has been fully addressed, the school plans to improve provision further with a new suite, upgraded personal computers and additional training for staff.

26. The school believes that monitoring of standards in teaching and learning are fundamental to the work carried out and essential in contributing to school effectiveness and continuous improvement. The school reviews policies and how these are implemented regularly. The teaching and learning policy gives teachers and teaching assistants a baseline from which to work. The headteacher and co-ordinators regularly look at medium-term planning to ensure that teachers plan to teach curriculum content that builds on what the pupils already know, understand and can do. Following this, observations of lessons take place on a systematic and regular basis by all teachers with management responsibilities and members of the governing body. The staff use a secure framework, which is clearly understood by teachers, when monitoring. The process is consistent and fair. Teachers are given oral and some written feedback following observations. Strengths and weaknesses are identified and the headteacher sets targets, which form the basis for future observations. Training and support needs are also identified and implemented as required. Characteristics of good teaching are also regularly discussed as part of the training process. Monitoring and evaluation of teaching is firmly cemented in acknowledging how well pupils learn. This is based on assessing pupils' knowledge, skills and understanding and also judging their involvement in lessons, the pace of work and the demands made on them. Knowledge of pupils' learning enables staff to have comprehensive knowledge of what they need to do in order to raise standards. Both the headteacher and the governors view it as important to give pupils, teachers and non-teaching staff praise when they observe successful practice.

27. Pupils' work is also regularly monitored to ensure that teaching is effective and to make sure that pupils are learning the right things. This involves looking at work from all year groups and different ability groupings and assessing whether the pupils are making appropriate progress. All teaching staff are involved in the sampling process and, from time to time, teaching assistants take part in the activity. Pupils are involved in the process of evaluating their own learning during the final part of many lessons when the class gathers together to review the work undertaken. During most lessons, teachers make it clear to

pupils what it is they are expected to learn. Pupils assess their own performance and say whether they have achieved the expected outcome. The majority of pupils know whether they have achieved well enough to make progress towards achieving their own targets.

28. A less formal approach to monitoring standards occurs when staff regularly discuss how individuals in their classes are working. In addition, governors work in the school regularly and have a very good knowledge of the standards achieved. These features, coupled with profiles of attainment that are building up for all pupils, give the staff valuable information about how well they are doing and to judge whether they are helping each child to make the maximum gains in knowledge, understanding and skills. Information is used to record pupils' progress and decide where, if necessary, improvements are needed. Information is also used by the school to ask itself questions, for example about why pupils are achieving better in reading than writing. The school has an objective view of standards attained including whether pupils' achieve as well as they could and the progress individual pupils have made overall during their time in the school. The headteacher builds in time to talk to pupils about how they think they are getting on, what they have enjoyed, what it is they have learnt as a result of a particular activity, what was fun and what was difficult. The headteacher and governors also make informal visits to classrooms. They use these times to gather information about teaching and learning and whether particular strategies and classroom organisation are effective in ensuring that pupils, groups or individuals, are making progress and achieving appropriate standards.

29. The headteacher and the school governors also view performance management as an integral aspect of their work. This involves them in evaluating the standards of teaching and learning across the school and ensuring that standards of professional performance are established and maintained. To some extent co-ordinators are also involved in this process when they monitor teaching and learning in the subjects they manage. The school managers understand that performance is associated with the standards achieved and the quality of pupils' learning. Their work in this aspect is concerned with the evaluation of teaching and analysis of pupils' progress and learning in order to inform the setting of targets for future improvement and development. Evidence of the effective systems for managing performance is seen in the motivation of teachers and their desire to work towards common goals.

30. Overall, the school's evaluation of its performance is very good. There is rigorous monitoring, evaluation and development that leads to the school identifying and drawing on the approaches that work best, knowing and using the strengths, identifying weaknesses and taking appropriate steps to overcome them and using assessment and performance data to focus on and support improvement. All staff and governors are involved in this process and the school knows how good standards are and how good teaching contributes to this. The school is very well placed to continue to set appropriate targets linked with clear programmes of action, take the necessary action to achieve them, continue to review the progress towards them and monitor the outcomes of this work.

Staff very accurately assess pupils' achievement in English and mathematics and use the information effectively to make sure that they make the best progress they can.

31. The school has developed the use of assessment to track pupils' progress since the previous inspection. Staff use this information very well in literacy and numeracy in order to

monitor standards. The school assesses measurable outcomes, for example the standards that the pupils' achieve and sets targets for them to improve their performance. However, the quality of targets set in individual education plans for pupils with special needs are not as focused and it is not easy to evaluate their success in relation to the progress pupils are making.

32. At the beginning of the school year staff administer national tests to assess level of attainment and compare these with performance in the previous year to judge the progress pupils make. Along with information from specific reading and spelling tests, information gathered is used to assess pupils' strengths and weaknesses and to target pupils in relation to their learning needs. This is incorporated into the teachers' planning and pupils' individual targets. Teachers' assessments give indicators of those pupils who need further support, either in small group work or with the special needs support assistant. The headteacher uses this data to assess how the school is performing year by year in terms of overall improvement and in comparison to other schools.

33. Assessments used throughout the year are very carefully administered and are now being analysed to ensure that lessons are appropriately challenging and effective. As a result, lesson plans identify appropriate learning intentions that guide teaching so that the pupils are able to make very good progress. During the year a number of assessed activities are carried out so that pupils' progress is mapped out and targets for improving attainment can be set. As the year progresses, individual teachers carry out intermediate tests and assessments of how well pupils are doing and the groupings may be modified as a result. This creates a flexibility that ensures that each pupil is working at an appropriate level in class work and making optimum progress. Comprehensive profiles of attainment build up overtime for each child. These contain information about tests carried out when the children first start school, the results and an analysis of assessments and tests undertaken at the end of particular modules of work and an analysis of national test and assessment results. Profiles are used for planning work that builds on pupils' attainment and for setting targets.

34. The school puts the information gathered from assessment to very good use, including for reporting to parents. The area where the use of information gathered is having the greatest impact is in monitoring standards. The headteacher and staff regularly discuss how individual pupils are working. The school has begun to use all the data available to monitor how many pupils achieve their performance targets, to analyse pupils' work and performance across key stages and measure standards against other schools, both nationally and of a similar type. This aspect of teachers work, together with the profiles of attainment that are building up, give the school valuable information about how well they are doing. As a result of this aspect of its work, the school has an objective view of the standards attained, whether pupils' achieve as well as they could and the progress individual pupils have made during their time at school.

The quality of teaching and learning is good.

35. The overall quality of teaching and learning is a strength. Teaching was never less than good and 33 per cent of lessons were very good. Teachers' medium-term planning is very thorough with every possible detail covered. This ensures progression in what is taught and this helps to maintain the high standards achieved through the school. Lessons are sequenced to ensure full coverage of a topic or a programme of study. Plans include clear learning objectives, which are always communicated to the pupils so they know what they are going to learn. Grouping is considered very carefully. Within planning for class work teachers identify the targeted level of work for each group and this ensures that activities are

always planned to match the attainment level of all pupils. As a result, pupils are working on or near their capacity. They build on what they already know and can do and they achieve well. For example, in a lesson for pupils in Year 4 work planned had the same literacy focus for all pupils. However, the activities for each group were adapted accordingly and each group was able to work independently, concentrate well and complete the tasks. Those pupils who needed to consolidate their learning were able to do so, while others were challenged to use more recently learnt skills. Two aspects of teaching that underpin pupils' effective learning are the care that is given to presenting work to pupils at a level that challenges and the good expectations teachers have of pupils' performance. These features can be seen in all lessons. This results in a consistency of approach and contributes to an ethos that is rooted in a commitment to achieving high standards.

36. Teachers are enthusiastic and reflect seriously on the quality of their performance and how they might improve pupils' learning opportunities. It is clear where assessment of pupils' learning and evaluation of the strengths and weaknesses of a lesson influences future planning and the setting of targets for learning. Teachers know the pupils very well, and their plans are based on accurate assessments of pupils' specific needs and stages of development, particularly in literacy and numeracy. This results in effective learning for pupils of all abilities. In lesson on literacy for pupils in Year 5 and 6, where teaching observed was very good, the pupils' books were marked with very helpful and encouraging comments from the teacher. In another lesson for the same year groups, the teacher spent time reviewing homework with individual pupils. The quality of interaction between the teacher and the children was excellent and the teacher used questions such as, "I can see you understand the process, but explain how you came to that answer?" to assess pupils' understanding. These are very good examples of the way in which the teacher had used her assessment of the pupils' work to further motivate them.

37. In all classes, teachers have a good knowledge of the subjects they teach at the level that is appropriate for the age range of pupils in the school. They draw on their knowledge of how pupils learn when presenting them with new information. This enables pupils to acquire knowledge and skills and develop their understanding well. Teachers take time in lessons to explain to pupils how work they will be doing relates to work they have done before. They explain new work in a way that makes sense. For example, in a Year 2 literacy lesson the teacher identified that the purpose of the lesson was for pupils to use their knowledge of rhyming words to predict words in the text. She explained that one way in which they could achieve this was by thinking about the work they had done before on rhyme and on letter sounds and blends. Pupils knew what was expected of them, understood the purpose of the tasks they were expected to complete and made good gains in their learning.

38. Teachers challenge pupils by asking relevant and probing questions. For example, in an information and communication technology lesson the good level of questioning helped the teacher to gain an understanding of the way in which pupils used their knowledge of shape and size to explain how they might set the procedures for the turtle to draw automatically. Good expectations and challenge require pupils to put effort into their work and they work at a good pace, even when they are not explicitly told to do so. For example, in a literacy lesson one group of pupils worked diligently at the computers without adult support and got on with the task independently. Pupils concentrate on their tasks and have positive attitudes to work that contribute to good achievement. Teaching makes demands on the pupils, but teachers maintain the sense of fun and enjoyment in learning and give praise to encourage pupils to give of their best. For example, in a numeracy lesson for the youngest pupils the teacher demonstrated making patterns with 'giant smarties'. Pupils then had fun manipulating the 'smarties' to make new patterns because the task had been presented to them in a humorous way. Once the teacher had established that pupils were gaining confidence she explained how to transfer their skills to recording their patterns. After giving

the pupils a clear demonstration she asked “are you all happy to have a go?” to which the response was a resounding “yes!” Pupils were confident to tackle the task independently and were not worried about making a mistake. As a result, pupils shared their work confidently at the end of the lesson and applauded each other’s tries.

39. Very good routines have been developed and teachers generally pace the time available in a lesson well. This allows pupils to get through the required amount of work. During group or paired activities in literacy and numeracy lessons, pupils manage their own time most competently and work well enough to achieve what is expected and make good progress. Pupils are given many opportunities to work in a variety of ways. They work well independently and also work collaboratively within groups, when it is appropriate to do so, to good effect. Teachers prepare lessons carefully and have equipment to hand so that they can demonstrate to pupils, or for pupils to use to help them with their work. For example, in a music lesson the teacher had the instruments available to demonstrate how the composition that the pupils had been working on could be extended to add an improvised accompaniment. By doing this, the teacher was able to save time, explain exactly what she wanted pupils to do and let them hear this as well. Pupils then achieved accuracy when they took over and got on with their performance quickly, thus making best use of the time available. As a result, attainment was above expectations.

40. The teaching of literacy is well established and the teaching of numeracy is also effective. The national strategies have been adopted as the basis for planning and are adapted to meet the specific needs of individuals or groups of pupils. The curriculum for both subjects is taught with a very good depth of understanding of the key skills that pupils are required to know and understand. The organisation of lessons allows teachers to work with the majority of pupils at some time. Explanations are well structured and pupils are grouped by ability to promote higher standards. Teachers analyse pupils’ particular needs and provide them with brisk, focused activities that promote effective learning. The strengths of higher attaining pupils are recognised and they are challenged by the tasks they are set. Teachers use a variety of materials to support their teaching and they present lessons to the pupils well. Practical activities and investigations are used in literacy and numeracy lessons to allow pupils to apply and extend their learning in a range of ways. During all elements of lessons, teachers use questioning very well to assess pupils’ knowledge and understanding and to challenge thinking.

41. Pupils with special educational needs receive good extra help in class lessons. The warmth of relationships with pupils ensures that they make good progress. Non-teaching assistants carry out their individual roles effectively in lessons and give pupils good support. They are well versed in the objectives of lessons or group activities; they use their initiative well and spend their time profitably to support learning. When pupils are withdrawn for additional help with learning the quality of the support is good. For example, pupils in Year 4 were introduced to the concept of using a prefix as a means of making a new word effectively. Through the use of very good questioning and good interaction with each pupil they were helped to make new words and understand their meaning.

42. Teachers create a purposeful working atmosphere in classrooms. This reflects their good expectations of academic performance and standards of behaviour. Very good relationships also contribute to developing the mutual respect that is evident. Teachers organise work and group pupils effectively overall so that they are involved in the task they are doing and they pay attention to completing their work. When individual pupils achieve the given tasks more quickly than expected teachers have material on hand that will extend learning further. This may include additional research or the opportunity to pursue individual lines of enquiry. Teachers encourage pupils to take responsibility for their own behaviour and the generally mature levels of self-discipline shown by the majority of pupils ensures that very

good work habits are established. The expectations placed on the presentation of work encourages all pupils to be fully involved in their own learning and to set personal standards.

43. The school has a good policy for giving pupils work to do at home that places more demands on them as they move through the school or as pupils' needs dictate. Teachers make good use of homework and it is planned to integrate with class work. For example, in a mathematics lesson for Year 5 and 6 pupils homework was signalled very early so that pupils could be sure what they needed to know from the lesson that would help them to do their work at home. Homework encourages pupils to learn independently and as it is regularly and constructively marked it has an impact on pupils' learning in future lessons and the levels of attainment achieved.

The effectiveness of the school's links with parents, the impact of their involvement in the work of the school and their contribution to children's learning are very good.

44. Overall, the school has strong links with parents and the parents' views of the school are very good. These are based on a secure understanding of what it is the school aims to do and what they wish to achieve through regular involvement in its work.

45. Parents are involved in the school in a wide variety of ways and the impact of this is very good. Their contribution to children's learning at home and at school is also very good. The questionnaire completed by parents before the inspection identified that some parents had concern about the range of activities outside lessons and that they are not well informed about pupils' progress, which led them to being unsure of their children are making progress. A number of parents were not clear whether the amount of homework is right or not. Evidence gathered during the inspection generally disagrees with the views of this cross-section of parents. The range of activities offered outside lessons is very good and homework provision is good overall and very good in Years 5 and 6. The school is diligent in involving parents in the work of the school and informing them about the progress pupils are making and the standards they achieve. However, the progress pupils with special educational needs make against the targets in their individual plans is more difficult to measure as many lack sufficient focuses. Whilst this does not directly affect learning, it is difficult to report progress made towards achieving the targets precisely to parents. Productive and consistent links with parents help pupils to learn and also promote pupils' personal development to very good levels.

46. The quality of information provided for parents is good overall, with some examples of excellent information. However, the annual report for parents produced by the governing body lacks some of the statutory information required and this is unsatisfactory. Parents and the local community are provided with regular newsletters that are informative. Parents are instructed quickly of any major decisions regarding the organisation of the school or of activities that are taking place that may affect particular classes. The tone of letters ranges from 'chatty' to more 'official' depending on the content. Written pupil reports are of an excellent quality. They make it clear to parents what it is their child can do, what they need to improve and how parents can help. Reports incorporate the views of parents, showing the school's commitment to taking account of what parents know about their own child's learning, and action is agreed that will help their child to learn. The reports are supported by regular formal meetings with staff to discuss pupils' achievement, with informal opportunities at the beginning or end of each day. The school has an 'open door' policy, which is upheld by all staff including the headteacher. If staff can not respond to a parent's request for a meeting immediately a meeting is planned at the first available opportunity. Parents who are unable to come to school on a regular basis due to work commitments report that they are kept well

informed by formal letters, informal notes or by telephone contact. Procedures for keeping parents informed also include curriculum meetings. The exchange of information between home and school works very well.

47. Links with parents, including the use of policies and home-school agreements, make a very good contribution to pupils' learning at school and at home. Parents understand what it is the school is trying to achieve and how this will happen. This process begins when parents and children are inducted into the life of the school before entering the reception class and continues until pupils leave. The parents of pupils with special educational needs are properly involved. Discussion about the support the school gives occurs regularly, including a formal annual review of progress. Parents with able children also report that they are kept well informed about how the school is meeting the needs of their children. The school consults with parents regarding specific policies, for example the home-school agreement. The majority of parents work with their child at home on topics that support learning in school, and with specific homework. This has a significant impact on achievement in lessons. As a result of the links with parents, there is evidence of improvement in pupils' learning, behaviour and personal development.

48. A significant number of parents work in the school on a regular basis to support in classrooms and on day visits. Parents are given appropriate guidance on how they can best carry out their role and children benefit greatly from the contribution parents make to their learning. Parents are also very involved in fund raising for the school, for the benefit of pupils, and for charitable organisations, by giving their support to collections the pupils make.

The contribution of the community to pupils learning is excellent.

49. Links with the local community make an outstanding contribution to enhancing the quality of learning experience for pupils. In addition, the school is actively involved in welcoming the local community into the school. For example, local people who do not have children at the school are welcomed to functions and sent the termly 'Funtington News'. In addition, the school organises and hosts a flower and pet show every September to encourage local people to be involved in the school. The school is currently enthusiastically involved in a village project to provide a central play area. This is involving the whole village and has promoted another link between the children and their families, the school and the villagers. When the project is complete, pupils will not only have use of the facility after school, but will be able to use the large apparatus for developing physical skills in specific lessons. Many of the 'friends' of the school have given substantial gifts of money to support specific fund raising and generally resourcing. These have been used for the benefit of the pupils, for example to buy a computer and to give pupils the opportunity to go on the residential trip. The local policeman makes regular visits to the school as part of the personal, health and social education programme. Local artists support and inspire pupils' learning in art and a local astrologist talked to the school about eclipses as part of their science work.

50. The school also makes excellent use of the wider locality and community to give pupils first hand experiences that will broaden their knowledge and make learning more interesting for them. The youngest pupils walk through the village as part of their topic and develop their geographical knowledge and understanding. To support their learning in topics about transport and the beach, they visited the Isle of Wight. Pupils in Year 1 and 2 visit a sea life centre to enhance their topic work. Older pupils go to Fishbourne Palace to develop historical understanding and the Weald and Downland Museum to enrich their knowledge and understanding about how people in the Tudor period lived. Geographical and scientific knowledge are also promoted through visits to Eling Tide Mill and pupils in Years 5 and 6

learn more about 'the war years' by visiting the D-Day Museum.

51. There are strong links with the local church, which enhance pupils' understanding of spirituality and religious education. For example, a school governor spoke to pupils in Years 1 and 2 about Hanukkah to enhance their learning in religious education. Local clergy come into school regularly to take assembly and the school visits the church to worship and to study local history. In addition, the headteacher frequently addresses the congregation at family worship. There is a very well established link between the school and the parish council. For example, the Chair was involved in historical work when he buried a time capsule and the school news is reported in the local parish magazine.

52. There are good links with local playgroups, which include helping each other with resources and information, and liaison with secondary schools is well established so that transfer there is made easier for pupil. The school works with other small schools locally and plans events that will benefit the pupils' academic or social development. Sports afternoons and pentathlon events are held and music workshops give the opportunity for pupils to learn and perform with children of their age from other schools.

53. Links with local businesses also contribute most effectively to enhancing the quality of learning experiences for pupils. For example, the local trout farmer welcomes the school visiting his farm and he has been involved in developing the school pond for environmental study. Another local farmer visited the youngest class with some lambs to support their topic work.

WHAT COULD BE IMPROVED

Targets on individual education plans for pupils with special educational needs.

54. Provision for pupils with special educational needs is good. There is a comprehensive policy for special educational needs, covering all the statutory requirements. Teachers plan class work carefully and adapt tasks to suit the needs of pupils in the class who have specific needs. In addition, pupils' personal targets for English and mathematics class work are linked to their ability level. Teaching staff work with the non-teaching assistant responsible for special educational needs to set targets in individual education plans. However, the quality of these targets is not sufficiently focused. Although this is not having a direct impact on pupils' learning it does make it difficult to measure the progress pupils are making against the specific targets set accurately. Numerous targets are insufficiently specific, achievable or measurable. Even those targets that are quantifiable are not sufficiently substantial to be able to measure progress precisely. For example, the target for one child is 'to be able to write his work, sequencing ideas'. The evaluation of the target is 'to make sure 25 per cent of work is sequenced'. The targets is not broken down into sufficiently small sharp steps that make it clear how the child will achieve sequencing of ideas and so it is unclear how progress can be carefully evaluated and used to build up a profile of progress over time and report to parents.

Meeting statutory requirements in information for parents.

55. While the quality of information provided for parents is good overall, with examples of excellent information, there are some aspects of statutory information missing from the governors' annual report to parents. This is unsatisfactory. Examples of missing information include attendance figures and statements about the admission of disabled pupils.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

In order to further improve standards the school should:

- (1) Improve the quality of the targets on pupils' individual education plans by:
 - matching them more closely to the pupils' general targets for learning;
 - making the targets short, sharp and achievable;
 - setting appropriate criteria for measuring the pupils' success towards achieving each

target so that it is clear what progress has been made.

- (2) Ensure that statutory information is included in the governors' annual report to parents.

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed

15

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

31

Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0	33	67	0	0	0	0

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

Information about the school's pupils

Pupils on the school's roll

	Nursery	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	0	101
Number of full-time pupils eligible for free school meals	0	7

FTE means full-time equivalent.

Special educational needs

	Nursery	YR – Y6
Number of pupils with statements of special educational needs	0	2
Number of pupils on the school's special educational needs register	0	28

English as an additional language

	No of pupils
Number of pupils with English as an additional language	0

Pupil mobility in the last school year

	No of pupils
Pupils who joined the school other than at the usual time of first admission	5
Pupils who left the school other than at the usual time of leaving	5

Attendance

Authorised absence

	%
School data	4.5
National comparative data	5.4

Unauthorised absence

	%
School data	0.3
National comparative data	0.5

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

Attainment at the end of Key Stage 1

	Year	Boys	Girls	Total
Number of registered pupils in final year of Key Stage 1 for the latest reporting year	1999			20

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys			
	Girls			
	Total	19	19	19
Percentage of pupils at NC level 2 or above	School	95 (86)	95 (93)	95 (93)
	National	82 (80)	83 (81)	87 (84)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys			
	Girls			
	Total	19	19	19
Percentage of pupils at NC level 2 or above	School	95 (93)	95 (93)	100 (100)
	National	82 (81)	86 (85)	87 (86)

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

Data has been excluded from the report where the size of the group is ten or fewer. Therefore, only the total figures for the Key Stage 1 cohort are reported. The size of the group in Key Stage 2 is less than 10; therefore no data for the Key Stage 2 cohort is reported.

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	0
Black – African heritage	0
Black – other	0
Indian	0
Pakistani	0
Bangladeshi	0
Chinese	0
White	101
Any other minority ethnic group	0

This table refers to pupils of compulsory school age only.

Exclusions in the last school year

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

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

Teachers and classes

Financial information

Qualified teachers and classes: YR – Y6

Total number of qualified teachers (FTE)	7
Number of pupils per qualified teacher	17
Average class size	25

Education support staff: YR – Y6

Total number of education support staff	5
Total aggregate hours worked per week	81

Financial year	99/00
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	£
Total income	221338
Total expenditure	219422
Expenditure per pupil	2173
Balance brought forward from previous year	2909
Balance carried forward to next year	4825

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out

105

Number of questionnaires returned

61

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	67	26	3	2	2
My child is making good progress in school.	51	41	7	2	0
Behaviour in the school is good.	52	46	0	0	2
My child gets the right amount of work to do at home.	34	52	10	0	3
The teaching is good.	57	38	3	0	2
I am kept well informed about how my child is getting on.	38	46	16	0	0
I would feel comfortable about approaching the school with questions or a problem.	79	21	0	0	0
The school expects my child to work hard and achieve his or her best.	77	21	2	0	0
The school works closely with parents.	54	38	8	0	2
The school is well led and managed.	75	25	0	0	0
The school is helping my child become mature and responsible.	62	30	0	0	5
The school provides an interesting range of activities outside lessons.	36	34	8	7	13