

INSPECTION REPORT

SPRINGFIELD FIRST SCHOOL

Worthing

LEA area: West Sussex

Unique reference number: 125967

Headteacher: Mrs Wendy Harkness

Reporting inspector: Mr Barrie Mahoney
18175

Dates of inspection: 11 – 13 November 2002

Inspection number: 248727

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

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INFORMATION ABOUT THE SCHOOL

Type of school:	First
School category:	Community
Age range of pupils:	4 – 8 years
Gender of pupils:	Mixed
School address:	Sackville Road Worthing West Sussex
Postcode:	BN14 8BQ
Telephone number:	01903 219243
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Appropriate authority:	The governing body
Name of chair of governors:	Mr Nigel Hurley
Date of previous inspection:	10 November 1997

INFORMATION ABOUT THE INSPECTION TEAM

Team members			Subject responsibilities	Aspect responsibilities
18175	Barrie Mahoney	Registered inspector	Foundation stage	<p>What sort of school is it?</p> <p>The school's results and pupils' achievements</p> <p>How well are pupils taught?</p> <p>How well is the school led and managed?</p> <p>What should the school do to improve further?</p>
9370	Rosalind Wingrove	Lay inspector	Educational inclusion	<p>Pupils' attitudes, values and personal development</p> <p>How well does the school work in partnership with parents?</p>
8139	Barbara Johnstone	Team inspector	<p>English</p> <p>Art and design</p> <p>Music</p> <p>Religious education</p>	
22778	Anne Shannon	Team inspector	<p>Special educational needs</p> <p>Science</p> <p>Geography</p> <p>History</p> <p>Physical education</p>	<p>How well does the school care for its pupils?</p>

Team members			Subject responsibilities	Aspect responsibilities
24091	Michael Shaw	Team inspector	English as an additional language Mathematics Information and communication technology Design and technology	How good are the curricular and other opportunities offered to pupils?

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REPORT CONTENTS

	Page
PART A: SUMMARY OF THE REPORT	7
Information about the school	
How good the school is	
What the school does well	
What could be improved	
How the school has improved since its last inspection	
Standards	
Pupils' attitudes and values	
Teaching and learning	
Other aspects of the school	
How well the school is led and managed	
Parents' and carers' views of the school	
PART B: COMMENTARY	
HOW HIGH ARE STANDARDS?	11
The school's results and pupils' achievements	
Pupils' attitudes, values and personal development	
HOW WELL ARE PUPILS TAUGHT?	13
HOW GOOD ARE THE CURRICULAR AND OTHER OPPORTUNITIES OFFERED TO PUPILS?	15
HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?	17
HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?	19
HOW WELL IS THE SCHOOL LED AND MANAGED?	20
WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?	23
PART C: SCHOOL DATA AND INDICATORS	24
PART D: THE STANDARDS AND QUALITY OF TEACHING IN AREAS OF THE CURRICULUM, SUBJECTS AND COURSES	29

PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Springfield First School is a smaller than average primary school, whose pupils are drawn from the school's immediate vicinity in the town of Worthing, and the surrounding area. Pupils' attainment on entry to the school is below that expected for children of this age. At the time of the inspection there were 167 pupils on roll. There are 39 pupils with special educational needs (23 per cent), which is above the national average. There are five pupils who have a Statement of Special Educational Need (three per cent), which is above the national average. There are six per cent more girls than boys. A very small number of pupils are from other than white ethnic heritages, and there are seven children in the Reception class (four per cent) for whom English is an additional language. The range of languages spoken by children and their parents includes Urdu, Arabic, Bengali, Malay and Czech. There are 32 pupils (19 per cent) eligible for free school meals, which is broadly in line with the national average.

HOW GOOD THE SCHOOL IS

This is an outstanding school that has many excellent and very good features. From a below average starting point, and owing to very good teaching and an excellent curriculum, pupils make very good progress and achieve good standards. The leadership and management of the headteacher are excellent, with a shared commitment from staff, governors and parents to continuous improvement. The school provides very good value for money.

What the school does well

- The leadership and management of the headteacher are excellent, and she is very well supported by senior staff and governors. Together, they effectively promote good achievement and effective teaching and learning.
- From a low starting point, pupils make very good progress in English, mathematics and science, and they attain standards that are above average.
- The quality of teaching is very good overall throughout the school and this gives pupils a very good start to their next stage of education.
- There is excellent curriculum provision, which includes an excellent range of extra-curricular activities, and this has a very positive impact upon pupils' learning, attitudes, behaviour and the standards that they achieve.

What could be improved

- There are no significant areas for development.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school was last inspected in November 1997. It has responded very well to that inspection and has made very good progress in dealing with the key issues. Standards have improved significantly overall since the last inspection. The length of teaching time for Year 3 pupils has been increased and there has been a specific focus upon curriculum and planning for these pupils. Standards of pupils' writing and spelling have improved. Schemes of work are now clearly linked to National Curriculum programmes of study and work planned for Year 3 pupils is now clearly linked to their next stage of learning. Evaluation and monitoring of the curriculum and standards of attainment are now effectively undertaken by subject co-ordinators and governors.

STANDARDS

The table shows the standards achieved by pupils at the end of Year 2 based on National Curriculum test results.

Performance in:	compared with			
	all schools			similar schools
	2000	2001	2002	2002
reading	C	C	B	A
writing	D	C	B	A
mathematics	C	C	B	A

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

The table above shows that, in National Curriculum tests for 2002 for pupils in Year 2, standards were above average in reading, writing and mathematics. Standards were well above average in reading, writing and mathematics when compared with similar schools. Higher attaining pupils achieve well and this was reflected in the greater percentage achieving the higher level (Level 3) in writing and mathematics than did so nationally. Higher attaining pupils are also achieving well in science and this was reflected in the higher than average percentage of pupils achieving the higher level (Level 3) in 2002. Pupils achieve standards in science that are in line with expectations and the percentage of pupils achieving the higher level (Level 3) is very high, and in the top five per cent nationally when compared with similar schools. The school's thorough analysis of test data and a clear focus upon areas for improvement have helped to raise standards. Trends over time show improvement for Year 2 pupils that is broadly in line with the national average. The introduction of the National Literacy and Numeracy Strategies and the very good quality of teaching have had a significant impact upon raising standards.

Most children start school with below average attainment, particularly in their personal and social development and communication skills. They make very good progress in the Reception classes and develop their knowledge and understanding in all areas of learning. They attain standards in line with expectation in all areas of learning by the time they enter Year 1. Children for whom English is an additional language are all taught in Reception classes and these children make very good progress. Owing to very good teaching and the excellent curriculum, pupils achieve good standards in Year 2 and Year 3. In Year 2 and Year 3, pupils achieve standards that are well above expectations in art and design and physical education. In Year 2 and Year 3, pupils achieve standards that are above expectations in English, mathematics, science, information and communication technology (ICT), religious education, design and technology, geography, history and music. Appropriate targets are set for year groups and individual pupils. During the inspection, there were no significant variations observed in the performance of girls and boys. Pupils with special educational needs and higher attaining pupils achieve very well in relation to their prior attainment.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Excellent. Pupils show genuine enthusiasm in coming to school, where they show very high interest and involvement in activities.
Behaviour, in and out of classrooms	Very good. This contributes significantly to pupils' learning.
Personal development and relationships	Excellent. Pupils' personal development is a high priority for the school and this is reflected in their high self-esteem and the excellent relationships that are established with other pupils and adults.

Aspect	Comment
Attendance	Very good. Attendance rates are above the national average. Punctuality is very good and there is very little unauthorised absence.

The school has introduced a range of very effective strategies for promoting good behaviour and attitudes by establishing a breakfast club, lunch-time activities and after-school clubs. Lunch-time supervisors play an important role in promoting and supporting these activities. The school is working hard to improve further pupils' attendance through a well-planned and supported local initiative. This has already led to a very positive improvement in pupils' attendance.

TEACHING AND LEARNING

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

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

The quality of teaching is very good overall and leads to very good learning. The quality of teaching for children in the Reception classes is very good. Teachers have an excellent knowledge and understanding of the curriculum required for children of this age. Children for whom English is an additional language are all in the Reception classes. They are very well taught and make very good gains in their learning. The quality of teaching and learning for pupils in Years 1, 2 and 3 is particularly good in English and physical education. Literacy and numeracy skills are taught very well and this has a very good impact upon pupils' learning. Strengths in the quality of teaching include very good explanations about what pupils are going to learn at the beginning of lessons, and very good reinforcement of objectives throughout lessons. Teachers match their questions to the individual abilities of pupils in class discussions in literacy and numeracy lessons very well and this contributes positively to the standards achieved. Teachers manage pupils very well and have high expectations of their work and behaviour. Pupils with special educational needs are very well supported and are helped to make good progress. Higher attaining pupils are challenged appropriately in lessons. Pupils' learning is enhanced by their interest and concentration and their ability to work independently. They respond well to the high expectations and challenges given by teachers and support staff and this has a very good impact upon their learning.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Excellent. The curriculum is outstanding and includes an excellent range of extra-curricular activities. This is a strength of the school.
Provision for pupils with special educational needs	Very good. Pupils are identified at an early stage and very good support is provided.
Provision for pupils with English as an additional language	Very good. Children for whom English is an additional language receive very good support.
Provision for pupils' personal, including spiritual, moral, social and cultural, development	Excellent overall. There is excellent provision for pupils' spiritual, moral and social development. Provision for pupils' cultural development is very good. Pupils' personal development is a high priority for the school.
How well the school cares for its pupils	Excellent overall. Procedures for monitoring and supporting pupils' personal development are very good, and for promoting good behaviour are excellent.

The school has an excellent partnership with parents, many of whom are very involved in supporting their child's education. The excellent care of pupils is underpinned by the commitment of the school staff to look after pupils and ensure that the school operates as one large family. Junior governors, appointed for each year group, provide an excellent opportunity for pupils to become involved in decision making in aspects of school life, and this positively promotes their understanding of citizenship.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Excellent. The headteacher and key staff have excellent leadership and management skills and they are very well supported by staff and governors. Together they have been very successful in creating a very effective school.
How well the governors fulfil their responsibilities	Very good. Governors have a very good understanding of the strengths and weaknesses of the school and are very supportive.
The school's evaluation of its performance	Excellent. The school has clear and very effective procedures for evaluating its performance. Staff have a very clear understanding of where strengths are found and a realistic view of areas for development and how to tackle them.
The strategic use of resources	The school makes excellent use of available resources.

Provision of staffing and accommodation is very good. The expertise and experience of staff are excellent resources to meet the demands of the curriculum. The school's accommodation is very good. The school playground is small. However, the school makes good use of the available space. Learning resources are good and support teaching and learning effectively. The leadership and management of the school give a high priority to raising standards further. The principles of best value for money are applied exceedingly well and are closely linked to the school budget.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • Pupils like coming to school. • The school helps pupils to become mature and responsible. • The school is well led and managed. • The school works closely with parents. • The school provides the right amount of homework for pupils. 	<ul style="list-style-type: none"> • No significant issues were raised.

The inspection team supports parents' very positive views of the school.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and pupils' achievements

1. A significant number of children start school with below expected levels of attainment, particularly in aspects of their personal and social development and communication skills. Children make very good progress in the Reception classes, and broaden and consolidate their knowledge in all areas of learning. By the time children enter Year 1, most attain standards that are at least in line with expectations in all areas of learning.
2. In the National Curriculum tests for 2002 for pupils in Year 2, standards were above average in reading, writing and mathematics. When compared with similar schools, standards were well above average in reading, writing and mathematics. A higher percentage of pupils achieved the higher level (Level 3) in writing and mathematics than nationally. Teachers' assessments in science for Year 2 indicate that pupils achieve standards that are below the national average. However, the percentage of pupils achieving the higher level (Level 3) is well above the national average. When compared to similar schools, pupils achieve standards in science that are in line with expectations and the percentage of pupils achieving the higher level (Level 3) is very high and in the top five per cent nationally.
3. Results of the National Curriculum tests for 2002 indicate a significant improvement upon the 2001 results, when pupils achieved standards in line with the national average in reading, writing and mathematics. The school's thorough analysis of test data and a clear focus upon areas for improvement have helped to raise standards further.
4. Over a period of time since 1998, National Curriculum test results for Year 2 pupils show a trend of improvement broadly in line with the national average, with particularly good improvement in the 2002 National Curriculum tests. This is also due to the effective introduction of the National Literacy and Numeracy Strategies and the very good quality of teaching. The overall performance of girls and boys over the last three years in reading, writing and mathematics has exceeded national averages, with girls achieving particularly well in writing and mathematics.
5. Inspection evidence indicates that, from a low starting point, pupils achieve very well. Very good quality teaching and the attention given to identifying areas of weakness effectively contribute to these very good achievements.
6. In English, standards achieved by pupils in Years 2 and 3 are above expectations. Many pupils enter the school with below average communication skills. However, they make very good progress and, by the end of Years 2 and 3, attain standards which are above those normally expected from pupils of the same age. They make very good progress in understanding and using new vocabulary. They gain more confidence in using different methods to read unknown words. They show increasing skills in writing for a range of different purposes.
7. In mathematics, standards achieved by pupils in Years 2 and 3 are above expectations. The National Numeracy Strategy is firmly embedded in the work of the school. The school successfully identifies areas of mathematical weakness as a result of thorough analysis of test results and information provided by the Local Education Authority. Many pupils effectively use

mental recall of addition and subtraction number facts well and understand the principles of multiplication.

8. In science, standards achieved by pupils in Years 2 and 3 are above expectations. Pupils are becoming skilled in investigative work, because this has been a focus for development since the last inspection. Pupils give a good range of suggestions about how to solve a problem and they record their observations well. Teachers' planning ensures that work is well matched to the prior attainment of all pupils, by setting different tasks, so that all pupils, including those with special educational needs, make good progress. Most pupils develop an understanding of the need to make sure tests are fair. This work begins in the Reception year and continues throughout Years 1, 2 and 3.
9. In information and communication technology (ICT), standards achieved by pupils in Year 2 and Year 3 are above expectations. Pupils effectively learn new skills and make good progress in their use as they move through the school. Lesson planning shows good links to other subjects and this effectively enhances pupils' learning.
10. Standards achieved by Year 2 and Year 3 pupils are well above expectations in art and design and physical education. They are above expectations in design and technology, geography, history and religious education.
11. Higher attaining pupils, together with gifted and talented pupils, are effectively identified and well challenged in their learning. The very small number of pupils from minority ethnic backgrounds, all in the Reception year, are well supported and they make very good progress. Pupils with special educational needs make good progress in relation to the targets set for them in their Individual Education Plans and some pupils make very good progress, both in academic and personal development.
12. The headteacher, staff and governors are well aware of the school's strengths and weaknesses. They set realistic targets for year groups and individual pupils, and progress towards achieving these targets is good.

Pupils' attitudes, values and personal development

13. The previous report spoke of good attitudes and behaviour and very good relationships. This inspection found attitudes and relationships to be excellent and behaviour and attendance to be very good. Junior governors who gave inspectors a thorough tour of the school were very confident and polite.
14. Pupils are very keen to come to school and to take part in all the interesting lessons and extra-curricular activities. Lessons are presented in a lively, imaginative way with frequent breaks for singing sequences and actions: for example, in a literacy lesson, when reciting the vowels forwards and backwards, pupils stood up, and arm actions were included. This helped pupils to relax and breathe which, in turn, helped them learn more easily.
15. Many lessons involve pupils using their own imaginations and feeling what it would be like to be involved in certain situations. There is a wide range of lunch-time and after-school activities and some Saturday morning sport. These activities are open to everyone. Where payment is necessary, the school has gained the support of local companies who provide funding partly to subsidise some families or those with several children in the school. Parents are particularly pleased with the breakfast club that gives groups of pupils lively games as well as the usual

breakfast foods before the start of the school day. Also before school, there are opportunities for children who find learning to read difficult to have help from Year 10 pupils from a nearby high school. They make very good progress.

16. Behaviour is very good in classes and around the school. Pupils from the youngest ages are attentive and responsive in lessons. They are eager to answer questions or help if given a task such as collecting exercise books. Each day there is a 'special pupil' appointed to take the registers to the office and undertake other tasks. In some of the younger classes, this pupil sits on a special chair and, in Reception, wears a king's robes. In a Year 2 lesson, the pupils took it in turns to say, and have recorded on a laptop for classroom display, what they liked best about the behaviour of that day's 'special person'. This helps to build confidence and self-esteem in even the most timid young pupil. Pupils are proud of their school and take care of its resources. They also take a pride in showing the work they have done.
17. Relationships between pupils, and between pupils and adults, are excellent. Pupils show respect and affection for their teachers and this is returned. There are junior governors whose tasks are similar to a school council. When they are first appointed for their term of office, the junior governors have a working lunch with the headteacher to hear about their duties and what is expected of them. Junior governors take a leading part in school assemblies and discuss issues important to their peers.
18. The school has taken action to find plenty of activities to extend pupils' learning during break and lunch-times in the playground. Each class displays agreed rules showing how pupils are expected to behave and there are now very few examples of anti-social behaviour. Through assemblies and 'candle time', all classes are given chances to consider their behaviour towards other people: for example, the theme for an assembly during the inspection was to think carefully before speaking or acting because, as was demonstrated with the use of a tube of toothpaste, it is not always possible to undo damage that has been done by a careless word or act.
19. Pupils care for one another in many ways and form good friendships. They work well in pairs or groups and accept that one or two have short attention spans and may disrupt a lesson. This does not prevent other pupils working hard. Pupils with special educational needs develop very good attitudes to the school and work hard during lessons.
20. Attendance is very good and has been above the national average for some years, with no unauthorised absence. Most pupils are punctual and lessons begin on time in a businesslike atmosphere.

HOW WELL ARE PUPILS TAUGHT?

21. The quality of teaching and learning is very good overall and has improved since the last inspection.
22. The quality of teaching for Reception children is very good in communication, language and literacy, mathematical development, personal and social development, creative development, physical development and knowledge and understanding of the world. Staff have a particularly good knowledge and understanding of the needs of children of this age, and of the curriculum to meet those needs. The skills of literacy and numeracy are taught very well. There is a very good balance between activities that are planned by staff and those that are selected by children. As a result, children are becoming increasingly independent in their selection and

choice of activities. Children for whom English is an additional language are well supported and they make very good progress.

23. The quality of teaching and learning in English and physical education is very good throughout the school. The quality of teaching and learning is good in mathematics, science, ICT, religious education, design and technology and music throughout the school. The quality of teaching and learning for pupils aged five to seven is good in geography. There was insufficient evidence to make an overall judgement about the quality of teaching and learning in art and design and history throughout the school, and in geography for pupils in Year 3. No unsatisfactory teaching was observed. No differences in boys' and girls' learning were observed during the inspection.
24. A particularly strong feature in the most successful lessons observed was the way in which teachers explained at the beginning what pupils were going to learn and reinforced this effectively throughout the lesson. A thorough review at the end of most lessons ensured that pupils made good gains in their learning. A common feature in many of the good and better lessons observed was the use of challenging questions to extend learning. The consistently good or better teaching makes a significant impact on the good progress made by all pupils.
25. In one excellent science lesson observed, the class teacher's very imaginative introduction to the problem of devising a fair test to assess the stretch of tights for a pantomime fully absorbed pupils' interest. Pupils discussed the properties of a range of materials and offered a number of suggestions to solve the problems given by the class teacher. Very high expectations of work and behaviour were a key feature of this very successful lesson. The class teacher ensured that the activities were very well planned and the group activities were carefully devised to meet the learning needs of all pupils.
26. Teachers show very good understanding and application of the National Numeracy and Literacy Strategies. Teachers are successful in matching their questions to the needs of individuals in whole-class sessions. This contributes positively to the quality of learning and standards attained. Other strengths in the quality of teaching include well-focused teaching, based upon very good subject knowledge. Lessons proceed at a brisk pace and include a variety of well-planned activities. Pupils listen and behave well during lessons. Effective behaviour management is a consistent feature across the school and, in the best lessons, is the main reason why learning is effective. When the teaching is particularly good, skilful questioning and good use of support staff ensure that pupils learn well. Higher attaining pupils are also challenged appropriately in most lessons.
27. The quality of marking is consistently very good across the school. There were many examples of marking of high quality, with detailed, constructive comments to help pupils to improve. Teachers make very good use of ongoing assessment during lessons: for example, through perceptive questioning and extending pupils' ideas. Key vocabulary to be used and explained to pupils is clearly identified in most lessons.
28. All teachers give children with special educational needs very good support. The work of the special educational needs co-ordinator and support staff plays a major role in the good progress that pupils make. Support staff are effective in managing pupils and guiding them in activities. All staff have very good relationships with pupils. They offer unobtrusive but effective support and, as a result, pupils learn very well. Higher attaining pupils are effectively identified and well supported in class.

29. The use of homework is very good throughout the school and complements school work effectively. Reading books are taken home regularly and reading records indicate a good working partnership between teachers and parents. There are also some examples of older pupils working at home with spellings and using reference books effectively. Information and communication technology is used well to extend pupils' learning in most subjects.

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

30. The school provides an excellent curriculum that gives pupils increasing opportunities for independent learning as they progress through the school. The curriculum offered is outstanding: it is broad and balanced and relevant to the needs of all pupils. It is richly enhanced by an excellent range of extra-curricular activities and effective links with the local community and partner schools. Pupils have an excellent equality of access and opportunity to learning.
31. All aspects of the National Curriculum are taught and the length of the school day has been extended to ensure that pupils in Year 3 meet the time allocation requirements. This has rectified a weakness identified in the previous inspection. Wherever possible, teachers make very good links with other subjects and therefore pupils experience the curriculum as a whole, which makes a very strong impact upon their learning. The allocation of time for all subjects is well within the national guidelines.
32. There is very good provision for English and mathematics. The Numeracy and Literacy Strategies have been very successfully introduced, leading to an improvement in pupils' attainment throughout the school. Pupils benefit from the emphasis placed upon the acquisition of basic skills, such as reading, writing and numeracy.
33. The curriculum for children in the Reception classes is excellent. It is planned very carefully with the aid of the national guidance for this age group. All areas of learning are given appropriate emphasis and very good support is provided in these classes for children for whom English is an additional language.
34. The school provides an excellent range of extra-curricular activities, before school, during lunch-times and after school. There is a well-supported breakfast club, where a breakfast is provided for pupils and games and activities take place before school, which further enhance pupils' learning. There is a small charge made for this, but financial support is given if required. Pupils are given the opportunity to learn the cello from a peripatetic music teacher and this is well supported. These clubs and activities are welcomed by parents and seen as an important part of the school day. Since their introduction, there has been a significant improvement in the attitudes and behaviour of pupils at lunch-time and during lessons.
35. Detailed schemes of work are in place for all subjects. Very good use is made of national guidance, supported by additional materials. The very careful planning and deployment of learning support staff adds to the excellent equality of access and opportunity for all pupils.
36. Provision for pupils' personal, social and health education is very good. Throughout the school, pupils are treated with respect and their opinions valued. The junior governors, appointed for each age group, have a significant role to play and they are encouraged to contribute to the decision-making process in the school, and this is very effective. Through their suggestions, there have been changes to the playground and the nature of activities available. All pupils

exhibit pride in the school and its achievements. There are appropriate policies for health education, including sex education and drugs misuse.

37. Links to the community are one of the strengths of the school and make an excellent impact upon the curriculum provided. Parents are welcomed into the school and they provide effective classroom help. Very effective links with the local business community have enabled a storyteller to visit the school as part of a literacy programme. The excellent curriculum links with other first schools and the local middle schools ensure very good continuity for pupils in Year 3 when they transfer to their next schools. Senior pupils from a local high school are involved in the 'Buddy Reading' scheme, which takes place each morning before school, and this is having a very good impact upon pupils' learning and attitudes.
38. The school makes very good provision for pupils who are learning English as an additional language. The school has seven pupils who receive help for one morning each week from a visiting support teacher.
39. The school makes very good provision for pupils with special educational needs in all classes. The requirements of the new Code of Practice for Special Educational Needs are fully met. All pupils on the special educational needs register have full access to the curriculum. Pupils with a Statement of Special Educational Need have clear targets for improvement, which are reviewed regularly. Work in class is appropriately matched to pupils' needs and their prior attainment.
40. Provision for pupils' spiritual, moral, social and cultural development is excellent overall. There has been a very good improvement in this provision since the last inspection. The school regularly monitors the provision and informs governors of the outcomes.
41. Provision for pupils' spiritual development is excellent. In the last inspection it was found to be good. Assemblies enable pupils to think about the world around them and to reflect on matters that are relevant to their lives. This was evident in an assembly on Armistice Day. Pupils thought about people who helped during the war and those who were heroes. Class assemblies are used well and offer a quiet moment for pupils. In a 'candle time' assembly, Year 3 pupils listened to a short extract of music to focus their thoughts on the times that people celebrate in their lives. They thought about their own special moment and why they remembered it. The teacher told the pupils about her own moment, when she saw the sun rising above the hills. There are some planned opportunities for spiritual development in areas of the curriculum. Very good opportunities are provided for pupils to develop their imaginative skills and creative and expressive talents. Pupils appreciate the beauty of flowers and leaves through painting. They find enjoyment in singing and moving to music.
42. Provision for pupils' moral and social development is excellent. In the last inspection it was found to be good. Assemblies are used as an effective means of promoting good behaviour in the school. In an assembly, pupils heard about the need to "think before you speak". They understood that sometimes they may say hurtful things to each other. Pupils are nominated by others for doing good things, for being kind or being a special friend. They say and write good things about each other in personal, social and health education. All these experiences help to promote pupils' self-esteem. There are excellent opportunities for fostering social development. Opportunities are provided for pupils to work together in lessons. The extra-curricular activities enable pupils to work with other pupils in different years. Provision is made for pupils to take responsibility around the school. They help at assemblies, at lunch-times and in the library. Some Year 3 pupils act as junior governors. This is regarded by other pupils as a privileged position within the school and is making a significant contribution to pupils' understanding of citizenship.

43. Provision for pupils' cultural development is very good. In the last inspection it was found to be satisfactory, with a weakness in the provision for multi-cultural education. Cultural provision is evident in many curriculum subjects and effective displays around the school promote this further. There have been out-of-school cultural visits, including ones to the Weald and Downland Open Air Museum, Arundel and Rottingdean. Religious education lessons provide very good opportunities for pupils to learn about different religions and the importance of these in some people's lives. Pupils look at African textiles and Indian rangoli patterns in art. They learn to appreciate the different sounds associated with music from other countries. The school does much to promote racial harmony and to make pupils aware of the multi-cultural society in which they live.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

44. The school has improved upon the good standard of care and welfare recorded in the last inspection report and it is now judged to be excellent. Pupils are encouraged to eat healthy food and to drink water. Fruit is provided for the Reception children and they are told why it is important to wash their hands before eating. Pupils understand that germs are carried by dirty hands.
45. Safety of the pupils is paramount. An excellent, professional analysis of health and safety issues is prepared each year by one of the governors, who subsequently checks to make sure all the perceived hazards have been corrected. The headteacher is also very well aware of safety issues within the school and security measures are under constant review. There is an appropriate policy to deal with the issues of Internet safety.
46. The headteacher is the designated member of staff with training and experience in child protection matters. The school has established close lines of communication with the appropriate bodies that give help and support when children are thought to be at risk of harm or neglect. Other members of the teaching and support staff are well aware of child protection issues.
47. Pupils have a very close bond with all their teachers, classroom assistants and lunch-time supervisors, so that they know that they can take their troubles to any of the adults in the school who will help and advise them. Pupils who have injuries whilst playing in the playground have immediate care from their friends and the adults on duty. The school has very good procedures to deal with more serious injuries and all mishaps are clearly recorded. The supervisors also help lonely children to find friends who will play with them.
48. Although the school's attendance record is very good, governors, parents and staff are not complacent. They are involved in an East Worthing grant-aided initiative with the University of Wales, Swansea. Pupils' attendance is monitored and colour coded in the 'RAG scheme'. Parents of children who do not have a good attendance record receive an amber or red letter advising them of the situation and the need to make sure that their children attend school regularly. A specially appointed officer of the Local Education Authority works with medical professionals in the area to try to prevent appointments for pupils being given in school time and similar ideas are to be tried so that retailers challenge pupils who shop during school hours.
49. Classes are rewarded if all pupils have a 100 per cent attendance, and this is a subject included in one of the week's assemblies. Individuals who achieve 100 per cent receive an award at a ceremony at a local cinema, together with pupils from other schools in the area, where the

mayor congratulates them on their achievement. All this is very effective in promoting high attendance, positive attitudes and improved standards.

50. In a highly successful programme to improve the behaviour of pupils, particularly in the playground at lunch-time, the school has introduced a number of interesting ideas. The incidence of poor behaviour has reduced considerably since various games and activities were introduced. The playground, which is restricted in size for the number of pupils at the school, is zoned, and in one area, pupils can, if they wish, practise skills such as accurate throwing of beanbags or skipping. This has had the additional benefit of enhancing pupils' learning in physical education lessons. In another zone, pupils play traditional clapping or singing games. In the third zone there are games such as basketball, goal shooting or football. The fourth zone has a specially built surface and various swings and climbing frames are available for pupils to use. All these activities are organised and led by the trained lunch-time supervisors, one of whom is linked to each class. They take pupils into lunch and then outside to play. On wet days, there are plenty of activities in the classrooms to keep pupils occupied.
51. The progress of pupils in all areas of their personal and social development and acquisition of skills is carefully monitored, together with their academic progress. Parents receive a report about their child's personal development in the termly meetings and in the end-of-year written reports, which are of high quality. Procedures to ease the start of school for Reception children by arranging home visits and time in school in advance are very good. Also very good are the arrangements for transfer to one of the two middle schools. Teachers from the new schools come to meet pupils in Year 3. Pupils have the chance to spend time in the school to which they will transfer. Teachers from the school visit Year 4 pupils in the autumn term to see how their ex-pupils are progressing.
52. The school has a very positive attitude towards pupils for whom English is an additional language and is taking every opportunity to include them and their parents in the life of the school. Festivals from a range of cultures are celebrated and Eid will be a feature of a future celebration at the end of Ramadan. This has a very positive effect upon pupils' attitudes.
53. Procedures for assessing pupils' attainment and progress are very good, and excellent use is made of them to guide teachers' planning. This is an improvement since the last inspection. Assessment in English, mathematics and science is made on a daily basis and recorded so that prompt modification of lessons can be made when necessary. An assessment folder has been introduced for subjects other than English, mathematics and science and every teacher uses a similar format to record pupils' attainment at the end of a unit of work. This informs end-of-year report writing and teachers' assessments.
54. The school has introduced an effective individual tracking system for the pupils, which includes a variety of standard tests such as assessments upon entry to school, reading tests and National Curriculum tests. This ensures that teachers are fully aware of an individual pupil's progress. From these tests, individual targets are set. All test results are carefully analysed for gender, ability and those for whom English is an additional language. A very good marking policy is in place and for the youngest pupils there is usually immediate verbal feedback.
55. Pupils with special educational needs are very well supported. Individual Education Plans contain appropriate targets, which are informed by detailed assessment of the pupil's difficulties. This information is used effectively to plan appropriate work and has a positive effect on pupils' progress. Teachers know and understand the needs of all their pupils. The school works closely

with the Local Education Authority's support services: for example, the speech therapist and educational psychologist. The school also makes good use of the expertise of parents.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

56. The relationship between parents and the school is excellent and this is an improvement since the last inspection. Parents hold the school in high regard and recommend it to other parents. They say that "it was good and now it is brilliant." They express satisfaction with the rich curriculum of lessons and clubs that the school provides. Staff know pupils well and parents are confident that their children are working in a happy, caring and safe environment. They welcome the great improvement in behaviour shown by their children since the extra-curricular and lunch-time play schemes were introduced. Several parents commented upon the success of the 'Buddy Reading' scheme, where senior pupils from a local high school come to help pupils with their reading. Parents feel that their children make even better progress than when they read at home, because they wish to please the older girls.
57. Parents are pleased that their children are so keen to come to school. Those who have children in the Reception classes are encouraged to come into school and take their children to hang up their coats and bags. As pupils become more confident, parents remain outside. However, the school's doors are always open to parents who have a concern and wish to see a teacher. The headteacher, too, is on hand at the beginning of the day to speak to any parent as necessary. Appointments to discuss a problem are made easily. Every term parents have an opportunity to meet teachers and discuss their child's progress. Parents of pupils with special educational needs are very well informed about the programme of work set for their children and are pleased with the progress they make.
58. The information given to parents is excellent. The prospectus and governors' annual reports to parents are well written and contain all the necessary information as well as the school's philosophy. There are frequent, informative newsletters and other letters sent home with pupils. End-of-year reports give excellent information about pupils' progress in each subject, their personal development and the targets which they should achieve in the following school year. Frequently, parents are consulted about the course the school should take and they are invited to read new or revised school policies and comment upon them. Junior governors were involved in making the home/school agreement child-friendly.
59. Some parents help in class and others freely give their time to help in some of the after-school activities. Support for school events is very good and the parents' association raises considerable sums of money both for the school and for charities. At home, parents' contribution to their child's learning is very good. Pupils receive red stickers and gold awards when it is confirmed that they have been reading at home, but not every parent finds time to help and efforts are being made to improve this. Parents support the school's homework policy.
60. The school works closely with parents when their child is put on the register for special educational needs. Parents' views and opinions are sought and are considered when drawing up targets for their child to achieve.

HOW WELL IS THE SCHOOL LED AND MANAGED?

61. The leadership and management of the headteacher are excellent. Since her appointment in 1998, she has made an outstanding contribution to an improving school, and has rapidly identified the areas for urgent improvement: for example, in improving staff development, the school's involvement in major research projects and levels of attendance. All have a very positive impact

upon standards achieved by pupils. The headteacher's caring and supportive manner to all involved in the school, and, in particular, to pupils and their parents, makes a valuable contribution to the school and pupils' learning. She provides a very clear sense of direction and purpose and is well supported by the deputy headteacher, the senior management team and all staff. Priorities are closely linked to the needs of pupils, with a very strong emphasis upon promoting higher standards and effective teaching and learning.

62. School review and development are very much part of the school's culture. The monitoring of the quality of teaching and learning by the headteacher and senior staff is thorough and is an integral part of usual school practice. Staff are very well supported and opportunities for their professional development are thorough. The headteacher's enthusiasm and commitment to the school have encouraged everyone who works there to reflect upon the quality of their work and to strive for further improvement. One example of this is the very successful involvement of lunch-time assistants in helping to provide an excellent range of activities in order to improve pupils' behaviour and attitudes at lunch-times. There is a very strong sense of a shared commitment to improvement by all those involved in the life and work of the school.
63. The headteacher's enthusiasm and leadership of work in physical education has led to the achievement of a number of prestigious awards and national recognition. As a result of a number of very successful initiatives, the school shares its very good practice with other local schools as well as contributing to national research.
64. The school demonstrates an excellent commitment to educational inclusion and to ensuring that the needs of all pupils are met. Equality of opportunity is outstanding, and pupils with special educational needs are well supported. All pupils are seen as individuals and the school does its utmost to meet individual need.
65. The governing body plays a significant part in the success of the school and provides very effective support. It fulfils its role as 'a critical friend' very well and a number of governors visit the school regularly: for example, for monitoring visits. Governors have a very good understanding of the school's strengths and areas for development. A range of its responsibilities is delegated to committees that effectively support the school. One very good example is the way in which governors are involved in the school's self-review process. Governors also meet regularly with the junior governors and other pupils in order to listen to their views about the school and to share their work. The governors fulfil their statutory responsibilities very well.
66. There have been continuous improvements in the quality of the learning environment, the quality of teaching and learning and the curriculum provided and, as a result, standards have improved since the last inspection. This is due to the strong commitment of the headteacher and staff in providing the best that they can for pupils. A team approach is very well developed and staff work hard to improve the quality of education provided by the school. All teaching staff have responsibilities for co-ordinating areas of the curriculum. Planning takes place as a whole school and within year groups; this is carried out very successfully. Co-ordinators provide effective support for their colleagues and are well aware of the strengths and weaknesses in their subject areas.
67. The management of special educational needs is very good. The school's approach is well organised and designated funds are used appropriately. Support staff are very well deployed to meet the needs of pupils and all staff work closely with the co-ordinator who ensures that they are all aware of the procedures. Parents are kept well informed and are invited to all reviews.

Very good records are kept. There is a governor responsible for overseeing special educational needs who plays an active role. She meets regularly with the special educational needs co-ordinator and reports back to the governing body. The school complies with the Code of Practice and fulfils its statutory requirements well.

68. The school has clear aims that are supported by pupils, parents, staff and governors. They promote the development of pupils' self-confidence, self-worth, and the skills and qualities required to be caring and fulfilled members of society. These aims are effectively incorporated into all aspects of the school. The school's ethos is outstanding, and a very effective learning environment has been established. The school's vision statement, 'Space to grow and wings to fly', clearly runs through all aspects of school life.
69. The excellent, regular monitoring of teaching and the curriculum by the headteacher and senior staff is proving to be very effective in raising standards. The governing body is kept very well informed by the headteacher by clear and effective reports, together with a thorough analysis of data: both financial and that relating to standards achieved by pupils. The school is very effective in determining appropriate aims, priorities and targets, and is taking very effective action to rectify deficiencies, and, in particular, to raise standards.
70. Financial planning is fully linked to the school's educational priorities. Special grants, such as allocations for professional development, are used to best purpose. The school budget is managed very well on a day-to-day basis, and financial control and administration fully reflect the priorities of the school. The school reports a larger than average carry forward of £72,000 (16 per cent) in its budget. This amount has been set aside for specific spending in the current financial year in order to build additional facilities for Reception and Year 1 pupils.
71. The full governing body agrees budget allocations annually, and governors monitor expenditure regularly in order to check that actual expenditure is in line with the agreed budget. Very good financial and other, information is made available to all governors by the headteacher, which ensures that they are very well informed. There are effective procedures to review and evaluate the effects of financial decisions. The principles of best value for money are applied well to decisions relating to the school budget.
72. The school improvement plan is of very high quality and clearly identifies the areas for future development. It identifies resource implications, key personnel and time scales, together with costings. The school improvement plan is a result of close co-operation between governors and all staff and includes a very effective review of the school's work, and is very well linked to a longer-term view.
73. The school is well staffed and there is an appropriate balance of experience and expertise. There are very good mentoring arrangements in place for newly qualified and newly appointed staff, with very effective arrangements for staff appraisal and performance management. All staff have been very well assimilated into the life and work of the school. Support staff are carefully briefed on the content of lessons and the part that they will play in supporting pupils, and their impact upon pupils' learning is very good. The quality, range and accessibility of resources are good overall.
74. The accommodation is very good overall. The layout of the school provides a welcoming, open area. Classrooms and shared areas give the impression of space and provide a very good learning environment. There is a shared area in the wing for older pupils, which is well supplied with a number of computers. The school also has a small craft room. The hall is large for a school of this size and has a recently fitted small kitchen for the use of the breakfast club.

Storage space is well provided and the rooms are well furnished. An extension to the building is planned.

75. The caretaker and cleaning staff keep the school looking very clean. The caretaker deals with a number of maintenance matters very effectively: for example, replacing tiles in the toilets. There are plenty of display areas, which are used effectively to exhibit pupils' work.
76. Although the site appears adequate, the hard playground area is too small for the number of pupils, particularly as it is often flooded at one side. There is play equipment in good condition with appropriate safety flooring. Reception children have their own small, well-equipped play area where they grow and look after plants. The school makes good use of the neighbouring school's playing field.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

There are no key issues identified from the inspection.

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	44
Number of discussions with staff, governors, other adults and pupils	20

Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very poor
Number	3	13	27	1	0	0	0
Percentage	7	30	61	2	0	0	0

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

Information about the school's pupils

Pupils on the school's roll	YR – Y3
Number of pupils on the school's roll (FTE for part-time pupils)	167
Number of full-time pupils known to be eligible for free school meals	32

FTE means full-time equivalent.

Special educational needs	YR – Y3
Number of pupils with statements of special educational needs	5
Number of pupils on the school's special educational needs register	39

English as an additional language	No of pupils
Number of pupils with English as an additional language	7

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	6
Pupils who left the school other than at the usual time of leaving	7

Attendance

Authorised absence

	%
School data	5.2
National comparative data	5.6

Unauthorised absence

	%
School data	0.0
National comparative data	0.5

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

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

	Year	Boys	Girls	Total
Number of registered pupils in final year of Key Stage 1 for the latest reporting year	2002	22	21	43

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	19	19	19
	Girls	20	18	19
	Total	39	37	38
Percentage of pupils at NC level 2 or above	School	91 (80)	86 (80)	88 (88)
	National	84 (84)	86 (86)	90 (92)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	19	19	19
	Girls	18	18	19
	Total	37	37	38
Percentage of pupils at NC level 2 or above	School	86 (80)	86 (88)	88 (88)
	National	85 (85)	89 (89)	89 (89)

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

Ethnic background of pupils***Exclusions in the last school year***

Categories used in the Annual School Census	No of pupils on roll	Number of fixed period exclusions	Number of permanent exclusions
White – British	161	1	0
White – Irish	1	0	0
White – any other White background	0	0	0
Mixed – White and Black Caribbean	1	0	0
Mixed – White and Black African	0	0	0
Mixed – White and Asian	0	0	0
Mixed – any other mixed background	1	0	0
Asian or Asian British - Indian	1	0	0
Asian or Asian British - Pakistani	0	0	0
Asian or Asian British – Bangladeshi	0	0	0
Asian or Asian British – any other Asian background	0	0	0
Black or Black British – Caribbean	2	0	0
Black or Black British – African	0	0	0
Black or Black British – any other Black background	0	0	0
Chinese	0	0	0
Any other ethnic group	0	0	0
No ethnic group recorded	0	0	0

The table refers to pupils of compulsory school age only. It gives the number of exclusions, which may be different from the number of pupils excluded.

Teachers and classes

Qualified teachers and classes: YR – Y3

Total number of qualified teachers (FTE)	7
Number of pupils per qualified teacher	23.8
Average class size	27.8

Education support staff: YR – Y3

Total number of education support staff	13
Total aggregate hours worked per week	184

FTE means full-time equivalent.

Financial information

Financial year	2001/2002
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	£
Total income	440612
Total expenditure	402583
Expenditure per pupil	2411
Balance brought forward from previous year	34329
Balance carried forward to next year	72358

Recruitment of teachers

Number of teachers who left the school during the last two years	2.5
Number of teachers appointed to the school during the last two years	2.5

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	167
Number of questionnaires returned	39

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	64	36	0	0	0
My child is making good progress in school.	64	33	0	0	3
Behaviour in the school is good.	62	33	0	0	5
My child gets the right amount of work to do at home.	49	49	0	0	2
The teaching is good.	69	23	0	0	8
I am kept well informed about how my child is getting on.	59	33	5	0	3
I would feel comfortable about approaching the school with questions or a problem.	87	10	3	0	0
The school expects my child to work hard and achieve his or her best.	69	23	0	0	8
The school works closely with parents.	67	31	2	0	0
The school is well led and managed.	85	13	0	0	2
The school is helping my child become mature and responsible.	82	18	0	0	0
The school provides an interesting range of activities outside lessons.	87	10	3	0	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

77. Children start school in the Reception class at the beginning of the autumn, spring or summer terms, initially for mornings only. Older Reception pupils work in the adjacent class with Year 1 pupils, but also have many well-planned opportunities to work with children in the Reception class. Before children start school, there are very good opportunities for children and their parents to familiarise themselves with its life and work. These, together with home visits, ensure that children are well prepared for school.
78. A significant number of children start school with below expected levels of attainment, particularly in aspects of their personal and social development and communication skills. Children make very good progress in the Reception classes, and broaden and consolidate their knowledge in all areas of learning. There are seven children for whom English is an additional language. The range of languages spoken by children and their parents includes Urdu, Arabic, Bengali, Malay and Czech.
79. By the time children enter Year 1, most attain standards that are at least in line with expectations in personal and social development, communication, language and literacy, mathematical development, knowledge and understanding of the world, and creative and physical development. Overall provision for children in the Reception classes is very good and standards in this area of the school's work have improved since the last inspection.
80. Overall, the quality of teaching for children in the Reception classes is excellent in each of the areas of learning. Class teachers have a very good knowledge and understanding of the needs of children of this age, and of the curriculum to meet those needs. Teachers and support staff work very well as a team and children benefit from this consistent approach to their learning. There is a very good emphasis upon activities that will promote speaking and listening: for example, through the appropriate introduction of elements of literacy and numeracy lessons. Planning is very good overall, and includes appropriate references to national guidance for children of this age. There is effective monitoring and evaluation of teaching and learning and of the progress made by children. Expectations of children's behaviour are very high, and relationships are secure. Provision for children with special educational needs is very good and they make good progress.
81. Provision for children for whom English is an additional language is very good and they make very good progress. A recent project on 'The Gingerbread Man' included translations into Arabic, Malay, Bengali and Urdu written by parents. The school has recently invested in a number of books and materials in dual languages and pupils are encouraged to take them home, enabling shared reading to take place. The use of labels in the classroom for frequently used equipment and places in the school, has assisted children for whom English is an additional language to integrate into the school and to support their learning. This has enhanced children's self-esteem and encouraged others to learn words from other languages. Parents also visit the school and tell well-known stories in their children's home language. In addition, these parents and older siblings provide a valuable translation service for the school.

82. There is a good range of resources available, including provision for children's physical development: for example, large wheeled toys and apparatus for climbing and balancing. Class teachers have provided an attractive and stimulating environment for children. Very good use is made of the outdoor area to extend children's learning. Children's work is attractively displayed and valued. There is equality of learning opportunities for boys and girls.

Personal, social and emotional development

83. Children in the Reception classes attain what is expected for their age. They make very good progress through well-planned opportunities to establish constructive relationships with other children and adults. Planning for sessions provides good opportunities for children to work alone, in small groups or as a whole class. There is a good balance between teacher-directed activities and those that children select for themselves. Children are responsive, interested in what they are doing, and are beginning to concentrate on, and persevere with, their learning. Children listen well, and most are happy to contribute their own ideas during discussion: for example, when discussing letter sounds or when sharing a book together. Children understand that other children come from different backgrounds and cultures from themselves and that all are valued. Children show great interest in the activities that are provided for them: for example, when washing and drying hands using different soaps and materials for drying. Children know that washing hands is important after handling pets and before eating food. Children are successfully encouraged to take responsibility: for example, for registering themselves when entering the classroom in the morning and helping to tidy away at the end of activities.

Communication, language and literacy

84. Children listen well to their teachers and are becoming confident in their use of a growing vocabulary and range of expression. Children broaden and consolidate their use of language and attain what is expected for their age. Good opportunities are provided for children to communicate their thoughts, ideas and feelings. Progress in communication, language and literacy is very good, and is well matched to children's learning. There are good opportunities for children to experiment with writing. They are taught how to form letters with increasing accuracy and how to write words. The classrooms are thoughtfully planned to promote the importance of language: for example, through signs in a variety of languages, notices, books and a listening centre. There are very good opportunities for role play and a good range of resources for children to use. There is very good and regular use of nursery rhymes and songs. Children are familiar with a good number of these and show great enthusiasm when recalling ones that they know.

Mathematical development

85. Mathematical development is effectively promoted and children are able to count, sort, match, seek patterns and recognise relationships when working with numbers, shapes, space and measures. Attainment in mathematics is in line with expectations, and children make good progress in colour, shape and number recognition. Children experience a good range of number and singing games. Numeracy skills are developing well. Children are beginning to identify and create patterns and compare, sort and count objects and count up to ten and beyond.

Knowledge and understanding of the world

86. Children's attainment is in line with expectations for their age, and they make very good progress. Children develop their understanding of the world around them through a range of well-planned and relevant activities. Some children talk about where they live, their families and their immediate environment, and they recall their experiences through a range and variety of role play: for example, in the 'veterinary surgery'. Children effectively develop the skills of cutting, joining and building using a good range of materials. They have good and regular access to a good range of construction materials. In one very good lesson observed, children enjoyed planting spring bulbs. They talked about the conditions necessary for growth, depth of planting and were fascinated by the number of worms present in the damp soil. The quality of teaching is very good, lessons are planned very well, make good use of resources to stimulate children's enthusiasm, and teachers use questioning skills effectively to develop children's knowledge and understanding.

Physical development

87. Children's physical development is in line with expectations for their age, and they make very good progress. They handle scissors, glue, paintbrushes and crayons appropriately. Several children were observed demonstrating considerable care when drawing shoe patterns. Children have regular access to the main playground to extend their physical development. There are good opportunities for children to have physical education lessons in the school hall, as well as good opportunities for children to use large wheeled toys, and to climb and balance. Children use space well in the school hall and are already aware of the reasons for a warm-up at the beginning of lessons and cool-down at the end.

Creative development

88. Children's creative development is in line with expectations for their age and they make very good progress. Children enter a creatively rich environment when they start at the school, to which they respond with enthusiasm. They show an appropriate appreciation of the effects of different textures, colours, shapes and patterns. There are well-planned opportunities to promote creative development and good opportunities for children to express their ideas. The classrooms provide a stimulating environment and children are supported well by the sensitive intervention of class teachers and learning support assistants. In one excellent music lesson observed, the children responded very well when listening to and clapping rhythms. They listened and responded very well to the loud and soft sections. The class teacher's skilful and sensitive approach ensured that all children took part, enjoyed the activity and made very good gains in their learning.

ENGLISH

89. Standards achieved by pupils in Year 2 and Year 3 are above expectations in speaking and listening, reading and writing. There has been a good improvement in the standard of pupils' work since the last inspection, when it was judged to be average. There has also been a good improvement in National Curriculum test results. In 2001, the National Curriculum test results for pupils in Year 2 for reading and writing were in line with the national average. The results were the same when compared with similar schools. The 2002 results for reading and writing were above the national average. They were well above the national average when compared with similar schools. There is no significant difference in the attainment of boys and girls.

90. Many pupils enter the school with standards that are below expectations, particularly in their communication skills. However, they make very good progress and, by the end of Years 2 and 3, attain standards which are above those normally expected from pupils of the same age. They make very good progress in understanding and using new vocabulary. They gain more confidence in using different methods to read unknown words. They show increasing skills in writing for a range of different purposes. Pupils with special educational needs make good progress in lessons. Higher attaining pupils make very good progress.
91. Pupils' speaking and listening skills are good. Many pupils are confident speakers and answer questions well in lessons. Pupils in Year 1 speak clearly in simple sentences. Pupils in Year 2 explain their ideas well. By Year 3, pupils use an increasingly varied vocabulary when expressing their thoughts. The majority of pupils listen well to instructions and to each other. All pupils listen attentively in assemblies.
92. Standards in reading are above average in Years 2 and 3. Some pupils in these years read very well. They read fluently, accurately and with expression. They retell stories and make predictions about endings. Year 3 pupils begin to use different voices to convey the meaning of the text. There are a few pupils, however, who are less confident readers. Pupils write their own book reviews. This encourages them to offer their own opinions about the books they read. The reading and literacy diaries, which pupils take home, are used well. They also provide information to assist parents in supporting their child's reading. The 'Buddy Reading' system is an excellent part of the provision. A group of Year 10 pupils from a local high school visit each morning to read with a few pupils before school.
93. Pupils' writing skills are good, with some pupils showing very good skills. Pupils experience a range of writing activities, including stories, poems, instructions and notes. Many pupils write with confidence and sound-out words to aid their spelling. Pupils in Year 1 write about their pets. They look at different words to join short sentences. They understand how sentences can be joined with 'and', 'so', or 'because'. By Year 2, many pupils spell simple words accurately. They structure their stories well and show an increased vocabulary. Year 3 pupils often write at length and make good use of punctuation. They use their imaginations well to describe different events. For example, in one lesson pupils listened to a war poem. They looked at the way that the writer had used effective imagery in the poem. They imagined being in a trench and how they might feel. As a result, they increased their understanding of how to convey emotions to the reader. In the last inspection, pupils' spelling skills were found to be unsatisfactory. These skills have now improved.
94. Pupils regularly practise handwriting skills and much of their work is carefully presented. Most younger pupils use correct letter shapes. By Years 2 and 3 many pupils' handwriting is legible and consistently joined and formed. This is also an improvement since the last inspection.
95. Pupils have good attitudes toward the subject. They are keen to answer questions and listen well whilst other pupils talk. They settle down to written tasks quickly and are well behaved.
96. Teaching and learning is very good throughout the school. Lessons are planned well and effective use is made of questioning to extend pupils' understanding. For example, in a Year 2 lesson, the teacher read part of a story about a unicorn, then asked detailed questions about the beginning of the story. This enabled pupils to see how a good beginning can capture a listener's interest. Teachers mark pupils' work carefully and annotate it to show if it was completed unaided. Effective strategies are in place for teaching handwriting and spelling. There is good provision for pupils to use ICT for drafting their work. Homework is used well to reinforce

pupils' learning. Parents are informed about their child's homework timetable. Learning support assistants make a valuable contribution to pupils' work in lessons. All staff work well together as a team and this has a very positive impact on pupils' learning.

97. There is very good provision for developing pupils' literacy skills across the curriculum. Plenty of opportunities are provided for pupils to speak in lessons and to improve their listening skills. Reading and writing opportunities further develop pupils' knowledge and understanding: for example, Year 2 pupils write about the Great Fire of London in history. In religious education, they write some of the Bible stories told by Jesus. In science, Year 3 pupils make good use of the subject's vocabulary.
98. The co-ordinator provides very good leadership and management. Specific ways of further raising pupils' attainment have already been identified. Assessment procedures are very good. Detailed records are kept, which chart an individual pupil's progress. These are then used to set achievable targets for each pupil. The library offers an attractive environment for pupils. The co-ordinator is in the process of developing the library provision to raise pupils' awareness and love of books further. The school has been successful in gaining the Basic Skills Quality Mark award.
99. The subject makes a very good contribution to pupils' spiritual, moral, social and cultural development. Pupils' cultural development is fostered well through a range of appropriate texts, including books and poems.
100. Improvement since the last inspection is very good. The standard of pupils' work has improved overall, with good progress made in spelling and handwriting. The quality of teaching is now very good. The previous weaknesses highlighted in teaching have been fully addressed.

MATHEMATICS

101. In the National Curriculum tests at the end of Year 2 for 2001, pupils achieved results that were in line with the national average. The results of the 2002 National Curriculum tests indicate good improvement, with pupils achieving above the national average. When compared with similar schools, pupils are achieving well above the national average. A larger percentage of pupils achieved the higher level (Level 3) than the national average.
102. The school successfully identified areas of mathematical weakness as a result of analysis of the previous year's test results and the use of information provided by the Local Education Authority. The careful use made of this analysis is contributing to the improved standards shown for pupils in Year 2. Pupils make good progress towards their targets in the subject, including those with special educational needs and higher attaining pupils.
103. Inspection findings judge that, by the end of Year 2 and Year 3, pupils achieve standards that are above the national average and standards have been maintained since the previous inspection.
104. The quality of teaching and learning is good for pupils in Years 1, 2 and 3 and pupils make good progress. Higher attaining pupils are learning effectively, because their needs are fully recognised by teachers. Many pupils use mental recall of addition and subtraction number facts well and understand the principles of multiplication. In a Year 1 lesson, pupils order two-digit numbers correctly. Pupils in Year 2 use the term 'partition' and correctly identify place value in three-digit numbers. They make good use of approximation to identify which number is nearest

to another in a sequence. In Year 1, pupils show good understanding of the vocabulary used in addition and subtraction and carry out a range of computations with numbers up to 50.

105. Teachers are confident in their subject knowledge. They ask challenging questions and maintain pupils' interest well. Clear lesson objectives are used effectively to introduce lessons and pupils are reminded of the previous day's work. When work sheets are used, they support the work of the teacher and provide clearly differentiated and suitable tasks for groups of pupils. Marking of pupils' work is effective. Teachers collaborate carefully with learning support assistants who make a valuable contribution to all aspects of the lessons and work with all pupils including higher attaining ones. Pupils settle well to their tasks, sharing ideas and apparatus well.
106. Pupils in Year 3 undertake a wide range of mathematical skills including addition and subtraction. They recognise complex mathematical shapes and show lines of symmetry in both regular and irregular shapes through an understanding of rotational symmetry. They make good use of computers to prepare graphs of mathematical investigations. Pupils tell the time using both digital and analogue faces of a clock, identify right angles and measure a line carefully and accurately.
107. Pupils with special educational needs make good progress towards their targets and are carefully supported by the learning support assistants. In all lessons, there is a brisk mental warm-up session, challenging pupils and leading to a revision of the learning objectives.
108. Lessons are well planned and show clear links to other areas of the curriculum. They are based upon the National Numeracy Strategy with additional material from other appropriate sources. Work is carefully differentiated by task, ensuring that all pupils have access to the mathematics curriculum. Mathematics has good cross-curricular links: for example, with science in the use of graphs, and with English in the development of pupils' mathematical vocabulary. Year 1 pupils use mathematical vocabulary well.
109. Leadership of the subject is good. The co-ordinator sets high standards, and leads the staff well, ensuring a commitment to raising attainment in the subject. The co-ordinator monitors all aspects of planning, undertakes classroom observations, and provides high-quality support. There are effective procedures for ongoing assessment of pupils' work.
110. Resources are good and readily available. Good use is made of ICT, both as a teaching aid through the use of projectors linked to a computer and the use of specific mathematics programs. The strong links with other first schools and the local middle schools ensure good continuity at Key Stage 2.
111. There has been good improvement in the subject since the last inspection. The school has worked hard to address areas of weakness in the subject since the last inspection and the subject is now a strength of the school.

SCIENCE

112. Standards achieved by pupils are above expectations in Year 2 and Year 3. Most Year 2 pupils are attaining the expected level for their age and a significant number is doing better than this. At the end of Year 2 in 2002, National Curriculum teachers' assessments showed that the percentage of pupils reaching the expected level was below the national average, but in line with the national average when compared with similar schools. The percentage of pupils achieving the higher level (Level 3) was well above the national average and very high, within the top five per cent, when compared with similar schools. These findings are an improvement on the judgements made at the time of the last inspection when the percentage of pupils achieving the higher level was below average. Most pupils, including those with special educational needs and higher attaining pupils, make good progress.
113. The rise in standards seen since the last inspection is largely due to improvements in the quality of the science curriculum and improvements in the quality of teaching and learning. The curriculum is well linked to the National Curriculum programmes of study, with some units of work taken from national guidelines. Pupils are becoming skilled in investigative work, because this has been a focus for development since the last inspection. Higher and average attaining pupils suggest ideas about how to solve a problem. They record their observations well. Teaching ensures that work is matched to the ability of all pupils by setting different tasks, so that all pupils, including those with special educational needs, make good progress. Most pupils develop an understanding of the need to ensure tests are fair. This work begins in the Reception class and continues throughout Years 1, 2 and 3. Year 1 pupils investigate materials for wrapping parcels. They discuss what they think the outcome will be and then test their predictions. They then explain their results, saying, for example, "Foil is not good because it splits", and "Brown paper is good because it is strong." Year 2 pupils have a good understanding of a fair test and they draw conclusions from their investigations.
114. Year 3 pupils form a hypothesis and then record their results in the form of line or block graphs. In one excellent lesson experimenting to find out which tights would stretch the furthest, pupils became absorbed in a discussion on how to measure the tights fairly. They were given time to discuss ideas with a partner and in a larger group before coming together as a class to record four things they would have to do to make the test fair. Throughout the school, pupils are acquiring a good store of knowledge in all aspects of science. There were no observable differences in the attainment and achievement of boys and girls.
115. Pupils in all year groups are encouraged to discuss ideas, use the correct terminology and write their own accounts of investigations. There are good opportunities for them to use their literacy skills in science lessons. They use ICT to record data and to present their work.
116. Pupils respond well in lessons. They are curious, and they work co-operatively in pairs and small groups. They are very attentive to the teacher and are eager to put forward their ideas. Relationships are very good, which aids the very good learning that takes place. The subject makes a good contribution to pupils' spiritual, social and moral development.
117. The quality of teaching is very good overall, with some excellent teaching seen. Teachers have a good understanding of the National Curriculum programmes of study for the subject. They use relevant scientific terminology and explain tasks clearly. As a result, the quality of learning is very good because pupils know and understand what is expected of them. Teachers' planning is good and lessons are prepared thoroughly. They use questioning techniques well, ensuring that

all pupils learn to think and apply what they have already learned to new areas of learning. Work is marked conscientiously following the guidelines of the school's marking policy.

118. The quality of leadership in the subject is very good. The co-ordinator, who is new to the post, has a good knowledge of what needs to be done to raise standards still further. The strong teamwork of the staff means that she is ably supported by the previous subject co-ordinator, which is ensuring continuity. She monitors teachers' planning and pupils' work. She also effectively analyses pupils' attainment in both school tests and teachers' assessments. The long-term planning provides a sound framework for pupils to acquire the appropriate scientific skills as they move through the school. Resources are good and well organised.

ART AND DESIGN

119. Standards achieved by pupils in Years 2 and 3 are well above expectations. Owing to timetable arrangements, only one lesson was seen in Year 3. However, evidence of teachers' planning and a study of pupils' work confirm this judgement. Pupils experience a wide range of activities which allow them to develop skills in using a variety of media, including fabrics. Pupils gain confidence and develop their own skills during these activities and often produce imaginative and striking work.
120. Pupils' achievement in all years is very good. Pupils make very good progress in understanding how different colours, textures and materials can be blended together to create a particular effect. Pupils with special educational needs make good progress. The more artistic pupils make very good progress.
121. Pupils in Year 2 paint pictures of flowers and mix and match colours well. They experiment with different patterns and print skilfully on to fabric. They make an attractive butterfly out of materials. They paint in the style of Picasso and represent the features of a face in an imaginative way. Year 1 pupils make paintings of trees in winter. They show good colour-mixing skills and know how to make colours lighter. By Year 3, many pupils show very good skills in a range of work: for example, in one lesson, pupils used different threads on hessian to create a picture of a house in Bramber village. First they made a sketch of a house from a photograph and then drew an outline in pencil on the hessian. They used a variety of stitches well to sew over the outline. Another group of pupils looked at the different textures on the roof and the stone work of each house. They made a sketch of these and planned the way that they would use the threads to create the varied textures and patterns. As a result, pupils made very good progress in refining and developing their sketching, designing and sewing skills. Pupils in Years 1 to 3 know about the work of other artists, including Goldsworthy, Seurat and Van Gogh. They make pictures to represent the styles of these artists, with some good examples seen throughout the school. Pupils are familiar with using papier maché and clay for their work. They successfully make tiles, face masks of animals and sculptures of people.
122. Pupils have very good attitudes toward the subject. They talk well about their work and take pride in what they do.
123. There was insufficient evidence to make an overall judgement about teaching and learning. However, in one Year 3 lesson, teaching was good, with a very good provision of appropriate resources. The provision and use of ICT is effective in enhancing pupils' learning. It is used well to enable pupils to experiment with different techniques. The art club after school provides a further means of extending pupils' skills.

124. The co-ordinator provides very good leadership and management. Good assessment procedures are in place and the excellent portfolios of pupils' work show the extensive range of activities that are covered. The resources are very good and accessible to pupils. Effective displays around the school and in classrooms give further evidence of pupils' very good achievement. Pupils' work has been exhibited at a headteachers' conference and at the local hospital.
125. The subject makes a very good contribution to pupils' spiritual, moral, social and cultural development. Pupils are given the opportunity to appreciate the beauty of the world around them and to express their own feelings in a creative way.
126. Improvement since the last inspection is very good. The school has been successful in maintaining the standard of pupils' work; there has been an improvement in the management of the subject and in the provision of resources.

DESIGN AND TECHNOLOGY

127. During the inspection only one lesson was seen in this subject. The judgement of standards is therefore based upon the lesson observed, pupils' work and displays, and discussions with pupils and the subject co-ordinator. Standards achieved by pupils are above expectations in Year 2 and Year 3 and overall standards have been maintained since the last inspection.
128. Across the school there is a systematic approach to teaching the subject and the development of a full range of skills. Year 3 pupils gain experience of drawing and evaluating plans and work with a wide range of materials. In a food technology lesson observed, pupils used a range of dough to make cakes and gingerbread men and evaluated which was the most suitable for the end product. Use of ICT led to the production of a very detailed analysis of the work and a careful record of making the gingerbread men, complete with the recipe and translations into Arabic and Urdu.
129. As part of their work in food technology, pupils understand the need for personal hygiene and what constitutes a healthy diet.
130. Year 3 pupils construct a house, using a variety of techniques and a range of materials. Pupils' models display a high standard and an understanding of how to make a structure that is strong and looks appealing. The techniques used have been transferred to making a model car with wheels that run freely. Clay models of figures are displayed with an explanation as to their construction. Pupils' learning is extended by cross-curricular links with other subjects such as art and design: for example, when producing collages using a range of materials with different ways of joining.
131. The quality of teaching and learning is good overall. Teachers have good classroom management and subject knowledge. They show evidence of understanding the specific skills which need to be taught in order for pupils to succeed. In one lesson observed, the good use of questioning by the teacher allowed pupils to think about their work and decide how they could improve upon the initial design. Pupils with special educational needs are carefully supported and make good progress. Pupils enjoy the practical activities and are well behaved, co-operating and sharing willingly if required.
132. There is a good scheme of work for the subject, which makes good use of national guidelines and other materials. There is clear planning, showing how the work develops across the whole curriculum. The subject is well managed and assessment procedures are being developed: for

example, portfolios of pupils' work are maintained to monitor standards and pupils' progress. Resources are good and careful storage enables ease of access.

GEOGRAPHY

133. Standards achieved by pupils in Years 2 and 3 are above expectations and overall standards have improved since the last inspection. Pupils achieve well, acquiring detailed knowledge and skills of enquiry that are above average for their age. This is largely due to a well-planned curriculum, in which the subject is often taught in the context of other subjects, such as science, as well as in its own right. Although only one lesson in geography was seen, it is clear both from this lesson, and pupils' work, that they are well taught and that teachers expect high standards.
134. Pupils are encouraged to express their own opinions on environmental issues. Year 1 pupils put forward their views about the school grounds and what they like and dislike about the play area. They make good suggestions for improvement. Year 1 pupils also make traffic surveys and draw conclusions about why they saw so few lorries. Pupils commented, "We don't have many factories near our school." They carefully record their findings on a tally chart. Year 2 pupils enjoy fieldwork. They walk round Rottingdean and successfully complete a map showing geographical features that they have observed. By looking at the fictional island of Struay, they study what it is like to live in a different environment from their own. In Year 3, pupils use train time-tables to help them make judgements and draw comparisons between the ease of getting to different places from Worthing and Arundel as part of their work on contrasting localities. Pupils' work shows that they work hard and are interested in what they are learning. There is no difference between the attainment of boys and girls, and pupils with special educational needs achieve well.
135. The quality of teaching and learning is good for pupils in Years 1 and 2. There was insufficient evidence to make a judgement about the quality of teaching and learning for pupils in Year 3. One of the strengths of teaching in the subject is the very good planning within year groups. Teachers tell pupils what they are going to learn about and plan interesting activities to ensure good learning takes place. Classes are managed well and pupils listen well to their teachers. Lessons begin with good questioning that establishes what pupils have already learned. The lesson observed in Year 2 moved along at a good pace, which had a positive effect on the progress being made, although many pupils found the concept of a 'bird's eye view' difficult. The teacher's high expectations of both work and behaviour resulted in a high level of effort and concentration. Pupils with special educational needs were very well supported during this lesson by the learning support assistant, which enabled them to achieve very well.
136. In the one lesson seen, the teacher insisted on a good standard of presentation and good opportunities were made for pupils to practise their reading and writing skills. The teacher had a secure knowledge of the subject and imparted her enthusiasm to the pupils. There were very good relationships between pupils, teacher and learning support assistants so that a secure environment for good learning took place. Pupils behaved well and were keen and interested and worked well together. The subject makes a good contribution to pupils' social, moral and cultural development. Information and communication technology is used appropriately in the subject to enhance pupils' learning.
137. New schemes of work based on national guidelines for the subject are contributing significantly to the good teaching. The scheme of work shows clearly what needs to be taught and also what needs to be assessed. The subject is very well co-ordinated and the new subject co-ordinator keeps a well-ordered file, which shows the plans for the development of the subject. Pupils'

attainment and progress are assessed at the end of a topic and recorded in the class assessment book. The co-ordinator has also compiled a portfolio of pupils' work that clearly shows the progression in both knowledge and skills. Resources for the subject are of good quality and sufficient to teach the topics in the scheme of work.

HISTORY

138. No history lessons were being taught during the inspection. Judgements have been made by looking at pupils' work, teachers' planning, displays and discussions with pupils and staff. Standards achieved by pupils in Years 2 and 3 are above expectations and standards have improved since the last inspection. This is mainly due to the introduction of a new scheme of work and a great improvement in the planning of lessons and the assessment of pupils' achievements.
139. Girls and boys make good progress in all aspects of the subject. Higher attaining pupils in Year 2 record their ideas and opinions in well-written sentences and illustrate their work well, giving reasons for their opinions. Other pupils in Year 2 record mostly by drawing and then discussing what they have done with their teacher. Pupils with special educational needs are supported well and make good progress.
140. Through looking at toys, younger pupils begin to learn a sense of time and how things have changed. They make simple family trees and toy timelines that show the sort of toy children of different ages play with. Year 2 pupils make timelines of the life of Florence Nightingale. Pupils use their literacy skills well to present good-quality work. They use the Internet to research seaside holidays in 1900 and communicate their findings in a variety of ways, such as pictorially, in simple written statements, captions and discussions. Pupils study old schools and compare them with their own experience of school. They successfully use role play to learn about a Victorian school day and know that children sat in rows, used chalkboards and stood to read.
141. Pupils are encouraged to think about and identify sources of information concerning the past and ask their parents and grandparents about their experiences of school life. They record their ideas in pictures and writing, reaching a good standard. Older pupils make books about life in Britain since 1930. They supply a contents page with page numbers and take pride in their presentation. History lessons are enhanced by visits to places of historical interest such as the Weald and Downland Museum, Arundel Castle and Preston Manor. The subject makes a good contribution to the pupils' spiritual, moral, social and cultural development.
142. Year 3 pupils use a range of sources for information. They use documents, pictures and photographs as evidence and ICT for research. Pupils are taught to recognise that the past is represented in different ways and that people can interpret this evidence differently. They explore why things change and learn to use vocabulary relating to the passing of time.
143. The subject is managed very well and this has contributed to the improved standards. The co-ordinator monitors the subject by looking at teachers' plans and checking them against the scheme of work. She collects pupils' work for a portfolio and checks standards. Team-planning meetings are held, which enable teachers to assess attainment against other pupils' work. Work is assessed at the end of a unit of study and recorded in the class assessment book. Resources are good and used well.

INFORMATION AND COMMUNICATION TECHNOLOGY

144. Standards achieved by pupils in Years 2 and 3 are above expectations and overall standards have improved since the last inspection.
145. Provision for the subject has improved considerably since the last inspection, with the introduction of a computer suite, the replacement of old and out-of-date computers, and the introduction of a wide range of appropriate software. The combination of these networked computers and the stand-alone computers in classrooms provides very good opportunities for pupils to develop their ICT skills as well as supporting learning in other subjects.
146. Effective timetabling ensures that pupils in all classes have regular access to the computer suite. During these lessons, working in small groups, they learn skills and make good progress in their use as they move through the school. Lesson planning shows good links to other subjects and this effectively enhances pupils' learning.
147. Year 1 pupils use a program well to produce graphs of favourite foods and insert text to explain their findings. Pupils in Year 2 use a range of photographs taken with a digital camera to record a visit to Rottingdean. They place text around the pictures to record what they had seen. They make good use of a graphics program to record the animals and birds seen during the visit. Pupils are encouraged to use digital cameras, record their work and use the results in an imaginative way. Pupils' work is displayed well, showing high standards, care and use of a good range of computer skills.
148. In Year 2, pupils use a paint program and carefully prepare a pattern to create a sheet of repeating patterns. Year 1 pupils use the same program to reproduce a famous line painting by Modigliani and develop their own ideas. Pupils in Years 1, 2 and 3 use a word-processing program well, showing the ability to change the font, correct and manipulate their work and finally print it for display. In science, pupils use a microscope linked to a computer showing small objects magnified on the screen. They also make good use of the computer to create graphs to record their work in mathematics.
149. Pupils use the Internet and download information to help in lessons. In a geography lesson, information on different animals in other countries had been included in their own writing. Pupils in Year 2 make good use of photographs showing life at the seaside in Victorian times to compare with today. Pupils learn to communicate using ICT by sending and receiving e-mail.
150. The use of computers provides good opportunities to use a range of additional equipment and for pupils to work collaboratively. Throughout the school there is very clear evidence to show how ICT is linked to other subjects, including physical education.

151. Teaching of ICT skills is good. The introduction of the computer suite enables pupils to be taught in small groups. Teachers' confidence in their own skills has been enhanced throughout the school as a result of the national training received and the support of the subject co-ordinator. Teachers' confidence and knowledge are evident in enhancing the work of pupils and enabling them to make good progress. As a result, pupils enjoy their lessons and are keen to show the skills they have acquired. At all times, behaviour in the suite is of a high standard, further adding to the good progress made. The subject co-ordinator provides very good leadership and guidance for staff, supported by very able parental assistance.
152. Resources are good and the compute suite, although small, is well equipped. The school makes full use of the resources in the subject. The addition of laptop computers available for teaching staff has helped in overall subject planning and recording of pupils' progress throughout the school. These computers are available for pupils as an additional portable resource. There are appropriate assessment procedures for the subject. Pupils with special educational needs and higher attaining pupils are well supported.

MUSIC

153. Standards achieved by pupils in Years 2 and 3 are above expectations. Pupils enjoy their lessons and gain skills in understanding and using simple rhythmic patterns, in moving to music and in singing. They show confidence in what they do and are developing well as performers.
154. Pupils make very good progress in singing together and in quickly learning and remembering new songs and rhymes. Pupils with special educational needs make good progress in lessons. Higher attaining pupils make very good progress.
155. Pupils in Year 2 move well to music and many pupils show good rhythmic ability. They understand the difference between a rhythm and a pulse and can clap simple rhythmic patterns against a steady pulse. Pupils sing well, with many showing accuracy in pitch and a good memory for the words of songs. Year 3 pupils show a good knowledge of the way simple rhythmic patterns are recorded in notation. They write and clap back their own patterns and show confidence when performing for each other.
156. Pupils have very good attitudes towards the subject. They listen attentively in lessons and are always well behaved. They work well together during simple musical games.
157. Teaching and learning are good overall, with one very good lesson seen. Teachers plan lessons effectively and have good class management. They use their own musical skills well to aid pupils' learning. For example, in a Year 2 lesson, the teacher sang several short phrases for pupils to repeat. As a result of her secure vocal skills, many pupils repeated the phrases well, showing a good sense of pitch.
158. The co-ordinator provides very good leadership and management. She is a specialist teacher and works on a part-time basis. In the last inspection there was no scheme of work. This is now in place and is effective. The co-ordinator provides effective support to other teachers in the school when required and runs the after-school music club. This is attended by over 30 pupils. There is a well-attended choir and a recorder group. Nine pupils receive cello lessons and there are plans to provide lessons in other instruments. Opportunity is provided for pupils to take part in concerts at Christmas. Pupils have also performed at the Assembly Halls in Worthing.

159. The subject makes a very good contribution to pupils' spiritual, moral, social and cultural development. It is particularly strong in the creative and expressive development of pupils.
160. Improvement since the last inspection is very good. The standard of pupils' work has improved in Years 1, 2 and 3, a scheme of work is in place and there is very good provision for developing pupils' spiritual and cultural awareness.

PHYSICAL EDUCATION

161. Standards achieved by pupils in Years 2 and 3 are well above expectations. Although not all aspects of the subject were seen during the inspection, a comprehensive range of photographic evidence and discussions with pupils, subject co-ordinator and other teachers indicate that pupils make very good progress. This is very good improvement since the last inspection when standards were judged to be in line with expectations.
162. The rise in standards can be attributed to teachers' increased awareness of the benefits to all areas of the curriculum and pupils' attitudes and behaviour that the subject can bring. All staff have had intensive training in the teaching of physical education. The skills that are taught in lessons are practised by pupils during lunch-breaks under the trained supervision of lunch-time supervisors. This has not only improved their games skills but all staff have reported that behaviour has improved markedly and that there is an increase in concentration during afternoon lessons. As a result of their pioneering programme in this area, the school has received a national award for physical education and is one of a few schools nationally selected for a PE and School Sport project.
163. Pupils throughout the school know the importance of warming up before physical activity and of cooling down at the end of the lesson. They know that if the warm-up has been effective, their breathing will have become faster, their hearts will be beating faster and their faces will be redder. All classes were practising tactics for ball games during the inspection. The activities are well matched to pupils' achievement and build on what they can already do. The youngest pupils learn the correct vocabulary for the throws they are practising. They use the terms 'lob', 'overarm' and 'underarm'. The youngest pupils are better at throwing than catching and defending their space. They use space well after the teacher has shown them their 'game space'. The learning objectives of the lesson are shared with pupils so that they know and understand what they are aiming to achieve during the lesson. Older pupils are encouraged to evaluate what they are doing. "That wasn't going to work. Why?" asks the teacher, and pupils respond with thoughtful answers.
164. Pupils of all ages and abilities, boys and girls, enjoy the subject and approach lessons with enthusiasm and try hard. They listen well and are becoming good at evaluating their work. They behave very well, which helps them to make good progress during lessons. They work effectively with their partners. The quality of their co-operation, which was seen in all the lessons observed, makes a significant contribution to their moral and social development.
165. The evidence available confirms that the subject is very well taught. Teachers understand the subject and use appropriate teaching methods. Pupils learn through progressively more challenging activities. Lessons are carefully planned and teachers have high expectations of work and behaviour. Teachers assess pupils' progress in lessons to advise and encourage them to improve and good assessment procedures are used to match work to the prior attainment of pupils. Teachers are vigilant about safety and teach pupils how to organise themselves and to use the space and apparatus safely.

166. The headteacher and co-ordinator are providing very effective leadership for the subject. The headteacher has organised the training for staff and written the policy in consultation with staff. The scheme of work is based on national guidelines for the subject. The subject is monitored effectively through lesson observations, and looking at long-term plans and lesson plans, as well as by working alongside staff. Resources are very good and enable effective teaching of all aspects of the subject. They are of good quality and easily accessible to both pupils and staff.

RELIGIOUS EDUCATION

167. Standards achieved by pupils in Years 2 and 3 are above the expectations of the local Agreed Syllabus. Pupils learn about the stories from the Bible, as well as from other world faiths. They talk about events that have happened to them and gain a good understanding of some of the festivals and celebrations associated with different religions.
168. Pupils make very good progress in sharing their own ideas and in recalling the stories that they have heard. Pupils with special educational needs make good progress. Higher attaining pupils make good progress in lessons.
169. Pupils in Year 2 learn about a Christian baptism. They look at a robe that is worn by a baby and understand why it is an important ceremony. They look at the candle given at baptism and learn about the significance of light in some religions. They understand that people can have different faiths. They know why Hindus celebrate Divali and why it is called the festival of lights. They learn about the way Muslims exchange gifts and cards during the Eid celebrations. Year 1 pupils learn about the Jewish festival of Hanukkah and write a simple sentence to describe what happens. All pupils write about the celebrations that are held by Christians at Christmas. Older pupils understand the sadness and later joy of Easter. In a Year 3 lesson observed, pupils talked about the television programmes and books that they knew where good and evil are portrayed. They listened to the Hindu story of Rama and Sita and acted out part of it. They understood the message that the story conveyed and how good had triumphed over evil.
170. Pupils have very good attitudes toward the subject. They listen attentively to stories, join in the activities and quickly settle to written tasks.
171. Teaching and learning are good, with one excellent lesson seen. Teachers plan lessons well and make effective use of resources. For example, in a Year 2 lesson, pupils looked at different Islamic cards and books, created their own designs for a card and mixed ingredients for sweets to share with each other. This good provision of resources enabled pupils to understand more clearly the festival of Ramadan and the later celebration of Eid. The provision for developing pupils' literacy skills is very good. Opportunities are given for pupils to share their ideas, to read short texts and to write simple stories. This provision ensures that pupils' literacy skills are developed further and that their learning is reinforced. Learning support assistants make a valuable contribution to pupils' work.

172. The co-ordinator provides very good leadership and management. She is in the process of writing a new scheme of work and revising the assessment procedures. Pupils have visited the local church and a local minister makes a contribution to school assemblies.
173. The subject makes a very good contribution to pupils' spiritual, moral, social and cultural development. Pupils gain an appreciation of other religions and understand why it is important to value them.
174. Improvement since the last inspection is very good. The standard of pupils' work has improved, the quality of teaching is better and the provision of good resources effectively supports pupils' learning.