

INSPECTION REPORT

ST MARY'S SLINDON C of E PRIMARY SCHOOL

Slindon, West Sussex

LEA area: West Sussex

Unique reference number: 125994

Headteacher: Ms Jane Walters

Reporting inspector: Ms Bogusia Matusiak-Varley
19938

Dates of inspection: 7 – 9 July 2003

Inspection number: 248733

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 to 11 years
Gender of pupils:	Mixed
School address:	The Meadsway Slindon Arundel West Sussex
Postcode:	BN18 0QU
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Appropriate authority:	The governing body
Name of chair of governors:	Mr John Robson
Date of previous inspection:	12 January 1998

INFORMATION ABOUT THE INSPECTION TEAM

Team members			Subject responsibilities	Aspect responsibilities
19938	B Matusiak-Varley	Registered inspector	Foundation Stage English as an additional language English Art and design History Music Religious education	The school's results and pupils' achievements How well are pupils taught? How well is the school led and managed?
11084	Jane Hughes	Lay inspector	Educational inclusion	Attitudes, values and personal development How well does the school care for its pupils? How well does the school work in partnership with parents?
14509	Philip Mann	Team inspector	Special educational needs Mathematics Science Information and communication technology Design and technology Geography Physical education	How good are curricular and other opportunities?

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REPORT CONTENTS

	Page
PART A: SUMMARY OF THE REPORT	6
Information about the school	
How good the school is	
What the school does well	
What could be improved	
How the school has improved since its last inspection	
Standards	
Pupils' attitudes and values	
Teaching and learning	
Other aspects of the school	
How well the school is led and managed	
Parents' and carers' views of the school	
PART B: COMMENTARY	
HOW HIGH ARE STANDARDS?	11
The school's results and pupils' achievements	
Pupils' attitudes, values and personal development	
HOW WELL ARE PUPILS TAUGHT?	14
HOW GOOD ARE THE CURRICULAR AND OTHER OPPORTUNITIES OFFERED TO PUPILS?	15
HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?	19
HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS	20
HOW WELL IS THE SCHOOL LED AND MANAGED?	21
WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?	23
PART C: SCHOOL DATA AND INDICATORS	24
PART D: THE STANDARDS AND QUALITY OF TEACHING IN AREAS OF THE CURRICULUM, SUBJECTS AND COURSES	28

PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

St Mary's Slindon Church of England Voluntary Controlled Primary School caters for pupils aged four to 11 years. It is a small school with 54 pupils on roll, 27 boys and 27 girls, situated in the village of Slindon near Arundel in Sussex. Since the previous inspection of 1998, the characteristics of the school have altered and there are now more pupils who have special educational needs. Attainment on entry to the school is variable, but is average overall. All pupils are of white British backgrounds. Twenty-nine per cent of pupils are on the special educational needs register, just above average. The nature of their special needs ranges from specific learning difficulties to physical disability. Socio-economic circumstances of the school are average. Eight per cent of pupils are entitled to free school meals, below average. The present headteacher has been at the school for two years. The biggest problem for the school in moving on since the previous inspection has been the high turnover of staff. All but one of the teachers are new to the school. Many governors are also new to their roles. There is a high level of pupil mobility (29 per cent), as many pupils with special educational needs enter the juniors at times other than normal. Pupils are taught in three mixed-age classes. During the week of inspection, the oldest class had been taught by a replacement teacher very new to the school.

HOW GOOD THE SCHOOL IS

In spite of the many problems the school has faced due to staffing issues, it is providing a good quality of education for its pupils through sensitive support for individual needs. The school has been well supported by the local education authority and this has improved teaching and learning, which is now good with examples of very good practice. The headteacher provides a clear educational direction and has identified all the main areas for development. Pupils have very good attitudes to learning and standards are average overall at the end of Year 2 and Year 6. In the Foundation Stage of Learning, children exceed the Early Learning Goals in all areas of learning and achieve well in relation to their prior attainment. In spite of good teaching and learning, pupils' achievements in the infants and juniors are only satisfactory because the good systems that the school has recently put into place to raise standards, have not yet full embedded. Recent short-term progress in pupils' learning has been good, but pupils who are higher attainers only make satisfactory progress over time, because, on occasions, they are under challenged. The school's capacity for improvement, based upon the present complement of staff, is good and the school provides satisfactory value for money.

What the school does well

- Provision for children in the Foundation Stage of learning and those who have special educational needs is good.
- Standards are above national averages in speaking and listening in Years 2 and 6, and in reading in Year 6.
- The quality of teaching and learning is good throughout the school, having a positive effect on raising standards.
- Good provision for spiritual, moral, social and cultural development ensures that pupils have very good attitudes to school. They behave very well and relationships are excellent throughout.
- All staff work together as a team, resulting in a caring, inclusive community. Support staff execute their duties very well.
- The leadership and management of the headteacher are good. In spite of the many difficulties the school has faced, the headteacher never lost sight of her vision for the school and its pupils.
- The community contributes very well to pupils' learning. Opportunities for extra-curricular activities are good and the school has good links with partner institutions.
- All pupils are well cared for and procedures for child protection and ensuring pupils' welfare are very good.
- Parents are very supportive of the school and are seen as true partners in their children's learning.

What could be improved

- Standards in information and communication technology (ICT), writing and experimental and investigative science at the end of both Year 2 and Year 6.
- Curriculum planning, rigorous opportunities for pupils to develop their skills of literacy, numeracy and ICT, and planned opportunities for spiritual and cultural development.
- Assessment in science and foundation subjects and its use to plan the next steps of pupils' learning, especially that of higher attaining pupils.
- Aspects of the overall good teaching, such as more emphasis being placed on informative marking and ensuring that pupils present their work neatly.
- The quality of the accommodation. At present it is too cramped to meet the needs of the school.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school was last inspected in 1998. Since then it has made good improvement overall, in spite of the high turnover of staff. The best improvement has been made since the present headteacher took up post two years ago. The post-Ofsted Action Plan has been re-written to reflect the school's main priorities. New report formats have been introduced, co-ordinators have undertaken scrutiny of work, school rules have been written by the pupils, rigorous staff development and performance management have been introduced, tracking of pupils' progress has started, schemes of work for design and technology and ICT have been produced, and a good school development plan has been written. Average standards have been maintained, but the quality of teaching has improved and is now judged as good. There are still some improvements to be made in developing schemes of work and ensuring that control technology in ICT is implemented.

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
	2000	2001	2002	2002
English	E	E	D	E
mathematics	E	E*	E	E
science	C	E	E	E*

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

Results must be treated with caution as the number of pupils taking the tests is too small to ensure meaningful analysis.

National test results and teachers' assessments of 2002 show that, by the end of Year 2, standards in reading were well below the national average, both in comparison with all schools and similar schools. In writing, in comparison with all schools, standards were in line with national averages and, in mathematics, standards were above national averages. In comparison with similar schools, standards in writing were below the national average and in mathematics, standards were in line. In science, standards in comparison with similar schools, were in the top 5 per cent nationally, but too few pupils achieved the higher levels.

By the end of Year 6, in comparison with all schools, standards in English were below average, in mathematics and science standards were well below national averages. In comparison with similar schools, standards were well below average in English and mathematics, and were in the bottom 5 per cent nationally in science.

Inspection findings show that overall, standards in English, mathematics and science are in line with national averages at the end of Year 2 and Year 6, with standards in speaking and listening being above average at the end of Year 2 and Year 6, and above average in reading at the end of Year 6. The improvement at the end of Year 6 is due to the good quality of teaching, the introduction of tracking systems, the good quality of monitoring of teaching and learning by the headteacher and the support given to the school by the local education authority.

In all other subjects, standards are in line with national averages, with the exception of ICT, where standards are below. In religious education, pupils meet the expectations of the locally agreed syllabus. Overall, pupils' achievements are satisfactory over time, although during the week of inspection, good achievement was seen due to the good quality of teaching and learning. Children in the Foundation Stage make good gains in learning and exceed the expectations of the Early Learning Goals by the time they enter Year 1. Their achievement, in relation to their prior attainment, is good. No lessons in physical education were seen, and a secure judgement on standards cannot be made. Pupils with special educational needs make good progress in relation to targets identified in their individual education plans. Pupils who are higher attainers make satisfactory progress overall, but they could be making better gains in learning as, at present, the use of assessment to plan the next steps of learning is underdeveloped. Overall, standards are rising, due to good teaching, good leadership and management, and effective performance management. The school sets and meets its targets for literacy and numeracy.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Very good. All pupils love coming to school and are eager to learn. A high proportion of pupils is involved with the good enrichment activities provided extra to the curriculum.
Behaviour, in and out of classrooms	Very good. All pupils are courteous, polite and extend a warm welcome to visitors.
Personal development and relationships	Good. Pupils take on responsibility well. Relationships are excellent throughout the school.
Attendance	Satisfactory. Rates of unauthorised absence are higher than usual and the school is seeking ways of addressing these. Pupils are generally punctual, but there are some persistent late-comers.

TEACHING AND LEARNING

Teaching of pupils in:	Nursery and Reception	Years 1 – 2	Years 3 – 6
Quality of teaching	Good	Good	Good

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

Teaching has a strong impact on pupils' learning and, during the week of inspection, the quality of teaching and learning was good overall, and consistently very good in the oldest class. No unsatisfactory teaching was seen. Support staff make a very valuable contribution to pupils' learning. Teachers manage time and resources very well. The quality of teaching and learning in the Foundation

Stage is good and children exceed the Early Learning Goals in all areas of learning. The teaching of literacy and numeracy is good overall, and the recent full complement of staff is helping to move pupils' learning on at a fast rate. The quality of marking, presentation of pupils' written work, the use of assessment to inform planning to further challenge higher attaining pupils, and further focus on the teaching of subject-specific skills need to be addressed. The teaching of pupils with special educational needs is good overall, and these pupils make good gains in learning. The good quality of teaching contributes to pupils' very good attitudes to learning. During the week of inspection, 29 lessons were seen of which 8 were very good, 15 were good and 6 were satisfactory.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Satisfactory overall. Good in the Foundation Stage of learning. In the infants and juniors, the curriculum meets the legal requirements, but the full programme of study for ICT, in control technology, is not taught. The school has identified this as an issue to be addressed.
Provision for pupils with special educational needs	Good. Pupils have full and equal opportunities to experience all on offer and make good progress, due to the very good support given to them in lessons.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Good. Spiritual and cultural provision is satisfactory overall. Provision for social and moral development is very good, contributing to pupils' very good attitudes to learning.
How well the school cares for its pupils	Very good. All pupils are very well cared for by a hard-working and committed staff. Very secure child protection procedures are in place. Procedures for assessment are satisfactory overall, but need to be developed further in science, ICT and foundation subjects. Information from assessment is used well in mathematics and science to set individual targets.

Partnership with parents is very good. Parents are very well informed of all aspects of school life and are accurately informed about their children's progress.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Good. The headteacher has provided clear educational direction. She has good support from her teachers and governors. She is an effective practitioner, totally dedicated to giving her pupils the best start in life. She provides a very good role model for her staff as she has very high expectations.
How well the governors fulfil their responsibilities	Satisfactory. Most governors are new to their post and are already showing good commitment to their role. With the exception of implementing the full Programme of Study for ICT, they fulfil their duties soundly.
The school's evaluation of its performance	Good. The school's development plan prioritises aspects of the school's progress carefully, identifying key personnel and costing initiatives. Monitoring of teaching and learning and implementation of performance management are good.

The strategic use of resources	Satisfactory. The school makes satisfactory use of its financial resources and all monies are used appropriately. Resources are good, but the quality of accommodation is unsatisfactory and restricts learning. The school has a good number of staff to meet the demands of the curriculum. There is a lack of storage space. Best value principles are applied satisfactorily and the school gives satisfactory value for money.
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PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • Children make good progress in school • Staff are approachable • There are high expectations of their children • Teaching is good • Pupils behave well • School helps children to become mature and responsible 	<ul style="list-style-type: none"> • The amount of homework given to children • How closely the school works with parents • The leadership and management of the school • The range of extra-curricular activities

Inspectors agree with parents' positive views. Very high quality information is offered to parents about the way the school works and the curriculum pupils follow. Inspectors do not agree with the few parents who expressed some concerns. Provision for homework is appropriate, as is the range of extra-curricular activities. The school takes pains to work very closely with parents and offers a wide range of detailed information to them so that they can best support their children's learning. The headteacher shows a clear vision for the school; her leadership is good and she gives a strong educational direction to its work. She has changed pupils' attitudes and behaviour since her appointment and has managed to improve the school in spite of a high turnover of staff.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and pupils' achievements

- 1 Due to the small size of the school, national test results must be treated with caution as the number of pupils taking the tests is too small to ensure meaningful analysis.
- 2 National test results and teacher assessments of 2002 show that, in comparison with all schools, by the end of Year 2, standards in reading were well below the national average. In writing, they were in line and in mathematics they were above national averages. In comparison with similar schools, standards were well below national average in reading, below average in writing and were in line with national averages in mathematics. No pupils attained the higher levels (level 3) in reading and writing, and in mathematics the percentage of pupils attaining the higher levels was below average. No meaningful analysis of attainment by gender can be undertaken due to the very small number of pupils taking the tests, although it would appear that the girls did better in reading and writing than the boys, and the boys did better than the girls in mathematics. Over three years, the performance of pupils in reading, writing and mathematics exceeded the national averages. In science, in comparison with similar schools, standards were well above average and were in the top 5 per cent nationally.
- 3 By the end of Year 6, in comparison with all schools, standards were below average in English and well below in mathematics and science. In comparison with similar schools, standards were well below average in English and mathematics, but in science they in the bottom 5 per cent nationally. The percentage of pupils attaining the higher levels in English and mathematics was close to the national average but was below the national average in science. Over three years, the performance of pupils in all core subjects fell below the national average. The school meets its targets in English and mathematics.
- 4 Under the good leadership of the headteacher, the school has identified that standards overall have not, up until now, been high enough and is working very hard at rectifying the low scores that pupils attained in tests. There are a number of aspects which contribute to the low standards:
 - High mobility, especially in the juniors, where many pupils entering the juniors have special educational needs and/or are below average attainers.
 - The academic profile of pupils historically in Years 2 and 6, as evidenced by the school's assessment records, show that many pupils were below average attainers.
 - A number of staffing issues, which resulted in a lack of continuity of learning.
 - A lack of tracking of pupils' progress and underdeveloped assessments.
 - Schemes of work did not fully specify what pupils needed to learn.
 - In some subjects there were insufficient resources.
 - Teachers' performance management had not been sufficiently focused on raising standards quickly and effectively.
 - The school's self-evaluation system had not been rigorous enough to detect underachievement.
- 5 All these issues have now been addressed, with the exception of further improvement needed in developing schemes of work, identifying precisely what each group of pupils will learn in mixed age classes. The new headteacher, well supported by the local education authority, has introduced a good range of systems to improve pupils' achievements and the quality of teaching and learning, but it will take some time for these good systems to have a full impact on the standards that pupils attain.
- 6 Attainment on entry to the school is average overall, although there are some children who have underdeveloped communication and mathematical skills. By the end of the Foundation Stage of learning, due to good teaching and good overall provision, children exceed the early learning goals

in personal social and emotional development, communication language and literacy, mathematical development, knowledge and understanding of the world, creative development and physical development, and they make good gains in learning. Overall their achievements are good but, as yet, these high standards attained have not yet fully filtered through the school and are not reflected in the end of Year 2 and Year 6 national test results.

- 7 Inspection findings show that, by the end of Year 2 and Year 6, standards in speaking and listening are above average. Standards in reading are in line with the national average at the end of Year 2, but are above average by the end of Year 6. In writing, standards are in line with the national average and in mathematics and science, standards are broadly in line with the national average, but in investigative and experimental science, standards could be better. As yet, the school does not have a framework for adequately developing the pupils' skills of setting up and evaluating their experiments in a progressive manner. In ICT, standards are below average but pupils are catching up and their recent achievements have been satisfactory. However, over time, pupils' achievements are unsatisfactory overall. In religious education, pupils at the end of Year 2 and Year 6 meet the expectations of the locally agreed syllabus and they make satisfactory progress. No judgement can be made on the standards attained by pupils in physical education because insufficient lessons were seen. Overall pupils' achievements are satisfactory but, during the week of inspection, examples of good achievement were seen in literacy and numeracy. However, these teachers have only worked together as a team for a very short time and the recent good rates of progress have not yet filtered through into end of key stage national tests and are not reflected in the 2003 national test average point scores.
- 8 In all other subjects, art and design, design and technology, music, history and geography, pupils attain average standards at the end of both Year 2 and Year 6 and, over time, their achievements are satisfactory. However, during the week of inspection, examples of good achievement were seen, although it is still too early for these good achievements to have a positive impact on the end of Year 2 and Year 6 national test results because the present complement of staff has only been teaching together as a team for a very short time. Standards are poised to rise and it is very likely, with continued good teaching, that pupils' end of key stage test results will reflect the recent good achievement.
- 9 Pupils with special educational needs make good progress because the targets in their individual education plans are appropriately focused on in lessons. Support staff make a very valid contribution to these pupils' learning, they ensure that pupils have the basic skills needed to access the curriculum and they continuously check these pupils' understanding and help them overcome their barriers to learning, under the expert advice of the co-ordinator for special educational needs. Above average attaining pupils make satisfactory progress overall, but there are times when they are consolidating learning rather than being extended to develop their knowledge, skills and understanding further, especially in science and foundation subjects. This is because the use of assessment, to inform the next steps of learning, is not yet fully developed, and curriculum planning does not identify clear skills progression for mixed-age classes.
- 10 The use of literacy, numeracy and ICT across the curriculum is satisfactory overall, but is inconsistent, as it is not formally identified in teachers' planning. Most teachers are skilled enough to provide satisfactory opportunities in lessons, but not consistently, and valuable learning opportunities are lost.
- 11 Overall, pupils' achievements are satisfactory over time but the recently established good systems, that the school has put in place to challenge underachievement, will take time to embed. The school sets challenging targets for its pupils in literacy and numeracy, which it has met. Analysis of the school's data suggests that those pupils, who have been at school since the reception class, have made steady progress throughout their time at school in spite of the many difficulties that the school faced, and that end of key stage standards are affected by the high mobility levels of pupils leaving the school and those entering having special educational needs.
- 12 In each year a number of pupils experience a degree of learning difficulty, usually characterised by significant needs in some basic reading skills and, often, a problem in coping with writing and

mathematics. The very good quality of the support provided in reading means that the progress of these pupils is good. Although many pupils continue to find problems understanding complicated ideas and writing down their thoughts, they develop a greater confidence in participating in classroom activities, speaking to adults and working in groups. They develop well in reading and language skills and this assists their ability to complete tasks in other subjects. The recent emphasis on solving word problems in mathematics has been a whole-school focus and, due to the very good support given by staff, pupils with SEN make good gains in numeracy. In ICT, in spite of examples of recent progress being good, over time it has been patchy and is unsatisfactory overall.

- 13 Since the previous inspection, taking into consideration the many problems the school faced in recruiting staff, it has made good improvement. Standards have improved in speaking and listening, reading, mathematical investigations, mental calculations and numeracy, and in design and technology. In all other subjects, satisfactory standards have been maintained but insufficient progress has been made in ICT, where standards remain below average. The school recognises this as an area for development and since the appointment of a new headteacher much has been done to address this issue. With the present complement of staff the school's potential for improvement is good and it is well placed to raise standards quickly and effectively.

Pupils' attitudes, values and personal development

- 14 Pupils' have very good attitudes to learning and really enjoy coming to school. The attitudes of the youngest children are particularly impressive as they arrive in class each morning. They self register with ease, immediately settle to an activity and are totally engrossed within minutes. Their class teacher and support staff circulate well among the groups, offering very good support for their learning and set a purposeful tone for the rest of the day. This has a positive effect on their personal development where they are becoming confident learners. St Mary's pupils are very accomplished listeners. They take notice of what teachers tell them to do and waste very little time during the course of the day, helping them to make the very best of their time in school.
- 15 Standards of behaviour throughout the school are very good. Pupils have a clear understanding of how they are expected to behave and they follow the strong examples set by adults working in the school. They are very polite and extend a warm welcome to newcomers and visitors. Pupils are used to coexisting with others, both older and younger than themselves and the atmosphere is always harmonious. Children behave equally well in larger groups; for example, during a special presentation assembly lead by visiting speakers the atmosphere was electric as pupils hung on every word spoken. Pupils do not try to take advantage of new situations; instead, they show maturity and reward adults' trust in them. Pupils know that inappropriate behaviour is not tolerated and pupils and parents are familiar with the clear procedures concerning bullying. There have been no exclusions from school during the last twelve months.
- 16 Pupils' personal development is good; they try to milk every last benefit from the opportunities on offer in school. These are self confident and articulate children who grab any opportunity to tell visitors about their school and how they help to make it a better place. They explain very simply how it does not matter that there is no formal school council as they are all asked to contribute opinions about school related issues during special assemblies. Pupils feel well consulted about, and involved in, the life of the school and their opinions are valued. Many children take up the opportunity to attend extra-curricular clubs. A good range of activities is organised on a rota basis and waiting lists for gardening and craft clubs are not unusual. A few parents expressed concerns about a lack of extra-curricular activities but inspectors judge provision to be good, particularly in comparison with schools of a similar size. Pupils discharge any duties competently and enjoy any responsibility they are given. In some sporting endeavours, pupils have to compete against older children from different schools, because of the lack of numbers. At the annual local swimming gala, for instance, pupils in Year 2 often swim against Year 6 pupils from other schools. They look on this as a real challenge and take immense pride from their achievements which are hard won. However, in certain subjects, especially science, opportunities for

independent learning are too few and pupils would benefit from being given more opportunities for independent learning.

- 17 Excellent relationships bind together the good work of the school and make it such a happy place. Throughout the day, adults and pupils work in harmony, showing boundless mutual respect and trust. Pupils are very used to this atmosphere, evident in all classes but particularly in Year 5/6. These older pupils work unflaggingly for their supply teacher who uses humorous analogies so effectively to underline his teaching points. It is he who encourages pupils to make a bit of a hubbub, by challenging their thinking and, as they work, they clearly show that the creative juices are really flowing – once again the trust is there. Above all, these excellent relationships enable pupils to mop up the vast waves of enthusiasm created by staff as they discuss the various activities.
- 18 Rates of attendance are broadly in line with those in similar schools. Levels of unauthorised absence are higher than usual because of one regular non-attender and a few term time holiday takers. As the school is small, the absence of just one pupil creates a significant swing in statistics. The majority of pupils arrive for lessons on time although a persistent minority is regularly brought to school late by parents and this has a negative impact on their learning.
- 19 The school has a strong commitment to inclusive education which allows pupils with special educational needs to be well integrated within classrooms and the life of the school. It also means that there is no stigma attached to receiving additional help. The good resources provided, the sensitive support and the high quality of adult-pupil relationships mean that pupils enjoy the support work and there is a secure atmosphere for learning for these pupils. Since the previous inspection there has been good improvement in pupils' attitudes, behaviour and personal development, largely as a result of better teaching and improved curriculum planning.

HOW WELL ARE PUPILS OR STUDENTS TAUGHT?

- 20 The quality of teaching and learning is good and all staff are very hard working and committed to raising standards. No unsatisfactory teaching was seen, and this represents good improvement since the previous inspection. In some cases there has been a high turnover of staff and this has affected standards but the teachers responsible for the oldest class have worked very hard to ensure that pupils are adequately prepared for tests. Since the previous inspection good improvement has been made in developing the quality of teaching and learning, due to the good quality of monitoring by the headteacher and local education authority adviser and the effective implementation of performance management.
- 21 During the week of inspection, 29 lessons were seen, of which 8 were very good, 15 were good and 6 were satisfactory. The best teaching was seen in the oldest class, where pupils made good gains in learning continuously. In this class the class teacher has very secure subject knowledge and, in a very good English lesson where pupils were learning about idioms, he prepared some very good worksheets to support all groups of pupils' learning. This enabled them to really grasp the concept of how idioms can convey meaning. Teachers create a calm and hard working atmosphere in the classroom and pupils enjoy learning because of the interesting lessons. Teachers manage pupils very well and the excellent relationships that are evident throughout the school, have a very positive impact on pupils' learning and result in their very good attitudes. Teachers use a good range of methods in their teaching, for example, the recent implementation of drama techniques as a method for engaging pupils' learning, by the literacy co-ordinator, has resulted in pupils' having above-average speaking and listening skills at the end of Years 2 and 6. An effective start has been made at grouping pupils in groups based on prior attainment for literacy and numeracy, but, as yet, in the foundation subjects and science, there are times when higher attainers are not sufficiently challenged and consolidate their learning rather than being pushed further. This is because the use of assessment data to inform the next steps of pupils' learning is inconsistent: it is better in literacy and numeracy than it is in science and the foundation subjects. The teaching of pupils in the Foundation Stage is particularly good as the teacher is very enthusiastic, plans well and engenders a love of learning among his pupils. He is

very ably supported by the support staff who ensure that all children are very well supported in their work.

- 22 Teachers teach basic skills well, especially phonics, and pupils make good gains in learning how to read, resulting in above-average standards at the end of Year 6. However, teachers' marking is inconsistent and does not inform pupils of what they can do to improve. Sometimes, work which is clearly not the pupils' best is marked as good, and standards of presentation of written work are unsatisfactory in Years 2, 3 and 4. In the reception class and Year 1 they are satisfactory, and in Years 5 and 6 variable, although recently some very good examples of neatly presented work were seen in these years.
- 23 English and mathematics are generally taught well, but valuable learning opportunities are missed in literacy lessons to develop pupils' writing skills as, too often in Years 1 to 4, written tasks are not aligned closely enough to the text studied in class and pupils do not have the opportunity to write in the style of the author. Furthermore, opportunities for pupils to develop their writing skills in science and foundation subjects are not sufficiently well developed, although examples of well-structured writing were seen in pupils' religious education books, both in the infants and juniors.
- 24 The teaching of ICT over time is unsatisfactory overall, although during the week of inspection, the teaching seen was satisfactory, but too few opportunities are provided to use ICT to support learning in all subjects. The use of literacy and numeracy in other subjects is satisfactory overall, but could be better; at present there is a lack of whole-school planning to develop pupils' skills in a rigorous manner. The headteacher has rightly recognised that staff need further training in developing their ICT skills to raise standards quickly and effectively.
- 25 Due to the short nature of the inspection, very little teaching was seen in design and technology, history, physical education and religious education. Therefore, judgements on teaching cannot be made. Teaching is good in English, mathematics, music, art and design (Key Stage 2) and geography; it is satisfactory in ICT and science. A very good lesson was seen in English when a group of Year 1 pupils were taught by the special educational needs co-ordinator. The very good quality of the teacher's questioning, when pupils had to use context cues to access unknown words in the book "The Selfish Dog", resulted in these pupils making good and rapid gains in their learning. This is because their understanding was checked at all times and they were encouraged to try to overcome their difficulties. In a very good personal and social education lesson in the Foundation Stage of learning, the support assistant helped pupils understand that crying is not the best way of getting one's own way. One of the young children pointed out to the staff that when her friend comes over to stay, she always gets her own way by crying. The support assistant developed this theme, by discussing with the pupils different ways of expressing their needs, and this contributed very well to their personal development.
- 26 Where teaching has weaknesses teachers do not use assessment data sufficiently to match tasks to the different ability groups. This is largely because assessment, in science and foundation subjects, is not developed as well as it is in English and mathematics because the headteacher has rightly identified that the biggest priority for the school is raising standards in literacy and numeracy.
- 27 Pupils who have SEN are taught well in areas relating to literacy, numeracy and speaking and listening. Those with the greatest difficulties receive teaching of quality from teachers and teaching assistants who are experienced, sensitive and have a good professional knowledge of special educational needs. Class teachers match these pupils to appropriate tasks and use language and questions well to ensure understanding. They also provide clear and consistent boundaries for pupils who display problem behaviour. This provides a secure and happy environment which assists learning for pupils with special educational needs. Tasks are well matched as the result of the good knowledge of pupils displayed by both teachers and teaching assistants.

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

- 28 Overall the learning opportunities offered to pupils are satisfactory in the infants and juniors and good in the Foundation Stage of learning. The curriculum for children in the Foundation Stage of learning is good, it is well planned and covers all of the areas of learning. There is a good balance between learning through structured play, exploration and more formal learning of basic skills. However, further development is needed to improve the opportunities for learning in outside play as some of the activities provided do not challenge above average attaining pupils enough, especially in creative and imaginative play. The planning for basic skills of reading, writing and number is good and this results in above average attainment. The broadly based curriculum meets all statutory requirements, apart from the full entitlement offered to pupils in ICT. The school has addressed the majority of curriculum issues raised in the previous inspection. There has been satisfactory improvement in producing new policies and schemes of work for the majority of subjects but further work still needs to be done in revising curriculum planning for ICT and art and design. Some of these schemes are newly adopted and not yet fully embedded into the curriculum, nor do they ensure that pupils develop skills and knowledge progressively, resulting in pupils in mixed age classes often covering the same skills. The school has recently produced a good prototype for planning in its history scheme of work but this is in the early stages of development. This particular scheme places an appropriate emphasis on skills development. The provision for pupils' personal, social and health education is good and aspects of this are linked into other subjects where possible, resulting in very good behaviour and excellent relationships. An equal opportunities policy is consistently implemented, with no significant difference in provision because of gender, disability, race or culture.
- 29 Strengths in the curriculum are:
- the good range of extra-curricular opportunities such as sport, including netball, recorder club, computer club and the gardening club;
 - the range of visitors who come into school from the local area are used well to support and enrich the curriculum;
 - the involvement of the community;
 - the good provision for the pupils with special educational needs;
 - the very good provision for the pupils' moral and social development;
 - the good provision for children in the Foundation Stage of learning.
- 30 Areas for development are:
- identified progression of skills in medium term planning and consistency of clearly defined expectations for mixed year groups;
 - consistently planned cross-curricular work that links different subjects;
 - ICT planned as a learning tool in lessons in all subjects for juniors and the core subjects for infants;
 - improved planning of classroom activities which offer higher attaining pupils greater challenge;
 - more opportunities to improve spiritual and cultural development.
- 31 The school correctly places a strong emphasis on the teaching of English and mathematics, and implements the national literacy and numeracy strategies well but there is no formal consistent approach to medium term planning which provides teachers with opportunities to develop literacy, numeracy and ICT skills in other subjects. As teachers are skilled practitioners, they generally do this automatically but continuity and progression cannot be assured.
- 32 Provision for pupils with special educational needs is good, with examples of very good provision when pupils are working with support staff. Teachers plan for pupils' individual education plans and link their targets closely to class work. The class teacher and the co-ordinator for pupils with special educational needs review this curriculum provision termly. The national literacy and numeracy strategy objectives are used to guide the content of their work and match activities to

pupils' needs. Depending on the circumstances pupils may be withdrawn from the class to receive individual support but in general pupils are supported inclusively within class. Teaching assistants are knowledgeable and provide very good support for pupils with special educational needs.

- 33 The school makes good use of the local surroundings and many trips are arranged for pupils to enhance their learning. The Year 5 and 6 have an annual residential trip to Lodge Hill Activity Centre and throughout the year all classes enjoy visits out of school to enhance the curriculum such as walks in Slindon Woods, visits to Butser Ancient Farm and Portsmouth Harbour. The wildlife area within the school grounds is a very good example of the use of the environment to support the curriculum. Visitors come to the school to enrich pupils' learning experiences. The Reverend of the Parish, National Trust Rangers, the school nurse, the community policeman and members of religious groups are all welcome visitors to the school and contribute to the good skills of citizenship that these pupils are acquiring.
- 34 The school has good links with the community and pupils participate fully in all village functions. A particularly effective link is established with the local champion grower of pumpkins which fuels pupils' enthusiasm for gardening. There is a good range of visitors into school, including local authors, the National Trust Ranger, representatives from the Water Safety Workshop, Behaviour Support Workshop and the Salvation Army. There are good links with the secondary school and staff have come to run workshops in the school. Good links with other local primary schools exist for sporting activities and, although the school is small, it tries to participate in sporting events when it can, the Chichester Cormorants Gala and the BBC Kwick Cricket Tournament are two such examples. A good range of very well supported extra-curricular activities covers a wide range of sporting clubs as well as musical and other activities. These clubs are well attended and contribute positively to learning. Staff and parents organise a rolling programme of activities so that children experience a variety. The gardening club, for example, is very popular and benefits from the attractive school setting and from the Victorian and Tudor gardens planted in the grounds. Some parents are involved in running extra-curricular activities, such as netball, and this contributes positively to home-school links and promotes effective partnership with parents.
- 35 The school makes good provision for pupils' personal, social, health and citizenship education (PSHCE), broadening their understanding of what it means to become a responsible member of society and contributing to their very good attitudes and behaviour. Particularly good liaison with the school nurse has resulted in a new sex and relationships policy in school, strengthening the curriculum in this area. The headteacher has drawn together a properly structured rolling programme for PSHCE in the school and pupils learn about healthy eating, relationships and drugs' education as part of this, which contributes well to pupils' personal development.
- 36 There is good provision overall for pupils' personal development, including their spiritual, moral, social and cultural development.
- 37 Sound provision is made to foster pupils' spiritual development, mainly through the daily acts of collective worship. At present there are no systems in place for teachers to plan formally for developing pupils' spiritual awareness in learning opportunities provided for them. On other occasions, the spiritual content is high and pupils are encouraged to be reflective. A good example of this was when visiting representatives from a local church led the worship. Pupils were totally absorbed in the 'rainmaking' musical rhythms they helped to produce and listened with keen interest to the parable it illustrated. Although the internal accommodation is inadequate and cramped, staff try hard to create an inspirational working environment for pupils. Displays of work are carefully mounted and referred to by class teachers as examples of good practice, and the Tudor and Victorian gardens are splendid illustrations of the beauty of the natural world in which pupils study each day. There is a sense of well being in many lessons where pupils are encouraged to approach tasks with a lightness of spirit and to enjoy co-operating with one another as they work in a friendly atmosphere. Pupils bring sufficient maturity with them to cope with this freedom. Staff encourage pupils to value the relative merits brought to the classroom by their peers. Year 5/6 pupils are invited to jot down positive aspects about any member of the class, including staff, as the thought arises. The 'Golden Book' works very well and pupils have identified

a large number of positive characteristics reflected in their classmates. One wrote ‘.. you looked after me when I told you my hamster had got lost’. In this way, the school helps pupils to understand a range of human emotions.

- 38 Staff work consistently hard to provide very well for pupils’ moral development. They are very good role models for children and encourage them to be hard working and charitable human beings. The school’s vision is ‘we value and respect each other’ and pupils live by this tenet daily. There is a very clear moral code in the school and pupils understand this well. This contributes to the very good behaviour seen around the school. They are encouraged to help set class rules and to review them termly. Pupils speak freely about these when asked. Adults encourage a very strong sense of fair play among pupils who always take turns and share resources. The school brings the needs of those less fortunate in this country and beyond to the attention of the children and, together with parents and the community, they raise large sums of money for a number of different charities.
- 39 Very good provision is also in place to nurture pupils’ social development. Pupils are encouraged to make the most of their time in school, to participate in everything and to contribute to class and school debates. Staff enable pupils to become increasingly confident as they express opinions in lessons and during assemblies. The residential trip, to an activity centre, for the oldest pupils helps them to experience new settings and to develop friendships with other children. The extra-curricular programme and very close links with the local community ensure that pupils face new tasks and challenging activities throughout the year, boosting their self confidence. Staff encourage pupils to work collaboratively and co-operatively in lessons and they are very much at ease in doing this. Even the youngest children extend their social and mathematical skills as they role-play in the ‘beach shop’, buying and selling seaside equipment. They enjoy organising the game and deciding who will do what and how much things cost. They are also very confident about asking visitors to join in, selling ice creams from the kiosk, for example.
- 40 There is satisfactory provision for pupils’ cultural development overall. Pupils learn to respect their own and others’ cultural values. Staff offer pupils regular opportunities to develop a better understanding of their own environment through religious and social elements embedded within history, geography, English and religious education lessons. Pupils are able to visit a number of local sites to gain greater knowledge of the local community and its traditions. Visiting artists and drama groups bring these aspects to life for the children. Staff make good use of personal experiences to extend pupils’ knowledge of the wider world. Some have studied artefacts from New Zealand, for example, and helped to recreate some of these themselves. Pupils study the religious beliefs and traditions from a number of cultures and occasionally visit other religious buildings such as a Gurdwara, where pupils were enchanted by all the lights. However, this is a very mono-ethnic community and currently the school does not prepare pupils enough for what it means to live in a modern, multi-ethnic society. Pupils rarely see people from other ethnic groups and there are no Internet links with more racially mixed communities. This is an area for development. Overall provision for pupils’ moral and social development has improved and sound provision has been maintained for pupils’ spiritual and cultural development.
- 41 Local community links are very effective and improve the quality and breadth of curriculum offered to children. The community policeman has regular involvement in the school and relays messages about how well pupils behave when they are out of school on trips. Local clergy play a very important part in the life of the school and encourage pupils to visit the local church. Local people have a great affection for the school and support fundraising endeavours and sometimes help in special celebrations such as Christingle, for example. A number of educational visits take place around the area and these extend pupils’ historical and geographical knowledge as well as their social skills. A residential trip for the older pupils to an activity centre is particularly beneficial for their personal development.
- 42 Liaison with local schools and colleges of further education is good and ensures a productive dialogue between staff. Effective transition arrangements are in place and these help pupils to gain a really good insight into what to expect when they move to secondary education. Pupils have the opportunity to experience lessons at their new school. One pupil learned to count to 10

in French during her day there and confidently recited her new learning to the whole school during assembly. Close communication also exists with the special needs' teachers at each school and this ensures that pupils' individual requirements are well addressed when they move on. Wherever possible, the headteacher tries to arrange sporting fixtures with other schools. This often proves difficult as there are rarely enough pupils in one cohort to make up a team. Since the previous inspection good improvement has been made in rectifying the shortcomings identified in the previous report, a scheme of work for ICT and design and technology has been implemented and schemes of work for all subjects of the National Curriculum have been introduced.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

- 43 This is a very caring and well organised school where all elements of pastoral care are very well considered by the headteacher and staff. The school has good induction procedures and every child s made to feel welcome. Parents are clearly informed of the daily routines.
- 44 All aspects of pupils' health, safety and general well being are very well addressed by the school. Information about pupils' health is carefully recorded and all staff are aware of those with particular medical needs. The administration and recording of first aid is accurate and staff receive appropriate levels of training. Regular fire drills are practised and staff and children are aware of the procedures to follow. The premises officer is very conscientious in his duties and ensures all the appropriate systems are in place. The building is very clean and a pleasant, if cramped and sometimes noisy, working environment is maintained for pupils and staff.
- 45 Very secure child protection procedures are in place. The headteacher is the adult designated responsible and she has a very clear overview of the required systems and who to contact when she needs outside support. Close attention is paid to the welfare of all pupils, including any in the care of the local authority. Behaviour is monitored very well and there is zero tolerance of any oppressive behaviour.
- 46 All adults are consistent in the manner in which they manage pupils' behaviour. The simple code of conduct is familiar to parents and pupils; pupils help to draw up their own classroom rules at the start of the year. Parents report that behaviour in school is very good. Staff offer incentives such as stickers and 'Golden Time' to encourage pupils to make as much effort as possible in everything they do. Very effective systems are in place to eliminate any aspect of inappropriate behaviour such as bullying or racism. No evidence of either was seen by or reported to inspectors during the inspection week. Lunchtime supervisors are very well informed about pupils' needs and ways in which to manage their behaviour. They relate very well to the children who hold them in high regard.
- 47 The headteacher and administrative staff keep a satisfactory overview of pupils' attendance. As this is such a small school, it is immediately apparent when someone is absent. The administrative staff check the registers each morning and contact parents if a child is absent without the school knowing why. Although attendance levels are broadly satisfactory, rates have fallen slightly, year on year, for the past three years and instances of unauthorised absence are higher than average. The most recent instances of unauthorised absence relate to one pupil but this has a significant impact on the overall percentages. The headteacher has asked for advice from many quarters to improve the school's attendance figures. To date, she has not received definitive clarification on a number of points and has yet to benefit from the expert support available within the local education authority. The school underlines regularly the importance of daily attendance and punctuality with parents.
- 48 The school has a satisfactory system to monitor pupils' academic and personal development. Results from a range of tests are analysed so that targets can be set in both literacy and numeracy and any extra support determined. A pupil tracking system is being developed to

provide teachers with a detailed picture of individual progress. This is used by teachers to plan appropriate activities for individuals and groups of pupils in English and mathematics. Assessments in science and all other subjects are not yet firmly established and, whilst teachers have an overall idea of the standards pupils attain, their assessments lack detail about the subject specific skills pupils acquire. The use of assessment in science and foundation subjects, to inform planning and ensure that all pupils are sufficiently challenged, especially in mixed age classes, has weaknesses and is unsatisfactory overall. Portfolios of work in subject co-ordinators' files help to illustrate the range and level of pupils' work.

- 49 Procedures for monitoring and supporting the pupils' personal development are good. The staff know the pupils well and have a natural rapport with them. They promote a calm purposeful atmosphere where raised voices are uncommon. Daily opportunities are created for pupils to take initiative and responsibility. Good work and effort are appraised at the end of lessons and celebrated in assemblies, especially when significant personal achievements in learning are made. Assemblies are used very well to promote responsible attitudes to work, behaviour, relationships and decision-making.
- 50 Staff know pupils well and compile useful profiles about each of them. They are able to discuss pupils' strengths and areas for development with parents and offer appropriate guidance as pupils move through the school. Close links with secondary schools ensure that relevant information is passed on to the receiving teachers. The school places great emphasis on creating rounded individuals and ensures staff are always supportive of pupils' endeavours.
- 51 The school has a caring ethos which values every pupil. It provides security for pupils who experience learning difficulties. In addition, the procedures for assessing their needs, reviewing their individual education plans and providing realistic targets are good. The school has very good relations with external support staff and termly planning and review meetings may include involvement of educational psychologist and West Sussex Learning Support Team. The local educational authority also provides a good range of support services, including Speech and Language Service, Behaviour Support team, Communication Interaction team and Sensory Impairment team. Pupils who experience behavioural or emotional difficulties receive good personal support. Since the previous inspection the good levels of pastoral care have been maintained, assessments in English and mathematics have improved and are good overall, but further improvement is needed in developing assessment in science and foundation subjects.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

- 52 Partnership with parents is very good and has improved since the previous inspection insofar as parents are given far more information about their children's learning. Parents express strong satisfaction about almost every aspect of the school and a far higher proportion than usual, over three-quarters, replied to the questionnaire. They feel their children make good progress in school, that staff are approachable and that the school sets high expectations of their children. Most parents feel that teaching in the school is good, pupils behave well and that the school helps children to become mature and responsible. A few parents are unhappy about the amount of homework children are given, how closely the school works with parents, the leadership and management of the school and the range of extra-curricular activities. Inspection findings agree with parents' positive views overall and do not reflect the negative opinions expressed by a few parents.
- 53 The school maintains very good links with parents and welcomes parental involvement in children's learning. Detailed information is sent to parents about daily school life and about the expectations staff have of pupils. The prospectus provides a good overview of the school and the governors' annual report to parents paints a colourful picture of pupils' achievements and the philosophy of the school. There is a well considered home school agreement and the school's expectations of parents are clearly identified. Parental opinions are canvassed regularly and the school tries to accommodate any suggestions. The headteacher sends detailed information about the curriculum to parents each term so that they have a clear overview of what their children will

be studying. This means they can offer appropriate levels of support at home. The headteacher also makes sure that she is a visible presence in the playground at the beginning and the end of the day.

- 54 There are termly parents' meetings organised by the school so that parents know how well their children are doing. Regular targets are set for pupils to work towards and these are sometimes mentioned in lessons. The end of year, annual written reports to parents are of a very high quality and provide much useful information about what pupils can do and what they need to do next to improve. Teachers' comments are concise and evaluative.
- 55 Staff take pains to help parents to understand what is taught in school and organise a variety of workshops so that they feel at ease with the curriculum. For example, very detailed reading guidance was available to parents in the form of a workshop and a booklet. Parents unable to attend were sent the booklet. Regular reviews for pupils with special educational needs are shared with parents and the special educational needs co-ordinator is always available to speak to parents.
- 56 Parents make a very significant contribution to the life of the school and to children's learning. Almost all attend parents' meetings and make sure they keep up to date with school news. Most ensure that their children come to school regularly and on time and they promote the school's positive attitudes about learning. They also support any homework activities and have recently received new information about how spellings are to be tested. Many parents were involved in the parent and child writing and illustration competition held earlier this year. This formed a useful part of the home school literacy link and encouraged children to work creatively with their parents at home.
- 57 The headteacher values the different kinds of contributions parents make. Some are very visible, such as the huge amount of fundraising activity which brings in new resources for learning and improves curriculum opportunities for pupils. Others are from individuals who choose to give up time to come into school to help with library books, in classrooms or in practical activities not directly linked to pupils. One grandparent, for instance, painted some benches for pupils to use. Many parents go back to full time employment once their children leave the reception class and it becomes increasingly difficult for them to come into school and help with the older classes.
- 58 Parent governors bring their own individual expertise to the school, in computing, for example.
- 59 For pupils with learning difficulties the close contact with parents is beneficial. The school provides good advice for parents seeking to support their children. It also provides a 'listening ear' when there are problems or concerns. Class teachers and the SEN co-ordinator maintain parental contact. Parents who cannot attend review meetings are kept informed of their children's progress and are given a copy of the individual education plan, enabling them to be aware of progress made and to offer home support where necessary.

HOW WELL IS THE SCHOOL LED AND MANAGED?

- 60 The leadership and management of the school are good. The headteacher has a clear sense of educational direction and is setting up appropriate systems to ensure that her vision for raising standards and improving the quality of education is effectively implemented. This is reflected in the well-focused development plan which is appropriately costed and regularly evaluated. Since her appointment, the headteacher has taken decisive steps to raise standards and has relentlessly pursued her objectives as much work needed to be done, especially in developing schemes of work and assessment procedures. In spite of the many responsibilities she has in running a small school, she still finds time to teach small groups of pupils in an attempt to raise standards. She is an effective practitioner who, by her hard work, skilled approach at managing behaviour and very good knowledge of the National Literacy Strategy, is providing an effective role model for her staff. The headteacher, well supported by the local education authority advisor, is developing the roles of subject leaders who, in a small school, have a heavy workload. However,

an ethos of shared responsibility is developing and all staff know that they play a vital role in moving the school forward. As a result of good management systems established, all staff (including the support staff) have a good understanding of the strengths and areas for improvement of the school. As a result, the school is well placed to make further improvement. All staff are working closely with the governing body, keeping them well informed of standards in their subjects. The provision for children in the Foundation Stage is well managed and curriculum planning is good. Children are regularly assessed and their needs are well known to the staff.

- 61 Special educational needs provision receives very good support from senior management and the governing body. The link governor who works in SEN at another school has a very clear and incisive understanding of the pupils, their families and the ways in which the school assists. She provides regular and well-informed support for staff working with pupils who have learning difficulties. Money has been made available to provide good quality resources, training and a good level of teaching assistants. The SENCO provides very good leadership in this field, particularly with regard to regular management and professional development meetings following the monitoring of teaching assistants.
- 62 The school's aims of raising standards and improving the quality of education are increasingly reflected in its work. The implementation of the National Literacy and Numeracy Strategies is good and the recent focus on implementing shared and guided reading more rigorously has resulted in above-average attainment in reading at the end of Year 6. A very effective start has been made in developing the tracking of pupils' progress in English and mathematics and there are plans to extend this into other subject areas. Teachers now analyse pupils' test results in English and mathematics well and set them appropriate targets for improvement. The quality of teaching and learning has improved as a direct result of good monitoring of teaching and learning, both by the headteacher and local education authority consultants. The school has made good arrangements for appraising and managing the performance of staff. The good implementation of performance management is helping to raise standards and staff' continuous professional development training is clearly linked to priorities in the school development plan. The headteacher is very thorough in analysing any aspects of under-performance and immediately seeks help from outside sources to rectify the situation. This is seen in her strong attempt to raise attendance levels even further for a minority of children. In spite of the many set-backs she has faced in not being able to implement her action plan, due to staffing issues, she has single-handedly ensured that all pupils receive their full entitlement to the National Curriculum, and, already, plans are in place to develop learning opportunities in ICT to ensure that standards are raised. The headteacher has ensured that good team spirit permeates the school; staff work well as a team and support staff make a very valid contribution to pupils' learning. The school is a happy community where staff views are valued, but not at the expense of losing focus in raising pupils' standards.
- 63 The role of the governing body in fulfilling its statutory duties is satisfactory. Many governors are new to their role, but, already, show promise and dedication. They are aware of the need to raise standards in ICT and plans are in place for the purchase of more hardware and software. All grants are used effectively and the principles of best value are applied appropriately to all purchases. Financial planning and monitoring of the effectiveness of spending decisions is satisfactory overall, and the 14 per cent underspend is targeted at improving the building, and the chair of governors and members of the finance committee have a good understanding of the needs of staff and pupils, offering sound support and ensuring that management decisions are closely linked to budgetary considerations and success criteria. The headteacher provides governors with good quality information about all aspects of school life. Good, detailed minutes are kept of meetings and points for action, which are regularly reviewed. The school's staffing is good and there is a good range of expertise and experience among the staff. Support staff are well deployed and, due to the good teaching, the potential for training new teachers is good.
- 64 The school makes the best possible use of the accommodation but, at present, accommodation is unsatisfactory. The school has no hall, medical room, classrooms are too small, there is no quiet space for reflective study and, whilst the library is appropriately stocked, there is very little space for pupils to carry out in depth research. The headteacher does not have an office where

conversations of a personal nature with parents can take place. The space available for storage is unsatisfactory. Resources for learning are good. Displays around the school are attractive and cheerful and interactive, and celebrate pupils' achievements. Pupils know that their work is valued by the staff.

- 65 Since the previous inspection, the leadership and management of the school have improved in that a much clearer educational direction is provided for raising standards and a strong culture of accountability has been implemented.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

66 To raise standards further, the school should ensure that:

Information and communication technology 7, 24, 30, 90, 95, 117, 130, 131, 138, 145

- pupils in Year 1 and Year 2 are familiar with all aspects of the keyboard functions and build upon the skills acquired in reception class;
- pupils in the juniors are given more opportunities to use multi-media, desktop publishing software, e-mailing, control technology, and data logging.

English 23, 88, 89, 145

- further opportunities are offered to pupils to develop their writing skills in all curriculum areas so that they can both consolidate and extend their skills learnt in English lessons;
- pupils have more opportunities to develop their writing in independent tasks that are linked to texts studied in lessons.

Science 16, 48, 101, 102, 103

- pupils develop their skills of experimental and investigative science in a progressive and systematic manner by using a rigorous scientific framework;
- more opportunities are provided for pupils to set up their experiments independently, and record their findings in a variety of ways;
- opportunities are provided to encourage pupils to become independent learners.

Curriculum 5, 10, 24, 28, 30, 97

- the full programme of study for ICT is implemented;
- opportunities for literacy, numeracy and ICT are identified in curriculum planning;
- subject-specific skills and expectations for mixed-age classes are clearly identified in planning.

Assessment 9, 21, 26, 99, 104, 117, 124, 133

- rigorous assessment procedures are introduced in science, ICT and foundation subjects and that information from these informs the next steps of pupils' learning so that above average attaining pupils are consistently challenged.

Teaching 9, 22, 24, 87, 95, 115, 124

- all staff are fully trained to teach all aspects of ICT;
- marking of pupils' written work is informative and clearly shows pupils how improvements can be made;
- appropriate emphasis is placed upon ensuring that pupils present their written work neatly;
- higher attaining pupils are consistently challenged.

Accommodation 64, 113, 128, 139

- as and when funds allow, the headteacher, staff and governing body seek ways of improving the quality of accommodation.

The following minor issues should also be considered: 18, 30, 81

- further emphasis is placed upon formally identifying opportunities for pupils' spiritual and cultural development in medium-term planning.
- continue to work with parents to improve attendance and punctuality further.
- imaginative and creative language in the outside play area.

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	29
Number of discussions with staff, governors, other adults and pupils	17

Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	0	8	15	6	0	0	0
Percentage	0	27	52	21	0	0	0

The table gives the number and percentage of lessons observed in each of the seven categories used to make judgements about teaching. [When the total number is substantially less than 100, add] Care should be taken when interpreting these percentages as each lesson represents more than one [two, three, etc] percentage point[s]. [Where the total is close to or greater than 100, use only the first sentence.]

Information about the school's pupils

Pupils on the school's roll	Nursery	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	N/A	54
Number of full-time pupils known to be eligible for free school meals	N/A	4

FTE means full-time equivalent.

Special educational needs	Nursery	YR – Y6
Number of pupils with statements of special educational needs	N/A	0
Number of pupils on the school's special educational needs register	N/A	13

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	12

Attendance

Authorised absence	Unauthorised absence
%	%

School data	5.3
National comparative data	5.4

School data	0.4
National comparative data	0.5

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

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

	Year	Boys	Girls	Total
Number of registered pupils in final year of Key Stage 1 for the latest reporting year	2002	1	3	4

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	N/A	N/A	N/A
	Girls	N/A	N/A	N/A
	Total	N/A	N/A	N/A
Percentage of pupils at NC level 2 or above	School	100 (91)	100 (100)	100 (100)
	National	84 (84)	86 (86)	90 (91)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	N/A	N/A	N/A
	Girls	N/A	N/A	N/A
	Total	N/A	N/A	N/A
Percentage of pupils at NC level 2 or above	School	100 (91)	100 (100)	100 (100)
	National	85 (85)	89 (89)	89 (89)

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	2002	7	5	12

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	N/A	N/A	N/A
	Girls	N/A	N/A	N/A
	Total	N/A	N/A	N/A
Percentage of pupils at NC level 4 or above	School	67 (50)	58 (25)	67 (88)
	National	75 (75)	73 (71)	86 (87)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	N/A	N/A	N/A
	Girls	N/A	N/A	N/A
	Total	N/A	N/A	N/A
Percentage of pupils at NC level 4 or above	School	83 (50)	67 (63)	83 (88)
	National	73 (72)	74 (74)	82 (82)

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

Due to the very small number of pupils taking the national tests, numbers of pupils have not been recorded. (N/A)

Ethnic background of pupils

Categories used in the Annual School Census
White – British
White – Irish
White – any other White background
Mixed – White and Black Caribbean
Mixed – White and Black African
Mixed – White and Asian
Mixed – any other mixed background
Asian or Asian British - Indian
Asian or Asian British - Pakistani
Asian or Asian British – Bangladeshi
Asian or Asian British – any other Asian background
Black or Black British – Caribbean
Black or Black British – African
Black or Black British – any other Black background
Chinese
Any other ethnic group
No ethnic group recorded

Exclusions in the last school year

No of pupils on roll	Number of fixed period exclusions	Number of permanent exclusions
43	0	0
0	0	0
1	0	0
0	0	0
0	0	0
0	0	0
0	0	0
0	0	0
0	0	0
0	0	0
0	0	0
0	0	0
0	0	0
0	0	0
0	0	0
2	0	0

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

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

Total number of qualified teachers (FTE)	3.7
Number of pupils per qualified teacher	15.7
Average class size	19.3

Education support staff: YR – Y6

Total number of education support staff	4
Total aggregate hours worked per week	46

FTE means full-time equivalent.

Financial information

Financial year	2001-2002
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	£
Total income	232,668
Total expenditure	207,980
Expenditure per pupil	3,301
Balance brought forward from previous year	8,877
Balance carried forward to next year	33,565

Recruitment of teachers

Number of teachers who left the school during the last two years	4.2
Number of teachers appointed to the school during the last two years	6.09
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
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FTE means full-time equivalent.

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	54
Number of questionnaires returned	41

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	59	39	2	0	0
My child is making good progress in school.	41	59	0	0	0
Behaviour in the school is good.	56	24	5	0	15
My child gets the right amount of work to do at home.	20	61	12	0	7
The teaching is good.	46	46	2	0	6
I am kept well informed about how my child is getting on.	49	39	7	0	5
I would feel comfortable about approaching the school with questions or a problem.	68	24	2	0	5
The school expects my child to work hard and achieve his or her best.	66	29	0	0	5
The school works closely with parents.	46	34	12	0	7
The school is well led and managed.	41	37	12	2	7
The school is helping my child become mature and responsible.	51	39	5	0	5
The school provides an interesting range of activities outside lessons.	32	51	10	0	7

PART D: THE STANDARDS AND QUALITY OF TEACHING IN AREAS OF THE CURRICULUM, SUBJECTS AND COURSES

AREAS OF LEARNING FOR CHILDREN IN THE FOUNDATION STAGE

- 67 Children in the Foundation Stage of learning are taught in a mixed-age class with some Year 1 and Year 2 pupils, who are taught separately for all but two sessions per week. During the week of inspection, 11 children were in the Foundation Stage class. The previous inspection judged attainment on entry to be above average. This year, children's attainment on entry is average overall with a few children having underdeveloped skills of communication, language and literacy and mathematical development. Provision for children in the Foundation Stage of learning is good. The newly appointed teacher is enthusiastic, makes learning fun and is very well supported by the support staff. The learning environment is lively and exciting and good quality resources are used. Learning opportunities takes account of these young children's need to learn using all of their senses. Basic skills are taught well and all staff are aware of these children's academic needs.
- 68 Improvement since the previous inspection has been good. There are now more support staff in the Foundation Stage, standards have risen and all of the children exceed the Early Learning Goals from an average baseline upon entry. Provision for outdoor space has improved and, whilst more could be done to develop the outside play area as a learning environment to promote children's language development further, especially that of creative and imaginative vocabulary, nevertheless the play area is now secure. Teachers' planning has improved and now meets the needs of all children.

Personal, social and emotional development

- 69 By the end of their reception year, children exceed the Early Learning Goals and make good gains in learning. They are very well behaved and play well together. They treat resources with care, put their toys away carefully and confidently, and communicate with one another when negotiating who will take turns on the bikes and other outside play equipment. Children are confident, express their needs well and feel safe and secure in their learning because of the well established routines set up by the teacher. Good opportunities are provided for the children to become independent learners. For example, children in the morning self-register and then happily undertake daily activities, such as matching numbers on a computer and writing postcards to friends from their holidays. The quality of teaching is good, very good relationships are established between the teacher, support staff and the children, and very good behaviour management results in the very good behaviour of children. Activities organised are imaginative and designed to increase children's independence and ability to make choices in their structured play.

Communication, language and literacy

- 70 By the end of the Foundation Stage, all children exceed the Early Learning Goals and make good progress because of the good emphasis placed on the teaching of basic skills of reading and writing. Children are effectively introduced to all aspects of the literacy hour and they make good gains in learning. For example, many of them can write simple sentences. They can talk about poems that they have read about day and night, and they use the role play area for writing shopping lists. Some of the above average attaining children can itemise what is essential on a shopping list and that ice lollies and sweets are only desirable items.
- 71 Children have good book handling skills and they know how stories are structured when reading 'The Runaway Chapatti'. They know which words to emphasise and readily tell the teacher what

the repetitive phrases 'Run as fast as you can' remind them of 'The Gingerbread man'. Nearly all of the children know their initial letter sounds and above average attainers can read books with simple phrases. All of the children can deduce information from pictures and have good book handling skills. They form their letters carefully and in the role-play 'shop' area, they busily make lists. Children speak well, they have a rich vocabulary and their use of tenses in sentence construction is correct.

- 72 The quality of teaching is good, with examples of very good practice. The class teacher has good subject knowledge, and uses skilful questioning to promote children's communication effectively. Expectations are high as children are expected to listen attentively to all instructions and explanations. Plenty of good opportunities are provided for children to learn phonics and form their letters correctly. The class teacher and support staff act as good role models; they scribe children's verbal responses, giving an effective model on which to base their own writing. However, teachers' planning does not always identify opportunities for children to develop their imaginative and creative language in outside play activities and, at times, valuable learning opportunities are lost.

Mathematical development

- 73 By the end of the Foundation Stage, all children exceed the expectations of the Early Learning Goals and make good progress. Children's understanding of numbers to 50 is very secure. Children count accurately and they know how to form their numbers correctly. Several higher attainers can do simple adding up and taking away sums. Children know how to match numbers to objects, sort vehicles by colour, draw bar graphs of vehicles, dolls and animals, and arrange magnetic numbers in order. They can name shapes and have secure skills of estimation. Children enjoy counting games, they sing 'One, two, three, four, five, once I caught a fish alive' with great enthusiasm and order numbers on a 'washing line' accurately, showing increased understanding of the words *before*, *after*, *in front of*, *next to* and *behind*. They can match the numbers of a dice to coins and they can sequence their numbers up to 20 very well on a number line. They use the vocabulary of *before*, *after*, *in front of*, and *behind* well and they thoroughly enjoy joining in with rhymes. They know the value of money and know which coins can make up £2.
- 74 The quality of teaching is good, with examples of very good practice. A full range of exciting teaching methods is used, which keeps the children interested in learning. For example, a glove puppet who gets numbers mixed up and who the children have to 'help' is used frequently. Time is used effectively in lessons with the support staff ensuring that children stay on task. Good explanations are given and an appropriate focus is placed on developing children's ability to verbalise their thinking. Staff provide children with good extension activities to consolidate learning, such as board games, jigsaws and computer software. This contributes to the good gains that children make in learning.

Knowledge and understanding of the world

- 75 By the end of the Foundation Stage, all children exceed the Early Learning Goals and make good progress. They are naturally inquisitive about the world around them and take great delight in looking at shells that have been collected from the seaside. They marvel at the under-water world and the natural world around them. After a visit to Slindon Wood, they talk about the variety of plants seen and they can identify the root, stem, leaves and petals.
- 76 Children know that plants need light, water and 'food' to enable them to grow and accurately describe what happens to cress seeds and beans when they are put into soil. They know how seashores have changed and how seaside towns have developed. Using a programmable toy, they can follow instructions and input instructions to make the 'roamer' move. Almost all children are very competent with the keyboard and know most of the functions. They know the life-cycle of a caterpillar and marvel at the beautiful colours of the butterfly. They know how transport has changed over the ages and that long ago, horses were the preferred mode of transport.

- 77 The quality of teaching is good. Every opportunity is taken to point things out to children. For example, in the environmental area, children recognise how flowers have grown since they were first planted and many of them can name a range of plants. They know that weeds are detrimental to plant growth, as the teaching staff have placed a great emphasis on developing children's skills of observation. Children are taught to care about their environment and this is having a positive effect on their emerging skills of citizenship. Displays in the classroom are lively, colourful, interesting and enable children to develop a love of learning. Good opportunities are provided for these young children to develop their knowledge of multicultural issues. During a very good lesson based upon the story of 'The Runaway Chapatti', children tasted different types of ethnic food and this helped them to compare their likes and dislikes of different textures and spices. Lessons are well planned, and good opportunities are provided for children to learn, using their senses, and learning is fun.

Physical development

- 78 By the end of the Foundation Stage of Learning, children exceed the Early Learning Goals and make good progress. They are well co-ordinated and their movements are refined. They can cut, draw, paint (incorporating detail) and they can manipulate small objects, such as beads and 1p coins, matching them to numbers. In outside play, they are very agile on the climbing frame, they can swing from monkey bars, walk across beams unaided and know how to manoeuvre their wheeled toys without bumping into one another. Their paintings show that they know how to use paintbrushes freely and their drawing shows that they understand the spatial relationships between facial features. Children can run, skip, jump and balance well and, as a result, they are well co-ordinated.
- 79 No direct teaching of physical development was seen, due to timetable arrangements.

Creative development

- 80 By the end of the Foundation Stage, children exceed the Early Learning Goals and make good progress. They love painting and working creatively. They sing well and know how to keep a steady beat, using percussion instruments. They have a good repertoire of nursery and counting rhymes and, whilst doing their work, they burst into song spontaneously. They use illustrations to depict their writing and know which colours to use to depict night and day. They draw flowers and animals, incorporating a good amount of detail, and their diagrams are clearly labelled. In music lessons, children can make a musical story of a boat out at sea and they choose instruments to represent rain and thunder. Using body parts, they can make the gentle sound of drizzling rain by clicking their fingers, and using Indian bells, drums and a rain-maker, they eagerly create the sound of thunder.
- 81 The quality of teaching is good. Teachers have good subject knowledge, use time effectively by giving good explanations, and being very clear about the outcomes that they want the children to achieve. A good emphasis is placed upon the correct handling of paintbrushes, as evidenced by a very good painting of a tiger by one of the children. Teachers intervene well in the role play area to develop children's imagination, but further opportunities for developing the use of language in the outside play area would benefit children even more by further developing their repertoire of creative vocabulary.

ENGLISH

- 82 The 2002 national test results showed that, by the end of Year 2 in reading in comparison with all schools, standards were well below average; in writing standards were average. In comparison with similar schools, standards were well below national averages in reading, and they were below average in writing. By the end of Year 6, standards were below national averages in comparison with all schools and, in comparison with similar schools, standards were well below average. In the infants, no pupils attained the higher levels (Level 3) in reading and writing. Over time, the

pupils' performance exceeded the national average in reading and writing, girls did better than boys in reading and writing, but as the groups of pupils taking the tests were so small, reliability in analysis is dubious. In the juniors, the percentage of pupils achieving the higher levels (Level 5) was below the national average. Over time, the performance of pupils fell below the national average for their age, with no significant difference in attainment by gender.

- 83 Inspection findings show a slightly different picture to national test results. Overall, pupils' achievements over time are satisfactory in relation to their prior attainment but short term achievements are good, due to the recent good teaching. Pupils with special educational needs make very good progress. Higher attaining pupils make satisfactory progress and their rates of progress could be better. Overall, standards in English at the end of Year 2 and Year 6 are in line with the national average.
- 84 By the end of Year 2 and Year 6, pupils have above average attainment in speaking and listening. They speak clearly, confidently and have a varied vocabulary. Pupils listen carefully and make sensible and pertinent suggestions in class. They offer opinions readily and are confident to say what they think. This is largely due to the recent impact of drama, which has had a positive effect on pupils' learning.
- 85 Standards in reading are average at the end of Year 2 and they are above average at the end of Year 6. In writing at the end of Year 2 and Year 6, standards are in line with national averages. Pupils' achievement overall in relation to their prior attainment is satisfactory, and examples of good progress were seen during the week of inspection because of the impact of the good teaching on pupils' learning. The teaching of letter sound correspondence is good. All pupils in the infants know their initial sounds and can match them up well to letter formation. Both Year 2 and Year 6 pupils have good strategies for deciphering words that they don't know and they use picture and context clues effectively. By the end of Year 6, pupils are avid and passionate readers who can talk at great length about their favourite authors, and know what they need to work on next to improve their reading, due to the careful, regular and good assessments undertaken by staff. When reading, pupils both in the infants and juniors use good expression and talk in detail about the characters they encounter. They look at the text to explain why characters behave as they do and what is likely to happen next. In Year 2, pupils know the components of traditional tales and they know when characters speak they need to adopt the tone of their voices in reading aloud.
- 86 Spelling is satisfactory both in the infants and juniors, but the present Year 2 pupils struggle with some of the common words, such as the '/ae/' sound in 'train', 'gain'. As pupils move up the school, spelling improves and several of the higher attaining pupils in Year 6 spell and write accurately.
- 87 Writing is not as neatly presented as it could be for pupils both in Year 2 and Year 6. However, opportunities for independent learning and writing in other subjects are limited and the school has recognised this as an area for development. The recent introduction of class targets for reading and writing is already having a positive effect on pupils' work. By the end of Year 6, pupils are able to identify in the texts studied words that persuade the reader and know that different sizes, layouts of text, and careful use of adjectives all contribute in engaging the reader. For example, when writing about 'The Amazing DictoTalker', pupils in Year 6 used persuasive language to engage the reader by writing "Never spell a wrong word again, amaze your friends with your word power". Pupils' writing in Year 6 clearly shows how well they have understood the lesson content, for example, in Year 6, pupils have a good working knowledge of idioms and know their meanings well. They use a good range of descriptive vocabulary when trying to set the scene of a story and their opening paragraphs grab the attention of the reader. For example, 'Charlie was watching the sun rise behind the Eiffel Tower, making the sky a pinky colour', and when analysing the poem 'The Pied Piper of Hamelin', pupils were able to explain that the poet used words such as 'muttering', 'grumbling' and 'mumbling' to describe the sound of rats approaching the village. Very good examples of writing were seen to persuade Tony Blair not to ban Children's TV.

- 88 Pupils' writing, both in the infants and in the juniors, is broadly average at the end of Year 2 and Year 6. However, it could be even better if more emphasis was placed on ensuring that pupils are given ample opportunities to write using conventions studied in the reading texts in the independent section of time allocated. Pupils' writing reveals that too few organisational devices are used in writing, such as bullet points and paragraphs for those pupils who are higher attainers, although the recent introduction of targets for pupils is starting to have a positive effect on raising standards. The oldest pupils' use of complex sentences does not reflect their high attainment in reading. The school recognises this as an area for development and this can be easily put right because of the good subject knowledge of the headteacher, who has had experience of being a literacy consultant.
- 89 The quality of teaching throughout the school is good overall, but there are areas to be addressed, such as providing more opportunities to develop pupils' writing skills across the curriculum and link writing opportunities to texts that have previously been read in the literacy sessions. Teachers have good subject knowledge and give well focused explanations. Support staff are fully aware of what is expected of them as they receive time to be appropriately briefed by class teachers and the co-ordinator for special educational needs. All teachers create effective learning environments and pupils are encouraged to appreciate and view positively differences in others.
- 90 Humour is used very effectively and this contributes to the excellent relationships throughout the school. Teachers secure pupils' motivation and concentration by using drama conventions to liven up the curriculum, and encourage pupils to have a go, even if they don't know the answer. Learning is made accessible to all pupils, but there are occasions when higher attaining pupils could be asked to produce more work and all pupils would benefit from developing their skills of independent learning even further. Pupils' presentation skills are variable, they are satisfactory overall, but they could be better as, sometimes, the presentation of pupils' written work does not reflect their true potential. Teachers' marking, whilst regular, does not always inform pupils of how they can improve on the quality of their work, and the use of assessment to move all groups on in their learning is inconsistent, although there are now good assessment procedures in place. Nevertheless, pupils achieve well because of their very good attitudes, they are keen, interested and want to learn. The use of ICT to support learning in English is just starting to take off but, as yet, has not had time to impact fully on standards and is unsatisfactory overall; several effective examples were seen in all year groups.
- 91 Standards in speaking and listening, and reading in Year 6, have improved since the previous inspection and overall improvement since the previous inspection has been good, as the rates of pupils' progress have improved, especially in the juniors. The quality of teaching has improved in both the infants and juniors.
- 92 The management of the subject is good. The systems, in place to implement drama, have had a positive effect on raising standards in speaking and listening and these are now above average. Teaching and learning have been monitored effectively by the headteacher and local education authority advisor, and this is helping to raise pupils' achievements. Assessments are good and provide a true reflection of pupils' learning but, as yet, their use in planning the next steps of pupils' learning in mixed-age classes is at an early stage of development, although tracking of pupils' progress is well under way.
- 93 The school has a good range of resources to support pupils' learning, and the library is well stocked.

MATHEMATICS

- 94 The results of the 2002 National Curriculum assessment tests showed that, in comparison with all schools, eleven year old pupils' standards were well below the national average, as they were also in comparison with similar schools. Because of the very small cohort size these figures must be interpreted with care. The results of National Curriculum tests for seven year old pupils in 2002 were above average and average when compared to similar schools. Over time the performance of

pupils by the end of Year 2 exceeded the national average. It would appear that boys did better than girls but it is difficult to interpret statistics reliably due to the very small cohorts. By the end of Year 6, over time, pupils' performance in mathematics fell below the national average with no differences in attainment by gender. Evidence from this inspection has found that overall both seven and eleven year old pupils are working in line with national expectations. These findings show that the school has maintained standards in mathematics since the previous inspection. Pupils with special educational needs make good progress and those who are above average attainers make satisfactory gains in learning.

- 95 By the end of Year 2 pupils are developing good understanding of number bonds through effective mental sessions at the start of their numeracy lessons. They are able to write half past the hour in both analogue and digital form. They know there are 60 minutes in an hour and 30 minutes in half an hour. They are able to use strategies to work out addition and subtraction facts up to 20 and are able to count up to 100 and back in 5s. They cover all aspects of numeracy satisfactorily but there is more limited opportunity to develop their skills in the application of mathematics and the handling of data. Activities in shape, space and measures show that they know a measuring tape is the best measure of a netball court and they are able to measure the length of a table using non-standard units such as hand spans. They can use a number line to calculate change from a pound and have learned strategies to subtract 9 from 76 by first subtracting 10. They are able to round numbers to the nearest 10 and know how to partition numbers to help with their additions of two figure numbers. From the scrutiny of work, opportunities to consolidate their learning through repetition and practice appear plentiful but there are insufficient examples of ICT to support their work, especially in relation to simple databases. The presentation of work is unsatisfactory. Not enough care is taken to ensure accuracy in the setting out, as the use of plain paper offers no guidance to their layout.
- 96 By the end of Year 6 pupils have made satisfactory progress in numeracy skills, knowledge and understanding. During a mental mathematics session they are able to subtract 12 from random three digit numbers and are able to use known strategies to calculate 6×5 then 60×5 . Pupils enjoy the challenge of mental mathematics and have positive attitudes to the activity. They understand how to convert 12 hour time into 24 hour time, are able to find the range, mode and median of a set of numbers, show increasing confidence with the four rules and are able to set out calculations in a variety of ways to simplify their working out. They are familiar with negative numbers and can use these in simple calculations. There is good coverage of shape and space and data handling, and progress is better in these areas. Pupils are able to calculate an unknown angle knowing there are 180° in a straight line. They can work out the area of a triangle, using the formula, and are able to interpret a simple line graph of temperature change and answer questions concerning the trends in the graph, but work on graphs, databases and spreadsheets and their ability to solve word mathematics problems are more limited. The school has highlighted this area as one for development.
- 97 The quality of teaching is good throughout. Since the previous inspection the school has introduced the National Numeracy Strategy from which the content of all lessons is planned. Numeracy objectives are used in the assessment of knowledge, skills and understanding and these enable a good match of work to the pupils' capabilities. However, pupils who are achieving well do not always receive work that challenges them. The numeracy hour is having a positive impact on progress as pupils develop improved mental skills and are able to discuss what they have learned at the end of lessons. In Year 6 the teacher consolidated pupils' understanding by posting deliberately inaccurate times and having them spot the errors and replace them with the correct version. Good teaching is characterised by a brisk pace during the mental session. The use of small white boards enables the whole class to be involved during these sessions. Pupils with special educational needs make good progress as teachers have realistic expectations for them and classroom assistants provide good support. Teaching is also good when pupils are asked to explain their mental strategies for working out problems. In a Year 3 and 4 lesson the teacher made the pupils aware of the strategies they were using through the use of colour coded sheets. Pupils were asked which strategies they liked to use and why, enabling pupils to be more aware of their own learning. Where teachers use appropriate mathematics terminology and insist their pupils use it too, the learning is enhanced. There is limited use of ICT to support learning in

mathematics. Teachers plan for the consolidation of number skills using drill and skill software with the younger aged pupils and in Year 5 and 6 several recent good examples of access to the Internet, to use data to support numeracy activities, were seen. The use of numeracy across the curriculum is at the very early stages of development with some teachers incidentally planning these opportunities in their delivery of lessons. A more formal approach is needed to identify these opportunities in teachers' planning so that standards can be raised quickly and effectively.

- 98 Pupils have very good attitudes to learning and behave very well. When the context of mathematical learning is linked to real life situations, such as problem solving in Year 5/Year 6, when pupils were asked to interpret problems relating to a 24 hour clock, learning is good.
- 99 Management is satisfactory. The recently appointed co-ordinator has begun to implement changes within the school's development plan. Recent emphasis on raising standards of word number problems as a whole school performance management target has had a positive impact. The local education authority numeracy consultant has guided the school and helped in the diagnosis of areas of weakness. The school has recognised a number of areas for improvement and these include the importance of training the classroom assistants further in the support of mathematics, continuing the monitoring of teaching and increased rigour in the assessment of mathematics to plan the next steps of pupils' learning
- 100 At present the procedures for assessment are good and an effective start has been made at using assessment to challenge groups of pupils, but more work needs to be done in challenging the more able pupils and ensuring that the skills pupils have learnt in mathematics lessons are applied in other subjects of the curriculum. The school has maintained its average standards identified at the previous inspection but the recent good teaching is moving standards on at a fast rate. This improvement is due to a different cohort of Year 2 and Year 6 pupils and the recent improvement in teaching. It must also be remembered that the groups of pupils taking the national test were so small that any meaningful interpretation cannot be made.

SCIENCE

- 101 Standards in the 2002 national tests for pupils aged 11 were well below average and also well below average compared to similar schools and in the lowest 5 per cent nationally. The proportion of pupils achieving the higher level 5 was also well below average. The present inspection has found that current Year 6 pupils are attaining in line with national expectations. At the age of seven pupils' performance in 2002, as assessed by the school, was well above average as all pupils achieved level 2. With such small year groups these comparisons need to be interpreted with care. In the work seen of the current Year 2, pupils are achieving in line with national expectations. Compared with the previous report overall average standards for both age groups have been maintained and progress has been satisfactory as, in general, the coverage of the programme of study is adequate. But there is a lack of emphasis on science investigations and, although pupils learn the routines of carrying out an investigation, these are done too infrequently for progress to be other than satisfactory and the above average pupils are not developing their skills of independent learning enough and are, at times, under challenged. By the time pupils reach seven they are beginning to make predictions, write about what they saw and what they have found. For example, in an investigation on properties of materials, they can write about the suitability of materials for particular purposes and they can describe the change in sounds made by changing the length of an elastic band. In their work on life processes and living things they know the differences between animals and humans, know about different types of food for growth and food for energy and can label the major parts of the body with accuracy. They compared their height, foot size and hand span in centimetres, entering their findings in table form. There is generally slow progress in the development of their illustrations and diagrams that accompany their work and these are not tidily presented. During a science lesson Year 2 pupils were using photographs taken on a local trip to list natural and man-made materials. They were knowledgeable about what occurs naturally and were interested by the fact that natural wood could be used to make a boat and hence feature as both natural and man-made.

- 102 By the time pupils are 11 they have covered the programme of study satisfactorily but again the frequency of science investigations is low. They know how to make a fair test whilst studying conditions that affect how much solid is dissolved, they list things they will keep the same and things that they will change but this knowledge is not applied to a range of investigations. Satisfactory progress is made in the acquisition of knowledge and understanding within life processes and living things, materials and their properties and physical processes. Pupils know about food chains, the difference between a producer and a consumer and can identify a range of plants such as sea spurge, sea holly and tway blade. They know that matter exists in three states as solid, liquid or gas. They carried out an investigation into the stretching of a rubber band, made measurements with a force meter and drew conclusions. Their diagrams illustrating this activity were not tidily presented and labelling was unclear. A more recent investigation was to find out whether different soils held the same amount of air. Stages of the investigation were outlined but no predictions were made nor were measurements systematically recorded. There is a lack of graphs to illustrate their findings and the use of ICT in science is generally underdeveloped.
- 103 Teaching is satisfactory. Planning, from the scheme of work, ensures adequate coverage and knowledge and understanding is satisfactory. However, in mixed age classes pupils often follow the same work and there is little difference between the age groups in their acquisition of scientific skills. The scheme of work does not clearly identify expectations of mixed age classes and this restricts pupils' rates of progress. Presentation is an area for general improvement, particularly how pupils record information in their science books; it is also a reflection of the lack of impact of teachers' marking. Progress in presentational skills is unsatisfactory and this affects the accuracy and quality of written work, including the writing up of their investigations. Opportunities within science to develop literacy and numeracy skills are limited. The dependence on work sheets whilst learning about the Earth and beyond, for example, limits pupils' opportunities for more extended descriptive writing. There is a lack of systematic assessment which hampers teachers' ability to target science activities and ensure work is appropriately matched to the capabilities of their pupils or to set appropriate targets. Overall assessment is unsatisfactory but the co-ordinator is aware of what needs to be done and plans are in place to develop assessments, identify skills progression in planning and ensure that rigorous opportunities for literacy, numeracy and ICT are appropriately identified in planning. Subsequently the higher achieving pupils are not challenged and this affects progress in their knowledge, skills and understanding. However, pupils with special educational needs make good progress especially when supported by classroom assistants. Attitudes to science are good, pupils show a natural interest and curiosity, they work collaboratively and are responsible when handling resources. Learning is satisfactory, as shown from their productivity, pace of working and acquisition of knowledge, skills and understanding. Overall pupils' achievements are satisfactory.
- 104 Management is just satisfactory; the co-ordinator has been absent due to ill health. The organisation of science activities needs to address scientific investigations in greater detail, with whole school adopted routines in the recording of measurements and the presentation of their work and the rigorous development of subject specific skills. Without rigorous procedures to monitor and assess science the school does not have effective strategies to evaluate and improve the progress pupils make.

ART AND DESIGN

- 105 The previous inspection report identified standards to be above national expectations for seven and 11-year-olds. Present inspection findings judge standards to be in line with national expectations, but with examples of high attainment in observational drawing and painting, strengths identified in the previous inspection report.
- 106 Art and design has not been a focus on the school development plan. Pupils make steady gains in learning and their achievements are satisfactory, but the use of ICT is underdeveloped and is unsatisfactory overall. Pupils with special educational needs make good gains in learning as they are well supported by staff.

- 107 By the end of Year 2, pupils have acquired good paintbrush techniques. In Year 3, when working on patterns inspired by Kandinsky, pupils know that they need to have a steady hand, follow a line and paint strokes in one direction, keeping the brush hairs all going the same way. They recognise that, by adding a lighter colour, the tone can change, but several pupils do not know the primary colours. All pupils can stay within the line in painting.
- 108 By the end of Year 6, pupils have acquired sound skills in designing. In Years 2, 3 and 4 they have produced a variety of three-dimensional and sculpture work, including Anglo-Saxon jewellery and, using the natural world as a stimulus, they have sculpted animals using paper and past laminate. Pupils are starting to use sketchbooks but there is a lack of emphasis on developing skills of shading, hatching, tone and creative responses to stimuli. Pupils have drawn shells with intricate designs and have produced some realistic portraits of one another which show careful thought and reflect appropriate dimensions. They are fascinated by the drawings of Leonardo da Vinci and his detailed sketching, and they have produced some very well illustrated work using wax crayons based on the style of Monet.
- 109 Art and design is used well to promote pupils' learning about different cultures. Pupils in Years 3 and 4 designed Tapas (cloth of Tonga) using a multi-media approach. Using lines, grains, black felt, dye and scrunch paper, pupils produced some vibrant work drawing upon their mathematical knowledge of reflection, cutting, measuring and positioning. Pupils' creative responses are encouraged at all times. Using a quote from Dürer, a naturalist painter, pupils are encouraged to 'trust their eyes, not their minds'.
- 110 Art and design supports learning in other subjects, such as English and history, where pupils design posters and illustrate their written work. Pupils love art and design, they are very proud of a banner that they designed in Year 6, which was used in Chichester Cathedral.
- 111 Pupils handle equipment with care, they have very good attitudes to learning and behave very well in lessons, but more could be done to develop their ICT skills and skills of independent learning.
- 112 No teaching was seen in the infants, but in the juniors, the quality of teaching is good, with very good teaching seen in Years 5 and 6. Teachers give good explanations and in a Years 5 and 6 class, pupils made very good gains in learning when sketching a dragon fly, which would be used to make a clay tile. Pupils offered suggestions to describe appearance and tried to capture the essence of the creature after the teacher used very good questioning. For example, the class teacher asked the pupils "If I was blind, how would you describe the pattern on the dragon fly's back?". This type of questioning enabled pupils to see and recreate both the texture and the pattern by using a magnifying grid. Teachers have good subject knowledge and encourage their pupils to experiment, encouraging their creative responses. In the aforementioned lesson, the teacher read a poem to the class called 'Butterfly Bali', which stimulated pupils' thinking about the fragility of insects.
- 113 The leadership and management of the subject are satisfactory. The co-ordinator is knowledgeable, enthusiastic and has recognised that for standards to be raised quickly and effectively, the scheme of work has to be re-written, ensuring that there is identification of clear expectations of mixed-age classes, clearly defined opportunities for pupils to develop their skills of literacy, numeracy and ICT, and subject-specific skills are identified in a progressive manner. At present, assessment is unsatisfactory, as is the use of assessment to inform the next steps of pupils' learning. Resources are good and well used, but accommodation is unsatisfactory and restrictive. For example, it is impossible to undertake large canvas work and collage, and pupils cannot participate in large group work. The school and governors have recognised this limitation and plans are in place to rectify this, depending on the availability of funds.

DESIGN AND TECHNOLOGY

- 114 Since the previous inspection standards have improved and, by the time pupils are seven and eleven, they are achieving in line with national expectations. Satisfactory progress in their making skills activities enables pupils to develop skills in the use of a variety of tools and the understanding of their use of different materials. They are less confident in communicating their ideas using ICT. The evaluations of both their own and the work of others are often not detailed enough and valuable opportunities for developing pupils' skills of literacy and numeracy are missed.
- 115 By the end of Year 2 pupils can make and test a range of sandwiches and they are given satisfactory opportunities to plan, design and evaluate their choice of sandwich fillings. There are strong links with science when Year 2 pupils design a lighthouse including an electrical circuit. By the end of Year 6 pupils have learned how wooden frames can be strengthened by card triangles and how a simple axle and cam mechanism can produce interesting effects when turned. They made fairground rides using belts and a pulley system. They identified the materials required, wood, cardboard, elastic bands, glue, pulleys and batteries. However, the written instructions did not present a clear line of thought and their diagrams and labelling lacked accuracy. Pupils in Years 5 and 6 demonstrated improved design skills in their making of a pair of slippers. Planning the stages of this activity, with labelled diagrams of their processes, provided evidence of improved communication skills. Shared evaluations helped to develop appropriate critical vocabulary but did not include comment on what they could do to improve their work or what part of the activity they found the most difficult.
- 116 No lessons were observed during the inspection. Evidence was obtained from the portfolio of work, pupils' books and talking to the coordinator and pupils. From the evidence available the quality of teaching is at least satisfactory. The recently adopted scheme of work enables teachers to plan appropriate tasks but there is insufficient emphasis on the incremental development of skills of planning, designing and evaluating. Presentational skills are underdeveloped generally and this also applies to design and technology planning and designing. Pupils interviewed said they enjoyed design and technology activities; they have positive attitudes to this subject.
- 117 The management of the subject is satisfactory. A portfolio of evidence containing photographs enables the school to record the range and quality of the work carried out. There is no system of assessing pupils' work and this is unsatisfactory. The school has recognised this as an area for development. Resources are good, easily accessible and well stored. At present the monitoring and evaluating of the subject have not received sufficiently high priority and are unsatisfactory overall. The use of ICT to support learning is unsatisfactory. The school has recognised this as an area to be addressed.

GEOGRAPHY

- 118 The school has maintained the satisfactory standards that were found during the previous inspection. Satisfactory progress is made in all aspects of the subject including enquiry skills, knowledge of places, the understanding of patterns and processes and environmental changes. Overall pupils' achievements are satisfactory in relation to their prior learning.
- 119 By the end of Year 2, satisfactory progress has been made in knowledge, skills and understanding. The local environment is used as an effective resource to teach pupils about many aspects of geography. Pupils have used maps to develop an understanding of where they live in the world and where the village is situated within the United Kingdom. Pupils write about local journeys and use ICT to chart who lives where locally. Maps are used effectively to help them to learn about physical and human aspects of their environment including different land use. A visit from a member of the National Trust staff helped them to understand how the local environment is controlled and organised. Pupils make use of a wide range of maps, becoming familiar with geographical terms such as agriculture, commercial, common land, forest and residential land use. From the study of an imaginary island they are introduced to an increasing range of geographical terms and are able to make use of a map key and become familiar with map symbols such as mountains, rivers, bridges and woods. They make comparisons with a village in

India and from these develop understanding of cultural differences such as diet, housing and work. Generally work is not tidily presented and pupils' drawings lack accuracy.

- 120 Pupils know about the differences between shopping in an Indian village and at home. They could list several differences from looking at a wide range of illustrations. They were given a set of Indian spices to smell, taste and describe. They found it difficult to write about the tastes but were able to describe colour and texture more easily. They went on to make Divali coconut sweets, measuring the ingredients and finally shaping them. This was a good opportunity to raise their awareness of other cultures. By the end of Year 6 pupils have continued to develop satisfactory knowledge and understanding of geographical terminology. They know about erosion, deposition and transportation and are able to recognise features of coastal erosion. They have a satisfactory knowledge of their own locality. They know about the physical aspects of beaches from local studies and, from work on Orford Ness, understand about coastal spits and long shore drift. Map work enables them to track routes using map features; they know how oxbow lakes are formed. In a lesson on river courses, Year 5 and 6 pupils were able to apply previous understanding about coastal erosion in the context of how a river meanders and cuts its way through land and rock. They wrote pretending to be a river making its way down to the sea and their writing contained clear evidence of their understanding of geographical terms and features. This kind of creative work has only recently been undertaken and is an example of effective practice. However, opportunities to develop pupils' skills of literacy, numeracy and ICT are often missed as they are not yet rigorously identified in schemes of work.
- 121 The quality of teaching is good, with examples of very good teaching seen in Year 4 and Year 5/6. In these lessons teachers offered very good explanations and brought lessons alive by using humour effectively, offering support where needed and deploying support staff very effectively to help pupils with their learning. Good resources are used, especially for the acquisition of geographical terms and their awareness of the locality within which they live. Pupils with special educational needs make good progress, especially when they are receiving support from classroom assistants. Where teachers make use of imagery to explain processes, learning is good. To explain how a river cut through land the teacher likened it to a rope in a sand pit swinging from side to side. In their study on how to improve their environment, pupils' learning is enhanced where teachers involve them at a personal level and the context of learning is directly related to an aspect of their life, such as counting up the families who recycle their rubbish. Attitudes are good, pupils appear stimulated by the interesting resources teachers use to support their learning, and they are very interested in all environmental issues.
- 122 The management of geography is satisfactory; the co-ordinator has a clear vision of developing the subject and the present assessment procedures.

HISTORY

- 123 No teaching was seen at either key stage and judgements are based upon analysis of pupils' work and discussions with them and their teachers.
- 124 The school has maintained average standards at the end of Year 2 and Year 6, as identified in the previous inspection, and pupils continue to make steady progress, with those pupils who are on the register for special educational needs making good progress. Improvement since the previous inspection has been satisfactory, as the school has developed a scheme of work, but assessment has not improved sufficiently and this is an area that needs to be addressed, as there are occasions when higher attainers are not sufficiently challenged because insufficient notice is taken of their prior attainment, slowing their rates of progress.
- 125 By the end of Year 2, pupils have good knowledge of old and new furniture, clothes, pastimes and life in the past. They know that holidays taken many years ago, such as in the Victorian times, were significantly different to those taken today, especially in the way that people dressed. Pupils know that teachers were a lot stricter in Victorian times. Pupils can identify a time-line and know the meaning of 'long ago' and that 100 years make a century. They are particularly interested in

old-fashioned games that pupils played in Victorian times. However, whilst pupils can readily talk about the past and understand how ICT and technology have improved people's lives, they are not writing and researching enough and the oldest pupils are under challenged.

- 126 By the end of Year 6, pupils know about the Romans and that they grew plants for both colours and medicines. They know how to use artefacts, to collect evidence from glassware, patterned pots and animal bones to know that Romans ate goats, sausages and gammon. They know about the culinary delights of the Romans and have cooked a pear patina. They have visited Fishbourne Roman Palace and are familiar with the patterns found in clay tiles. They know that the Romans carried wine in flagons and that the basic pay for a legionary soldier was 5p a week.
- 127 Pupils know about the countries that took part in World War II and that de Gaulle, Churchill and Roosevelt were important leaders of that time. Several good examples of creative writing were seen, taking the form of a letter written from the point of view of a child evacuee and a good example of research was seen when pupils browsed the Internet to research people's account of the Blitz. Pupils have had their views challenged on the role of women in ammunition factories, and this has encouraged them to find out more about the role of women in society. Pupils have sound knowledge of ancient Egypt and the Indus Valley, and they know how to download information from the Internet to find out about life long ago. Overall, pupils' achievements are satisfactory in relation to their prior attainment. However, pupils' skills of chronology, presenting and communicating their findings in a variety of ways are underdeveloped, because the present scheme of work does not fully identify skills progression, nor are expectations of mixed-age year groups fully identified in planning. This results in pupils making better progress in their acquisition of knowledge than skills. The headteacher has recently put in place a good system for skills identification in planning, and once this is systematically undertaken by all staff, standards will continue to rise. At present, assessment and its use to inform the next steps of pupils' learning are unsatisfactory, and the coverage of history is better in the infants than in the juniors. The use of ICT to support learning is better in the juniors than the infants and, whilst some examples of literacy and numeracy were seen, valuable opportunities are lost for pupils to develop their skills across the curriculum and higher attaining pupils are not fully challenged on some occasions.
- 128 Accommodation is cramped and restricts learning as often there is a lack of space for pupils to undertake large-scale group work. The leadership and management of the subject are satisfactory. A good scheme of work is in the process of being developed which clearly identifies skills progression. The school has not fully addressed the issue of developing assessment procedures, an issue identified in the previous inspection.

INFORMATION AND COMMUNICATION TECHNOLOGY

- 129 Standards are below those expected nationally by the time pupils are seven and eleven. There has been little change in pupils' attainment since the previous inspection, where standards were found to be higher in the communication aspects of ICT. Present findings also reflect this. By age 11 pupils demonstrate better confidence in the use of word processing than the other aspects of ICT. Improvement since the last inspection has been unsatisfactory overall because standards have not been raised sufficiently. However, there has been good input from the local education authority and resources have improved. Staff are beginning to use ICT in lessons, but its use to support learning in all areas of the curriculum is underdeveloped, and some staff have not received their NOF training. There is an overall long term plan for teaching ICT, the subject does have a higher profile but there is still a lot of work to do.
- 130 Year 2 pupils are able to use the word processor to write an account from the viewpoint of a character in a story. Progress was slow as they were unfamiliar with the layout of the keyboard but they demonstrated confidence in accessing the software and closing down the computer. They can enter commands into a programmable robot to guide it around a maze and add further commands to their sequences to reach the goal. Year 1 pupils access stories from the computer, they are able to click on to appropriate areas of the page to watch the story animations. They can use graphics software to produce Christmas cards using a limited number of different graphics

tools. Their understanding of the use of ICT in information handling is supported through the production of bar graphs and pie charts in connection with favourite sandwich fillings and where they live. In these activities progress is such that pupils do not achieve what is expected nationally because there are gaps in their knowledge of modelling, control and the setting up of simple databases.

- 131 Year 3 and 4 pupils have used ICT to support learning in a number of curriculum areas. In geography they produced slides within a multimedia application to illustrate facts about the National Trust and their local environment. They produced graphs in science to illustrate the change in heart rate before, during and after exercise. Their understanding of how ICT helps with information handling was developed through the use of a branching database whilst studying properties of materials. By the end of Years 5 and 6 pupils are able to write stories and add clip art and graphics to their text. Not enough opportunities are offered for them to develop higher order formatting skills through the use of desktop publishing software, however, where text and graphics are easier to manipulate. They access the Internet to find out about train timetables in mathematics but Internet access has been slow and this has had an adverse affect on their progress in its use as a large database. Pupils do not have access to a suitable database to learn basic skills such as searching and sorting. There are no e-mailing activities organised and the older pupils do not yet make use of multimedia to illustrate aspects of their work. The pupils do not receive a full entitlement because particular resources are not available such as control technology and data logging devices. The school is aware of these shortcomings and has plans to address them.
- 132 The teaching of ICT is unsatisfactory over time for several reasons, although, during the week of inspection, several effective examples of teaching were seen in Year 2 when pupils redrafted their stories, and in Year 6 when pupils researched timetables of trains.. The high teacher mobility has limited the benefits that any training has produced. For a variety of reasons few teachers have undergone the national ICT training that was available recently; this has impacted adversely on their confidence in the use of a range of software to support learning. The present deployment of hardware does not make the teaching of ICT skills easy or effective as pupils cannot watch teacher demonstrations clearly. The scheme of work, from which teachers plan their activities, has only been in use for a short time and has not yet impacted on pupils' attainment, nor does it ensure rigour in planning for the cross-curricular use of ICT. These factors affect teaching and learning. Pupils have very good attitudes to ICT. They show increased confidence in handling technology as they go up the school. The school network enables pupils to save their work in shared areas and older pupils are able to search, load and save their files with confidence. The school has recently bought a data projector and white board display system which will enable all pupils to watch demonstrations easily and help them to understand how best to use the software.
- 133 The leadership of the subject is satisfactory. The school benefits from knowledge and expertise of a member of the governing body who is the governor responsible for ICT. The school is aware of the existing shortcomings and has plans to address them. Resources are just satisfactory but an audit, to identify what software is needed to support learning in all subjects, needs to be carried out. The local education authority support service has identified a number of areas for development which the school is linking to whole school development planning. For example, the use of ICT, to support learning in other subjects, has rightly been identified as an areas of priority. A system for the assessment has been adopted but has yet to be fully implemented. At present, due to the lack of rigorous implementation, assessment is unsatisfactory.

MUSIC

- 134 Standards at the end of Year 2 and Year 6 are average and have been maintained since the previous inspection. Pupils make sound gains in learning because the co-ordinator is knowledgeable and a new scheme of work has been introduced, which covers all the programmes of study of the National Curriculum. Pupils' skills of composing, listening and appraising have improved considerably since the previous inspection due to the expertise of the music co-

ordinator, who has high expectations of the pupils. Improvement since the previous inspection has been good.

- 135 By the end of Year 2, pupils can keep a steady beat, using both body percussion and instruments. They can maintain word rhythms and, when sounding out their names, they can clap rhythmically, ensuring that they emphasise the beats appropriately. They can compose, using simple graphic notation, and know the meaning of piano and forte. A good example of links between music and literacy was seen when pupils composed their 'friendship' stories, devised music to accompany the sequence of actions, and wrote an instrumental score to follow during the performance of it to other pupils.
- 136 By the end of Year 6, pupils can identify the musical elements of a melody and can describe metre using symbols. Pupils understand the difference between tempo and rhythm and talk knowledgeably about layers of texture, demonstrating a good grasp of musical terminology. All pupils sing in tune and really get into the meaning of words in hymns, accentuating them appropriately so that the listener can get the full benefit of the words sung. Pupils can read simple notation and instrumentalists can identify phrasing. When performing, they know when to come in on the right beat and contribute well to group compositions.
- 137 All pupils listen to a wide variety of music and composers from different cultures. For example, they can identify traditional Israeli and Indian music, they enjoy listening to raps, lullabies and different types of rock music, including heavy metal. They know several works by J S Bach. Pupils play recorders well and are very eager to perform. They have very positive attitudes to learning and treat instruments with great care. Pupils sing in church and, at Christmas, entertain the community with a church Christingle service. When putting on performances, such as 'The Hoity Toity Angel', pupils sing their hearts out and thoroughly enjoy participating in public.
- 138 The quality of teaching is good. Planning clearly identifies learning intentions and, as a result, pupils are clear as to what is expected of them and the new scheme of work is helping to address the issues of raising teachers' confidence in music. Explanations are clear and time is used effectively. Good emphasis is placed on subject-specific vocabulary and several good examples of pupils using their literacy skills were seen when they appraised their responses to listening to a piece of music entitled 'Bird Song'. Pupils were able to clearly explain their preferences and had readily recognised the intentions of the composer. The use of ICT to support pupils' learning is unsatisfactory, however the school has recognised this as an area for development.
- 139 The leadership and management are satisfactory. The co-ordinator is knowledgeable and enthusiastic about her subject. She works alongside her colleagues but, as yet, formal monitoring of teaching has not been undertaken by the co-ordinator as, at present, the headteacher carries out the monitoring of teaching and learning. Assessment is satisfactory overall, but use of outcomes to inform the next steps of pupils' learning is underdeveloped. Resources are satisfactory overall but the accommodation is cramped and noise carries throughout the school, especially when pupils are composing their work.

PHYSICAL EDUCATION

- 140 No judgement can be made on the standards attained by pupils in physical education because insufficient lessons were seen to make a reliable judgement. However, by the age of 11, all pupils can swim at least 25 metres.

RELIGIOUS EDUCATION

- 141 By the end of Year 2 and Year 6, pupils meet the expectations of the locally agreed syllabus and their achievements are satisfactory overall in relation to their prior attainment. Pupils with special educational needs make good progress because they are very well supported by the hard working

and dedicated classroom assistants. Improvement since the previous inspection has been good, as pupils' progress is now satisfactory, whereas previously it was unsatisfactory.

- 142 No teaching of religious education was seen, but from scrutiny of displays, teachers' plans and pupils' work, teaching is shown to be satisfactory overall, but planning for mixed-age classes needs to be more rigorous as there is insufficient distinction made for the needs of these classes. Nevertheless, pupils do make satisfactory gains in learning and, by the end of Year 2, they are able to retell Creation stories, they know many stories that Jesus told and they marvel at God's Creation of the natural world. They know the meaning of prayer and, on a recent visit by the warden of the National Trust, pupils in Year 4 wrote a thank you prayer:

Thank you God for the wonderful world; thank you for the red sun shining like a cherry.

- 143 Pupils in the infants are given good opportunities to discuss the relationship between man and the natural world and this enables them to be respectful of God's creatures.
- 144 By the end of Year 6, pupils can name a variety of festivals from different cultures, they know the meanings behind Diwali, Christmas, Easter, Ash Wednesday and Harvest, and that it is a time for saying thank you for the spiritual gifts that we receive. They know about the prophet Mohammed and that, in the Islamic faith, people pray five times a day. They know that the Ten Commandments are laws that help us to lead a better life and that the Bible, the Torah and the Koran are holy books. They know many parables, such as that of The Lost Sheep and The Prodigal Son, and that the Salvation Army and Mother Theresa are living examples of how people can help others in an unselfish manner.
- 145 The use of ICT and literacy is underdeveloped, and is unsatisfactory overall. The school has recognised this as an area for future development as, at present, too few opportunities are provided for pupils to become independent learners and develop their research skills.
- 146 The leadership and management are satisfactory and, recently, good resources have been purchased which will help pupils to develop their skills of independent learning. Accommodation is unsatisfactory as there is no area available for quiet and reflective study. Religious education contributes positively to pupils' spiritual, moral, social and cultural development and pupils enjoy learning about other faiths and customs. Pupils in the juniors particularly enjoyed making Indian sweets.
- 147 Since the previous inspection, the average standards previously identified have been maintained and plans are already in place to establish formal and rigorous assessment procedures based upon the expectations of the locally agreed syllabus.