

# **INSPECTION REPORT**

## **BIRDHAM CE PRIMARY SCHOOL**

Birdham

LEA area: West Sussex

Unique reference number: 125972

Headteacher: Mr P Johnson

Reporting inspector: Mrs S Browning  
1510

Dates of inspection: 16 – 18 September 2002

Inspection number: 248729

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

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## INFORMATION ABOUT THE SCHOOL

Type of school:	Infant and Junior
School category:	Voluntary Controlled
Age range of pupils:	4 - 11
Gender of pupils:	Mixed
School address:	Crooked Lane Birdham Nr Chichester West Sussex
Postcode:	PO20 7HB
Telephone number:	01243 512399
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Appropriate authority:	The governing body
Name of chair of governors:	Miss V J Henson
Date of previous inspection:	February 1998

## INFORMATION ABOUT THE INSPECTION TEAM

Team members			Subject responsibilities	Aspect responsibilities
1510	Sheila Browning	Registered inspector	Art and design	<p>How high are standards?</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>
			Music	
9614	Carolyn Webb	Lay inspector		<p>Pupils' attitudes, values and personal development</p> <p>How well does the school care for its pupils?</p> <p>How well does the school work in partnership with parents?</p>
23036	Jennifer Nicholson	Team inspector	Mathematics	How good are the curricular and other opportunities offered to pupils?
			Geography	
			History	
			Foundation Stage	
23056	Teresa Manzi	Team inspector	English	
			Science	
			Information and communication technology	
			Design and technology	
			Physical education	
			Special educational needs	

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

### **INFORMATION ABOUT THE SCHOOL**

Birdham School is a small rural voluntary controlled Church of England primary school, with 141 boys and girls aged 4+ to 11. It is smaller than the average size of primary schools nationally. Many pupils come from the village of Birdham or its immediate surroundings; others travel from as far as Chichester. Attainment on entry is broadly average and there is an element of mobility within the community. The percentage of pupils having special educational needs, at 17.6 per cent, is below the national average as is the percentage of pupils with statements of special educational needs. However, as the school has enlarged the number of pupils with special educational needs has increased proportionately. The proportion of pupils eligible for free school meals, at 6.6 per cent, is below the national average. Very few pupils are drawn from minority ethnic backgrounds. The full range of socio-economic backgrounds is represented. The school is popular and is often over subscribed.

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

This is an effective, caring and friendly school where children feel valued. The school provides a good educational foundation for its pupils. Its strengths far outweigh its weaknesses. Pupils are well supported and cared for in all aspects of their development. The enhanced curriculum is enriched through a good range of extra-curricular provision. The school benefits from very good leadership and management by the headteacher. Governors and staff are fully committed to the school. Standards observed in literacy and numeracy for pupils in Year 6 are above average. Singing is a strength throughout the school. Pupils with special educational needs and those of higher attainment make good progress. The trend in the school's average points score for eleven-year-olds was broadly in line with the national trend in the five years up to 2001. Inspection findings indicate improving standards. The school results for 2002 show rising improvement. Pupils make considerable gains in their progress from the infants to the end of the juniors. Inspectors judge that the progress pupils make is good throughout the school, largely reflecting the good quality teaching and learning observed. Pupils show good attitudes and behaviour and they develop good relationships. Parents are strongly supportive of the school. The school is very focused on raising standards, and improving teaching and learning. The school gives good value for money.

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

- Pupils are achieving well in literacy and numeracy and singing is a strength.
- Teachers have high expectations of the pupils and teaching and learning are effective.
- The leadership and management by the headteacher are very good.
- The curriculum, including extra-curricular and enrichment opportunities, is good. Provision for children under five is good.
- The good provision for pupil's spiritual, moral, social and cultural development leads to good behaviour and attitudes.
- Parents are strongly supportive of the school.

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

- Standards in national testing for pupils at the end of Years 2 and 6 are not yet fully secured as rising upward over time.
- Assessment for the foundation subjects could be more effective and consistent.

## HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

Birdham has undergone a positive transformation since it was last inspected in February 1998. It has doubled in pupil numbers, and proportionally has a greater number of pupils with special educational needs and behavioural needs. The accommodation and resources are significantly improved with a new library and information and communication technology base and classroom. The school has undergone considerable staffing difficulties since the last inspection. There is a shared desire for continued improvement in pupil performance, teaching, learning and the quality of educational provision. The progress made in addressing the previous key issues is good. A comprehensive range of good quality school documentation including policies is in place. The range and quality of assessment have improved and assessment information informs curricular planning. The outcomes are used to evaluate the school's effectiveness. Curriculum planning is improved and statutory requirements are fully met. The curricular provision for pupils' personal development is enhanced by a well co-ordinated programme of personal, social and health education including citizenship. Subject planning includes provision for pupils' spiritual and cultural development. Information and communication technology is significantly improved in terms of its use and accessibility. Over time, results in the national tests show improvement broadly in line with the national trend. Standards seen during the inspection are in line with national averages and expectations throughout the school, with the exception of literacy and numeracy for pupils at the end of Year 6 where they are above average. Singing is a strength throughout the school. Pupils with special educational needs and those of higher attainment make good progress. Overall, teaching and learning are good. The inspection team judge that the school has a very good capacity to improve further.

## STANDARDS

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

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

**Key**

well above average      A

above average          B

average                    C

below average          D

well below average      E

The table above shows the average points score achieved by pupils and includes those who gained the expected Level 4 or above in National Curriculum assessments and those achieving the higher Level 5 and above. The results of pupils in Year 2 were below those nationally in reading and were well below those expected for writing and mathematics. Teacher assessments for science were close to the national average. The results for pupils in Years 2 and 6 generally reflected their attainment on entry. Results fluctuate over time due to the small number of pupils entered each year.

At this early stage of the term, inspection findings are that children in the Foundation Stage achieve standards in line with expectations. They are making good progress. Standards at the end of Years 2 and 6 have fluctuated since the last inspection. Pupils are in line to achieve average standards in reading, writing, and mathematics by the end of Year 2.



Pupils in Year 6 are attaining above average standards in literacy and numeracy and average standards in science. Standards overall are satisfactory by the end of Year 6. Pupils are achieving well and make good gains on their prior attainment. Higher-attaining pupils are sufficiently challenged. Pupils with special educational needs make good progress. The school has set suitably challenging targets for improving standards. It is important to note that the number of pupils entered for National Curriculum tests is small and so performance can fluctuate significantly from one year to another. The school results for 2002 show significant improvement reflecting the quality of teaching and learning observed during the inspection. No national comparative data is available for 2002.

## **PUPILS' ATTITUDES AND VALUES**

<b>Aspect</b>	<b>Comment</b>
Attitudes to the school	Good. Pupils are eager to learn. They apply themselves well to the work set by teachers and the great majority enjoy coming to school.
Behaviour, in and out of classrooms	Behaviour across the school is good. Pupils generally behave well when playing outside and in the hall at lunchtime.
Personal development and relationships	Good. Personal development is well supported by opportunities to show initiative and take responsibility.
Attendance	Improving, but authorised absence remains high.

Pupils are polite and courteous. They involve themselves well in lessons. They show respect for their teachers and are developing positive attitudes towards themselves reflecting the clear guidelines within the Birdham charter, which is keenly adopted. The school council helps to ensure that pupils' views are heard and acted upon.

## **TEACHING AND LEARNING**

<b>Teaching of pupils:</b>	<b>Aged up to 5 years</b>	<b>Aged 5-7 years</b>	<b>Aged 7-11 years</b>
Lessons seen overall	Good	Good	Good

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

Overall, teaching and learning are good with over a quarter being very good and better. This is an improvement since the last inspection. Teachers have secure subject knowledge and teach basic skills well. The effectiveness of teachers' planning is very good. Teachers' expectations of what pupils know and can do are good. Work is suitably matched for pupils of different abilities. Teaching is good in English, mathematics and science. The teaching of literacy and numeracy skills is well developed. Teaching methods are very effective, lessons are well paced and resources are used very well. The use and contribution of teaching assistants to promote learning are particularly good. The management of pupils is good. Pupils with special educational needs make good progress. Higher-attaining pupils are sufficiently challenged. Pupils are keen to achieve well. Good progress is seen in their developing knowledge, skills and understanding and they work hard.

## OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Good. It encompasses the requirements of the National Curriculum and religious education. The curriculum for children under five is good and there is a wide range of interesting, challenging and relevant activities. There is a good range of extra-curricular and curriculum enhancement activities.
Provision for pupils with special educational needs	The provision for pupils with special educational needs is appropriate. The quality of individual education plans is good.
Provision for pupils with English as an additional language	There are no pupils currently for whom English is an additional language.
Provision for pupils' personal, including spiritual, moral, social and cultural development	The school's overall provision for pupils' spiritual, moral, social and cultural development is good.
How well the school cares for its pupils	The school's procedures for child protection are good. Pupils' welfare and the pastoral support provided by the school are good. The personal, social and health education programme is having a direct and positive impact on the way the school cares for its pupils. Procedures for monitoring and promoting good behaviour are good. Pupils experience their education in a caring and happy environment.

The curriculum has improved since the last inspection. Parents are strongly supportive of the school. The school communicates regularly with them through newsletters, reports and meetings. There is a very active parent, teacher and friends association.

## HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Leadership and management by the headteacher are very good. Under his direction, the priorities for improving the school have been clearly identified and they are being addressed. Good structures and systems have been put into place to move the school forward. Delegation to those with management responsibilities is secure.
How well the governors fulfil their responsibilities	The governing body is very committed to the school. Under the robust leadership of the chair of governors, governors fulfil their responsibilities and have a direct and influential role in monitoring what happens in school. With the headteacher, they have successfully implemented significant new building improvements.
The school's evaluation of its performance	Priorities for development, and monitoring and evaluation of the school's performance are good. The headteacher and governors have an accurate knowledge of the strengths and areas for development within the school.
The strategic use of resources	The strategic use of resources is good.

The number and qualifications of staff and trained classroom assistants meet the needs of the National Curriculum. The accommodation is significantly enhanced and it provides a stimulating and interesting learning environment. Governors' understanding of budget and curriculum matters is secure. Educational priorities are well supported through the school's astute financial planning.

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

<b>What pleases parents most</b>	<b>What parents would like to see improved</b>
<ul style="list-style-type: none"> <li>• The school is helping children be mature and responsible.</li> <li>• Behaviour is good.</li> <li>• Children like school.</li> <li>• Staff expect children to work hard.</li> <li>• The teaching is good.</li> <li>• The right amount of homework is set.</li> <li>• The school is well led and managed.</li> </ul>	<ul style="list-style-type: none"> <li>• Parents want more information about children's progress.</li> <li>• A greater range of activities outside lessons.</li> <li>• To work more closely with parents.</li> </ul>

The inspection team agrees with most of the parents' positive views but not with all of their other views. Some of the concerns are not fully justified. Information about the progress children make is satisfactory. Communications with parents of children who have special educational needs could be improved upon. The school provides a good range of extra-curricular and curriculum enhancement activities. The school endeavours to work closely with parents.

## **PART B: COMMENTARY**

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

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

1. On entry to reception, the attainment of most children is in line with national expectations for children of this age. Even at this very early stage in their school careers they are making good progress towards the early learning goals set nationally for the end of the reception year. Most children are likely to reach the goals in all areas of learning. Personal, social and emotional development and physical development are good. Children in the Foundation Stage\* are being prepared well for the beginnings of the National Curriculum, as was the case for the Foundation Stage at the time of the last inspection.
2. National Curriculum average points scores in 2001 tests show that pupils at the end of Year 2 attained below the national standard in reading and well below in writing and mathematics. When compared with schools with similar characteristics, results were well below average in reading and writing and very low in mathematics. Standards in science attained by the end of Year 2, on the basis of teacher assessment, were in line with the national average but were below when compared with similar schools. The percentage of pupils who achieved the higher levels (Levels 3 and above) was average in reading, above the national average in writing, and well below in mathematics. Teachers' assessments in science were average. Standards were not high enough in reading, mathematics and science. Since the last inspection, standardised test results for the school have fluctuated.
3. Attainments in National Curriculum tests in 2001 for pupils at the end of Year 6 were below the national average in English and mathematics and in line with the national average in science. When compared with similar schools, results were well below average in English and mathematics and were below average in science. Considering their prior attainment in Years 1 and 2, this particular group of pupils made insufficient progress in English, mathematics and science. The percentage of pupils who achieved the higher levels (Levels 5 and above) was below the national average in English and, average in mathematics and science. Standards were not high enough in English and mathematics. Since the last inspection and up until 2001, test results indicate that standards have continued to rise.
4. In 2001, results, overall, were significantly different for boys and girls at the end of Years 2 and 6. Girls at the end of Year 2 outperformed the boys in reading by the \*equivalent of over two terms, and in writing by nearly a year and in mathematics by over a term, reflecting their attainment on entry. Boys at the end of Year 6 outperformed the girls in English, by the equivalent of nearly one year's progress. This is a reversal of the national trend. Boys outperformed the girls in mathematics and science by over two terms' progress. The rate of improvement over the past five years in all of the core subjects (English, mathematics and science) for pupils at the end of Year 6 was broadly in line with that nationally. During the inspection, nothing was observed to suggest that there is any significant difference in the achievements of boys and girls.
5. Some caution must be noted concerning performance data. There is an element of mobility within the community and the attainment of pupils is very mixed. The impact of small year groups is to increase the variability of performance from one year to the

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\* Foundation Stage – children under five

next. The effect of one additional pupil on, for example, a school percentage measure can be considerable and in this instance it is the equivalent of seven per cent. Despite this, the school recognises that the results in 2001 reflected some underachievement. The school acknowledges that some pupils were underachieving specifically in writing and mathematics in Years 1 and 2 and in aspects of mathematics in the juniors. However, significant improvements were noted in English for eleven-year-olds. The Year 6 group in 2000/01 was identified as a weaker group on entry to the school. The number of pupils that had special educational needs and behavioural needs was also relatively high as was the rate of pupil turnover. This group was undoubtedly affected by the staffing inconsistencies experienced in the school. The Year 2 group in 2000/01 were of a very mixed ability and many were also affected by staffing difficulties.

6. The school is now effectively addressing the attainment of pupils and previous underachievement in English and mathematics through the implementation of the national strategies, improved teaching and learning, good curriculum provision and improved behaviour management. The school has used specific grants and has focused its funding to provide additional teachers, teaching assistants and booster classes. Unfortunately, the impact of these strategies was probably too late to support the Year 6 group in 2000/01.
7. The school set appropriate targets for raising standards but these were not met in 2001 for pupils at the end of Year 6, in English and mathematics. This can be explained by the change of pupils joining and leaving the school within the original group. In October 2001, changes within the school management structure and staffing enabled the headteacher with the local education authority to bring in additional support, improve resources, target pupils more tightly and raise teacher expectations. The school results for pupils at the end of Year 6 in 2002 indicate significant improvement. The set targets for English in 2002 were substantially exceeded and the results for mathematics were very close to predicted targets. A greater number of pupils achieved the higher Levels 5 and above in English, mathematics and science. National comparisons are not yet available however. The school has useful value-added data based on its on-going analysis of pupil performance.
8. Inspection findings at this early time in the school year indicate that standards are in line with expected levels in English, mathematics and science for pupils in Year 2. Standards for Year 6 are above the expected levels in English and science and are at expected levels for mathematics. These judgements are broadly in keeping with those made at the time of the last inspection. The school results for 2002 show significant improvement and with more pupils attaining the higher levels at the end of Years 2 and 6. For example, the proportion of pupils achieving the higher Levels 3 and 5 and above in English, mathematics and science increased in 2002. The proportion of Year 6 pupils achieving the higher Level 5 in English and mathematics increased by 14 per cent and in science by 46 per cent. This reflects the recent improvements observed during the inspection and supports the judgements made on standards, teaching and learning.
9. Standards in singing are higher than normally expected for pupils by the ends of Years 2 and 6. In all other foundation subjects, standards are at expected levels. Religious education was not inspected by Section 10 inspectors as this formed part of a Section 23 inspection. Pupils with special educational needs and higher-attaining pupils make good progress. At the time of the last inspection, standards were judged to be at expected levels for Years 2 and 6 in design and technology, geography, history, music and religious education. Standards in information and communication technology met national expectations in only a limited number of areas. Pupils now cover all aspects and standards are at the expected levels for Years 2 and 6. The improvements are

notable when considering that Birdham is now a very different school from when it was last inspected in February 1998 and it has undergone substantial changes since then.

10. The National Literacy Strategy is implemented well, and work is well matched to the needs of particular pupils. Pupils use their literacy skills effectively in other subjects. Good opportunities are provided for extended writing and research. Pupils are confident using information and communication technology to support their learning. Generally, all pupils are enthusiastic when contributing to discussions in class. In different subjects, pupils use specific subject vocabulary and express themselves well.
11. The National Numeracy Strategy has been successfully implemented. Teachers provide activities that are appropriately matched to pupils' abilities. Pupils' knowledge of numeracy appropriately supports their learning in other subjects, for example, in history when using timelines, in the use of grid references in geography, and in science when collecting data about plants.
12. Pupils with special educational needs make good progress towards their targets in literacy and numeracy skills. Those with statements make good progress because of the structured support they receive. All pupils take the national tests. Consequently, the test results of pupils with special educational needs contribute towards the standards achieved throughout the school. The school has a policy for higher-attaining pupils and support is targeted well. Higher-attaining pupils are challenged sufficiently and they are given suitable tasks and resources in lessons. There are no pupils with English as an additional language.

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

13. The school continues to promote the positive attitudes to school and Christian values recorded in the last report. Attendance is satisfactory overall. A slight dip in the attendance rate is explained by illness occurring during the winter months. Children and pupils like their school, and almost all arrive on or before time in the mornings. The very few latecomers report to the office and their arrival does not disrupt lessons.
14. Registration provides a calm and purposeful start to the school day. In the reception and Year 1 class, children happily settle to their tasks; they are keen to please their teacher and quickly learn what behaviour is acceptable. They work and play well together. During circle time, all volunteered the colours they liked best, although many copied their teacher's examples. Pupils are enthusiastic about their lessons and want to learn. Those in Years 2 and 3 thoroughly enjoyed making paper sculptures and constructed some interesting 3-dimensional silhouettes out of paper. Most were engrossed in their work and happy to share this with others during their plenary session. All enjoyed the lively Year 4 mental mathematics 'Duck Down' game. Pupils then listened carefully as their teacher reminded them of the rules of addition. Although some concentration spans were limited, and some were eager to chat, all made progress during this lesson.
15. Behaviour is good in classrooms, around the school and outside in the playground. Lunchtime is a social occasion enjoyed by all. Children and pupils respond well to teachers' expectations and all understand the school rules and why these are necessary. They accept that the few sanctions are awarded fairly. All sign the Birdham behaviour charter at the beginning of each academic year. They are keen to gain good marks and house points, and proud when the Birdham owl wears 'their' colour for the week. The school is an inclusive community, and there has been only one exclusion during the past year.

16. Outside in the playground and large field, all ages play well together and no one is 'left out': older pupils care for the youngest children when they are in need of attention. Those in Year 3 love using the wheeled vehicles in the enclosed hard surface play area before the youngest come out to play and enjoy their subsequent time with the children. Lively and quite hard fought games of football and enthusiastic 'cowboys and Indians' role-play were observed but no malicious or unkind behaviour. All enjoy 'letting off steam' outside and play is carefree and good-natured. Others are concerned if one of their number is hurt and accompany them to one of the supervisors for attention.
17. Pupils' personal development is good. The personal development of children in the Foundation Stage is good. They are keen to come to school, arriving eagerly each morning. They approach the school day with a confidence that belies their short time in school. They are interested in the wide range of practical activities and settle quickly to their tasks. They behave well and are kind and friendly. They enjoy playing and working with each other, for example to make a forest in the sand box or to organise a party in the role-play area. Although responsibilities for older pupils are limited to helping class teachers and taking charge of the registers until pupils reach Years 5 and 6, all are keen to volunteer if their help is needed. They are aware of those less fortunate than themselves and ensure that all, whatever their disability or difficulty, are included in their activities. They collect for charities enthusiastically. Every class elects two members of each year group to the school council each term and representatives are very proud to hold this position. A chair is elected at each Friday meeting and the council secretary takes notes. Representatives feel they are valued by the school and are confident they can effect change. Librarians, chair and table 'movers' are also appointed and carry out their duties conscientiously, but most responsibilities are adult-led and there are too few occasions when pupils are encouraged to show their initiative.
18. Pupils' good spiritual development is enhanced not only through assemblies and religious education lessons, when the school's Christian values are celebrated and reverence and reflection is shown, but also through the music, art and drama lessons as well as pupils' own scientific investigations in the environmental area and their work on the organic garden. Pupils' cultural development is good and they are aware of and interested in learning about other religions and traditions and enjoy hearing music and stories from them. The multi-faith week with its visitors and visits to other places of worship is anticipated with pleasure. They have a good understanding of their own culture and Christianity. The tapestry, covering the life of the village from the middle ages and carefully constructed by pupils over the past eighteen months, not only records their village life but gives the opportunity for pupils to reflect on what has been achieved, thus contributing to their spiritual awareness. The millennium tapestry records the school's history since 1870 and this also heightens their awareness.
19. Pupils' social and moral development is good. Assemblies reinforce positive social and moral values and all are aware of their obligations by the time they leave the school. Those in the upper school listened attentively when the teacher spoke in assembly of overhearing two children deciding whether or not to 'nick' something from a shop. There was audible relief when pupils heard that the girl walked away and the boy then followed without having taken anything. As a result of the school's comprehensive personal, social and health education programme, pupils understand the meaning of citizenship. Year 5 pupils' participation in the local multi-agency initiative, SAM (Safety and Me), enables them to enjoy this day out of school and to learn of the various difficulties and dangers to be found outside their village and school environments, and how to deal with them. All benefit from their residential trips to the Isle of Wight where they develop self-reliance, and their self-esteem increases as they succeed in the

various activities. Pupils are well prepared for transfer to secondary schools and look forward with confidence to the next step in their education.

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

20. Overall, teaching and learning are good throughout the school. In seven out of ten lessons it is good or better, and it is very good or excellent in over a quarter. In the remaining lessons it is at least satisfactory. In English and science, teaching and learning are very good or better in half of the lessons seen with the remainder being good and satisfactory respectively. In mathematics, teaching is satisfactory overall with nearly half of the lessons seen being good or better. Teaching methods for developing literacy and numeracy skills are good. Relative weaknesses in teaching are that teachers sometimes become side-tracked from the aim of the lesson, they then talk for too long and the pace of the lesson slows. Another shortcoming is related to the quality and use of on-going assessment in the foundation subjects particularly. Teaching and learning have improved since the last inspection when they were judged to be good in two thirds of lessons; there were also then fewer instances of very good teaching. Since the school was last inspected, there has been a prolonged period of staffing difficulties.
21. The quality of teaching for children in the Foundation Stage of education is good. On occasion, it is very good when the wide range of motivating activities includes a good balance of adult-supported activities and those that children can select for themselves. The teacher's very good questioning skill stimulates children's thinking effectively and enables them to move on well in their learning. She is well organised and manages the children in a consistently positive and sensitive way. She clearly has a good understanding of the practical and active way that young children learn. An appropriately strong emphasis is given to talk, and cross-curricular activities enable children to make connections between different aspects of their learning. Class routines are already established and the work of assessing what the children can do is well underway. As a result, tasks are almost always suitably challenging, including those for children with the potential to attain highly. The high levels of adult support, trained teaching assistants and volunteer helpers, are used to very good effect to reinforce learning points in an informed and consistent way.
22. Teachers have a secure and confident knowledge of the subjects they teach. Basic skills of literacy and numeracy are taught well. Teachers' plans are detailed and are very well informed by Curriculum Guidance 2000. Learning objectives are shared with pupils. This approach ensures that pupils are clear about the task through structured questioning. Focused questioning helps consolidate and build on pupils' previous learning. Pupils are given good opportunities to discuss their progress during plenary sessions and they are encouraged to use subject-specific vocabulary. Classes are well organised to meet the needs of two age groups in one class. Planning is thorough and takes into account the needs of the different abilities. Teachers have good expectations and they provide challenges for pupils of all levels of attainment. Teachers use well-tried and effective teaching methods. Their management of pupils, some of whom can be challenging, is good. The pace of lessons is often brisk with a good variety of activities. The use of resources is very good and well managed. Teaching assistants work exceptionally well in partnership with teachers. Together, they provide focused support to help pupils to meet their learning objectives, and this contributes positively to pupils' learning and achievement.
23. An appropriate range of homework is set. Teachers mark pupils' work regularly and pupils said that they find the written comments helpful. They understand what they need to do to improve their work.



24. The use of information and communication technology for developing skills in other subjects is appropriate. A good example of using information and communication technology was observed in Years 5 and 6 when pupils prepared for a PowerPoint presentation about themselves; also in a drama lesson, when pupils used a digital camera to record developing performances.
25. Teaching across the school is good for pupils with special educational needs. The school is small, which helps teachers know their pupils well. As a result, the teachers develop very good relationships with their pupils and plan work to match their needs. In the best lessons, learning is made fun; pupils gain confidence and are willing to try. Pupils with special educational needs are included in all classroom activities and teaching assistants are used very well. Generally, teachers include pupils with special educational needs well. They ask them questions, listen to their answers and give them praise. Support for pupils with statements of special educational need is good and relates to their targets in their individual educational plans. These pupils are well integrated into the school community.
26. Overall, pupils throughout the school make good progress. They acquire new skills, knowledge and understanding well. They work hard and want to learn. Pupils' intellectual, physical and creative skills are also developing well. They research confidently using information and communication technology. Opportunities for them to work together and discuss and explain their ideas, views and opinions are built into lessons. Now that the behaviour is improved, the school is considering increasing the opportunities for pupils to take a greater responsibility for their own learning. Pupils are eager to learn and, in some of the best lessons, praise is used continuously, rewarding good effort and promoting self-confidence. Pupils interact well with each other. Older pupils have an understanding of how well they are achieving and what more they need to do to improve further. Younger pupils are not yet so clear about their personal targets.
27. Pupils with special educational needs make good progress in relation to their prior knowledge, understanding and emotional development. They usually reach the targets within their individual educational programmes (IEPs) which are clear. In class they are well supported, benefit from good teaching. Their progress is good, both in class and when they are withdrawn for individual or small group lessons.

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

28. The school provides good learning opportunities. Weaknesses in curriculum provision noted at the last inspection are now addressed. The school has worked hard to ensure that learning progresses systematically as pupils move through the school, and builds steadily on what has gone before. The demands of mixed age and mixed key stage classes are taken into account through careful planning. Teachers provide suitable tasks for the differing ages and abilities in their classes. However, class timetables do not always reflect lessons each day accurately enough. Statutory requirements in relation to the National Curriculum are fully met, representing an improvement since the last inspection when work programmes for information and information technology did not fully comply.
29. The curriculum is broad and balanced. Learning opportunities are well planned and relevant, with an emphasis on practical direct experience, evident, for example in the programme for history where pupils are often actively and imaginatively engaged with the past. Work is well integrated through the topic approach. Cross-curricular links are

good. The school grounds are used to good effect, for example, the organic garden and oxbow lake areas. The stimulating outside environment extends pupils' learning experiences very well, encouraging curiosity and a spirit of enquiry as well as fostering an appreciation of the natural world. The good range of clubs, including sporting and musical activities, which are offered to pupils across the school, further enhances learning. The way the curriculum is enriched is a strength of the school. The national strategies for literacy and numeracy have been effectively implemented although not all classes have a daily numeracy lesson. The strategies are impacting effectively on standards. Pupils are given good opportunities to practise and reinforce literacy skills in other subjects for example, geography and history. Booster classes and enrichment classes are also available for identified pupils. The school prepares pupils well for the next stage in their education.

30. Provision for children in the Foundation Stage is good, as at the time of the last inspection. The newly appointed teacher provides a good range of practical, relevant and enjoyable activities that reflect national guidance and also the early learning goals set for the end of the reception year. However, as she is aware, planning formats are currently too National Curriculum based. Personal, social and emotional development has a high priority, of particular importance so early in the term, soon after starting school. This area rightly underpins work in all other areas of learning. High daily profiles are also given to communication, language and literacy, and to mathematical development. The teacher is very careful to ensure that the part-time children have full access to all aspects of the curriculum.
31. Provision for pupils with special educational needs is largely satisfactory with some good elements for support across the school. Pupils with special educational needs are given equal access to the curriculum. Teaching assistants are used very well and often take note of their achievements and difficulties. Pupils have the correct amount of help as specified in their statements of special educational needs. The school is careful to ensure that when pupils are withdrawn from class lessons they do not miss the work that their classmates are undertaking. However, the special educational needs co-ordinator (SENCO) has insufficient time to monitor their progress. The SENCO relies heavily upon the class teachers' expertise to meet pupils' needs and to contact parents when difficulties are identified.
32. The school has a policy and a register for more able pupils. They are identified and receive additional support to further develop their abilities and this is effective. Planning to challenge the more able pupils and provide work that meets the needs of pupils with differing abilities is well developed. For example, additional tutoring is provided for Year 6 pupils who have demonstrated a high level of ability in mathematics, and pupils have taken part in multi-media workshops. Plans are in place to increase these.
33. The provision for pupils' personal development is good. The comprehensive plan for personal and social education, introduced since the last inspection, and underpinned by the aims of the Birdham charter, is making a positive impact across the school. Pupils are thoughtful and considerate towards each other and adults. They show respect towards others and the school environment. Coherent programmes are in place across the school to address health, including sex education and drugs awareness; for example through visiting speakers, and through topics such as 'my wonderful body', 'healthy eating and personal safety'.
34. Provision for pupils' spiritual development is good. Parents are pleased their children can attend this popular village school, where a caring, family atmosphere prevails, relationships are very good and teachers provide good role models. The school plans

carefully and well for pupils' spiritual development. The Christian ethic is strong and underpins the school community and its way of life. Pupils listened attentively as this week's theme of 'courage' was expounded in assemblies and, in so doing their moral and social awareness was also heightened. They were encouraged to reflect on the message of Jesus and the story of David and Goliath and to think what they might have felt in similar situations. During science lessons, pupils delight in seeing nature at work as they study the wildlife in the oxbow lake within the environmental area. They work hard, growing and caring for the produce in their organic garden and are very pleased with the results. Music also contributes to spiritual awareness as pupils sing with joy and understanding.

35. Provision for pupils' moral development is good. The Birdham charter, a clear moral code for behaviour, negotiated and reviewed annually with pupils, impacts positively on their demeanour and general conduct. Pupils have opportunities to consider moral issues through stories, for example during the daily acts of collective worship. In other assemblies, pupils' good deeds, their kindness and consideration for others, as well as their good work, are recognised and certificates are awarded. Unacceptable behaviour provokes 'time out', at playtime as well as during lessons. The adults in the school provide good role models and show clearly that they value pupils' contributions. Teachers provide a secure learning environment where pupils can express their views with confidence. The school council, with representatives from each class, takes pupils' concerns and issues seriously and makes suggestions for action. For example, pupils wanted to improve the school grounds and as a result of their suggestions fencing was installed and two new water fountains were installed.
36. The provision for pupils' social development is good, especially for such a small school. All pupils are encouraged to work together in lessons, and to share ideas and tasks. At lunch time and play time, pupils play well together, for instance, both boys and girls choose to play football together. They work well together. Pupils are given a range of responsibilities both in classrooms and around the school. The head boy and head girl give good examples of leadership. Older pupils help the younger ones when working on the computer. The school enters children for local competitions so that they meet others and learn how to mix. Further provision is made to develop pupils' social skills through visits from school, extra-curricular activities and competitive sport. As a result, pupils are generally friendly and confident individuals.
37. Provision for cultural development is good. The school's good links with the local community make positive contributions to pupils' learning and to the life of the school. The local museum in Chichester welcomes pupils on visits and sends speakers into school to show artefacts and support curriculum projects. Local police officers make regular road safety visits, and a wildlife officer visits to promote respect and care for animals. In addition, the local community has provided considerable funding to support the development of the school grounds. Links with the church are particularly good. The local rector is a frequent visitor to the school, leading assemblies and helping on visits, and the former churchwarden's carved Christ figure is displayed prominently in the school hall. The stained glass window in the entrance hall was designed by pupils in the style of one of the church windows, but made relevant to the school. The school has an active drama club. Some exciting links with a local Beacon school have been made and Birdham youngsters are involved in developing a dance, drama and music performance at the festival theatre in Chichester. The school has a good multi-cultural policy and successfully raises pupil's awareness.
38. Links with partner institutions are also good. The school has a close liaison with nearby secondary schools through the local headteachers' forum. Positive links with

the local pre-school nursery, which most children attend before starting school, ensure a smooth transfer into the reception class.

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

39. The school's comprehensive policies for the health and safety of pupils are effective. Staff and governors carry out risk assessments regularly. At least three members of staff are trained in first aid procedures and the school's practice is good, with all incidents recorded. The headteacher represents others in the area on the local child protection panel, and this appears as a regular agenda item at staff meetings. He is due to update his training and is arranging for new members of staff to be trained as well.
40. The school has satisfactory procedures to promote and monitor attendance. Class registers are scrutinised weekly. If no explanation for a child's absence has been received by 9.30 am a telephone call is made to their home. The education welfare officer visits the school once every half term and carries out 'spot checks' on the registers at other times. However, the late book is not always completed, which makes monitoring of punctuality difficult.
41. Good procedures are in place to promote and monitor behaviour. Pupils were involved in formulating the Birdham charter, which all sign at the beginning of each academic year, indicating their intent to abide by school rules. The effective sanctions include 'time out', standing facing the classroom wall or playground fence for five minutes, and detentions. Pupils value the house points awarded for their attitude and behaviour and want to get star awards for their work. They enjoy celebrating their success with others in the weekly sharing assembly.
42. The school provides good support for pupils' educational guidance and welfare. Pupils are pleased that teachers make useful and informative comments when work is marked. They like the targets when these are set for literacy and numeracy, although none have been done at this early stage of the term.
43. The school has satisfactory systems to promote and monitor pupils' personal development. Citizenship is now included in the personal, social and health education programme. This, coupled with circle time sessions and assemblies, ensures that all are aware of what they should be doing to help others and that they know how to deal with problems which may occur both within and outside their school environment. All are encouraged to help in any way they can. 'Study buddies' for example, help other pupils with work. Acting as school council representatives, and taking on responsibilities for instance in the library, help pupils to mature. Educational and residential visits and participation in the local SAM programme enhance knowledge and widen pupils' experience. They are well prepared for their secondary schools.
44. A good start is being made to the initial assessments for children in the Foundation Stage. Parents are encouraged to share observations of their children's learning, for example at the home visits, prior to starting school. Assessment procedures are established in the core subjects of English, mathematics and science and help to secure teachers' judgement as to how well pupils are progressing. These practices are not yet developed consistently across the school in other subjects. The school is fully aware of this and has plans in hand to address and refine assessment.
45. The pupils with special educational needs are cared for equally as well as other pupils. They are valued and expected to reach their full potential. Assessment is clear in terms of identifying and targeting their individual need. Teachers often make sure that

they work in mixed ability groups so that they learn from their classmates who include them in their games at playtime.

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

46. One of the major improvements since the last inspection has been the school's relationship and partnership with parents, and the school is determined to build on this good foundation. Parents' strong support for the school and their involvement in many aspects of their children's lives at school is highly valued. Parents are keen for their children to do well and fully support the school's aims and ambitions. They are pleased with the Christian values and positive attitudes the school promotes and many demonstrate this through their assistance in classrooms as well as through their membership of the very active and enthusiastic parent teacher association. Very successful fun and fund-raising events are held throughout the year and monies raised are used well to augment school resources and for the benefit of children. Parents' attendance at meetings is very good and the hall is filled to over-flowing when school productions take place, with relatives and siblings all keen to celebrate 'their' child's performance.
47. Parents are given satisfactory information overall about their children's progress and events. The prospectus and governors' annual report provide useful data. Regular news and other letters make sure all are aware of what is happening at school and of the dates for future events, although some parents would like a little more warning in some cases. Although only just over half of all parents have signed the home/school agreement, one hundred per cent have signed the Birdham charter, indicating their support for the school and its rules. Annual reports detail what the class has covered but do not always contain individual achievements nor precise targets informing parents how they can improve, and some subject text is identical throughout a year group, which parents do not like. A minority would like more information about their child's progress. However, good use is made of the home school reading books and parents help their children with work at home. Overall, parents are pleased with the school's 'open door' policy and feel comfortable about discussing any problems that arise. Their strong support and involvement, coupled with the school's determination to build on the very good relationship already enjoyed with the parents, enhances their children's education and makes a very positive contribution to their personal development and academic achievements.
48. Home visits for children in the Foundation Stage contribute positively to a smooth settling into school. The headteacher and governors enabled the new deputy headteacher to undertake home visits before she was in post. The parental response to this was very positive. There are daily opportunities for parents to talk with the teacher to help to establish harmonious links between home and school.
49. The school recognises that communication with parents whose children have special educational needs could be improved, although they are invited to be involved with their child's individual education plan. The system for contacting parents whose children have special educational needs is not systematic. It relies upon teachers making parents aware of difficulties. The special educational needs co-ordinator (SENCO) is not given time to do this. Some parents are unhappy with the information about their child's specific needs. They are invited to attend annual reviews of their children's progress but are not routinely invited to attend reviews of their child's individual educational programmes (IEP's). They are aware of their child's targets and are asked to contribute to meeting them, but do not always contribute to the discussion about the success of their input.

## HOW WELL IS THE SCHOOL LED AND MANAGED?

50. The leadership and management by the headteacher are very good. The overall leadership and management of the school are good. Some 20 per cent of those in posts of responsibility, including the deputy headteacher, are new to the school this term. The school has been affected by significant staffing difficulties since it was last inspected. Since October 2001, it has been operating without a deputy headteacher. This led to substantial and increased responsibilities for existing staff, particularly the headteacher. Despite constraints, the school has moved forward and continues to be involved in many initiatives that are contributing to improving standards, teaching and learning. The key issues raised in the last inspection report have been fully met. The headteacher has a firm vision for the direction of the school and he provides well-focused leadership. He encourages and enables his colleagues to develop to their strengths, thereby directly benefiting the school. He successfully promotes great emphasis on the working partnership between governors, teachers, parents and pupils and, with the staff and governors, maintains close links with the local community. As a Church school, the strong links with St James's Parish are highly valued.
51. The senior management team includes the headteacher, deputy headteacher and bursar. All undertake their management roles effectively. The newly appointed deputy headteacher is making a very good start to the management of the Foundation Stage. The role of subject co-ordinators is clearly defined and teachers know that they are accountable. Co-ordinators, including those newly in post, are clear about the strengths of and areas for future development within their subject areas. At this early stage of the term, formal monitoring and evaluation of teaching and learning have yet to take place. Co-ordinators have audited resources and teacher skills. Some co-ordinators have collated portfolios to establish the levels of pupils' work. The procedures for monitoring of teaching are securely established. There is evidence that classroom observations to evaluate the quality of teaching and learning have been regularly undertaken by the headteacher, external advisors, and the subject co-ordinators for literacy, numeracy and information and communication technology. School performance data is analysed carefully against national and local data and with previous cohorts. The gathered data is then used to inform value-added judgements. Good procedures are in place to enable staff to discuss and determine individual end-of key-stage, whole-school and statutory targets with the governing body. Together, teaching staff and governors review the school development plan and action plans to ensure it supports agreed targets.
52. This is a self-evaluating school; for example, the monitoring and analysis of standards and use of information is embedded in school practices. The new team has not yet had sufficient time to impact on the school's national results. The action taken to meet the school's targets is very good. The headteacher and governors recognise that last year there was some underachievement by pupils. Having identified the areas of weakness, the headteacher put into action effective methods to address them and as a result the school is improving at a good rate. For example, the headteacher temporarily undertook the role of literacy co-ordinator and, with the support of all staff, significant improvements were made in the pupils' level of achievement in English. Within mathematics, problem solving and mental arithmetic were identified as whole school priority areas for development and similarly pupils' levels of achievement have been raised across the school. Resources and the environment have been significantly developed to enhance pupils' learning and this is also impacting positively.
53. The school's development plan is well focused. It identifies relevant priorities for improvement and has suitable action plans. The school continues to have a whole school focus on raising standards in literacy, specifically writing, and in the Foundation

Stage to raise standards in emergent writing. The school is also addressing the raising of standards in numeracy, specifically problem solving and mental arithmetic. The school has successfully increased the provision for pupils' skill development in information and communication technology. In addition, there is an on-going development cycle of subject and whole-school policies. Good systems and processes are in place to enable staff to work effectively together to further improve the school.

54. The school has a strong commitment towards pupils with special educational needs and their inclusion in all activities. Although the number of pupils with special educational needs has increased proportionately, the time given to the SENCO to monitor their progress and to help the teachers has not been increased to match the needs of the job. Good management has ensured that appropriate appointments of staff have been made to make sure that this aspect of the school is given a high priority and that staff match work to pupils' needs. The SENCO has organised the assessments and records of these pupils' needs well. Individual educational plans (IEP's) are precise and identify short-term measurable targets. Consequently, they are helpful to teachers and also help the pupils see that they are improving.
55. The schools' register is up-to-date and is well kept. The revised Code of Practice has been implemented. Special help is increased and withdrawn appropriately. External specialist agencies, such as specialist teachers, give good support to the school.
56. The governing body is well informed of school developments by the headteacher and through their own first-hand experience. Since the last inspection, the headteacher has worked tirelessly with governors to inform and sharpen their practice and they have benefited from training. For example, they visit the school regularly and several are actively involved in supporting curricular activities. When visiting the school, they are asked to choose a school aim as a focus. In this way, they are directly informed when making decisions. An appropriate range of committees is established. The governors meet their statutory requirements and between them they have a considerable amount of professional expertise. They are committed, proactive and make a valuable contribution to shaping the direction of the school. The chair of governors and vice chair are particularly active; one example of this is when they led the governors to successfully lobby the local education authority to complete the second phase of the building programme. The governors' contribution to management is good and they act as critical friends to the school.
57. Since, the last inspection, there have been significant staff changes. Teachers and non-teaching staff show a strong commitment to the school, they are hardworking and dedicated. Their qualifications and experience enable them to meet the requirements of the National Curriculum. Governors increased the number of teaching assistants, allocating one to each class. This good deployment and support and that of volunteer helpers in the Foundation Stage is a contributory factor to the improvements seen in standards, teaching and learning. Administrative staff, particularly the bursar, are very efficient and ensure that the day-to-day organisation of the school is smooth. Some administrative staff are also trained teaching assistants and their skills are well utilised.
58. External verifiers acknowledge the performance management policy and practice as being of a high standard. Teachers have also successfully completed threshold requirements. All teachers regularly undertake in-service training as and when appropriate. There is a clear annual cycle in place for development; for example, pupil-based targets, teachers' area of responsibility and teachers' continuing professional development. Teachers and teaching assistants take part in the annual joint training initiative involving all schools in the Chichester family group. An appropriate programme of support for teachers new to the school is in place.

59. Accommodation meets the requirements of the National Curriculum. During the past year, there has been an extensive building programme providing a new library and information and communication technology base, and an additional classroom. The new and attractive library is a very good asset. The school has a multi-purpose gymnasium/assembly/dining hall and food technology and storage areas, good-sized library and information and communication technology base, offices and a staff room that also doubles as a first aid area. Displays about the school enhance the environment considerably. The accommodation has recently undergone a significant level of development within the school grounds to enhance the pupils' learning environment. Outside, there are dedicated hard standing play areas, a heated swimming pool and changing rooms. The attractive grounds feature extensive playing fields, the oxbow lake area and island development that provides an outdoor classroom, an anniversary garden and an organic garden. The school is currently establishing an orchard and a sensory garden where each pupil will adopt a tree. The well developed school grounds are used very well by a visiting specialist who enthuses pupils, questions them and gives them a very good understanding of ecological matters.
60. Provision for outdoor learning for children in the Foundation Stage is satisfactory. The covered area is being used effectively but the outdoor area is underused at present. As the school is aware, it is in need of development. The children have access to adventurous play on the school field, for example on the hillock, the balancing logs and the little wooden house. However, opportunities to exploit these exciting resources are restricted at present to playtimes with limited adult intervention to extend and develop ideas.
61. Resources are good and they are used well and contribute to pupils' learning. The library is organised and used well. The school has invested heavily in books for the library. Pupils take books home every week and can use the index and contents pages to find information. Resources for information and communication technology are very good and exceed the national target. The school has invested carefully in software and associated equipment. Teachers undertake curriculum planning electronically. There are plans in hand to create a 'wireless network of 15 laptops' during this term. Artefacts for art are recognised as just adequate but the school makes good use of the local authority loan scheme. The good range of readily accessible resources for the Foundation Stage is effective in encouraging children to be independent when selecting and tidying away activities. Resources are well managed and accessible. The school makes good use of outside resources, for example the local area, visitors and parents.
62. The school's educational priorities are well supported through good financial planning. Financial planning is secure, and rigorous monitoring of expenditure in terms of actual improvements is in place. Expenditure is detailed and targeted. Governors are kept regularly informed by the bursar of developments but they also have a considerable amount of financial expertise. Specific grants, such as money from the standards fund, have been used creatively and imaginatively to best benefit the pupils. Governors and staff have been most successful in securing additional funding for building works. Fundraising initiatives in the local community have been highly successful. There is an on-going programme of refurbishment and remodelling. The school has costed plans in hand to address and further improve the internal and external features. The school ensures it obtains best value through the tendering process. The school makes good use of new technology for administration purposes and uses it to its maximum effect. Taking into account all the relevant factors, the school gives good value for money.



## **WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?**

63. In order to raise further the standards of work and the quality of education provided, the governors, headteacher and senior managers should:

(1) Build on the standards, teaching and learning seen during the inspection to secure rising standards over time in the school's results in national testing for pupils at the end of Years 2 and 6 by:

- consolidating the good lesson planning, good practices and teacher skills;
- building on pupils' knowledge, understanding and skills;
- building on the good practices and maintaining the rigour seen in teaching and learning during the inspection.

(Paragraphs 2, 3, 4, 5, 6, 7).

(2) Build on existing assessment practices for the foundation subjects so as to inform teachers more fully of what pupils can do and are capable of by;

- adopting assessment procedures that provide a coherent system of recording for foundation subjects;
- ensuring that assessment is consistently and effectively used to inform future teaching and learning so as to raise standards further.

(Paragraphs 23, 44, 104, 108, 113, 131).

### **Minor weaknesses**

(1) Review the time allocated for the SENCO (special educational needs co-ordinator) for the management and administration of pupils with special educational needs given the increase in pupil numbers.

(Paragraph 54)

(2) Set up formal procedures for contacting and informing parents of pupils with special educational needs.

(Paragraph 49)

The school has already put into place a plan of action to deal with key issues 1 and 2 and is fully aware of the minor weaknesses identified.

## PART C: SCHOOL DATA AND INDICATORS

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

Number of lessons observed

3

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

25

### Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	2	7	5	9	0	0	0
Percentage	6	21	6	27	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 three percentage points.

### Information about the school's pupils

#### Pupils on the school's roll

	Nursery	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	0	139
Number of full-time pupils known to be eligible for free school meals	0	10

FTE means full-time equivalent.

#### Special educational needs

	Nursery	YR – Y6
Number of pupils with statements of special educational needs	0	2
Number of pupils on the school's special educational needs register	0	25

#### English as an additional language

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

#### Pupil mobility in the last school year

	No of pupils
Pupils who joined the school other than at the usual time of first admission	7
Pupils who left the school other than at the usual time of leaving	11

### Attendance

#### Authorised absence

	%
School data	5.7
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	2001	15	15	30

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	11 (7)	10 (7)	11 (7)
	Girls	13 (9)	13 (9)	14 (9)
	Total	24 (16)	23 (16)	25 (16)
Percentage of pupils at NC level 2 or above	School	80 (89)	77 (89)	83 (89)
	National	84 (83)	86 (84)	91 (90)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	11 (8)	9 (7)	14 (9)
	Girls	14 (9)	12 (9)	14 (9)
	Total	25 (17)	21 (16)	28 (18)
Percentage of pupils at NC level 2 or above	School	83 (94)	70 (89)	93 (100)
	National	85 (84)	89 (88)	89 (88)

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

### Attainment at the end of Key Stage 2 (Year 6)

	Year	Boys	Girls	Total
Number of registered pupils in final year of Key Stage 2 for the latest reporting year	2001	5	9	14

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Total	9 (16)	10 (16)	13 (19)
Percentage of pupils at NC level 4 or above	School	64 (83)	71 (89)	93 (100)
	National	75 (75)	71 (72)	87 (85)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Total	7 (17)	9(16)	13(17)
Percentage of pupils at NC level 4 or above	School	50 (89)	64 (89)	93 (89)
	National	72 (70)	74 (72)	82 (79)

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

### ***Ethnic background of pupils***

	No of pupils
Black – Caribbean heritage	0
Black – African heritage	0
Black – other	0
Indian	0
Pakistani	0
Bangladeshi	0
Chinese	0
White	125
Any other minority ethnic group	0

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

### ***Exclusions in the last school year***

	Fixed period	Permanent
Black – Caribbean heritage	0	0
Black – African heritage	0	0
Black – other	0	0
Indian	0	0
Pakistani	0	0
Bangladeshi	0	0
Chinese	0	0
White	1	0
Other minority ethnic groups	0	0

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

### **Teachers and classes**

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

Total number of qualified teachers (FTE)	6.2
Number of pupils per qualified teacher	22.9
Average class size	28.4

#### **Education support staff: YR – Y6**

Total number of education support staff	5
Total aggregate hours worked per week	130

### **Financial information**

Financial year	2001/2002
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	£
Total income	360,496
Total expenditure	361,296
Expenditure per pupil	2,544
Balance brought forward from previous year	39,091
Balance carried forward to next year	38,291

### ***Recruitment of teachers***

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

100

Number of questionnaires returned

45

### **Percentage of responses in each category**

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	62	31	4	0	2
My child is making good progress in school.	56	29	13	0	2
Behaviour in the school is good.	53	42	2	0	2
My child gets the right amount of work to do at home.	38	53	7	0	2
The teaching is good.	62	29	7	0	2
I am kept well informed about how my child is getting on.	27	36	18	14	5
I would feel comfortable about approaching the school with questions or a problem.	69	18	7	4	2
The school expects my child to work hard and achieve his or her best.	69	24	2	0	4
The school works closely with parents.	29	38	24	4	4
The school is well led and managed.	69	20	4	4	2
The school is helping my child become mature and responsible.	60	36	0	0	4
The school provides an interesting range of activities outside lessons.	44	13	24	9	9

### **Other issues raised by parents**

Eight written returns were received. They were mainly supportive of the school, its standards, quality of leadership, teaching and curriculum offered.

## **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**

64. Most children attend pre-school or nursery before they enter the reception class. The attainment of most children when they enter the school is in line with national expectations. Children in the Foundation Stage, who form two thirds of the mixed reception and Year 1 class, are settling well into school. Even at this very early stage in their school careers, they are making good progress towards the early learning goals set nationally for the end of the reception year. Most children are likely to reach the goals in all areas of learning. Personal, social and emotional development and physical development are above average. Children in the Foundation Stage are being prepared well for the beginnings of National Curriculum, as was the case for the under fives at the time of the last inspection.
65. The quality of teaching for children in the Foundation Stage of education is good. On occasion, it is very good when the wide range of motivating activities includes a good balance of adult supported activities and those that children can select for themselves. The teacher's very good questioning skill stimulates children's thinking effectively and enables them to move on well in their learning. She is well organised and manages the children in a consistently positive and sensitive way. She clearly has a good understanding of the practical and active way that young children learn. Other strengths in the teaching are evident in the variety of imaginative strategies used to capture children's attention and interest, such as the feely box, games, and Jack the puppet. An appropriately strong emphasis is given to talk, and cross-curricular activities enable children to make connections between different aspects of their learning. Although very experienced, the teacher is as new to the school as the children. It is to her credit that class routines are already established and that the work of assessing what the children can do is well underway. As a result, tasks are almost always suitably challenging, including those for children with the potential to attain highly. The high level of adult support, trained teaching assistants and volunteer helpers is used to very good effect to reinforce learning points in an informed and consistent way. They are fully involved in making observations of children's particular achievements, noting, for example the first time a child can count to five unaided.

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

66. The teaching of personal, social and emotional development is good, enabling children to settle well into school life. Standards in this area are good with many children already reaching expected goals. Children are confident to select their tasks and to try new activities. They work and play independently as in the role-play area. The way the classroom is set up with resources clearly labelled and accessible is encouraging their independence. With sensitive encouragement, children are confident to speak before the class group. Some children sustain concentration well, as when two boys enjoyed playing a game of snakes and ladders. Activities are motivating and practical and, as a result, children are keen to join in, most showing high levels of interest and involvement. The adults manage the children in a consistently positive way and consequently children behave sensibly. They enjoy playing with each other and share and take turns appropriately. Many children make good attempts to dress and undress for physical education sessions. The teacher and other supporting adults are developing the children's sense of well-being and self-esteem well.

## **Communication, language and literacy**

67. Teaching in this area of learning is good with proper attention given to talk and the development of early literacy skills. Standards in this area meet national expectations. Most children are likely to reach the set goals by the end of the reception year. With gentle encouragement, they are confident to speak before the class group, some in an extended way. They offer relevant comments. They listen attentively to stories, especially when told in a dramatic and lively way. They listen carefully to the teacher's instructions. Children have ample access to books, sharing them with adults as well as enjoying them on their own. They tell the story from the pictures and turn pages appropriately. Direct teaching is extending these beginnings of reading effectively. With support, many children are beginning to identify the initial sound of words such as 'Monday' and to recognise basic monosyllabic words. Some children, with the potential to attain highly, can already read a simple text. In writing, many children write letter strings using letter-like shapes. As well as writing in focused activities with an adult, the children practise their mark making and emerging writing in a variety of other ways. They jot down telephone messages or make notes in the treatment book in the doctor's surgery, for example. Most children can write their names and a few children are beginning to use their knowledge of sounds effectively to write other simple common words. The teacher provides good opportunities for children to extend their developing literacy skills, both in focused groups and during structured play activities.

## **Mathematical development**

68. Teaching in this area of learning is satisfactory overall. Standards in aspects observed during the inspection, mainly number, are in line with what is to be expected nationally for four-year-olds. Children are on course to achieve the goals set for mathematical development by the end of the reception year. Some children have good counting skills, and can count to 20 and beyond. The teacher's imaginative use of Jack the puppet stimulates counting to good effect. The children are keen to spot and correct his mistakes. Some children are aware of the need to record numbers, for example, telephone and house numbers. Many children make reasonable attempts at writing the numerals. In supported activities, children are beginning to add 'one more' to a number. The teacher is working hard to assess the children's levels of attainment to guide planning for future lessons, evident in mathematics in particular. Much of the mathematics teaching observed was direct instruction. There was little evidence of spontaneous mathematical interventions in children's self-chosen activities.

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

69. Teaching in this area of learning is good overall. Children are on course to achieve the expected outcomes by the end of the reception year. In scientific aspects, the teacher provides good opportunities for children to use their sense of touch to identify different common materials such as cloth, wood and plastic. They recognise what common musical instruments are made from. Children build complex towers with wooden blocks and construct objects from interlocking plastic bricks. They approach the computers with confidence and use the mouse appropriately in simple games with support. The teacher's good care to familiarise the children with the school building and grounds has been effective. Opportunities to observe and explore have increased the children's confidence in moving about their new environment independently.

## **Physical development**

70. Teaching in this area is good. Children have good opportunities, through direct teaching, to develop physical skills, to practise and improve. They move with confidence in a variety of ways, hopping, jumping, rolling, or sliding. They use space sensibly and safely. They enjoy being active and are aware of raised heartbeats afterwards. Opportunities for the children to exploit physical skills outside, on the field, hillock or balancing logs for example, are available, but only at playtimes. This limits the possibilities for purposeful adult intervention to extend ideas imaginatively. A wide range of activities encourages children to use their hands and fingers with dexterity. They hold pencils and crayons and paintbrushes with an effective grip. They thread beads carefully and snap small plastic bricks together. Standards in aspects observed in this area are good with many children reaching the set goals already.

## **Creative development**

71. Teaching in this area of learning is good. Children are on course to achieve the expected outcomes by the end of the reception year. Through work in literacy, children are aware of the work of artists in producing illustrations for their books. They mix paint to try to make a particular colour, such as green for Elmer the elephant. They use pencils and crayons carefully and many draw recognisable pictures, some with detail. They sing tunefully and are learning a repertoire of songs and rhymes. They know the names of some musical instruments such as castanets, and with the teacher's careful organisation, they play an accompaniment to a song. Many children can hold a steady pulse, which one child likened to a heartbeat. In imaginative and role-play, children become involved and play for extended periods. The teacher and other adults join effectively in the play to help develop ideas further.
72. Provision for children in the Foundation Stage is good, as at the time of the last inspection. The newly appointed teacher provides a good range of practical, relevant and enjoyable activities that reflect national guidance and also the early learning goals set for the end of the reception year. However, as she is aware, planning formats are currently too National Curriculum based. Personal, social and emotional development has a high priority, of particular importance so early in the term, soon after starting school. This area rightly underpins work in all other areas of learning. High daily profiles are also given to the provision of communication, language and literacy, and to mathematical development. The teacher is very careful to ensure that the part-time children have full access to all aspects of the curriculum.

## **ENGLISH**

73. Overall, standards in English at the end of Year 6, observed during the inspection, are above the national average. This is better than during the last inspection when standards were average. This does not match the test results from 2001. Then, test results for Year 6 were well below average. Results, however, vary from year to year as a small number of pupils take the tests and the percentage of pupils with special educational needs makes a significant impact upon results. Generally, the rate of improvement in results is broadly in line with the national trend. The National Literacy Strategy is proving to be an effective structure to lessons and the recent strong leadership of this subject by the headteacher has resulted in a significant improvement in the standards achieved.



74. The 2001 tests results at the end of Year 2 were below the national average in reading and well below average in writing. They were well below average when compared with similar schools. The percentage of pupils scoring the higher Level 3 in reading was close to the national average and in writing it was above average. Results have varied over the last five years. This year, however, the Year 2 test results have improved and are likely to match the national average. National comparisons are not yet available. Inspection evidence shows that Year 2 pupils have English skills that match the expectations for their age. Their speaking and reading skills are above average.
75. The results of the 2001 tests at the end of Year 6 were below average when compared with the national average and well below the average for similar schools. The percentage of pupils attaining the higher Level 5 was below average. The trend over the last five years is that standards are improving in line with the national average. Test results however vary greatly from year due to the small numbers entered. Test results this year 2002 have improved, and samples of current Year 6 work are above expectations. Standards are improving. English targets have been set for all pupils. Pupils know their targets and try hard to meet them.
76. Pupils have speaking and listening skills that are above average for their age throughout the school. Most pupils listen carefully to their teachers and to each other. This was evident in a literacy lesson when the pupils listened intently to each other's performance of their play, 'The Rainbow Machine'. The fact that they were being filmed for video and photographed gave them a very good incentive to speak clearly to the audience and to consider how they could improve. When pupils with special educational needs find it difficult to listen, they are well supported by teaching assistants. Pupils have a good vocabulary and express themselves well. They show great interest in their work and ask their teacher interesting, thoughtful questions. They listen intently to the teacher's explanation and soon arrive at the correct answer. Pupils make good progress in this aspect of the curriculum.
77. By the end of Year 2 and Year 6 the overall reading standards are above average but there is a wide range of attainment. Parents give their children very good support to help them learn to read. Pupils have read many good quality books and teachers keep the 'home/school' reading records up to date. Teachers make good suggestions to help parents work on areas for improvement. Most pupils read fluently and the books that they are given match their needs. They read with good expression, even at the first reading, and can re-tell the story in their own words. Pupils have several strategies to help them read, such as sounds in words and knowledge of whole words. Sometimes pupils with special educational needs become hesitant because they are unsure which strategy to use. These pupils, however, are making good progress. Pupils read frequently to their teachers. They also read in groups as part of the Literacy Strategy.' Each week, all pupils take home a book from the new attractive and well-organised school library. The development of reading is a high priority within the school.
78. In tests last year at the end of Year 2, the standard of pupils' writing was well below average. However, inspection evidence suggests that their work is now average. Pupils' handwriting is neat and many pupils join their writing. Their work is well presented. Most pupils consistently use full stops and several use a good range of punctuation correctly. Most spell simple words correctly and the more able pupils spell difficult words correctly. Stories are generally correctly sequenced and show improved description. Writing is often lively and varied.
79. By the end of Year 6, pupils have made good progress in writing and are working at levels that are above expectations. These pupils have been set challenging writing

targets and are used to improving their work. For instance, they use good phrases such as 'the moon drifted swiftly into a midnight position'. Their work is neat and organised well, using paragraphs and sentence demarcation. The high priority placed on improving this aspect of English is proving very effective.

80. The teaching of English is consistently good across the school and in nearly half of the lessons seen it was very good. The literacy strategy is understood well by teachers. Some teachers are so confident with this that they modify lessons to meet the mixed age classes' specific needs well. Good teaching is characterised by good subject knowledge and very good planning. Pupils know what they are expected to learn and they focus upon the aim of the lesson because they are managed well. Teaching is purposeful and often brisk which keeps the pupils alert and aware of what needs to be learnt. They are challenged and well involved in the interesting activities chosen by their teachers. Individual pupils are targeted for questions so that all are attentive and ready to be asked. Teachers' questioning skills are well developed and they are generally sensitive as to when to intervene to help pupils make progress. Teachers are responsive to pupils' ideas and use their misunderstandings to develop thinking. Classes are well organised to meet the needs of two age year groups. Teaching assistants are used very well, so that they make assessments to help teachers plan future work. Teachers mark pupils' work very well, stating where pupils have done well and how they can improve. Pupils with special educational needs are given good support and the good relationships developed between staff and pupils are particularly helpful for pupils with emotional and behavioural difficulties. Relative weaknesses in teaching are that teachers sometimes become side-tracked from the aim of the lesson, they then talk for too long and the pace of the lesson slows.
81. The management and co-ordination of English over the past year has been very good. As a result, teachers have been well trained and most have a good understanding of the literacy strategy. They find time to extend pupils' writing skills well and have high expectations. Good links are made with other subjects such as science, art, history, information and communication technology, so that time is used effectively. There is now a new co-ordinator who has been in school for just two weeks. She is being made aware of the strengths and weaknesses within the school and is to be given sufficient time to monitor standards and the quality of teaching. Test results have been analysed and appropriate steps have been taken to remedy weaknesses. The new attractive library is a very good asset. Pupils take books home every week and can use the index and contents pages to find information.

## **MATHEMATICS**

82. Observed standards at the end of Year 6 in mathematics are in line with national expectations. This is better than the results of national testing in 2001, when standards overall were found to be below national averages and well below those for similar schools. Despite an average proportion of pupils gaining the expected Level 4, few achieved highly. Test results for 2002, however, show improvement, especially at higher levels. Results fluctuate from year to year as is to be expected when cohorts are small because each pupil represents a significant percentage point. Current standards are lower than those reported at the time of the last inspection when they were found to exceed national expectations. Overall, however, despite staffing difficulties since that time, the trend over the last few years is broadly in line with national averages.
83. By the end of Year 6 pupils have a secure understanding of the value of each digit in numbers to a million. They multiply three-digit numbers by two-digit numbers using knowledge of tables. They use a range of methods: some pupils are confident to apply

new strategies whilst others use more familiar methods. Pupils apply their knowledge to solve problems using a variety of computations. They are keen to explain their working. Higher attaining pupils offer alternative methods and begin to make generalised statements. They are appropriately challenged and encouraged to fast-track in class, and also through the provision of extra focused tuition. Lower attaining pupils are supported effectively.

84. Observed standards by the end of Year 2 meet national expectations. As by the end of Year 6, standards found during the inspection differ from the results of national testing in 2001, when scores overall were well below national averages. They were very low in comparison with similar schools. Many pupils only reached the threshold of the expected Level 2 and few achieved highly, reflecting the high proportion of pupils with special educational needs in the cohort. Standards in mathematics by the end of Year 2 show an overall downward trend since 1997. They are lower than those found during the last inspection. Results for 2002 show improvement, however, especially at higher levels. These results, together with inspection outcomes, suggest that standards are rising. Recent improvements at both key stages reflect the school's focused work in this subject across the school.
85. By the end of Year 2, pupils recognise numbers, including in words, to 20 and beyond. Most pupils are beginning to understand the value of each digit in a two-digit number, when using practical apparatus and also in written form. They talk about their mathematics appropriately, some in an extended way. Higher attaining pupils recall addition facts to ten with confidence and some can count in tens. They know that extended addition sums can be carried out in any order. Lower attaining pupils make steady progress with suitable tasks.
86. Pupils' knowledge of numeracy appropriately supports their learning in other subjects, for example history when using timelines, and geography in the use of grid references, and collating data about plants in science. Mathematics lessons encourage literacy skills effectively, for example, through explaining mathematical ideas, using specific vocabulary, and reading and writing numbers.
87. The quality of teaching and learning in mathematics is good overall. On occasion, it is very good, as in the mixed Year 5 and 6 class when a consistently brisk and snappy pace and challenging tasks motivate learning particularly well. In the best lessons, teachers use the plenary session to good effect, to move learning on further by the introduction of new but related material. Pupils respond positively to mathematics lessons. They respect each other's answers, whether correct or not.
88. Other teaching strengths lie in the good quality questioning and clear explanations that draw out pupils' thinking effectively and build on their previous learning. Teachers' subject knowledge is secure. Competent planning includes suitably different tasks for differing abilities, and takes good account of the demands of the mixed ages in almost every class. Teachers are working hard, especially at this early stage of the school year, to pitch tasks suitably for their new classes. In this they are mostly successful. Their expectations for pupils' behaviour and for their work output are high. As a result, pupils work purposefully and behave well. On occasion, however, pupils with identified learning difficulties lose concentration and behave inappropriately. Occasionally also, pupils' hard working falters when the lesson is over-long.
89. The subject is satisfactorily led and managed. Subject guidelines are securely in place, an improvement since the previous inspection. Comprehensive assessment systems are established and these, together with the analysis of test results, are used effectively to guide future teaching priorities. Individual targets are beginning to be put into place.

The co-ordinator has made a positive start to monitoring teaching and learning in class. Lesson times for mathematics between classes and year groups are not consistent across the school week and individual class timetabling does not always accurately reflect classroom practice.

## SCIENCE

90. Overall standards in science were average in last year's teacher assessments (2001) taken at the end of Year 2 and in the national tests taken at the end of Year 6. Test results for the oldest pupils are below those during the last inspection. When compared with similar schools, results were below average both in the teacher assessments at the end of Year 2 and in the Year 6 national test results. Inspection evidence, however, shows that the standard of pupils' attainment is improving due to the good co-ordination that now takes place across the school. The well developed school grounds are used very well by a visiting specialist who enthuses pupils, questions them and gives them a very good understanding of ecological matters. In this year's tests (2002), the majority of Year 6 pupils scored the higher Level 5. This is good and is a significant improvement since last year. However, national comparisons are not yet available.
91. Despite variations from year to year, due to small year groups, the overall trend for improvement is above the national trend. Lessons observed and samples of pupils' work indicate that standards of attainment for pupils in Year 2 are likely to be good and the work of the oldest pupils is likely to be above the national average when they leave the school next year. Pupils with special educational needs are making good progress with the help of their support teachers.
92. Throughout the school, pupils are making good progress. This is particularly so in the aspect of science that develops pupils' acquisition of knowledge. Pupils' recording of the full experimental process is average but they talk about 'fair tests' and plan their experiments. Across the school, the pupils make educated guesses as to what might happen in their experiments. They then undertake the tests and comment on why they were right or wrong. The pupils cover all aspects of the curriculum, at their own level of understanding and take delight in questioning and learning more. However, pupils do not record their experiments fully to show their understanding of the need for a fair test. The oldest pupils, in Years 5 and 6 find it difficult to plan experiments at the start of the year.
93. Teaching of this subject is good. Only two lessons were observed; one was excellent and the other satisfactory. These lessons and scrutiny of pupils' work show that the teachers have good subject knowledge and question children very well. Classes are well organised, especially mixed age classes, where work is generally matched to pupils' individual needs. Pupils are challenged well. Relationships are very good so that the pupils have the confidence to try, and they learn from their mistakes. Lessons are interesting and teaching assistants are used well to support pupils with special educational needs. The main weakness is that early in the year the teachers rely upon the assessments made by the previous teacher. These are sometimes too generous and, thus, the new teacher sets work that is too difficult for the pupils. However, the teachers are good at judging the pupils' level of understanding and modify lessons to match their pupils' needs.
94. The management of the subject is good. The curriculum and results of tests have been analysed and used to help teachers concentrate upon areas of weakness. Teachers have been given extra training and the curriculum revised so that now it is organised so that pupils may re-visit areas of learning and build upon what they have already

learned. The curriculum is broad and balanced. Work is planned to be interesting and to meet pupils' needs. As a result, the pupils enjoy their lessons and work hard. Teachers' high expectations challenge the pupils, and test results this year have improved significantly. Good cross-curricular links have been established with English, mathematics and information and communication technology. New equipment has been purchased so that pupils can use sensor equipment to measure temperature and create graphs to record variations.

95. The school's very good grounds are used very well to develop all pupils knowledge and understanding of 'life processes and living things'.

## **ART AND DESIGN**

96. Standards in art and design are at the expected level for pupils at the ends of Years 2 and 6. Pupils with special educational needs and those of higher attainment make satisfactory progress. The judgement on standards achieved in the last inspection was that many pupils attained standards above national expectations. Work of a high standard is on display but in lessons observed, much of the work was at an early stage and it is too soon to judge if it is likely to be above expectations. Some excellent textile work is displayed. For example, the millennium tapestry, which plots the school's history throughout the last century, has been researched and designed by pupils. Portfolios show excellent fish mosaics based on studies of the Romans and some fine drawings of local areas.
97. By the end of Year 2, pupils recognise and understand that pictures in books are illustrations. In Reception and Year 1, pupils discuss when looking at and sharing 'Elmer' the book of the week, how the illustrations may have been produced, who made them and what they would need to do if they were the artist. They select different media and explore colour mixing using paint, pastels and fill in a template of Elmer on the computer. Pupils in Year 2 use sketchbooks to record and collect visual information for making sculptures. They build on their cutting and joining skills and develop 3-dimensional ideas using paper. They talk about positive and negative shapes, contours and the resemblance of some of their ideas to the human form.
98. By the end of Year 6, pupils build on their knowledge of colour mixing when focusing on small abstract images from magazines. They extend these by blending and applying new colours to match the images. They consolidate their knowledge of the colour wheel and primary and secondary colours. They show developing control and co-ordination when painting. Pupils in Years 5 and 6 use PowerPoint to create a multi-media presentation about themselves. Using the computer menu, they know how to select different backgrounds and save their work. They talk about using clip art, animation and sound. Other pupils study some of the works of Monet and Seurat and explore Pointillism.
99. Teaching and learning are satisfactory; occasionally they are good and very good. The judgement made at the last inspection was that teaching was good to very good. Teachers are secure in their knowledge and understanding of the subject. Lessons are well planned and an appropriate range of techniques, media and tools are used. Pupils with special educational needs are well supported. The use of sketchbooks is clearly established. Expectations of what pupils can do are usually good. Pupils learn effectively and they are encouraged to try out their ideas.
100. Literacy skills are reinforced to consolidate pupils' understanding and pupils use specific subject language with understanding. Opportunities for discussion and exchange of ideas in lessons are regular features. Information and communication

technology contributes well to pupils' knowledge and understanding, there is evidence of information and communication use and use of a digital camera.

101. Pupils' attitudes and behaviour are good. They enjoy art activities, and work hard. They share equipment and media and readily exchange ideas to help one another.
102. The leadership of the subject is good. The co-ordinator offers guidance to colleagues when possible. She is aware of the areas for future development, such as increasing the range of artefacts and resources for studying art from non-western cultures. Curriculum planning provides a balance of investigating and making and studies of art from different periods. Evidence of art from different cultures is not as prominent. The school has adopted and amended Curriculum Guidance 2000. The contribution of art and design to pupils' personal, including spiritual, moral, social and cultural development is satisfactory. Assessment opportunities continue to be refined. A good portfolio of work successfully demonstrates the range of art study undertaken. Planning is monitored but as yet the co-ordinator has not had the opportunity to monitor attainment, progress, or teaching. Resources are generally good. Every classroom has access to water and space to dry and store work. Although the judgement on standards and teaching are not the same as at the time of the last inspection improvements in use of different media and teaching methods are noted at this early stage of the term.

## **DESIGN AND TECHNOLOGY**

103. Due to timetable arrangements, only one design and technology lesson was observed during the inspection. Judgements have been made by examining samples of work and by talking to the subject co-ordinator.
104. Standards of pupils' work meet national expectations by the time that pupils are at the end of Years 2 and 6 when they leave the school at age eleven. This matches the standard noted in the last inspection. All pupils, including those with special educational needs, make satisfactory progress in the subject.
105. In Years 1 and 2, pupils consider the purposes of different vehicles to help their story character move around the Land of Oz. One pupil suggested that a tractor would be useful 'just in case she has to go through mud'. They look closely at axles and make them from different large construction equipment. They then draw them. This is in preparation for them to make their own vehicles and is one of their several designing and making projects. Pupils generally plan these projects in groups. They use glue and sellotape to join materials and eagerly discuss ways to improve them. However, pupils do not generally write down their evaluations or suggestions for improvement. Years 1 to 4 pupils design and make sandwiches, writing clear instructions for making them. They use the computer to create bar charts to show their favourite breads, and pie charts to show their favourite filling. Years 5 and 6 pupils design and make slippers using templates. They have a choice of fabrics and many show good cutting and sewing skills. These slippers are displayed well and other pupils in the school are keen to point out their favourites and give reasons why. Throughout the school, pupils are given a broad range of experiences and build on skills learned previously. They make satisfactory progress.
106. The one lesson observed was excellent. The teacher is very enthusiastic, matches work to pupils' skills and interests, is very well organised and covers several subjects at the same time. When learning about vehicles, the pupils learned about pushes and pulls for science, they observed and tested different axles for design and technology

and their speaking and listening skills were greatly improved during their lively discussion about their work. Samples of pupils' work, however, suggest that the quality of teaching is satisfactory overall. One area of weakness is that there is no practical, systematic method for recording pupils' achievements. Although the teacher observed used very good questions to assess pupils' skills and understanding in the lesson, when records are not consistently used it is difficult for the next class teacher to match work to pupils' needs.

107. There is now a suitable scheme of work to help the teachers plan, which is an improvement since the last inspection. The co-ordinator is confident with this subject and enthusiastic. She uses the school grounds very well to enhance the pupils' interest and skills by giving them 'real' projects to construct, such as 'the millennium maze' and extending the walkway around the oxbow lake.

## **GEOGRAPHY**

108. Standards in geography by the ends of Years 2 and 6 meet national expectations, as at the time of the last inspection. Mapping skills are developing appropriately. With support, younger pupils locate places, such as the state of Kansas, on large-scale maps. They understand how a 'bird's-eye view' relates to a plan or map. Pupils in Year 4 are beginning to locate independently topical countries on the world map, for example Saudi Arabia and Japan. With the teacher's well directed and probing questioning they make reasonable suggestions about local weather conditions using basic knowledge of climate between the Tropics. The oldest pupils have an understanding of different mapping scales, grid references, keys and symbols. From their study of rivers and contrasting places, they understand, for example, the effect of a flood plain on land use. Pupils across the school are familiar with the outside school environment, for example the oxbow lake area.
109. Pupils respond with obvious interest to geography lessons. They are keen to find out, using resources such as books and the Internet. They talk with each other about their work. Younger pupils in particular are pleased with the new things that they are learning. Pupils behave well and work purposefully. Only occasionally do the good standards of conduct falter, when pupils with identified difficulties behave inappropriately.
110. The quality of teaching and learning in lessons observed was good overall. On occasion, teaching was very good, with high expectations and a brisk pace that stimulates pupils' learning well. The tasks were well matched to differing abilities and consequently motivated pupils very well, representing an improvement since the previous inspection. Teachers' subject knowledge is secure. They promote pupils' enquiry skills well through visits, especially to the local environment, as well as by the use of atlases and other books, maps and the Internet. Effective and probing questions lead pupils' thinking on. Teachers also take pupils further afield to broaden their experience of other places, for example to London. Older pupils visit the Isle of Wight. Curriculum provision in this subject is good. It is wide-ranging, sometimes in-depth, as with the whole school study of mapping skills, and properly includes practical enquiry beyond the classroom. Good use is made of local outside expertise such as the Wildfowl Trust. Links with other subjects are good, for example co-ordinates in mathematics, art, as in the drawings of local buildings, and history and design and technology, as in the stitched quilt of a field map of Birdham in the Middle Ages.

111. The subject is well led and managed by the headteacher who is a geography specialist. He has a good overview of the work and where it needs to progress. Through his senior management role, monitoring of teaching and learning is underway. Assessment is satisfactory.

## **HISTORY**

112. From talking to pupils, looking at planning, displays and samples of pupils' work, indications are that standards in history are securely in line with national expectations. This is similar to the situation at the time of the last inspection. Then, as now, no history lessons were observed.
113. By the end of Year 6, pupils have a secure understanding of aspects of Victorian life, for example on farms and in school. They compare the lives of rich and poor children. They write with a Victorian stylus and draw authentic artefacts such as a flat iron or hairbrush. They find out about the extent of the Victorian Empire through studying an old map. Pupils in the middle of the school know about aspects of Greek life, for example their food, and their gods and goddesses. They dress up in togas and spend a day in the role of a Greek. Younger pupils act out the 'tortoise formation' favoured by Roman soldiers as a defence in battle. They find adjectives to describe Romulus. The youngest children compare Victorian toys with modern ones.
114. Pupils respond well and with enjoyment to history. Their interest is effectively stimulated so that from time to time they carry out independent research, for example about the Egyptians at home on the Internet. They are proud of their contributions to the millennium tapestry.
115. From limited evidence, indications are that the quality of teaching and learning in history are at least average and on occasion above. Teachers place a high emphasis on learning through active enquiry. They give pupils a rich experience of the past, for example through role-play in costume, by handling artefacts, and through visits beyond the classroom. They make very good use of local centres of interest, such as the Chichester Doll and Mechanical Toy Museum, the Weald and Downland Museum and Bignor Roman Villa. Experts from such centres also visit the school to reinforce learning further. National celebrations, such as the Jubilee, emphasise national historical events effectively. Pupils experienced living history as, dressed as kings and queens, they enjoyed the school's drive party. Teachers make good use of other subjects to reinforce learning in history, for example Roman fish mosaics in art, and Tudor houses in design and technology. Good links with literacy further reinforce learning, in the writing of accounts, for example.
116. Teachers use the history of the school to very good effect. It has a high profile in the learning environment, particularly through the display and use of genuine artefacts, such as the list of benefactors from the opening of the school in 1817, and a Victorian desk and slate. The original bell is still used to signal the beginning of lesson times. The school's fortunes since its opening are being charted by a small group of mothers, who provide a strong contribution to pupils' experience of their heritage through the making of a millennium tapestry. This outstanding piece of work has involved pupils across the school over the last five years. They have researched aspects of each decade, for example the Coronation or medicines, before planning and stitching their contribution. Links with work in class are very clear as in the section on Victorian schooling.



117. Curriculum provision for history is very good. It is a strength of the school and represents good improvement since the previous inspection. The subject is well led and managed. The co-ordinator has a good overview of the needs of the subject although she has not yet had time to monitor teaching and learning in class. Assessment systems are informal. Curriculum provision for history is good.

## **INFORMATION AND COMMUNICATION TECHNOLOGY**

118. Since the last inspection, the school has significantly improved the provision for information and communication technology and pupils now cover all aspects of the National Curriculum. Consequently, at the end of Year 2 and Year 6, pupils attain the expected standards. The key issue from the previous inspection report has been met in full.
119. Throughout the school, pupils are confident with technology and are keen to use the computers to learn more skills. In Year 2, most pupils find a web page with support. They use the mouse to scroll up and down pages and block and remove unwanted text. Also with support, they find information such as 'which is the largest city in Kansas' to help with their topic on the 'Wizard of Oz'. This is good progress from Year 1 when pupils need support to switch on the monitor. Pupils in Year 1 and 2 routinely use word processing skills to help with their English work. In these years, pupils also control computerised toys.
120. By the end of Year 6, most pupils have acquired some complex skills; for instance they create multi-media presentations using sound effects and moving print. They scan in images, use the digital camera and the more able pupils are creative. Pupils are critical of their own work and keen to improve and match their work to their audience. Pupils with special educational needs are given appropriate help and are given more opportunities to use word processing, especially if they find writing difficult, and they make good progress. Technology is used well to support other subjects. In mathematics the computer is used to create line graphs and pie charts. In science sensors are used to record temperature changes in Years 3 and 4 and in Year 6 pupils record the results of an evaporation experiment. In music, pupils use the computer to create musical compositions.
121. Teachers are confident with information and communication technology as they have all received good training. As a result, the quality of teaching is good overall. Three lessons were observed during the inspection. Two of these were good and one very good. Lessons are very well organised so that all pupils have equal access to the three or four computers in classrooms. Teachers keep good records noting when pupils have mastered various skills. Teachers demonstrate new techniques well and use pupil demonstrations effectively. Pupils are challenged to improve. Teaching assistants have been trained and thus give very good support to the pupils. The teachers' good subject knowledge, clear plans and enthusiasm for the subject are the major reasons why they teach this subject well. Generally, the teachers' very good relationships with their pupils and the fast pace to lessons ensure that the pupils are interested and do well. When sharing equipment, pupils help each other and take turns. Teachers also set a very good example to their pupils. They all have laptops and use them to write their lesson plans. They frequently use the digital camera and use the correct terminology such as 'sensor' and 'cursor'. To make lessons interesting and fun they borrow equipment if the school does not have it. For instance, one teacher borrowed a video camera to enthuse pupils and help them refine their drama performance. This was successful. The school uses many forms of technology and thus pupils are well aware of the variety of purposes that technology is used for in

every day life. For instance Year 5 and 6 pupils use the computerised library system. All pupils are valued and have equal access to this aspect of the curriculum.

122. The previous subject co-ordinator has provided a good scheme of work that gives teachers very clear guidance and links very well with most curriculum areas. The co-ordinator was given sufficient time to monitor standards and was aware of relative weaknesses in the school's provision. The new co-ordinator has been in school for two weeks. She is to be given time to monitor this subject but already has a good understanding of the needs of the school. For instance, the collection of pupils' work portfolio is to be streamlined so that it gives better guidance to teachers. Plans are in hand to purchase or lease several laptops and a screen so that whole class lessons can take place easily and time can be used more efficiently.

## **MUSIC**

123. Standards in music are at the expected level for pupils by the ends of Years 2 and 6. Standards in singing throughout the school and particularly in the choir are on occasion outstanding. There is no significant difference in the attainment of boys and girls. Pupils with special educational needs and those of higher attainment make good progress. The judgement on standards achieved is similar to that made at the time of the last inspection.
124. By the end of Year 2, pupils explore sounds they listen to on tape and guess, and identify with some accuracy, the instruments making the sound. They name a range of instruments and start to discuss how they might describe the sounds they hear and how they might record them pictorially. Using instruments, they perform to others and control the level of noise they make.
125. By the end of Year 6, pupils are familiar with an increasing range of hymns and a variety of songs. Pupils in Year 3 know 'The Tortoise' from Saint Saen's musical 'Carnival of the Animals'. They identify similar and different lines and recognise when the pitch changes. Listening to a recording, they compare their own performance of the 'Tortoise' chorus and discuss what is good about it. They perform with a sense of melodic shape and combine sounds with movement. Pupils perform from memory and in tune, with a steady pulse and combine sounds expressively. Year 4 pupils relate sounds to visual images, such as Edvard Munch's 'The Scream'. They discuss and analyse key features of the painting and select and play instruments to match descriptive words, phrases and mood. They choose a wide variety of sounds to create intended effect. Pupils in Years 5 and 6 develop their singing voices and have an awareness of musical structure. They explore pitch and expression when singing 'Bring out your dead', 'Never 'ad a Barth in me life' and Chanukah. They creatively add an accompaniment of tambourines and maracas. Pupils in the choir sing renditions of 'A-bee-yo' and 'Water come a me eye', contemporary black African songs. Inspired by their teacher, they show good attention to breathing, diction and wonderful projection of their voices. Pupils combine melodies and repeated phrases well.
126. The quality of teaching in the lessons observed was never less than good and it was very good in Years 1 and 2 and excellent in the choir. The scrutiny of work indicates good coverage of music from different periods and cultures. A good balance of hands-on music making and listening development is maintained. Listening to and recording of different music is a feature of all lessons. Teaching is enthusiastic and teachers are secure in their knowledge and understanding. Lessons are brisk and pupils respond well. Learning is made fun and is consolidated through the very good use of questioning and prompting and high expectations of what pupils can do. Consequently, pupils build steadily upon the knowledge and skills learned previously and progress is

good. Lessons are very well planned with a good variety of challenging activities. Learning objectives are shared and are consolidated with pupils consistently. Teachers enable pupils to explore and develop their own musical ideas. These are improvements since the last inspection. Five pupils receive instrumental music lessons for guitar. Many play recorders and they have opportunities to play to a wider audience.

127. Pupils' literacy skills are effectively developed through constant use and explanation of key words and phrases. Numeracy skills are built upon when counting beats and recognising note values. The use of information and communication technology is developing appropriately.
128. Pupils' attitudes to the subject are positive and they enjoy learning about music. Pupils' spiritual, moral, social and cultural development is positively enhanced through their musical experiences. Pupils work co-operatively, evaluate each other's work sensitively and are confident in performing to a wider group. They listen well as an audience.
129. The subject is managed effectively and the co-ordinator has undertaken an audit of resources, teacher skills and curriculum development. She recognises the need to build on exploring practical music-making skills and composition. Curriculum planning is enhanced by the use of Curriculum Guidance 2000 and resources from the local education authority and national grid. Resources for the subject are good with a range of tuned and untuned percussion instruments, and printed and recorded materials that support pupils' progress. Monitoring and evaluation of music teaching is observed through team teaching. Assessment is under review for further development. The co-ordinator has made some exciting links with a local Beacon school and Birdham youngsters have been invited to perform at the festival theatre in Chichester.

## **PHYSICAL EDUCATION**

130. Due to timetable arrangements, only three lessons were observed. The school's swimming pool was closed for the winter. The judgement that attainment and progress are satisfactory across the school results from this limited evidence. The previous report judged that attainment was above expectations across the school.
131. Year 1 pupils respond to their teachers' commands and run, hop, walk and jump appropriately. They use the hall space well. They find different ways to move, such as sliding on their tummy. They make good attempts to learn a new game. In Year 4, pupils are keen to work outside on their ball skills. Some boys have good stopping and passing skills. These pupils soon sort themselves into groups of four and work well together on the confined playground space. Pupils usually choose to organize themselves into single sex groups. Year 6 pupils sequence different balances into a routine. They stretch and relax. Pupils evaluate each other's performance and note that some are interesting, such as stretched and pointed. All pupils know that exercise affects the body. Boys and girls are included equally in physical activities and pupils with special educational needs also take part. Pupils with special educational needs make good progress. The majority of pupils can swim 25 metres when they leave the school and all pupils have swimming lessons.
132. Teaching is good overall. Good teaching is characterized by enthusiasm for the subject that is shared with pupils and the teachers' good subject knowledge of different techniques. The best teaching also gives the pupils the chance to examine and improve their performance. Both boys and girls are equally included in activities.

Teachers demonstrate techniques well and use pupils' performance to help others. They give praise and encouragement appropriately.

133. Co-ordination of the subject is satisfactory. The co-ordinator is enthusiastic and has a good understanding of the standard of pupils' skills. Pupils take part in local competitions. The curriculum has been adapted to allow all pupils to have frequent opportunities to have swimming lessons as they live close to the sea. Resources for this subject are good, especially outside facilities.