

INSPECTION REPORT

**WEST WITTERING PAROCHIAL
CE PRIMARY SCHOOL**

West Wittering, Chichester

LEA area: West Sussex

Unique reference number: 126000

Headteacher: Miss P A Deacon

Reporting inspector: Mr G S Nunn
1185

Dates of inspection: 25th to 28th February 2002

Inspection number: 230418

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

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INFORMATION ABOUT THE SCHOOL

Type of school:	Infant and Junior School
School category:	Voluntary Controlled
Age range of pupils:	4 to 11 years
Gender of pupils:	Mixed
School address:	Pound Road West Wittering West Sussex
Postcode:	PO20 8AJ
Telephone number:	01243 513015
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Appropriate authority:	Governing Body
Name of chair of governors:	Mr Stuart Becker
Date of previous inspection:	March 2000

INFORMATION ABOUT THE INSPECTION TEAM

Team members			Subject responsibilities	Aspect responsibilities
1185	Mr Graham Nunn	Registered inspector	Mathematics Science Design and technology Geography History Information and communication technology Special educational needs English as an additional language	What sort of school is it? The school's results and pupils' achievements How well are pupils taught? What should the school do to improve further?
13526	Mr Richard Barnard	Lay inspector		Pupils' attitudes, values and personal development How well does the school care for its pupils? How well does the school work in partnership with parents? How well is the school led and managed?
1189	Mrs Sharon Brown	Team inspector	English Art and design Music Physical education Religious education Foundation Stage Equal Opportunities	How good are the curricular and other opportunities offered to pupils?

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

West Wittering Parochial Church of England voluntary controlled primary school is a smaller than average sized primary school, for pupils aged between four and 11 years of age, in the village of West Wittering to the south of Chichester in West Sussex. The school serves a wide catchment area with approximately half its pupils coming from outside the parish boundary. Pupils live in a variety of housing types. There are currently 100 pupils on roll organised into four classes. Sixteen children are in the Foundation Stage (Year R). The number on roll has remained largely stable since the time of the previous inspection. When they start school, children's attainment is about average overall but there are a significant number of lower attaining children. Across the school there is an equal number of boys and girls. Nine pupils are entitled to free school meals, which is broadly in line with the national average. No pupils have English as an additional language or have ethnic minority backgrounds, which is low when compared to all schools. Sixteen per cent of pupils are on the school's special educational needs register which is slightly below the national average. One per cent of the pupils have statements of special educational needs, which is similar to the national average. Most pupils with special educational needs have specific learning difficulties or speech and language problems. Seven pupils left during the last school year and 16 joined at times other than the usual admission times.

HOW GOOD THE SCHOOL IS

West Wittering Parochial CE Primary School is an improving school with many good features. It now provides a satisfactory quality of education for all its pupils. It is fully inclusive of all pupils whilst remaining true to its largely Christian aims and values. It has made good progress since it was last inspected in March 2000, particularly in the raising of pupils' standards in mathematics and science. In addition standards in music and history are also high. Pupils are well cared for. Their behaviour is very good, as is also the quality of relationships throughout the school. Pupils receive a high proportion of good and very good teaching and good provision is made for pupils with special educational needs. The provision made for pupils' personal development is also good.

There are four main areas for the school to improve, which includes the raising of pupils' standards in geography, design and technology and information and communication technology, but the number of strengths outweighs the weaknesses. The school gives satisfactory value for money.

What the school does well

- By the time they leave the school pupils attain high standards in mathematics, science, music and history.
- The high proportion of good teaching leads to effective, quality learning for pupils.
- Pupils are well cared for and provision for their personal development is good.
- Pupils' behaviour and the quality of relationships in the school are very good.
- Good provision is made for pupils with special educational needs.

What could be improved

- Pupils' levels of attainment, by the time they leave the school, in information and communication technology, geography and design and technology.
- The current system for monitoring pupils' work and the quality of teaching they receive.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

Since the last inspection in March 2000 the school has made good progress in addressing the weaknesses identified at that time. Pupils' standards have risen in mathematics and science in particular although more work remains to be done in English and information and communication

technology. The overall quality of teaching has improved significantly with a much higher proportion of good teaching being evident right across the school than that found in March 2000. Procedures to monitor and evaluate the quality of the curriculum exist but further refinements are necessary. A school improvement plan is also in place identifying appropriate areas for development during the next year. This needs to be extended to cover a two or three year period. Given the good leadership of the headteacher, good quality teaching and teamwork, the school is well placed to improve further.

STANDARDS

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

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

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

The table shows that, when compared to all schools, pupils' standards are about average in English, above average in science and well above average in mathematics. When compared to schools with pupils from similar backgrounds, this school's results are again about average in English but well above average in mathematics and science. Over the last three years, pupils' standards have remained largely stable in English but have risen in science and risen significantly in mathematics. Pupils' standards at the end of Year 2 in 2001 were about average in reading, but well above average in writing and mathematics when compared to all schools and when compared to schools with pupils from similar backgrounds.

Inspection findings related to pupils currently at the school show that during their time in the Foundation Stage, children achieve well in all the areas of the curriculum that they study. The good teaching they receive is the most significant factor in ensuring that this is the case. As a result, by the time they begin work in Year 1 nearly all have attained the nationally required early learning goals for children of that age with many exceeding this level in their personal, social and emotional development. The good teaching they have received continues in Years 1 and 2 so that by the end of Year 2, pupils' standards are above national standards in mathematics and music. Pupils attain the levels expected of seven-year-olds nationally in all other subjects except geography in which their standards are below nationally expected levels.

In Years 3 to 6, pupils again receive a high proportion of good teaching particularly in Years 3 and 4 so that, by the time they leave the school, the standards they attain exceed national standards in mathematics, science, music and history. They attain national standards in all other subjects except geography, design and technology and information and communication technology, where they do not reach the national standards. Pupils' standards are rising in information and communication technology but the school's recent plans and strategies to raise pupils' standards in the subject have not had enough time to impact sufficiently on the overall standards of the Year 6 pupils. The school has recognised this as well as the low standards being attained in geography and design and technology and has good plans in hand to address these issues. Whilst standards in physical education are in line with nationally expected levels overall, the lack of provision for gymnastics for older pupils inhibits their progress in this aspect of the subject. Pupils with special educational needs do well. They make good progress and reach the standards of which they are capable. This is largely because work is closely matched to their abilities and they are often taught in small groups where they receive much more attention. More able pupils are generally well catered for, although in one or two lessons work is not specifically set for them. There is no significant difference in the achievements of boys and girls.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Good. Pupils enjoy coming to school and are eager to learn.
Behaviour, in and out of classrooms	Very good. The pupils behave very well in classrooms, assemblies and in the playground. There is no evidence of bullying or oppressive behaviour.
Personal development and relationships	Good. Pupils work together well. They have very good relationships and are developing a good awareness of citizenship.
Attendance	Satisfactory. There are few unauthorised absences. Pupils are rarely late and lessons start on time.

Behaviour is very good. Pupils get on well with one another and with adults. The school has a strong family atmosphere. Some parents take their children on holiday during term time and this hinders their learning.

TEACHING AND LEARNING

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

Teaching and learning are both good overall and, as a result, they have a significant impact on pupils' standards. In all of the lessons seen, the teaching was at least satisfactory. In half the lessons observed, the teaching was judged to be good, being very good in a further third. Occasionally teaching is outstanding. These are higher proportions than those found at the time of the previous inspection. This is largely due to better use being made of time and in the general pace of the lessons, than was observed previously. This is particularly so in mathematics where good problem solving strategies have been introduced and well responded to by pupils. Similarly more investigative work is being carried out in science with more systematic recording taking place of pupils' results. As a result, standards in both subjects have risen. Particularly good quality teaching also takes place in music. Across the school, lessons are well planned with a clear indication given to pupils of what they are expected to learn. In many, but not all lessons seen, the tasks set for pupils were appropriately modified to meet the needs of the different group of pupils in the class. Individual pupils, with special educational needs for example, are well supported by their teachers and classroom assistants. When teaching is not so good, though never unsatisfactory, it is characterised by work not being so well matched to pupils' ability, usually the more able pupils. The relationships between teachers and their pupils are very good and based on mutual respect. Most pupils, including those with special educational needs, respond well to the interesting and challenging tasks set for them and concentrate on their work. As a result they are learning effectively and achieving much.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	The quality of the curriculum is satisfactory. The geography curriculum throughout and the design and technology and information and communication technology curriculum need to be further developed in Years 5 and 6. The gymnastics element of physical education needs to

	be included for pupils in Years 3 to 6.
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Provision for pupils with special educational needs	Provision for pupils with special educational needs is good, largely as a result of the effective support they receive from teachers and classroom assistants.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Good. The school successfully places strong emphasis on pupils' personal development.
How well the school cares for its pupils	Standards of care are good and pupils feel secure and settle well.

The school provides pupils with a satisfactory curriculum that is extended by a good range of activities outside of lessons, such as a judo club, music club and various sporting clubs. The school also makes good use of visitors and visits to places of interest such as Fishbourne Roman Palace and Weald and Downland Open Air Museum. The National Curriculum and religious education are appropriately planned, although the small size of the hall means that the gymnastics element of physical education is not being taught in Years 3 to 6 and this needs to be addressed. Pupils with special educational needs receive particularly good support in individual tuition sessions and within their own class. All pupils are well cared for. The school works well in partnership with its parents in order to provide an effective learning environment for pupils.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Satisfactory. The headteacher provides good leadership in steering the work of the school particularly during the recent significant changes of staff. The role of subject co-ordinator is in need of further development.
How well the governors fulfil their responsibilities	Satisfactory. The governors have established a good relationship with the staff of the school so that they are well placed to extend their role in monitoring the work of the school. They do not yet play a totally effective role in shaping the school's direction.
The school's evaluation of its performance	Satisfactory. Short-term priorities are identified well. The lack of a longer-term overview means that standards are insufficiently high in a small minority of subjects.
The strategic use of resources	Satisfactory. The annual budget is managed well. Longer-term planning is limited. Specific resources for special educational needs and the standards fund are used effectively.

The accommodation is barely adequate, notably the hall which is small for physical education activities, and one classroom in which the practical aspects of mathematics and science are hampered by the small size of the room. The school is staffed by suitably trained and qualified teachers. Classroom assistants make a significant contribution to pupils' attainment and learning. Resource provision is adequate in most subjects. There is a clear desire both within the management of the school and within the governing body to bring about continuing improvement. Governors are keen to seek to gain value for money. Day-to-day administration functions are carried out very well. The school has satisfactory processes in place to apply the principles of best value to decisions made regarding major expenditure.

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 teaching is good. • The school expects their child to work hard • The school is helping their child to become mature and responsible. • The amount of homework. 	<ul style="list-style-type: none"> • The behaviour of some children. • Ways to inform them about how their child is getting on. • The way the school works with parents. • The leadership and management of the school. • The range of out-of-school activities.

The inspection team agrees with parents' positive views. With regard to the areas that a small minority of parents would like to see improved, inspectors feel that pupils' behaviour overall is very good. In addition there are good systems in place to inform parents as to how their child is getting on. The school works closely with its parents and the leadership is satisfactory. A good, appropriate range of out-of-school activities is also provided.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and pupils' achievements

- 1 The 2001 National Curriculum test results for 11-year-olds show that the proportion who attain national standards (Level 4) in English is similar to the proportion that do so nationally. In science, the proportion of pupils' attaining national standards is above the national proportions and well above the national proportions in mathematics. In addition, the proportion who attain the higher Level 5 is also above the national proportion in science and similar to that proportion in English and mathematics. When the school's results are compared to schools with pupils from similar backgrounds, they are well above average in mathematics and science with similar results being attained in English. Trends over the last few years show that pupils' standards have risen overall in all three subjects, with a significant rise in standards being achieved in mathematics and science, particularly since the time of the previous inspection two years ago. Inspection findings show that the standards of the current Year 6 are likely to be similar to national standards in English but above national standards in mathematics and science. This apparent slight fall in mathematics standards, and less progress being than might have been expected in English from last year, is largely the result of approximately a quarter of the pupils in the current Year 6 having special educational needs. A study of the results of this cohort during the last four years, based in Key Stage 1 National Curriculum test results in 1998, and interim test results since, shows that the rate of learning that many pupils have achieved has been better than might have been expected, given their prior attainment levels.
- 2 The school has done well to raise the rate of learning of these pupils and those with special educational needs, as well as raise its overall standards. This has been largely due to the successful introduction of the National Numeracy and Literacy Strategies, significant improvements in the quality of teaching since the last inspection and a highly structured approach to the teaching of mathematics in particular. However, within this overall pattern there is a concern, in that pupils' standards in the reading element of English have not risen as significantly as in other areas. As a result, pupils' standards in reading across Key Stage 2, though not below average, are not as high as might be expected. The school is aware of this and has good plans in hand to address this issue.
- 3 The National Curriculum test results for seven-year-olds in 2001 show that the proportion of pupils attaining national standards is well above the national proportion in writing and mathematics and similar to the national proportion in reading. A similar picture is evident in the proportions who attain the higher Level 3. Teacher assessments in science show that the proportion attaining the national average is slightly below the proportion that do so elsewhere in the country. When this school's results are compared to schools with pupils from similar backgrounds, they are well above average in writing and mathematics and about average in reading. Trends across the last four years since 1998 show an overall rise in standards in reading, writing and mathematics. Particularly good progress has been made in writing and mathematics since the previous inspection two years ago when pupils' standards were judged to be in line with national standards.
- 4 Inspection findings show that pupils' standards by the end of Year 2 are likely to be similar to national standards in reading and writing and above average in

mathematics. This apparent fall in writing and mathematics standards in particular, is largely due to the fact that nearly half of the current Year 2 pupils have been identified as having varying degrees of learning difficulty. Pupils' rate of learning during their time in Years 1 and 2 has therefore been good and they have achieved much given their overall levels of attainment on entry to the school. In science, pupils' standards are likely to be similar to national standards by the end of Year 2. This slight improvement on last year is due to the introduction of far more practical and investigative science, which has helped to consolidate pupils' learning to a greater degree.

- 5 The attainment of children on entry to the school in the Foundation Stage shows a broad spread of ability. Their overall attainment is about average when compared to pupils of that age nationally, although there is a significant proportion of lower attaining children. Children in the Foundation Stage of their education make steady progress in most areas of their learning. They achieve particularly well in their personal, social and emotional development. In this area, because of the good routines established, pupils settle particularly well and work well with each other, sharing equipment and taking turns when required.
- 6 In communication, language and literacy, children begin to listen well but a few have limited speaking skills. They handle books competently and are beginning to write their own names as well as recognise simple words. In the mathematical area of their work they are beginning to understand numbers and how many each figure represents. Children's knowledge of the world increases steadily and they begin to understand about places other than West Wittering and its surrounding area. They are introduced to the computer and, in their creative development, are able to use a range of media, including paint. Opportunities for their physical development are satisfactory, and there is an appropriate range of large outdoor play equipment. Largely as a result of the good teaching children receive in the Foundation Stage, nearly all, by the time they begin Year 1, have attained the nationally required early learning goals. This is a particularly significant achievement given that a good proportion of these children spend only two terms in the Foundation Stage.
- 7 In English, pupils, by the age of seven, are beginning to read accurately, with developing expression, an awareness of punctuation and an understanding of what they read. However, pupils' achievements and, as a result, the standards they are attaining, are hampered by the lack of a highly structured and rigorous system to teach reading skills in both the Foundation Stage and Years 1 and 2. Writing skills of pupils are about average and there is some high attainment. Spelling is improving, as is handwriting, with letters being reasonably well formed. Listening is generally good and pupils are confident speakers.
- 8 By the age of 11, pupils read with accuracy, and have a satisfactory understanding of what they read. Pupils write using the correct punctuation and know how to spell the most commonly used words. There are however some weaknesses in their spelling skills. Their written work displays the use of complex sentences. Handwriting is satisfactory but the presentation of work can, on occasions, be untidy. Most pupils have good listening skills and their speaking skills are also good. Pupils' literacy skills in Years 3 to 6 are improving and are used appropriately to support learning in other subjects.
- 9 In mathematics, the majority of pupils, by the age of seven, accurately add and subtract numbers to 50. They are becoming confident with simple multiplication and division. They know a range of two-dimensional shapes. Pupils' numeracy skills are

developing well and these are used satisfactorily to support their learning in other subjects. When they reach the end of Year 6, pupils have very secure skills and they solve number problems accurately, using the four rules of number. They draw and interpret line and block graphs with accuracy. Furthermore, they understand the meaning of the range, mode, median and mean of a group of numbers. Long multiplication and division are competently understood as is calculating to two places of decimals.

- 10 Pupils have a broad knowledge across all areas of science by the time they are seven, particularly of living things, life processes and of materials and their properties. They are beginning to observe carefully and to use descriptive vocabulary to good effect. These early scientific skills are well developed in Years 3 to 6 so that by the age of 11 they are used in a range of investigations, which helps to promote the learning of scientific knowledge. Pupils have a good understanding of physical process, materials and their properties as well as life processes and living things. Their scientific enquiry skills are well developed.
- 11 In Years 1 and 2, pupils, including those with special educational needs, make good progress, given their prior attainment levels, and achieve well in English, mathematics, science, music and history. Satisfactory progress in learning is made in all other subjects, except geography where it is unsatisfactory. As a result, by the age of seven, pupils' levels of attainment are above national levels in music and mathematics and are similar to national levels in all other subjects except geography where they do not attain the nationally expected levels. Pupils' standards in religious education are similar to the locally agreed syllabus for the subject and pupils achieve as expected during Years 1 and 2. Whilst the rate of pupils' achievement is appropriate in most subject areas, greater rigour in the approach to the teaching of reading in particular would improve their achievement and so raise standards further.
- 12 In Years 3 to 6, pupils, including those with learning difficulties, make good progress, given their prior attainment levels, and achieve well in mathematics, science, English, music and history. Satisfactory rates of learning are made in all other subjects except design and technology, geography and information and communication technology. Insufficient time is devoted to the teaching of geography and design and technology and the recent good developments in information and communication technology have not had sufficient time to impact on pupils' achievement in the subject, particularly in Years 5 and 6. As a result, pupils' levels of attainment in these three subjects are below those expected of 11-year-olds nationally. Pupils exceed nationally expected levels in music, history, and science, attaining nationally expected levels in the remaining subjects. There are, however, wide variations in levels being attained in physical education. Whilst overall levels are similar to national levels, the lack of gymnastics for older pupils means that in this aspect of the subject insufficiently high standards are attained. Satisfactory progress is made in Years 3 to 6 in religious education and, as a result, pupils by the age of 11, attain standards that are similar to those expected in the locally agreed syllabus.
- 13 Higher attaining pupils are satisfactorily catered for by the school and the rate of progress made by this group is similar to other pupils, given their prior attainment levels. There are variations, however, in the provision for this group of pupils. The progress they make is directly related to the quality of teaching they receive. In some lessons teachers plan work specifically for this group that is geared to their high prior attainment levels. However, this is not the case in a minority of lessons where such

pupils are expected to complete work that is similar to the rest of the pupils in the class. In these lessons their rate of progress is just satisfactory.

- 14 Pupils with special educational needs make good progress in relation to the targets set for them in their individual education plans. This is largely as a result of the effective and sensitive support they receive from their teachers and particularly other support staff, as well as the good provision established by the school in order to help these pupils.
- 15 National Curriculum test results for the past few years have been well analysed to enable the school to monitor pupils' overall attainment and learning. In response to this analysis, targets for improvement have been appropriately set in English and mathematics. There is every indication to suggest that the school will be successful in meeting the performance targets it has set this year. There is no significant difference in the rate of learning of boys and girls. A survey of parents showed that 92 per cent of parents are well satisfied with the amount of progress their children make. The school has done well to raise its pupils' standards so significantly, particularly in mathematics and science, in the last few years.

Pupils' attitudes, values and personal development

- 16 Pupils' good attitudes to school and learning, their very good behaviour and relationships, and good levels of personal development, have a positive impact on their achievements. Standards have improved to those described in the previous inspection report. Pupils like coming to their school which has a strong family atmosphere. They are keen to attend extra-curricular activities; they arrive early in the morning for Judo club for example, and many enjoy music.
- 17 The youngest pupils in the Foundation Stage have settled into school very well and have quickly adapted to the various routines. They pay good attention in lessons. They work together very well with Year 1 pupils in their class as, for example, when they choose and share resources to make a strong bag for Little Red Riding Hood to carry her fruit. They are very proud of their finished products.
- 18 Throughout the school, pupils show good attitudes to learning in lessons and concentrate well. This is evident in nearly all lessons. In about one quarter of lessons, pupils are very enthusiastic learners when stimulated by interesting and exciting teaching. For instance, in a Year 3 and 4 mathematics lesson, where they quickly learnt about mixed fractions due to the enthusiasm and interest generated; all were very keen to answer questions and get on with written tasks at a cracking pace.
- 19 Behaviour is very good at all times. A very small number of older boys occasionally display irritating habits and lack of respect in classes, but these are handled very well so causing the minimum disruption to lessons. No pupils have been excluded over the last two years, a figure well below the national average. Pupils have a very good sense of fairness and are developing a very good awareness of the impact of their actions on and the feelings of others. No bullying, racist or sexist behaviour was observed during the inspection and pupils and parents raised few concerns in these areas.
- 20 Personal development is good. Pupils undertake duties and responsibilities keenly. For example older pupils help younger ones during wet playtimes, by organising games for them. They are developing a good awareness of citizenship by their regular support of local community and cultural activities, such as country dancing, and in the

development of class meetings where pupils take the role of chair and lead debates on moral and social issues.

- 21 Relationships are very good throughout the school and very good interactions between pupils and staff have a most positive impact on learning. Pupils are confident, friendly and keen to be involved in discussions and raise questions. They use their initiative well but opportunities to develop skills in relation to independent learning are limited because of a lack of sufficient access to computers and books.
- 22 Attendance is satisfactory, the overall rate being similar to the average for primary schools. The rate dropped to below average last year due to an abnormal level of sickness and problems with flooding during the spring term. Pupils arrive promptly enabling lessons to start on time. Levels of unauthorised absences are low. A number of pupils take holidays in term time. The school recognises this issue but realises that it is often unavoidable for parents in the holiday or horticultural industries. Staff do their best to limit the inevitable impact of such absences on pupils' learning.

HOW WELL ARE PUPILS OR STUDENTS TAUGHT?

- 23 Across the school, the quality of teaching, including that of children in the Foundation Stage, is at least satisfactory in all lessons. Of these, the quality of teaching is good in half of the lessons and very good in a further third. Occasionally teaching is outstanding. There are no lessons where the quality of teaching is unsatisfactory. The quality of teaching in the Foundation Sage is never less than satisfactory and, on many occasions, it is good. A high proportion of good teaching is evident throughout the rest of the school particularly in Years 3 and 4. The good teaching that all pupils receive, particularly in mathematics and science, has a positive impact on their learning and, as a result, on the standards that they attain.
- 24 The quality of teaching has improved considerably since the previous inspection in 2000. At that time, most teaching was considered to be satisfactory. Of particular note is the improvement in teaching in Years 3 to 6 where, in 2000, the quality of teaching was satisfactory overall with some weaknesses in Years 3 and 4. In addition, the proportion of good and very good teaching has also increased considerably throughout the school. This increase in the quality of teaching is as a result of a variety of factors. Firstly, changes in some of the teaching staff have resulted in several new, highly competent teachers being appointed to supplement the existing good staff. Secondly, there has been an increased awareness of the need to monitor teachers' practice within their classroom. The headteacher visits classrooms to monitor the teaching and to work alongside teachers in order to develop their skills. Whilst this process is relatively new and in need of some further refinement, it nevertheless is having a positive impact on teaching quality. Finally the introduction of the National Literacy and Numeracy Strategies in recent years has also given teachers a good framework for planning and more precise direction in the delivery of lessons. All these factors have made a contribution to the improvement in the quality of teaching and this in turn has had a favourable impact on pupils' learning. The teaching of literacy is variable and ranges from satisfactory on some occasions to good on others. The National Literacy Strategy has been soundly implemented but one or two areas require further development in order to raise further pupils' standards in English. For example, a more rigorous structure is required in the teaching of reading, handwriting and spelling to pupils. In addition, more opportunities need to be provided to develop pupils' library, research and study skills. In the best practice, the teaching of literacy is lively and exciting with good use being made of

texts to stimulate pupils and challenge their thinking. This ensures that pupils in these lessons achieve much.

- 25 The teaching of numeracy is good. There is an effective focus on the development of mental arithmetic with regular, challenging questions at the start of most lessons. Teachers encourage pupils to explain their methods of calculating solutions to problems. Lessons develop well with appropriate activities being set to match pupils' prior attainment levels. The pupils enjoy their numeracy lessons, being well motivated by the work set. As a result, most pupils achieve well in their learning of mathematical skills and concepts.
- 26 The high proportion of good and very good teaching is characterised by a variety of factors. Lessons are introduced in a way that catches pupils' imagination and gives a clear focus to the lesson. Similarly, teachers ask clear, concise questions that challenge pupils' understanding and require them to articulate their thoughts clearly. This was particularly noticeable in a very good Foundation Stage lesson related to the science aspect of the knowledge and understanding of the world early learning goal. In the lesson, children were asked to sort a wide range of materials according to their properties. These included wool, metal, glass and plastic. Very good questioning was used to establish children's understanding of, for example, how sheep's wool becomes coloured wool in a jumper. Texture was introduced so that children had to classify materials into rough, smooth, soft, and hard. Throughout this part of the lesson, pupils' understanding of many scientific concepts was increased. Furthermore, the use of the correct scientific language had a most positive impact in further developing pupils' literacy skills.
- 27 Such good lessons are also well structured and proceed at a brisk pace. This was clearly seen in a good Year 2 mathematics lesson. In this lesson the brisk pace of the mental mathematics session, where pupils were required to continue a sequence, for example 13, 23, 33....., quickly fired pupils' enthusiasm and all were most keen to answer. Pupils were then divided into three groups with work related to number sequences. The tasks set were well matched to pupils' prior attainment levels with higher attaining pupils working on sequences up to 1000. The groups were constantly encouraged by the teacher and classroom assistant. As a result of the appropriateness of the task, the small group size and very good level of support, much work was completed by all groups of pupils. Consequently all achieved much and, by the end of the lesson, all had learnt a good deal about number sequences and place value.
- 28 Other characteristics of good lessons are where teachers manage their pupils well, expecting and getting good behaviour as well as managing the use of resources in such a way that enhances their pupils' learning. This was evident in a good Year 5 and 6 science lesson where pupils were learning about methods of separating materials by the use of filtration and evaporation, for example. The focus of the lesson, based on experimentation and 'fair testing', was carefully and clearly explained, leaving pupils in no doubt as to what they were expected to learn during the lesson. Resources were well prepared and the group work that followed was well organised and controlled by the teacher. Continuous, high quality questioning by the teacher ensured that there was a progressive development of pupils' investigative skills. Pupils became totally involved in their investigations and many were excited by it. Despite the pupils' obvious enthusiasm, the skill shown by their teacher in challenging his pupils ensured that they remained engrossed in their work and that good standards of behaviour were maintained. As a direct result, pupils achieved a great deal during the course of the lesson.

- 29 Where teaching is not as good, though never unsatisfactory, it is usually where a particular group of pupils are presented with less challenging work, or where the amount of work they are required to do in a given period of time is insufficient. On these occasions, though pupils never become disruptive, they sometimes waste time and lose interest. As a result their rate of learning falls and little is achieved.
- 30 Teachers have a good knowledge and understanding of the subjects they teach. This is most noticeable in mathematics and science. In subjects where such knowledge is most secure, pupils' achievement is greatly enhanced. In some subjects such as geography and in some classes in design and technology, teachers' own knowledge and confidence is less secure. As a result, pupils' achievements in these subjects are slower than might be expected. The school rightly recognises this and has a programme of in-service training planned to address the issue.
- 31 Teachers' planning of pupils' work is good and often identifies what pupils of different levels of prior attainment will be required to do. This is particularly so in English and mathematics. In addition, such plans identify what resources will be required during the lesson. These are used well by teachers to enhance pupils' learning and the amount of progress they make. However, in some other subjects work is less well planned and does not always identify what pupils of different prior attainment levels will be required to do.
- 32 The quality and use of day-to-day assessment is sound. Most teachers are skilled in using questions to check and challenge pupils' initial responses. Good use is made of plenary sessions at the end of many lessons to assess what pupils have learnt in that lesson and to reinforce further their subject knowledge and understanding. In subjects other than English and mathematics, teachers' recording of their pupils' attainments and the subsequent use of that to plan the next pieces of work for them, is more limited. Furthermore, the marking of pupils' work is variable, ranging from unsatisfactory, where work is barely marked at all, to very good, where pupils are given a clear indication of how well they have done and what they now need to do to continue to improve.
- 33 Pupils with special educational needs are fully integrated into classroom activities. They are given tasks appropriate to their learning needs. Where relevant, these relate directly to the pupils' good individual education plans. Teachers give good support to their learning needs and extra effective support is often given by classroom assistants and the part-time special educational needs teacher. Teachers effectively monitor the learning made by pupils with special educational needs. They are well supported in this by the good special educational needs co-ordinator. The teachers and co-ordinator in partnership, regularly assess and record pupils' progress in order to plan the next work for them.
- 34 In a survey carried out prior to the inspection, 94 per cent of parents were satisfied with the work their children were required to do at home. The inspection team found that at its best, for example in Years 3 and 4, homework is very well planned and closely related to work that is ongoing in the classroom, as was the case where pupils had to carry out research into aspects of their work on World War 2, prior to the next lesson related to identity cards.

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

- 35 Satisfactory progress has been made in developing the curriculum since the last inspection, but some weaknesses remain. The school has endeavoured to maintain a broad and relevant curriculum, offering rich experiences in many areas and helping pupils to make good progress in their learning. The school places great importance on equality of opportunity for all pupils. There is good provision for pupils with special educational needs. Religious education conforms to the locally agreed syllabus and makes a strong contribution to pupils' personal development. Further improvements are necessary in information and communication technology and design and technology for those pupils in Years 3 to 6. Provision for geography is unsatisfactory across the school. In physical education, statutory requirements are not being met in respect of the gymnastics element for pupils in Years 3 to 6.
- 36 A strength of the school is its provision for pupils with special educational needs. Early identification of needs and clear guidelines for responding to those needs enables teachers to provide an appropriate curriculum. Pupils are given the same curricular opportunities as others, both inside and outside the classroom. They are supported well within the classroom and when withdrawn for individual work. Work is linked closely to targets identified in individual education plans. Targets are specific and are clearly understood by the pupils and the adults working with them. Assessments are made on a regular basis and careful records are maintained which further inform the future teaching of these pupils. Targets in individual education plans are reviewed regularly.
- 37 The curriculum for the children in the Foundation Stage is good. Work is planned to the early learning goals for children of this age. Children in the Foundation Stage have access to a wide range of suitable activities. The learning experiences prepare them well for the National Curriculum. Some children begin work on the National Curriculum before the end of the Foundation Stage. Satisfactory arrangements are made for using outdoor equipment, although space and resources are limited.
- 38 The curriculum for pupils in Years 1 to 6 is satisfactory. There are opportunities to take part in an interesting range of activities. Statutory requirements for gymnastics in Years 3 to 6 are not being fully met. Although the small hall severely restricts opportunities for gymnastics, as does the lack of large apparatus, consideration should be given to meeting pupils' needs in this aspect of physical education. The school has adopted the nationally available schemes of work in most subjects. The locally agreed syllabus provides the framework in religious education. The specialist music teacher has developed her own scheme, of good quality, covering the Programmes of Study in music. Teachers have worked hard to refine schemes of work so that they are specific to the needs of the school.
- 39 The strategy for teaching literacy has been soundly implemented, although there are some weaknesses particularly in the implementation of guided reading. Not all teachers are secure about the structure of the literacy hour, so that spelling strategies, grammar and punctuation are not always regularly taught and consolidated.
- 40 The National Numeracy Strategy has been effectively implemented and this is reflected in the progress pupils are making. Literacy and numeracy are used well to support learning in other subjects of the curriculum. For example, in music, pupils are tested on spellings of their musical vocabulary and this has resulted in many pupils having a wide musical vocabulary which they understand well. Appropriate time is allocated to most other subjects to enable pupils to receive worthwhile and rewarding experiences. The exception to this is geography where insufficient time is provided to cover the Programmes of Study.

- 41 Teachers plan well and match work appropriately to the needs of most pupils, although planning for higher-attaining pupils is less evident in some lessons and subject areas. A weakness in the otherwise good planning lies in the evaluation process, which is superficial and does not identify how the teaching and learning can be improved.
- 42 Extra-curricular provision is good. There is a good range of activities available including football, netball, cricket, judo, music and swimming in the summer term. These are well supported by pupils. The school makes good use of visits and visitors to support the curriculum. For example, strong links exist with the church and the local residential home for the elderly. Children take part in the sand sculpture competitions on the beach, learn about beach safety and watch air-sea rescues. An ex-county cricket player visits each week to teach cricket skills. There are regular visits to places of interest such as a Jewish synagogue, Porchester Castle, Arundel Museum and Chichester Aquatic Centre. The school participates in music festivals and entertains senior citizens at Christmas time. A residential experience to an adventure centre for the oldest pupils makes a positive contribution to their personal development.
- 43 There is good provision made for pupils' personal, social and health education, including sex and drugs education. There is a clear policy and this includes a strong awareness of citizenship. Circle time is used well to share thoughts and concerns and to build self-esteem. Pupils are encouraged to consider the feelings of others and to respect the beliefs and values of other people. This is evident in the work from the recent visit to the synagogue by Years 1 to 6. Good attention is given to pupils' personal development in their learning in other subjects, although greater independence needs to be developed for the oldest pupils, for example in their use of the library to support independent research and private study.
- 44 The school maintains very good links with the community, particularly with the local church. The minister visits frequently to take assemblies and pupils are regular visitors to the church which is well used to support their learning. Pupils are involved in regular fund-raising events, such as creating a 'curtain of coins' for children in need. The school has very good links with the local group of schools and also the wider Chichester group of schools. Links with the local secondary school are strong, particularly in supporting transfer from Year 6. The school works closely with some of the similar-sized schools, combining for joint training needs for example.
- 45 The provision for pupils' spiritual, moral, social and cultural development is good. Standards have been improved since the previous inspection. Provision for spiritual development is promoted well. Pupils are encouraged to take part in prayer and given opportunities for meaningful reflection during assemblies. The school provides good opportunities for pupils to reflect about the wonders of nature in relation to plants, especially the beauty of flowers and baby animals. Their thirst for wanting to know more is developed well by highlighting the wonder of discovery. For example, in a Year 2 science lesson pupils were thrilled when they produce light from bulbs when successfully making a circuit.
- 46 Provision for moral development is also good. Pupils are encouraged to think about the implication of their actions on others and about what is right or wrong. Staff are good role models. Pupils are encouraged to be polite and well mannered. The school has a strong moral ethos, which is very well shared by all.

- 47 Provision for social development is also promoted effectively. Pupils are encouraged to share resources and help others. Kindness and caring are key features in the life of the school. Parents are especially proud of this aspect of provision. Work in pairs and groups is promoted well thus making a very positive impact on pupils' personal development. Personal, social and health education lessons provide good opportunities to discuss moral and social issues and to develop an awareness of being a good citizen. This is supplemented well by encouraging older pupils to take on a range of duties to help staff and other pupils and by all pupils to take part in local community events.
- 48 Provision for cultural development is good. There is good encouragement of pupils to be aware of local culture and to develop an interest in music, drama and sport through clubs, visitors and visits. Multi-cultural awareness is developed well through the use of stories and in religious education. The school recognises that opportunities for enhancing pupils' appreciation of life in multi-cultural Britain are limited locally and provides good support for pupils to broaden their understanding. For example, a visit by African drummers was used well to look at music, food and clothes from another culture.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

- 49 Standards of care are good and standards have been maintained and in some areas improved since the previous inspection. The caring ambience enables pupils to settle well into school and feel confident and secure.
- 50 Procedures in relation to child protection are good and all staff receive regular reminders in relation to raising awareness of potential issues. Pupils' personal development is monitored well. Staff know the pupils very well and this allows them to give very good individual support. Personal needs are dealt with very effectively. Special care is taken to welcome pupils new to the school. Very good procedures help Foundation Stage children to settle well into school. First-aid arrangements are good and sick or injured children are cared for with kindness. There are good procedures in place to monitor and deal effectively with health and safety issues. The building is secure and clean. Very good care is taken to ensure a responsible adult collects the younger pupils at the end of the day.
- 51 The school has a good behaviour policy which is very successful in promoting high standards. Praise and rewards are used consistently in relation to good behaviour and attitudes as well as for good work or effort. Potential issues are dealt with well and parents and pupils feel confident that the school handles issues such as potential bullying very effectively. Staff are careful to ensure that pupils are well aware of how to behave and also that they have an understanding of the implications of their behaviour on others. Strategies used have been very effective in monitoring and controlling the behaviour of a very small number of older boys who were presenting problems.
- 52 Procedures for monitoring and promoting attendance are good. Monitoring records enabled the school to provide a good analysis of why levels had fallen last year. Parents are given appropriate reminders of the importance of regular and prompt attendance.
- 53 Satisfactory progress has been maintained since the last inspection and now the procedures for checking and supporting pupils' progress are satisfactory. In the core

subjects of English and mathematics, assessment is very good. Regular testing, including statutory tests and the local education authority's own tests, takes place throughout the year. Pupils' work in English and mathematics is carefully moderated and this has led to even more effective assessment of individual pupil's performance.

- 54 Records of pupils' current attainment in these subjects are well maintained. Information from these assessments is used effectively to inform planning. A start has been made to set targets, mainly in literacy, but this is not yet consistent and further development is needed. In most other subjects of the curriculum little adequate formal assessment takes place. Assessment opportunities are rarely identified in teachers' planning, and few records are kept in these subjects, except in music. As a result, limited information is available to judge pupils' present attainment, to identify their progress, or to help provide them with suitable work.
- 55 The quality of teachers' day-to-day assessment of pupils' work is inconsistent. In the best practice, work is carefully marked with appropriate comments to help pupils to improve their work. This is good. Where marking is weak, it is superficial with few comments and, on occasions, work is unmarked. This is unsatisfactory.
- 56 Procedures for monitoring and supporting pupils' academic progress are satisfactory. The headteacher and senior staff have monitored literacy and numeracy lessons. A programme of monitoring by governors is also in place. There is a strong commitment towards developing and improving monitoring strategies. Further work is needed, particularly to ensure that work is sufficiently demanding for the oldest pupils, and that they work at a brisk enough pace and cover a sufficient amount of work. The role of subject co-ordinators in the monitoring process needs to be strengthened as does the pupils' role in taking more responsibility for their learning.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

- 57 The school's partnership with its parents is good and provides good support for pupils in their learning. This partnership has improved since the time of the previous report.
- 58 Parents have positive views of the school. In the pre-inspection meeting and parental questionnaires they praise many areas of the school's work. In particular, they feel their children like school, teaching is good, pupils are encouraged to work hard, are helped to become mature and responsible and the amount of homework is appropriate. A small number of parents expressed concerns about the behaviour of some older children, information on how their child was getting on, the way the school works closely with parents, how it is led and managed and the range of out-of-school activities. Inspectors agree with parents' positive views. Inspectors feel that behaviour is very good overall, good systems are in place to inform parents about how their child is getting on, the school works closely with parents and the leadership and management of the school are satisfactory.
- 59 The school takes good steps to involve parents and to provide them with information. For example, newsletters give good information on staffing, the curriculum and school events. Annual reports are of good quality; they fully meet legal requirements, give very good detail in relation to progress and some, but not all, include specific targets indicating clear areas for improvement. In some, targets are not sufficiently specific. Arrangements at the start and end of the school day mean that parents and staff have good opportunities for contact especially parents of younger pupils. Good quality links have been established between teachers and parents of children in the Foundation Stage. They receive good quality information about the school and their child's

progress. In addition, the teacher is always available to answer any queries or concerns.

- 60 Parents are also involved well in their children's education by supporting homework, most ensuring their child's regular and prompt attendance, helping with school activities, in helping their child with reading, and in attending consultation sessions. The fundraising through the Friends, Parents and Teachers' group provides tremendous support to the school. Parent's very high commitment to the association is most beneficial to pupils in relation to areas such as swimming as well as in providing them and the local community with a wide range of social activities.

HOW WELL IS THE SCHOOL LED AND MANAGED?

- 61 Leadership and management are satisfactory and standards have been maintained and in some areas improved since the last inspection in spite of many staff and governor changes. Good progress has been made in dealing with the key issues identified in the previous inspection. The headteacher provides good leadership. She has established a strong sense of teamwork in the school in which all staff are valued. This is shown, for example, in the very good level of support and training provided for the classroom assistants. She has steered the school well, successfully improving standards and enhancing the confidence of parents, during a period of significant change in teaching staff and in the governing body. The headteacher has given governors a strong lead in developing the school's positive ethos of care, community, moral and social development and also in creating a good partnership with parents. The staff are working hard to enable more focus to be given to the standards of attainment being reached by the pupils. Subject co-ordinators, many new to their posts, are in the process of developing their roles and undertaking their responsibilities fully. They have insufficient time and, in some cases, experience to carry out these roles effectively. There is no consistent structure to their work in relation to monitoring standards in all subjects. Monitoring of teaching and learning is not established consistently and, as a result, standards are not sufficiently high in some subjects.
- 62 The governors have established a good programme of classroom visits to develop their appreciation of the strengths and weaknesses of the school. They meet most of their legal responsibilities adequately, except for ensuring that pupils in Years 3 to 6 receive a programme of gymnastics teaching as part of their physical education curriculum. They support the school well and particularly appreciate the place of the school in the local community. They are well placed to further involve themselves in planning, developing and monitoring the work of the school, as they are yet to play an effective role in shaping the direction of the school. School development planning is good in the short term with priorities for the current year identified well but it does not include action plans for developing the curriculum or reviewing policies over a longer period. There is a clear desire within the management of the school and the governors to bring about further improvement.
- 63 The aims and mission statement of the school are good. They are clearly defined and reflected in the day-to-day life of the school. They are fully inclusive and seek to secure, for all pupils, improvements in all areas of their life in school, irrespective of their ability or background. The aims and policies of the school underpin much of its work and life and are, in most cases, reflected in the practice of the school. There are a few occasions when this is not always the case. For example, the lack of whole-school consistency in the marking of pupils' work means that the practice in this area differs from class to class.

- 64 Annual priorities for spending are identified well and finances are controlled effectively. The lack of a longer-term development plan inhibits financial planning but the school closely looks at future income levels especially the impact of pupil numbers. The school has satisfactory processes to apply the principles of best value in that they compare standards being reached with those of other schools, they look carefully at the use of resources in the school, consult over plans for expenditure and ensure that quotations are sought for major developments. The school takes appropriate steps to obtain best value particularly in relation to the provision of services. The newly qualified teacher is given good support enabling her to become a full part of the team at the school. Together with the good support given to staff new to the school and good teamwork, teaching is improving and is now good overall. The school has established appropriate systems for staff appraisal and performance management. Training is appropriately targeted to improve school performance. For example, much training has been completed in introducing the National Numeracy Strategy. As a result, pupils' standards in mathematics have risen. Day-to-day administration is very good and is supported appropriately by the use of new technology.
- 65 Leadership and management of special educational needs are good. The co-ordinator is very knowledgeable. Provision is good and supported by a well-qualified and very able team of classroom assistants, who work very closely with teachers. Since the last inspection, the profile of special educational needs support has been raised further. Strong and energetic leadership ensures clear direction.
- 66 Data is analysed thoroughly and information gained is used well to assist the school's main aim, to raise standards. Detailed information is used effectively to track the progress of pupils. As a result, the school is taking good steps to ensure that all pupils, regardless of their ability or backgrounds, are fully included in its life and work.
- 67 Accommodation, staffing and resources are satisfactory overall. The level of teaching staff is high given the small number of pupils. This good pupil to teacher ratio is having a most positive effect on raising pupils' standards. Teachers are appropriately qualified but generally lack experience in carrying out their subject responsibilities. A music specialist teacher is deployed effectively, hence the high standards being attained in the subject. The school benefits from a good number of capable classroom assistants. They make a significant contribution to pupils' learning.
- 68 Accommodation is barely adequate. The hall is too small and there are no facilities to enable the school to meet the National Curriculum requirements in relation to physical education, especially in relation to gymnastics for the older pupils. One classroom is very small which makes the practical aspects of mathematics, science and art difficult. The library is small and poorly located and is not well used to enable pupils to develop their independent research skills. Some areas are poorly decorated. Outdoor provision, including a swimming pool, is generally good.
- 69 Resources are adequate for most subjects, except in relation to hardware for information and communication technology, gymnastic equipment for physical education, limited artefacts in religious education, some geography resources and fiction books in the library. Resources in relation to mathematics are good and have a positive impact on pupils' learning.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

70 In order to build on the many positive aspects of the school and further improve the standards of work and quality of education provided, the governors, headteacher and staff, in co-operation with the local education authority should: -

(1) raise pupils' standards, particularly by the age of 11, in information and communication technology by:

- expanding the existing provision of computer systems;
- providing more opportunities for the use of information and communication technology in other subjects of the curriculum;
- building into the school timetable a planned programme for the teaching of the subject, in order to give pupils more opportunities to develop their knowledge and skills.

(Paragraphs: 12, 39, 69, 88, 99, 130, 132, 133, 134, 135, 136, 141, 153)

(2) raise pupils standards in geography right across the school and in design and technology by the age of 11 by:

- ensuring that sufficient time is devoted to the teaching of the subject;
- increasing the amount and range of work pupils are expected to cover;
- providing further in-service training to help teachers with the teaching of skills and concepts in these subjects.

(Paragraphs: 11, 12, 30, 35, 69, 113, 115, 117, 118, 119, 120, 121, 122)

(3) review the current approach to the monitoring of pupils' work and the quality of teaching by:

- developing a more structured approach to enable subject co-ordinators to be able to check the rate of pupils' learning in their subject and to provide support for other teacher;
- reviewing the roles and responsibilities of the school's senior managers with regard to the monitoring of teaching and other aspects of school life.

(Paragraphs: 24, 56, 61, 62, 67, 92, 99, 106, 112, 117, 121, 130, 136, 148)

In addition to the issues above, the following should be considered for inclusion in the action plan:

- seeking a solution to the problems associated with the teaching of gymnastics in order to fulfil the governors' statutory responsibilities regarding the curriculum.

(Paragraphs: 12, 35, 38, 62, 68, 69, 142)

- adopting a more systematic approach to the marking of pupils' work in order to identify more clearly to pupils how they can improve their work.

(Paragraphs: 32, 55, 63, 93, 111, 130)

- extending the very good systems in place for the assessment of pupils' work in English and mathematics to other areas of the curriculum.

(Paragraphs: 32, 54, 55, 106, 112, 117, 122, 130, 136, 148, 154)

- seeking to fine ways to continue to raise pupils' overall standards in some aspects of reading, spelling, punctuation and handwriting.

(Paragraphs: 2, 7, 8, 83, 86, 87, 89, 90)

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	39
Number of discussions with staff, governors, other adults and pupils	27

Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	1	11	22	5	0	0	0
Percentage	3	28	56	13	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. [When the total number is substantially less than 100, add] Care should be taken when interpreting these percentages as each lesson represents more than one [two, three, etc] percentage point[s]. [Where the total is close to or greater than 100, use only the first sentence.]

Information about the school's pupils

Pupils on the school's roll	YR – Y 6
Number of pupils on the school's roll (FTE for part-time pupils)	100
Number of full-time pupils known to be eligible for free school meals	9

FTE means full-time equivalent.

Special educational needs	YR – Y6
Number of pupils with statements of special educational needs	1
Number of pupils on the school's special educational needs register	16

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	16
Pupils who left the school other than at the usual time of leaving	7

Attendance

Authorised absence

%

Unauthorised absence

%

School data	8.71
National comparative data	5.6

School data	0.1
National comparative data	0.4

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	11	4

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	9	9	11
	Girls	3	3	3
	Total	12	12	14
Percentage of pupils at NC level 2 or above	School	80 (100)	80 (100)	93 (92)
	National	85 (84)	93 (100)	89 (88)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	9	11	9
	Girls	3	3	3
	Total	12	14	12
Percentage of pupils at NC level 2 or above	School	80 (100)	93 (100)	80 (92)
	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	11	9

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	7	10	10
	Girls	8	8	9
	Total	15	18	19
Percentage of pupils at NC level 4 or above	School	75 (87)	90 (73)	95 (93)
	National	75 (75)	71 (72)	87 (85)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	6	10	10
	Girls	8	8	8
	Total	14	18	18
Percentage of pupils at NC level 4 or above	School	70 (80)	90 (73)	90 (93)
	National	72 (70)	74 (72)	82 (79)

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

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	0
Black – African heritage	0
Black – other	0
Indian	0
Pakistani	0
Bangladeshi	0
Chinese	0
White	100
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)	5
Number of pupils per qualified teacher	20
Average class size	25

Education support staff: YR – Y6

Total number of education support staff	5
Total aggregate hours worked per week	103.5

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.

Financial information

Financial year	2000/2001
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	£
Total income	256401
Total expenditure	244418
Expenditure per pupil	2697
Balance brought forward from previous year	6915
Balance carried forward to next year	18898

Recruitment of teachers

Number of teachers who left the school during the last two years	4
Number of teachers appointed to the school during the last two years	3

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

FTE means full-time equivalent.

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	96
Number of questionnaires returned	37

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	78	10	6	3	3
My child is making good progress in school.	70	22	5	3	0
Behaviour in the school is good.	62	27	5	5	0
My child gets the right amount of work to do at home.	43	49	3	3	3
The teaching is good.	78	19	0	3	0
I am kept well informed about how my child is getting on.	62	24	5	5	3
I would feel comfortable about approaching the school with questions or a problem.	78	8	5	5	3
The school expects my child to work hard and achieve his or her best.	76	22	0	3	0
The school works closely with parents.	68	16	8	8	0
The school is well led and managed.	70	14	8	8	0
The school is helping my child become mature and responsible.	57	38	0	3	3
The school provides an interesting range of activities outside lessons.	46	41	8	5	0

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

- 71 Most children are admitted to the Reception class at the start of the school year following their fourth birthday. However, of the 16 children in the Reception class, five only started in January, being summer born, resulting in a shortened time in the Foundation Stage. Early assessment information in the Reception class indicates that attainment on entry to the school is about average but with a significant number of lower attaining children.
- 72 Provision for children in the Reception class is good. Good teaching through a range of interesting, quality experiences enables the children to make good gains in their acquisition of early skills and knowledge. Given the young intake, these children achieve well, so that by the time they enter Year 1 the majority will have attained the nationally required early learning goals for children of this age with many exceeding these levels in their personal, social and emotional development. Some are working within Level 1 of the National Curriculum by the end of the Foundation Stage. The teacher has worked hard to acquire the necessary knowledge and understanding of the early learning goals in a short time. She has high expectations and ensures that an appropriate curriculum is planned, well informed through on-going assessment. She works closely with support assistants in order to provide carefully matched tasks that ensure the right level of challenge for all. Learning objectives in planning reflect the 'Stepping Stones' leading towards the early learning goals for children in the Foundation Stage. Children are well motivated by interesting tasks and lessons proceed at a brisk pace. Outcomes of assessments are used to determine the next steps of learning for the children.
- 73 Learning resources are satisfactory. Since the previous inspection, provision has improved and is now good. Resource provision for physical development is satisfactory. The outdoor play area provides opportunities for a reasonable range of activities although is more limited for climbing and balancing.

Personal social and emotional development

- 74 Teaching in this area of learning is good. Nearly all children are confident with good self-esteem. They have positive attitudes to learning and enjoy school. They learn to share and take turns, for example, when using the large wheeled toys in the outdoor area and when using the computers. They are friendly towards each other and behave well. The children enjoy good relationships with the adults who work with them, learning to listen carefully and carrying out instructions obediently. The good attitudes to learning and positive behaviour reflect the high expectations of the teachers and support staff. Many children are keen to engage in discussions although a significant minority are reluctant to do so and sit passively in lessons. Most respond to questions enthusiastically, for example, when identifying rhyming words in a poem based on Red Riding Hood. Children move confidently about the classrooms, the outdoor play area and into the hall for assemblies or physical development. They select activities with confidence and good independence and tidy away equipment at the end of an activity.

- 75 Children having special educational needs are identified early. The good support provided for the lower attainers helps them to gain confidence and participate fully in all of the activities. Most children make good progress in this area of their development having achieved the level expected of children by the time they enter Year 1, with many exceeding that level.

Communication, language and Literacy

- 76 Skills in speaking and listening are good. Nearly all children speak confidently to adults and other children. Many are articulate, although some are reluctant to contribute. Speaking skills are promoted well through the opportunities provided, for example, in the hospital play area which is well structured. The children make phone calls, discuss patients, make notes and share information as they weigh the dolls and toy animals and care for them in the hospital. The lively introduction to the Red Riding Hood poem promoted much discussion. The teacher produced a 'feely' bag containing clues to the story. She provided a singing bird, red cloak, wolf puppet, granny's shawl and a toy axe. There was great excitement as the items were produced one by one. The teacher used effective questioning skills to draw information about the characters. The children showed a confident grasp of rhyming words in the poem. Later a small group used character masks and maps to plot the route from Red Riding Hood's house to Granny's cottage, role-played the characters on the way.
- 77 Children enjoy books and share these enthusiastically. The most able read confidently using early knowledge of letter sounds to build unknown words. She checks her page in her reading diary and knows terms such as 'author' and 'illustrator', as do a number of other children in the class. She is able to talk about 'Famous Five' stories and 'Mr Majolica' as her favourite books. All children have books at home and share books with a parent. Many children are able to identify some initial sounds and recall some words in the text. Basic writing skills are carefully taught with careful attention to pencil control and good opportunities for painting patterns from left to right and 'writing' names in the sand tray. Nearly all children write their name independently. Nearly all children make good progress in developing these skills in this area of learning and many will reach the expected early learning goals with some likely to exceed these by the time they start in Year 1, as a result of good teaching.

Mathematical development

- 78 Attainment in this area of learning is as expected for their age, but given the short time in the reception class for many children, they achieve well. The teacher makes good use of incidental opportunities for counting when, for example, taking the register and dinner numbers. The majority count confidently to ten. Some higher attainers count beyond 20 and count back from 20. Fewer recognise numerals. They count in twos and odd and even spiders on a web and begin to add two numbers to nine. Many recognise and name basic two-dimensional shapes such as 'square', 'circle' 'triangle' and 'rectangle'. They create shape pictures of objects using cut out shapes. Children begin to recognise 'o' clock times. They explore weighing in their hospital play and use the sand and water to extend their understanding of mathematical vocabulary such as 'full', 'empty', 'more' and 'less'. Good use is made of songs and number rhymes to reinforce counting skills. Good teaching and well organised activities lead to most children making good gains in their learning so that many achieve, and some exceed, the early learning goals for this area of learning.

Knowledge and understanding of the world

- 79 A good range of practical experiences helps children to achieve well in this area of learning. They make good gains in their knowledge and understanding of the world because the teaching is good and they are interested and well motivated by the tasks. They compare old and new toys and compare now with the past, beginning to understand the passage of time as they explore how things have changed. Scientific knowledge and understanding of the properties of materials are explored as children sort wool, metal, glass and plastic objects. Very good questioning by the teacher helps children to establish understanding. They are surprised to learn, for example, that metal can be liquid. Children are encouraged to ask questions of each other. 'Is it smooth – feel the bottom of it' says one child 'plastics smooth'. The adults promote independence and make good links to other areas of learning such as mathematics. The children mould and squash clay into a ball to make a hedgehog using words like 'squashy', 'soft' and 'sticky'. The children care for the fish, grow plants and bulbs and explore and paint spring flowers. Through stories and assemblies the children learn about celebrations in their own and other cultures, such as Diwali and Easter, making Rangoli patterns and diva pots and taking part in a mock wedding which included the whole school in the church. They visit the church and join in prayers such as the Lord's prayer in assemblies, thinking quietly and recognising the special time. When using the computer most children are confident when controlling the mouse and using drag and drop skills. They use a 'paint' program to produce pictures and shapes, using the fill option and spray can to add background and fireworks to their picture. They know how to write their name and have experienced programming the roamer. The good teaching helps pupils to achieve well. Most children will achieve the expected level and some will exceed this by the time they join Year 1.

Physical development

- 80 Attainment is as expected for children of this age. The children enjoy using the outdoor area, and push, pull and pedal the wheeled vehicles with the appropriate level of skill. On occasions they use the larger adventure area to balance and climb over logs. Most children have the expected level of co-ordination and control when moving about the playground and hall. They show good awareness of others when using the outside area. There is good attention to inclusion with adults helping to ensure the full participation of all children. Children are encouraged to work with increasing independence. They develop fine motor skills and control in their use of pencils, brushes and scissors. Most children achieve well as a result of good teaching, showing appropriate control and co-ordination by the time they join Year 1.

Creative development

- 81 Standards are as expected in this area of learning. There are good opportunities for children to paint, model, draw and use collage and construction materials. The children select brushes and mix paint independently. They use modelling tools confidently when using clay to create hedgehogs. They create collage characters using a range of materials. They are aware of the famous artists such as Lowry and use play dough to create sculptures in the style of Henry Moore with captions and descriptive vocabulary to accompany them chosen by the children. Supportive intervention by the adults in many of these tasks increases children's knowledge and understanding and develops their skills further. The children enjoy singing and music-making. They are acquiring an increasing repertoire songs and rhymes and are familiar with a range of untuned percussion instruments. By the time they start in Year 1, most children have achieved the expected level and a number will have exceeded this as a result of the good teaching.

ENGLISH

- 82 Standards by the age of seven are above average in speaking and listening. They are average in reading and writing. By the age of 11, standards in English are also about average, but remain above average in speaking and listening. Good progress is maintained throughout the school as a result of much good teaching, particularly in Years 3 and 4. Recently appointed teachers are having a positive effect on pupils' progress. The good provision and support for pupils with special educational needs enables these pupils to make good progress towards the targets in their individual education plans. The satisfactory standards found when the school was inspected two years ago have been maintained although reading skills are not as good as then in Year 2 because there are five pupils in this small year group on the special needs register. This is also reflected in writing standards.
- 83 The National Literacy Strategy has been soundly implemented with improved resources to support learning. However, there are some weaknesses, particularly in the use of guided reading. Teachers do not always follow the literacy hour carefully to ensure grammar, spelling and punctuation are reinforced each day. Other strategies such as booster classes and additional literacy support are in place targeting both lower and higher attainers, and ensuring all pupils receive appropriate help and support.
- 84 Speaking and listening skills are above average by the age of seven and eleven. Pupils make good gains in learning because there are rich opportunities for them to engage in extended conversations. Teachers' effective use of questioning extends pupils' use of English, promoting confidence in speaking aloud. For example, in a Year 3 and 4 class, the very good interaction by the teacher following a reading of the poem 'I asked the little boy who cannot see' helped pupils to gain confidence in speaking. Pupils were keen to contribute ideas for the imaginative use of words and similes. They suggested 'red is like a trumpet sound', 'pink is like the smell of roses', and phrases such as 'keen as the north wind'. Pupils are encouraged by their teachers to express their ideas and give opinions about texts used in literacy hours.
- 85 Good opportunities are provided by teachers through drama for pupils to extend their speaking skills. In a Year 2 lesson pupils dramatised events of the Great Fire of London. They were confident in speaking and listened attentively to each other as they acted out the story, using good expression. Timely interventions by the teacher helped pupils to improve their performance and moved the learning on well. Speech is well adapted to the purpose and is well rooted in standard English. Skills are above average for a significant proportion of the class.
- 86 Pupils attain average standards in reading by the age of seven and eleven. Although many pupils have a satisfactory understanding of initial sounds, they do not have a wide range of strategies to help them tackle unfamiliar words with confidence. Many pupils read hesitantly lacking fluency and expression. They do not make enough use of punctuation for emphasis. Lower attainers do not read with meaning and often do not have a good understanding of what they read. Higher attainers and some average pupils are eager to discuss their reading and express their preferences although only the more able readers are able to identify favourite authors and their work. The majority have a limited knowledge of authors and do not read widely enough. The lack of regular access to the library to borrow books does not encourage good reading habits. Library skills are limited for all but the oldest pupils. Library provision is a weakness with limited space and resources. It is difficult to access when lessons are

taking place in the hall. The range of library books available is also limited. Although many pupils have positive attitudes to reading this is not matched by a good range of strategies to develop reading skills. There is little evidence of regular book reviews. Reading records lack sufficient detail to help pupils' progress sufficiently. They are not diagnostic and often merely list books read and dates. The range of reading is limited to fiction books in many cases.

- 87 Writing standards in the current Year 2 and Year 6 are average. However pupils made good progress during the inspection as a result of good teaching. Spelling is less well developed. Pupils lack strategies, such as spelling strings, to help them spell new words. Pupils write for an increasing range of purpose. The most able use paragraphs and are aware of more advanced skills, such as note taking. They write poems, simple playscripts and can retell a fable. Pupils learn how to redraft their work and show an awareness of the different audiences. The most able use imaginative ideas and descriptive vocabulary such as in Year 2 where one pupil wrote 'The sky looked like candy floss – a glorious day – glorious'. Other writing includes recipes, instructions and poetry. The most able show good understanding of pattern in poetry, for example in a poem about a leaf one pupil in Year 2 wrote 'floating, floating through the sky. Falling falling, high, high high'. Spelling and punctuation remain weak in Year 6 and there is limited evidence of extended writing. Pupils know how to use dictionaries and a thesaurus by the age of eleven. Pupils in Year 3 and 4 use the painting 'Les Voiliers' by Van Gogh to inspire their story writing. Expressive writing results from this because the teaching is good. For example one wrote 'bobbing on the billows, we heard some dolphins cry, we were able to touch the moist skin of the baby dolphins!' Pupils in Year 6 have a sound understanding of the features of explanatory text such as bullet points, present tense, technical words and bold heading. There are relevant links made through writing to other areas of the curriculum such as writing about Victorian life as a poor child. Too often writing tasks are pitched at the middle ability and higher attainers are not always challenged as well as they could be.
- 88 Insufficient use is made of computers and other technology to support English. Good displays enhance the learning taking place in some classes because pupils' efforts are valued and their successes are celebrated.
- 89 Standards of handwriting are satisfactory overall. Skills are developed systematically and most pupils write in a fluent cursive style. Insufficient emphasis is given, however, to punctuation, spelling patterns and other spelling strategies. As a result, these skills remain weak.
- 90 Teaching and learning during the inspection was good. The recently appointed teachers are enthusiastic. Lessons are well planned and, in the best lessons, pupils are clear about what is expected because learning objectives are shared at the start of lessons. In these lessons, pupils cover a good amount of work because the pace is brisk. Additional support is used effectively to assist learning, ensuring good inclusion of all pupils. Areas for development include a more structured approach to teaching and greater emphasis on spelling strategies, extended writing and the wider use of computers to support learning in English.
- 91 Pupils with special educational needs have clearly identified targets within well written individual education plans These are carefully followed. Well-targeted use of support enables pupils to succeed. As a result many of these pupils achieve well and make good progress, given their prior attainment.

- 92 English is soundly managed. The co-ordinator provides clear leadership and monitors teaching and learning from time to time but this is an area for further development, particularly in Years 5 and 6 in order to raise expectations of what pupils can do.
- 93 Procedures for assessing pupils' work are very good. Information from assessment is used well to set targets for groups and individuals. This is a recent development. Further work is needed to ensure a consistent approach by all teachers. The marking of pupils' work is an area for further development. Marking is sometimes superficial and lacks sufficient comments to help pupils improve their work.

MATHEMATICS

- 94 At the time of the previous inspection, pupils' standards were similar to national standards at the end of Year 2. Inspection evidence indicates that the standards of the current Year 2 are slightly above average, which is clearly an improvement on two years ago. Within Year 2 also there is a significant proportion of pupils with special educational needs. The successful introduction of the National Numeracy Strategy as well as a high proportion of good and very good teaching has meant that during Years 1 and 2, pupils' achievements, given their attainment levels on entry to the school, have been better than might have been expected.
- 95 Whilst in Years 1 and 2, the early mathematical skills and concepts learnt in the Foundation Stage are most successfully built upon. As a result, most pupils by the age of seven, including those pupils with special educational needs, understand place value in numbers up to 100 and mentally recall addition and subtraction facts to ten and, for many pupils, up to twenty. They can identify and use simple fractions. Many recognise and can name two-dimensional shapes, but their knowledge of three-dimensional shapes is more limited. Furthermore, approximately half the pupils have a secure knowledge of place value in hundreds, tens and units. Their mental recall of the five and ten times tables is good. They use an increasingly wide vocabulary of mathematical terms in the correct context.
- 96 Good progress has also been made by the school since the last inspection with regard to pupils' standards reached by the time they leave at the end of Year 6. Two years ago, 11-year-old pupils' standards were about average, whilst now most pupils attain the national standard with a good proportion exceeding it. During their time in Years 3 to 6, all pupils, regardless of ability, achieve well so that by the age of 11 many pupils are competent with multiplication and division and have an understanding of place value in six-figure numbers. They are familiar with the names of various angles and are able to convert vulgar fractions into decimals and percentages. They calculate areas of irregular shapes and are confident in the multiplication of decimals, the use of approximation and co-ordinates. They are well able to construct and interpret simple line graphs and show a good understanding of the concepts of mean, mode, median and range. Discussions with pupils at the end of both Year 2 and Year 6 show that their knowledge and understanding of the number element of mathematics is particularly well developed. Such above average standards are good given that a quarter of pupils in Year 6 also have special educational needs. Indeed it is the school's particular attention to the issue of inclusion that results in these pupils achieving so well.
- 97 There are several factors that contribute to pupils doing well in mathematics right across the school. Within the school, pupils receive a high proportion of good and very good teaching. Teachers are confident in their own ability to teach the basic

skills of the subject, they expect and get high standards of work and much work is completed during the course of lessons. This was noticeable in a very good Year 3 and 4 lesson where pupils, following a most exciting and stimulating mental arithmetic session, were reminded about work they had previously completed on fractions. Through clear, concise questions and explanations, pupils learnt to recognise mixed fractions and had their knowledge of fractions being parts of a whole successfully reinforced. The group work that followed was most carefully matched to pupils' prior attainment levels so that all ability groups achieved a great deal during the course of the lesson. Resources, for example of squared paper, were very well used to help pupils grasp the concept of fractions being part of a whole. Such high quality teaching has a most positive impact on pupils' learning and on the standards they attain.

- 98 The successful introduction of the National Numeracy Strategy has had a similarly positive impact on pupils' learning and on the standards they attain. Teachers' planning of work, following the strategy's guidelines, is very good and the structure of it ensures that lessons proceed at a brisk pace and that much work is covered. The introductory mental mathematics session not only increases pupils' mental agility but also serves to motivate them. Indeed, as a result of this session and the teachers' good use of appropriate 'quick fire' mental arithmetic questions, pupils look forward to mathematics lessons. In most lessons, pupils work hard and co-operate very well in group work. Pupils throughout the school enjoy the subject and are most keen to learn. They take care of the resources available to help them and are most willing to share and take turns when using them. In one or two instances, the teacher's slightly over-long introduction, particularly in the main teaching activity, means that, on occasions, a small group become bored and do not pay attention. As a result, pupils' achievement is lessened.
- 99 The co-ordinator has a commitment to the raising of standards of pupils of all attainment levels. He monitors some aspects of the subject, including teachers' planning, but more needs to be done in this area to enable him to see, at first hand, what pupils' achievement is like. He scrutinises assessment test results and uses the results of his analysis to build a view of the subject's strengths and weaknesses. Good support is provided to teachers and, where appropriate, suggestions are made for improvement. Learning resources are good and teachers use them effectively, although more use could be made of information and communication technology to enhance pupils' learning in the subject. Good assessment procedures are in place with regular testing of pupils to inform teachers of their progress.
- 100 The school continues to make good progress in the development of the subject. The National Numeracy Strategy is now securely in place, pupils' standards at the end of Year 6 have risen and the quality of teaching has improved overall. In addition, all the requirements of the National Curriculum are being met.

SCIENCE

- 101 The standards pupils reach by the end of Year 2 are similar to those expected of seven-year-olds nationally. This is a similar situation to the one found at the time of the previous inspection. During their time in Years 1 and 2, pupils achieve well, particularly in view of the fact that just under half of the present Year 2 have special educational needs. Their rate of learning is significant, given their attainment levels on entry to the school. This is largely due to the high proportion of good teaching they receive during Years 1 and 2.

- 102 Whilst in Year 1, pupils learn about themselves and how their body changes as they grow older, they know about different sources of light including electricity and how, as a result of seasonal variations, different types of clothing are required for the different seasons. The basics of magnetism and forces are introduced to them. This good coverage of the programmes of study continues in Year 2 where pupils study how to keep healthy. They know about the effects of exercise on their bodies and what a healthy diet is like. They can classify food types into fat, carbohydrate and protein and can recognise the need for safety in their homes. Scientific investigation is well used to reinforce pupils' learning and the concept of 'fair testing' is well understood. Pupils are able to predict and then test their hypothesis as seen in their experiments on pushing and pulling, as part of their work on forces. Material trails around the school are used to help pupils classify various materials by their properties. Work from Year 1 is built on in the study of electricity with simple circuits being constructed to make a light bulb work. This good structure to the curriculum and good teaching means that by the age of seven most pupils attain the standards expected of seven-year-olds nationally with a small proportion exceeding them.
- 103 The situation continues in Years 3 to 6. Pupils, including those with special educational needs, again make good progress during these years, so that by the end of Year 6 many pupils attain the national standards with about a third exceeding them. Good teaching is again the main reason for this. Whilst in Years 3 and 4, pupils' knowledge of themselves increases as they learn about parts of the skeleton, as well as the function and purpose of muscles and other major organs. Experiments in growing cress whilst monitoring temperature, light and water, continue to develop pupils' understanding of fair testing. As a result, by the time pupils leave Year 6, they are able to carry out experiments involving changes of state of materials, for example by mixing coffee and gravy with water and in separating solutions by evaporation and filtration. They understand forces and can talk with confidence about the balance of gravity and upward thrust. Their work on sound and vibration is of a high standard. The continued good achievement levels mean that by the end of Year 6, most pupils attain national standards with about a third exceeding those standards.
- 104 The good teaching evident throughout the school has a significant impact on learning and standards. It has a similar positive impact on pupils' attitudes in the subject. The increase in the amount of investigative science since the last inspection, helps to fire pupils' enthusiasm and interest in the subject. They work well together, enjoy the subject, willingly take turns, share apparatus and offer helpful comments to each other.
- 105 Such enthusiasm and good quality teaching was evident in a very good Year 2 science lesson where high levels of challenge, a rapid pace to the lesson and very good use of quality resources used to support pupils' learning ensured that pupils' rate of learning was very good. They investigated how to make circuits using a light bulb, battery and two pieces of wire. As each group became successful so buzzers were added to the circuit. Recording accurately their diagrams of the circuit ensured that the composition of the circuit was accurately reinforced in pupils' minds. Much learning took place in this lesson amongst pupils of all prior attainment levels.
- 106 The school has a good scheme of work in place, an improvement on the last inspection, and this is used well by teachers to plan pupils' work. This also ensures continuity of learning for pupils across the school. Resources are adequate and in most cases are well used by teachers to support pupils' learning. Information and communication technology is also gradually being introduced to enhance pupils'

scientific learning. The subject is satisfactorily led by the co-ordinator who, because he has only recently been appointed to the school and is also the mathematics co-ordinator, has had little opportunity to date to carry out the role to good effect. He rightly recognises the need to monitor more closely the work pupils produce and the quality of teaching they receive. Systems to assess pupils' attainment and record their progress need to be further developed in order to enable teachers to more effectively plan the next work they want their pupils to do. The school's accommodation for science is adequate although one of the classrooms is particularly small and this restricts the opportunities for experimental and investigative work.

ART AND DESIGN

- 107 The standard of pupils' work in art and design in Years 2 and 6 is as expected nationally. Standards now are similar to those found at the last inspection. There has been improvement in some aspects of art, such as observational drawing, which is often good, and in the use of clay and three-dimensional work. Some weaknesses remain in the learning opportunities provided due to the limited range of materials with which pupils work and the limited opportunities for individual creativity.
- 108 Opportunities to develop an awareness of art from other cultures has improved since the previous inspection but is still limited. Pupils make satisfactory progress as they move through the school. Pupils with special educational needs are well supported and make the same progress as others in the class.
- 109 Pupils in Year 2 show the expected awareness of colour, for their age, as they create patterns and designs in the style of William Morris and make string prints of Jewish patterns, following a visit to the synagogue. They create a collage tapestry of the church, matching textures and colours with reasonable accuracy. Observational paintings of daffodils and tulips as well as paintings of 'The Fire of London' show satisfactory control of paintbrushes and use of paint to create pictures. Sketchbooks are used well. Skills in observational drawing in sketchbooks show careful attention to detail and increasing skill in shading and pencil techniques, for example, in the drawings of fruit and vegetables and observational drawings of a pot plant. There is less emphasis on three-dimensional work and skills are less well developed in this area.
- 110 By Year 6, pupils have increased their skills in observational drawing. Pencil sketches of hats from around the world and observational drawings of flowers, such as the foxgloves and sunflower heads in Years 3 and 4, are detailed and carefully presented, showing a good understanding of the effects of shading. In Year 6, pupils make careful sketches of the church and of Victorian artefacts. Still life compositions, such as those of shells and stones, make good use of the local environment to help them to create their composition. Pupils show sound awareness of the artists' style in their investigation of pattern in three-dimensional work, for example, using papier maché to create large pots, linked to the Easter Story, and clay divas created as part of the study of Diwali. However, skills in three-dimensional art are not as well developed as other aspects of art. Good cross-curricular links are made to other subjects such as history and religious education. Pupils acquire a sound understanding of artistic vocabulary and learn about the style of artists, such as Lowry. For example, one pupil wrote 'His pictures were often dark and moody, with smoke bellowing out from the factory chimneys'. Although some use is made of technology in art in Years 3 and 4 and also for the youngest children in Year 1, such use is inconsistent. In Years 3 and 4 for instance, pupils make use of the digital

camera, creating interesting compositions, and use the program 'Dazzle' in their artwork on Lowry. These skills are not built upon sufficiently with the oldest pupils.

- 111 Teaching and learning are satisfactory overall, with some examples of good teaching in some classes. Lessons are carefully planned and resources prepared well. Pupils are helped to explore colour and pattern and to acquire skills in observational art through carefully taught skills and clear explanations. Perceptive intervention helps pupils to develop their skills. Teachers make good use of support, including parental support, for example in providing a workshop on papier maché. They also make good use of the local environment, particularly the church and the sea shore. Although pupils use sketchbooks to good effect in all year groups for exploration and experimentation, the absence of any marking or teacher comments to help pupils' improve their skills and techniques is a weakness. In a Year 5 and 6 lesson seen the teacher supported pupils well in developing skills in still life composition, through clear instruction and intervention. Pupils were provided with opportunities to select materials for their composition independently. The lesson was well organised and prepared. As a result, pupils were able to work steadily, with good involvement. Many felt a sense of pride in their achievement. In addition, most worked with sustained concentration and interest. Weaknesses include the limited range of media experienced, particularly textile and three-dimensional work together with limited opportunities being offered to explore artwork from other cultures.
- 112 The co-ordinator has only recently been appointed. She is suitably qualified to lead the subject and is keen to do so. Whilst there has been no focus in recent years on checking the teaching of art and design, the school has made steady improvements since the last inspection in improving provision in the subject. The contribution of art and design to pupils' cultural development is better now than when the school was last inspected, but some work still remains to be done. There are no procedures for assessing pupils' attainment and progress. This is hampering the extent to which teachers can ensure the systematic and consistent development of skills, especially for older pupils. This, together with monitoring has been identified as an area to be developed. A start has been made on putting together a portfolio of work to support teachers when assessing pupils' work. The display of pupils' work is good, enriching the environment and valuing pupils' efforts. The limited size of the Year 2 classroom restricts the opportunities for creative work in art and design.

DESIGN AND TECHNOLOGY

- 113 By the end of Year 2, pupils attain levels in the subject that are similar to the levels expected of seven-year-olds nationally. However, by the end of Year 6 they are below the national levels expected of 11-year-olds. This situation is worse than at the time of the last inspection when pupils' levels of attainment were similar to nationally expected levels at the ages of seven and eleven. Whilst at the school pupils learning of the skills and concepts in design and technology proceeds at a slower rate than might be expected particularly in Years 3 to 6. The main reason for this has been that insufficient time has been devoted to the subject in recent years so that a full coverage of the Programmes of Study has not been achieved. By contrast, pupils' learning in lessons observed during the inspection was at least satisfactory and on occasions was good, particularly in Years 1 and 2, largely as a result of the good teaching pupils received in these lessons.
- 114 Whilst in Years 1 and 2. all pupils' skills, including those with special educational needs, develop satisfactorily. They learn to use tools and materials and by Year 2 can select their own tools and use a variety of ways of combining materials. They are

able to discuss which method of sticking materials together is the best as seen in Year 2 pupils' work in deciding whether gluing, stapling or stitching would be the best way of sticking two pieces of felt together when making finger puppets.

- 115 These satisfactory developments continue in Years 3 and 4 where good teaching again ensures that all pupils, including pupils with learning difficulties, achieve well. Their design skills, when making a sandwich with packaging, were good evidence of this. Similarly they continue to evaluate their work and suggest ways that it might be improved upon. A scrutiny of pupils' work, and discussions with them, shows that in Years 5 and 6 the rate of pupils' progress, in skills development in particular, slows. The amount of time devoted to the subject is more limited and little completed work is evident. As a result, the levels of attainment reached by the age of 11 are below those expected of 11-year-olds nationally.
- 116 When given the opportunity to study the subject, pupils enjoy it a lot. They talk enthusiastically about projects they have studied in the past, Year 3 particularly enjoyed the sandwich making. Also in the lessons observed, particularly in Years 1 and 2, pupils willingly shared equipment, took turns and helped each other with their designs and evaluations. This good co-operation is greatly encouraged by the teaching pupils receive. The teaching observed was good, particularly in Years 1 and 2, being satisfactory in Years 5 and 6. A particular example of good teaching was seen in Year 1 where, following a discussion on the construction, purpose, use and quality of a series of bags, pupils were required to design and make a bag to hold fruit for Little Red Riding Hood. The lesson was well planned, resources, including the classroom assistant, were well used to reinforce pupils' learning and encourage the development of their design and making skills. Pupils worked enthusiastically being very well organised and managed. In this lesson pupils achieved a lot and much was accomplished.
- 117 The school's policy for the subject is in place and is good. The scheme of work follows national guidelines and although some modifications are planned, is used well by teachers to plan work for their pupils. Resources are adequate although the quantity and quality of some resources needs to be upgraded. Teachers make good use of resources to enhance their pupils' learning. The management of the subject is satisfactory. The co-ordinator rightly recognises the need to complete the adaptation of the scheme of work and to implement a more structured approach to the assessment and recording of pupils' progress, which is, at present, unsatisfactory. Her role needs to be extended to enable her to monitor more closely the standards pupils are attaining and the amount of progress they make. This would then have the desired effect of raising the profile of the subject and ensuring adequate coverage is made of all the Programmes of Study, in order to impact more positively on pupils' achievements and standards.

GEOGRAPHY

- 118 As a result of timetabling arrangements, no lessons were observed, so a judgement on the quality of teaching is not possible. However, a scrutiny of pupils' work, informal discussions with them and with the teacher with a watching brief for the subject, means that in all other areas secure judgements are possible. Pupils' levels of attainment by the end of Year 2 and Year 6 are below those expected of pupils of those ages nationally. This is a worse situation than that found at the time of the previous inspection when pupils' attainment levels were found to be similar to national levels. Whilst at school, pupils' learning of geographical skills and concepts proceeds at a slower rate than might be expected.

- 119 Pupils in Years 1 and 2 receive some teaching of the early geographical skills so that, by the age of seven, they have an idea of some of the countries of Europe and their capital cities. A study of the fictional island of Struay helps them to understand the differences between life on this imaginary Scottish island and life in the area around West Wittering. They also have some idea of the differences between human and physical features on the landscape. However, a scrutiny of their books, and informal discussions with pupils, showed that they had few ideas about environmental features in their locality or how their environment has been affected by human beings. Their knowledge of appropriate geographical vocabulary is limited. Pupils, including those with special educational needs, make unsatisfactory progress in Years 1 and 2.
- 120 Whilst pupils' learning does increase during their time in Years 3 to 6 it is at an insufficiently rapid rate. Mapping skills develop in Years 3 and 4 and routeways in the local area around Chichester are explored. In addition, settlement location is studied with reasons suggested as to why a particular site for a village is better than another. Pupils are beginning to have an increased knowledge of the main oceans and seas of the world. Limited work has been completed so far this year in Years 5 and 6 being largely confined to a sketchy study of the of the world's major mountain ranges. Indeed discussions with pupils showed that they have little knowledge of places and environments around the world, of human and physical processes such as erosion and deposition or of how such processes can affect human lives and habitats. Their mapping skills are limited, as is their specialised geographical vocabulary. As in Years 1 and 2, pupils' progress, including the progress made by pupils with special educational needs, is unsatisfactory.
- 121 There are several factors that cause pupils slow advancement and low attainment levels. Insufficient teaching time is currently devoted to the teaching of the subject and during the last two years staffing changes have meant that the subject has suffered from a lack of effective leadership and management. As a result, little work has been covered, standards have fallen and pupils do not have a great deal of enthusiasm for the subject.
- 122 The school has recognised the shortcomings in the subject and has identified geography as a major area for development in its school improvement plan. The subject is currently overseen by a newly qualified teacher whose role is rightly to maintain a 'watching brief' until the end of her first year of teaching. Her own knowledge and understanding of the needs of the subject are very good and she has good strategies in mind as to how to develop the subject during the next academic year. She rightly recognises the need to put the scheme of work firmly into place, to raise the profile of the subject through in-service training for teachers, to further develop the embryonic assessment procedures, review the time allocated and improve the quality and quantity of resources for the subject.

HISTORY

- 123 Pupils' standards in history are above those expected nationally of pupils aged both seven and eleven. This is an improvement on the last inspection when standards were found to be in line with national standards at the end of Year 2 and occasionally above national standards at the end of Year 6. During their time at the school, pupils achieve well in history at a rate that is better than might be expected.
- 124 Pupils in Years 1 and 2 successfully distinguish between past and present and begin to develop a good sense of chronology. They study the lives of famous people, such

as Florence Nightingale, as well as important historical events such as the 'Great Fire of London'. Pupils identify and date features in the past, evaluate evidence and begin to examine source material effectively. They study the Egyptians, Tudors, Ancient Greeks and Victorians with interest and enthusiasm, aided by an imaginative use of the resources available. Throughout the school, pupils are able to absorb facts well and express an enthusiastic response, both to the period studied and the people associated with it. This was shown in the books of Year 6 pupils, where pupils were examining aspects of school life in Victorian times and comparing these with their own experiences. There is evidence of independent research skills being promoted well, using a range of sources. This was noticeable in a Year 3 and 4 class who were studying World War 2. Considerable first hand evidence, in the form of newspapers and artefacts from the time, was available. Such good use of first-hand evidence and the development of pupils' skills, helps all pupils, including those with special educational needs, to achieve well right across the school.

- 125 Such developments in pupils' learning throughout Years 3 to 6 means that, by the age of 11, pupils recognise that the past can be divided into periods of time, they realise that they can use information sources to answer questions about the past and can explain and suggest the consequences of the main events and changes over a period of time.
- 126 The curriculum offered to pupils is good. It ensures a full and wide coverage of topics and learning goals and provides a stimulating variety of activities to support the teaching. Emphasis is firmly laid on helping pupils to think for themselves and on the careful use of first-hand and secondary source material, borrowed from a variety of sources, to aid this process. Work is planned to ensure that higher attaining pupils can extend their skills and knowledge by undertaking personal research, and that pupils with special educational needs are always involved and progress at an appropriate rate.
- 127 Teaching across the school is good overall and on occasions outstanding. Lessons are effectively planned. Teachers explain the purpose of lessons well and quickly build on what pupils have learnt. Question and answer techniques are used very effectively, both to extend pupils' learning and to help them to understand people and periods in history with ease and interest. The management of pupils is always good and has a significant impact on the quality of learning. It is clear that teachers are secure in their knowledge on the subject.
- 128 Such good practice was seen in an outstanding Year 3 and 4 lesson where pupils were given a 'chronology pack'. They were asked to put various periods of history into chronological order. Time limits were set and a very good level of discussion took place, so that all completed the task and, as a result, compiled a time line showing the location, in time, of their current project on World War 2. Pupils had gathered various facts about World War 2 from a variety of sources and proceeded to explain them to their highly interested classmates. The teacher introduced the concept of evacuation and what 'Ethel Adams', an evacué, took with her. The contents of her bag, including gas mask, address label and identity card, enthralled the pupils. Pupils then made their own personal identity cards and carried them around proudly. Much was contained in the lesson to stimulate and motivate the pupils. Consequently pupils' achieved a great deal in their knowledge and understanding of this period of history, as well as in their understanding of the use of primary and secondary sources to explain the life of an evacué. Such high quality teaching has a most significant impact on pupils' learning and on the standards they attain.

- 129 Pupils clearly enjoy the subject and, largely as a result of the good teaching they receive, are highly motivated by the subject and enthusiastic about the research elements of it. They handle artefacts with great care and willingly share their thoughts and opinions with one another.
- 130 The subject is well managed although the co-ordinator has little opportunity to monitor and evaluate her colleagues' teaching or work alongside them, in order to provide appropriate support and guidance for the development of their teaching. A more detailed assessment system for the subject is now needed. Pupils' work is marked by teachers, but does not always give pupils sufficient guidance on how to improve their work. In addition, the presentation of some pupils' work is not always of the highest standard. Homework is used well by teachers to reinforce work being carried out in the classroom. More use could be made of computers and other new technology to enhance pupils' learning.
- 131 Pupils' personal development is well extended as they study the ways of life of other cultures in past times, as well as their beliefs and values, and also learn to understand how the past has affected the present. Visits to sites of historical interest, such as Fishbourne Roman Palace, help to enhance the curriculum. Resources in the form of historical artefacts are used very well although more school owned resources are needed.

INFORMATION AND COMMUNICATION TECHNOLOGY

- 132 The levels that pupils attain in information and communication technology are in line with nationally expected levels at the end of Year 2 but below the expected levels at the end of Year 6. During the course of Years 1 and 2, pupils' rate of learning is satisfactory. It is also satisfactory in Years 3 to 6 now. However, because of a lack of opportunity to practise the skills of the subject, largely due to a lack of sufficient resources, pupils' skills have not developed at a sufficiently rapid rate. Consequently, they do not attain the levels expected of 11-year-olds nationally. This is the same picture to that found at the time of the previous inspection.
- 133 Whilst in Years 1 and 2, pupils, including those with special educational needs, make satisfactory progress. They learn the use of the function keys, the space bar and mouse. They are able in Year 1 to draw pictures and to use programmable toys such as the 'roamer'. These developments continue in Year 2 where pupils can program the 'roamer' to draw a square. They are able to use Word Art to design and make covers for books and understand that search engines are often required to obtain information from the Internet. Year 2, for example were doing this to gain information about their work on the Great Fire of London. The lesson was well taught and pupils learnt what to do. The lack of sufficient equipment however meant that most were unable to practise what they had learnt. In addition, the teacher has to repeat the process several times, which did not make for the most efficient use of her time.
- 134 The skills pupils have learnt in Year 1 and 2 are satisfactory built upon in Years 3 to 6 but the slow rate of progress made by pupils, including those with special educational needs, is directly linked to the unsatisfactory resource provision. In Years 3 and 4, pupils use Microsoft Word to make their own 'Business cards'. They are able to change fonts and print their work. They understand what the Internet is and that there is a need for an Internet address and how to access it. They also have a good understanding of e-mail and learn how to send and receive messages. In Years 5 and 6, pupils make geometric shapes, using the 'paint' program, in the style of 'The Snail' by the artist Matisse. Spreadsheets are taught and pupils displayed competent

skills in creating a spreadsheet related to the ingredients for a meal. In spite of the efforts of teachers however, pupils' skills and understanding of the subject are not as well developed as they should be or 11-year-olds, their achievement being restricted by inadequate resource provision.

- 135 Teachers work hard with the resource they have and during the course of the inspection good teaching overall was observed. This was particularly evident in Years 3 and 4 where, following a brief session reminding pupils about the need to design questions carefully and how to send an e-mail message, the teacher taught pupils how to receive one. The explanation was enhanced by the teacher's own well prepared large-scale paper copies of a computer screen showing the various stages of receiving and printing an e-mail message. The questioning she used was of a high quality and not only motivated her pupils but ensured that considerable learning of the e-mail process took place. The classroom assistant then took pupils individually to practise downloading an e-mail message she had sent to them. Again the shortage of equipment meant that this had to be done one at a time. Nevertheless, pupils achieved well as a result of very good teaching with limited resources. The teacher's own enthusiasm was infectious and pupils were keen to access their own individual e-mail. This is typical of pupils' attitudes to the subject throughout the school where, when given the opportunity, they are eager and keen to achieve well.
- 136 The inadequacy of resources has been well recognised by the school and very good plans are in hand to build an information and communication technology suite to address the problem. In addition, the enthusiasm and drive of the subject co-ordinator is ensuring that other staff are well able to teach the subject and pupils are able to achieve as much as they can in the circumstances. She has developed a good scheme of work and the basis of an assessment and recording system. Her role now needs to be developed to enable her to monitor more closely pupils' achievements and standards and to ensure that the assessment and recording systems are effective.

MUSIC

- 137 Standards in music have been built upon since the previous inspection. Attainment is above average by the age of seven and eleven. The pupils achieve a great deal throughout the school as a result of good teaching by the music specialist. Pupils with special educational needs make the same progress as others in their class in most aspects of music. Improvement since the previous inspection is good, particularly in the grouping of pupils for music, which had led to greater responsibility for pupils accessing materials and resources through the use of group folders. A number of pupils receive additional tuition in the violin and guitar from a visiting music teacher. This makes a positive contribution to the standards of the most able, as reflected in class music lessons.
- 138 By the age of seven, pupils have an increasing repertoire of songs. They sing sweetly, tunefully and with much enthusiasm. They listen very well. They have a good sense of rhythm and maintain a steady beat while singing call and response songs. Most are confident when singing a solo. They are familiar with a range of unpitched percussion instruments. Good links are made with dance, for example when singing and dancing 'Skip to my Lou' in pairs. Pupils clap different rhythms confidently and are developing an awareness of early notation, including symbols for a crochet rest. They know some abbreviations for the dynamics of music such as 'p' and 'pp'.

- 139 By the age of 11, pupils sing well with a good sense of rhythm, tone and good control. They sing in unison and in harmony, in several parts, with a clear understanding of terms such as 'melody' and 'descant'. They work together in groups to create and perform ostinatis to 'O Sinner Man' and sing this well, with good expression. They have a good understanding of notation and the dynamic abbreviations. Skills in composition and performance are above average. They listen attentively. Pupils critically appraise their own and each other's performance, identifying how this could be improved.
- 140 The quality of teaching and learning are good and often very good. The part-time music specialist challenges pupils very well. Her teaching is exciting and pupils are well motivated. Learning is fun. This results in good gains in learning by all pupils. Factors contributing to the successful teaching and learning include high expectations and a brisk pace in lessons. Teacher and pupils are very clear about what is to be learnt. In a very good Year 5 and 6 lesson, expectations of the standards that all pupils were capable of achieving, and of their level of involvement and effort were high. Well paced activities built effectively on previous learning. Pupils responded with a good level of interest and independence, paying full attention to the teacher and clearly enjoying the lesson. They made very good progress in singing in several parts, creating ostinatis and performing to an audience. Skills in self-evaluation were also developed very effectively. Very good links were made in this lesson to history, science, literacy and numeracy. The teacher knows pupils very well and ensures they perform to the best of their ability. Very good attention is paid to the inclusion of everyone in the lessons.
- 141 The specialist teacher has devised an appropriate scheme of work that ensures a good, balanced coverage across all aspects of music. Her on-going assessment of individual pupils' learning is good. In all lessons seen, equal importance is given to singing, composing and performing as well as music appraisal. Learning opportunities in lessons are supplemented by a good range of additional activities, such as learning to play the violin or guitar, participation in local music events, performing in church and for the elderly as well as through the music club. Visiting musicians enhance the music curriculum well. Pupils make a voluntary contribution for the music club which is donated to a charitable cause. Resources are adequate, although some are old and worn. The range and number of pitched percussion instruments are limited. There is insufficient use made of computers and other new technology to support pupils' learning in music. Singing in assemblies contributes positively to music, being joyous and uplifting. Music makes a good contribution to pupils' spiritual, social and cultural development. The many opportunities for pupils to perform to an audience through assemblies, concerts and in church has a positive impact on their personal development.

PHYSICAL EDUCATION

- 142 Overall, standards are as expected nationally at the age of seven and eleven. They are high in swimming. The satisfactory standards found at the last inspection have been maintained. A weakness is the lack of gymnastics for pupils in the junior classes due to the very small hall and lack of appropriate large apparatus. In respect of gymnastics for these pupils, the subject does not meet statutory requirements.
- 143 Throughout the school, pupils make satisfactory progress in their acquisition of skills. The exceptions to this are in gymnastics for pupils in Years 3 to 6 where progress is unsatisfactory, and in swimming where they make good progress throughout. Pupils with special educational needs are well supported. The good attention to inclusion

ensures their full participation and they make the same progress as others in the class.

- 144 Pupils in Year 2 move with the expected co-ordination and control. They use the very limited space reasonably well, although progress is inhibited as a result of the confined hall space. Pupils travel competently around the hall in a variety of ways, using different levels. They contrast 'stiff' and 'floppy' movements interpreting the music well as, for example, they pretend to be puppets in a dance lesson. They choose imaginative starting positions and are able to hold their finishing position when the music ends. They refine their movements and improve their performance through practice and the careful observation of others. Through self-evaluation and critical evaluation of others, pupils have a good understanding of their learning. They try hard to improve the quality of their movements. They identify features of other pupils' dance sequences that they like, giving reasons for their choice and suggesting how it might be improved.
- 145 Pupils in Year 6 have the expected skills for their age in games and a significant number have good skills in batting and fielding as a result of good teaching by a professional cricket coach. They work well together in team games aimed at improving these skills. The lack of opportunity for gymnastics adversely affects the development of gymnastic skills. By the time they leave the school, at the end of Year 6, all pupils are able to swim unaided.
- 146 The overall quality of teaching and learning is satisfactory with good and very good teaching being observed during the inspection. In these good and very good lessons, teachers have high expectations of the standards that all pupils are capable of achieving and the amount of effort they should make. They provide interesting and challenging tasks, and present these with enthusiasm. Pupils respond well to these opportunities and, for example, smile throughout their puppet dances, enjoying the music 'Got No Strings' and interpreting it well.
- 147 In most lessons, time is used well and teachers build on previous learning. In a very good cricket lesson, skills in batting and fielding were developed systematically, being carefully taught by the visiting cricket specialist. The good pace ensured a good coverage of work in lessons, with girls and boys equally enthusiastic and keen to participate. As a result, pupils worked hard, showing good concentration and a good team spirit, mainly because they were very well motivated. The very good intervention by the teacher ensured that pupils improved their skills through practice. Management of pupils is good. All pupils behave well because they enjoy their lessons. Pupils with special educational needs are well engaged in lessons and teachers use praise to encourage them further.
- 148 The co-ordinator is newly appointed to the school and, as yet, has not been able to give attention to developing physical education, other than implementing the national guidance as a scheme of work. There is no policy in place to assist teachers when planning their work. The school does not have assessment procedures in place for physical education. This restricts the extent to which teachers can take account of pupils' prior attainment when planning activities. There is no formal monitoring of teaching. At present, monitoring is unsatisfactory, although it has been identified for development by the co-ordinator. Insufficient improvement has taken place since the last inspection. There is a good range of extra-curricular activities which involves most teachers and a high proportion of pupils. These activities include football, netball, Judo, 'Fit Kids' and swimming club in the summer term. The school is fortunate to have its own small swimming pool which enhances the opportunities for developing swimming skills and enables all pupils to learn to swim. There is

satisfactory field and playground provision, but the hall provision is unsatisfactory and inhibits the teaching of gymnastics for pupils in the junior classes.

Religious education

- 149 Standards are in line with the expectations of the locally agreed syllabus in Year 2 and Year 6. All pupils make satisfactory progress. Pupils with special educational needs are well supported in lessons, enabling them to participate fully and make the same progress as others in the class, although this is not always reflected in their recorded work because of their more limited literacy skills. The standards found at the time of the last inspection have been maintained.
- 150 Pupils in Year 2 are familiar with two major world faiths, Christianity and Judaism. They know that the Bible is an important book to Christians and know many of the stories about Jesus, for example how he helped others, as well as the stories of Moses and Noah. They know about the parables such as 'The Good Samaritan' and that they have 'hidden messages'. In addition, they are able to relate the theme of helping others to examples in their own life, showing how they have helped others. They know that the church is a special place of worship for Christians and that Jewish people worship in a synagogue. Pupils recognise that religions have a variety of ceremonies and special occasions. They know about the main festivals and celebrations in the Christian calendar, such as Christmas, Easter, baptisms and weddings. They know that people eat special food at such occasions. They have some knowledge of Jewish festivals, such as the Passover, when special food is also eaten. Pupils are aware of festivals from other important faiths and compare festivals of light such as Diwali and Christingle. They recognise the importance of friendships and families in their lives.
- 151 By Year 6, pupils have developed their knowledge of Christianity, extending their understanding of the Bible and of the stories Jesus told. They explore feelings such as 'What makes me proud, sad or angry'. They learn about the special clothes worn at prayer and make comparisons between Christianity and Judaism, such as the coming of age at 18 and Bar Mitzvah. Pupils discuss sensibly what they look forward to as an adult and what concerns them. They are familiar with Jewish artefacts and know that the Jewish special book is the Torah. They extend their studies to other world faiths, such as Hinduism and Islam, considering similarities and differences between these and Christianity. Pupils gain a good understanding of the special features of Christianity and Judaism by handling religious objects and visiting the church and the synagogue. Good links are made to other subjects, for example pupils produce a guide to West Wittering Church, identifying the main parts of the church and making use of their literacy skills. They complete cross-stitched samplers as part of their study of Judaism, and make Diwali cards as part of their work on Hinduism. A book of prayers placed in the hall, invites pupils to record their prayer and the name of the person for whom it is offered. Responses to this are sensitive and caring.
- 152 The visit by the Rainbow Theatre to celebrate Easter and the whole school involvement in a mock wedding in the church, provided a meaningful and spiritual experience for pupils and resulted in much work in literacy.
- 153 Teaching and learning are satisfactory throughout the school with some examples of good teaching and learning taking place. Teachers place a strong emphasis on understanding through discussions and practical experiences, such as visits to places of worship and visitors to school. This helps to develop pupils' interest and

respect for the beliefs and customs of others. Stories are read sensitively with careful explanations, such as the meaning behind parables, for example. Learning is also reinforced well through assemblies. For example, pupils learnt the meaning of the different church bells in an interesting assembly taken by the local minister. There is a good opportunity provided for reflection in such assemblies, as well as a good focus on prayer, with all pupils joining in 'The Lord's Prayer'. Assemblies and acts of collective worship contribute well to pupils' spiritual development. Information and communication technology is not used to support work in religious education. Good links are made, however, between personal, social and health education and religious education, when pupils explore feelings and the importance of friendships through group time known as 'circle time'.

- 154 Leadership of the subject is satisfactory. The co-ordinator provides good support to teachers. A portfolio of work is being developed to support teachers when planning and assessing pupils' work. The checking of pupils' work, however, is not as rigorous as it should be. There are no formal assessment procedures in place. The policy is due to be reviewed and resources and artefacts, which are very limited, need to be improved.
- 155 The subject makes a strong contribution to pupils' spiritual, cultural and personal development. The good displays of pupils' work make an effective contribution to pupils' learning.