

INSPECTION REPORT

YAPTON CE (C) PRIMARY SCHOOL

Yapton, Arundel

LEA area: West Sussex

Unique reference number: 126001

Headteacher: Mrs M Ramacciotti

Reporting inspector: Mr A C Jolly
8750

Dates of inspection: 14-17 October 2002

Inspection number: 248735

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

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INFORMATION ABOUT THE SCHOOL

Type of school:	Infant and Junior
School category:	Voluntary Controlled
Age range of pupils:	4 - 11
Gender of pupils:	Mixed
School address:	North End Road Yapton Arundel West Sussex
Postcode:	BN18 0DU
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Appropriate authority:	The Governing Body
Name of chair of governors:	Mrs M Hammerton
Date of previous inspection:	4 July 2000

INFORMATION ABOUT THE INSPECTION TEAM

Team members			Subject responsibilities	Aspect responsibilities
8750	Mr A C Jolly	Registered inspector	Equal opportunities English History Physical education	What sort of school is it? What should the school do to improve? The school's results and pupils' standards. How well are pupils taught?
19491	Mr R Jones	Lay inspector		Pupils' attitudes, values and personal development. How well does the school care for its pupils? How well does the school work in partnership with parents? Spiritual, moral, social and cultural development.
22489	Mr I Barker	Team inspector	Mathematics Information and communication technology Design and technology	Leadership and management
26405	Mrs C Bond	Team inspector	The Foundation Stage Religious education Music	
19774	Mrs M Docherty	Team inspector	Special educational needs Science Art and design Geography	How good are the curricular and other opportunities offered to pupils?

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Yapton CE Voluntary Controlled Primary School is situated in the village of Yapton, close to Arundel, in Sussex and provides education for pupils between the ages of 4 and 11. There are 245 pupils on roll, which is just above average. Many pupils have pre-school experience. There is a wide socio-economic mix in the area, which is reflected in the school's intake; a significant number of pupils come from a nearby local authority housing estate. The attainment on entry, measured by tests at the beginning of the autumn term, is below average and the percentage of pupils with special educational needs is above average. The percentage of pupils with statements of special educational need is broadly in line with the national average. Twenty-three pupils currently receive external support for their special educational needs that are mainly associated with language difficulties. The percentage of pupils known to be eligible for a free school meal is below average. There are very few pupils from minority ethnic groups or for whom English is an additional language. Ten per cent of all pupils joined or left the school at a time other than the normal joining or leaving time during the past year and this is above average.

HOW GOOD THE SCHOOL IS

Yapton is a happy, caring school that has sustained its improvement after an unsettled period. Current standards are average in the core subjects and have risen substantially since the previous inspection. The present standards are not yet supported by national test results, which in summer 2002 were generally low in Year 2 and below average in mathematics and science in Year 6. Even so, the pupils do well compared to their attainment on entry and their achievement overall is good. Teaching has improved and is now good; this is why achievement is good and standards have risen. The headteacher, key staff and governors provide good leadership. Taking into account the current standards and the achievement of the pupils, the school is providing satisfactory value for money.

What the school does well

- The test results in English have improved significantly in Year 6 in recent years and were well above average in 2002.
- Teaching is good.
- The leadership of the headteacher, key staff and governors is good.
- Standards in art and design are good.
- Relationships are very good.
- Provision for pupils' moral, personal and social development is very good.
- There are good opportunities for pupils to take initiative and work independently.

What could be improved

- The proportions of pupils with high attainment in mathematics and science in Year 6.
- The impact of coordinators upon their subjects.
- The provision for outdoor play for the Foundation Stage.
- Pupils' spelling.
- Levels of attendance.
- The match of work to different abilities and year groups.

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 July, 2000 when HMI took the decision that it no longer required special measures, since it was judged to be providing an acceptable standard of education. The progress identified then has been sustained. Pupils' attainment has improved in English, mathematics, science and information and communication technology. The provision for the youngest pupils has improved markedly. The governors have now implemented more fully the priorities identified in the school improvement plan. The quality of teaching and leadership has sustained the improvement. However, short-term planning still does not always ensure the needs of all abilities are met sufficiently. Test results still compare unfavourably with similar schools in both Years 2 and 6, though the current standards indicate that pupils are on course to remedy this in 2003. Overall, the school has made a satisfactory improvement. It is well placed to sustain this improvement further.

STANDARDS

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

Performance in:	compared with			
	all schools			Similar schools
	2000	2001	2002	2002
English	B	C	A	B
mathematics	D	E	D	E
science	D	D	D	E

Key	
Well above average	A
above average	B
Average	C
Below average	D
well below average	E

The table shows that the standards in 2002 were well above the national average in English yet were below average in mathematics and science. The proportion attaining highly in English in 2002 was better than many schools. The differences between the subjects shown in the table are largely caused by fewer pupils attaining highly for their age in mathematics and science compared to the majority of other schools. When compared with similar schools, based on eligibility for free school meals, standards overall were above average in English but well below average in science and mathematics. However, these comparisons based on free meals do not take into account the below average attainment of a significant number of children on entry to the school or the above average number of pupils with special educational needs. A better measure is to compare the attainment of the pupils at 11 with their attainment when aged seven. When this measure is used, the achievement of the pupils is good overall, being better than similar schools in mathematics and science and much better in English. The trends in performance have been upward in science and English from 1998-2001. Results rose significantly in the most recent 2002 Key Stage 2 tests in English and mathematics.

The Key Stage 1 test results have fluctuated more than in Key Stage 2. In 2001, standards were below average in reading and writing yet above average in mathematics. The results for 2002 were not as good as 2001 but sustained the improvement compared with 1998, 1999 and 2000. The current work in Year 2 is average in reading, writing, and mathematics and much better than previous test results would indicate, showing that 2002 results were a blip. The standards in recent years have improved in the Foundation Stage and most children currently in the reception year are on course to achieve the early learning goals in all areas of learning by the time they join Year 1. Standards are average in science at the end of Year 2. Standards are good in art and design and, in all other subjects, they are average. Standards are unsatisfactory in spelling. Pupils with special educational needs receive good support in the Foundation Stage and make satisfactory progress overall. Achievement of current pupils is good throughout the school. The school has set realistic targets for the future related to different cohorts of pupils.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Pupils have positive attitudes to their lessons and the full range of school activities.
Behaviour, in and out of classrooms	Behaviour around the school is good. Pupils act sensibly and maturely.
Personal development and relationships	Pupils respond very well to the opportunities provided to help them mature and become responsible. Relationships throughout the school are very good.
Attendance	Levels of attendance are well below national averages.

TEACHING AND LEARNING

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

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

The teaching is good overall and has improved since the last inspection. No teaching is unsatisfactory. This effective teaching is having a major impact on the good progress that pupils are now making in the first few years of school and in the improved overall quality of learning. Teaching in mathematics and English is consistently good. The good quality of teaching has a direct impact on the quality of learning for pupils, which is consistently good. A school-based initiative in the Foundation Stage to develop pupils' independence and writing skills is having a positive impact, particularly on the standard of writing. The learning atmosphere is good in the school. Planning is generally of good quality with learning objectives clearly identified and shared with pupils. This has a positive effect upon the quality of learning because pupils clearly understand what they are going to do in a lesson. Pupils with special educational needs receive good support, which is effectively targeted to their needs. The key skills of literacy and numeracy are well taught. Learning support assistants are well briefed and support teachers and pupils well. Occasionally, introductions to lessons are too long and the work is not always matched closely enough to the needs of different abilities and year groups.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	All statutory requirements in the curriculum are met. The school has a broad curriculum but some subjects are under-emphasised. Trips are used very effectively to enhance the pupils' learning.
Provision for pupils with special educational needs	The provision for pupils is good. Good records are kept and they are well supported.
Provision for pupils' personal, including spiritual, moral, social and cultural development	The provision for pupils' personal, including spiritual, moral and social development is good overall. The provision for the social and moral development of pupils in particular is very good and a strength of the school.
How well the school cares for its pupils	This is a caring school where staff are aware of pupils' needs and provide good pastoral support.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The headteacher provides good, purposeful leadership and is well supported by the senior management team. Many of the coordinators are new to the school and are not yet having the impact upon their subjects that is necessary for standards to rise further.
How well the governors fulfil their responsibilities	The governors are keen, giving good support to the headteacher. They are well informed and fulfil their responsibilities well. They have a systematic approach to monitoring standards in English, mathematics and science.
The school's evaluation of its performance	The school makes sound use of data for analysis and to set appropriate targets for pupils' performance.
The strategic use of resources	The school makes satisfactory use of its resources, particularly the indoor accommodation. The principles of best value are applied soundly.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none">• Their children like school.• They would be comfortable raising any concern.• The school has high expectations.• The school is well managed and led.• The school helps pupils to be mature and responsible.	<ul style="list-style-type: none">• How they are informed about their children's progress.• Children's spelling.

The inspection team agreed with the positive views expressed by parents. The general standard of spelling is below average and the school improvement plan has identified it as a priority for improvement. It was found that pupils' reports did not give a sufficiently clear picture of their progress and attainment.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and pupils' achievements

1. The trend in National Curriculum Test results has been consistently upward in English, mathematics and science at the end of Year 6. In 2001, the percentage attaining the expected Level 4 fell significantly in mathematics but the areas of weakness were addressed successfully so that the percentage rose substantially in the recent 2002 results to almost average levels. The percentage also rose in English, and those attaining the expected Level 4 in science remained high. The proportion of pupils attaining the higher Level 5 in English was better than average, whereas the proportions attaining Level 5 in mathematics and science were lower than the majority of schools and this was a major reason for the difference in performance between the subjects.
2. When compared nationally, the performance, based on average point scores, was well above average in English but below average in mathematics and science. When compared with similar schools, based on the free school meal eligibility, the school's performance was above average in English but below average in mathematics and science. However, this comparison is misleading. It does not take into account the below average attainment of pupils on entry to the school, the above average number of pupils on the list of special educational needs and the previously low performance of pupils, which placed the school in special measures. A more accurate measure, therefore is the prior attainment of pupils. When this measure is used, the achievement of the pupils is good; the school's performance is well above average in English and above average in mathematics and science.
3. Attainment on entry to the school is below average, based on the baseline tests used. Pupils are now making good progress in the Foundation Stage but the experiences of previous cohorts have been unsettled and influenced by changes to teaching personnel. As a consequence, standards on entry to Year 1 have varied and results at the end of Year 2 have fluctuated. The results in Year 2 showed a marked improvement in 2001 over the results at the time of the last report in 2000. The performance based on average point scores was above average in mathematics, when compared nationally, and average when compared with similar schools. In reading and writing, the performance in 2001 was below average when compared nationally and well below average when compared with similar schools. Although the results in 2002 were better than at the time of the last report in 2000, they are not as good as in 2001. Current standards in Year 2 are at least average and better than 2002, showing that the results in that year were a blip and that the overall trend is one of improvement.
4. The standard of current work in English, mathematics, and science is average at the end of both key stages, which reflects an improvement on the last report. Standards in spelling are unsatisfactory but pupils' writing shows a sustained improvement. The school gives considerable emphasis to the teaching of basic skills and standards of literacy and numeracy are satisfactory throughout the school. Standards in art and design are good and in all other subjects except geography are average. Not enough evidence was available in geography to make a judgement. Standards are average in religious education, which meets the requirements of the locally agreed syllabus.
5. The majority of pupils with special educational needs make good progress as a result of the additional support they receive from teacher assistants in classes and on an individual basis from specialist teachers. All pupils with special educational needs, including those with emotional and behavioural difficulties are fully involved in all aspects of school life and their contributions are valued. Those pupils who are talented and gifted make satisfactory progress.
6. Pupils make good progress in the first part of the Foundation Stage where achievement is good. By the age of five, they are in line to meet the early learning goals. These standards are maintained so that the achievement at the end of Year 2 and Year 6 is good compared to attainment on entry. The school has set realistic targets for the future. Current work indicates the pupils are on course to improve on previous test results in 2003, particularly in mathematics' and science in Year 6.

Pupils' attitudes, values and personal development

7. Children make good progress in their personal and social development in the Foundation Stage. Pupils have good attitudes to their lessons and participate enthusiastically in other school activities such as clubs and trips. They are keen to answer questions and settle quickly to productive work at the beginning of the school day. Parents say that their children like school and the pupils themselves confirm this in discussions. However, despite the enthusiasm that is expressed, the level of attendance for both boys and girls is well below national averages. The main reasons for this are family holidays taken in term time and a small number of families who are not committed to sending their children to school.
8. Behaviour around the school is good. Pupils are polite and friendly, acting maturely and sensibly. School property, including new play equipment, is treated well. In lessons there is a calm working atmosphere and the behaviour of Year 1 pupils visiting a local National Trust property as part of a history project was impressive. There have been no recent exclusions and there is no evidence of bullying or oppressive behaviour.
9. Relationships throughout the school are very good. Pupils are sympathetically cared for by staff and their achievements celebrated around the school in various displays and photographs including an impressive collage in the entrance hall. They socialise well, eating together in their classrooms at lunchtime, and older pupils befriend the younger ones through a "buddy" scheme. Pupils also work together well. There are many examples of this including Year 4 pupils collaborating in small groups to produce dance routines and, in a history lesson, pupils working together to research into Greek mythology. Pupils listen attentively to each other's contributions and wait their turn to speak, for example in a Year 5 discussion time, talking about what they are proud of.
10. Parents strongly believe that the school helps their children to mature and become responsible. Pupils have reacted well to the range of opportunities to take responsibility and get involved in decisions about school life. They raise money for charities, undertake jobs around the school as monitors and go out into the local community, for example performing at village events. In accounts of their residential trips, Year 6 pupils reflected on their successes in achieving personal goals in activities such as tree walking, one pupil writing that although it was frightening "I did it".

HOW WELL ARE PUPILS TAUGHT?

11. The standard of teaching and learning in the school is good and has been the key element in the improved quality of education provided. The overall quality of teaching is better than at the time of the last inspection. No teaching is unsatisfactory. In three-fifths of the lessons, teaching is good or better.
12. A major strength of the school is the quality of relationships at all levels. This has a positive effect on pupils' learning as teachers can focus on the objectives of a lesson and pupils are more motivated to concentrate in lessons. Discipline is maintained in a positive climate, which encourages pupils' independence.
13. Learning support assistants and parent helpers are deployed consistently well to support teachers. They have very clear guidance on the objectives of the lesson and their role in supporting pupils' learning. Their contribution is effective and complements the teaching.
14. The subject knowledge of teachers is good in English, mathematics and science. It is particularly strong in science and this has had a positive effect on the current work undertaken in classes. Effective encouragement is given to pupils to use the correct technical vocabulary for the subjects.
15. One key feature arising from this secure subject knowledge is a commitment by a few teachers to provide regular opportunities for pupils to investigate in science. In a Year 5 lesson, pupils carried out an experiment to understand better the concept of up-thrust. This involved them making predictions, choosing their own apparatus, carrying out experiments, recording processes and results and drawing conclusions. They also understood that experiments do not always produce expected results and what constitutes a fair test.

16. The teaching of literacy and numeracy is consistently good. Teachers understand the National Literacy and Numeracy Strategies well and as a result they teach these key skills effectively. Regular, daily emphasis is given to reinforcing the pupils' understanding of basic skills and these sessions are well planned and carried out in a purposeful way. In the best lessons, pupils are given very clear guidance on how to improve their work. For example, in a very well taught lesson in Year 2, the teacher gave pupils a very helpful structure for their writing, which had a positive influence on the above average standard that they achieved.
17. Teachers are making increasing use of new technology to ensure their lessons are stimulating and well focused. In an excellent lesson in Year 5, the teacher used a multimedia projector to help pupils' understanding of poetry. The pupils were highly engaged in this lesson and made very good progress.
18. The marking of pupils' work is a strength of the school. Teachers give consistently thorough comments and helpful guidance on how they might improve. Homework is set appropriately to support the pupils' learning.
19. Pupils with special educational needs are well taught when taught on an individual basis. However, the major weakness of teaching that is of satisfactory quality is that the work set for other pupils is not always sufficiently well-matched to the wide range of ability in the school, partly reflecting insufficient use of assessment information when planning lessons. This means that the more able pupils are not always challenged as well as they should be. Although lessons have a clear structure that helps pupils to sustain their concentration, occasionally the introductions to lessons are too long which causes the pace and impetus of the learning to flag. There are also a few occasions when too much emphasis is given to the factual content of a planned activity at the expense of the skill or idea being developed.
20. The teaching in Key Stage 2 is consistently good. A range of strategies is used to engage the pupils and lessons are well planned and organised. There is a high proportion of teaching in the final two years that is good or better. The best teaching was in one Year 5 class where teaching was consistently stimulating, inventive and well organised.
21. The teaching in Key Stage 1 is also consistently good. Teachers are working hard to improve standards and are making a clear impact, particularly upon the quality of pupils' writing in Year 2. A visit to Petworth House was used very effectively to develop pupils' learning. The pupils were well prepared and had a stimulating day, followed up by relevant work which increased their historical understanding and gave them a good opportunity to develop their skills of writing.
22. The teaching in the Foundation Stage has improved markedly since the last inspection report. At the heart of this better teaching is the implementation of a new approach. This is centred on giving greater emphasis to pupils' learning. They are given greater independence in their choice of activities and a different approach to developing pupils' writing. The improvement in standards is already evident in the Foundation Stage and is being extended progressively to other year groups.
23. This is a school with a clear ethos, which gives great importance to developing pupils' learning. Pupils take good advantage of the regular opportunities to show initiative, the stress on the skill of investigation and the commitment to helping them to become independent learners. This all has a direct impact on the quality of pupils' learning, which is consistently good.

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

24. The curriculum provided by the school is satisfactory overall, with several strengths that enhance pupils' learning opportunities. These include the cross-curricular approach the school uses to bring breadth to pupils' learning and the development of investigative skills, particularly in mathematics, science and design and technology. This picture is a similar to that found at the time of the last inspection by HMI in 2000. While there are these strengths in important areas, there are areas that need further development; for example, further opportunities for adventurous outdoor play in the reception class, and a more consistent approach to the development of basic geographical skills across the school. There are

insufficient opportunities provided to draw on cultural diversity to enrich pupils' learning in all subjects. Overall, the school is a happy learning community where relationships are very good and the curriculum offers breadth and relevance and is generally balanced. A good range of visits is planned to give pupils opportunities for field-study work, particularly in history, geography and art and design. In the week of inspection, pupils visited Petworth House and the British Museum to enhance their historical understanding. Most of the children and their teachers who visited Petworth House dressed up as Victorian servants, which brought history alive for them.

25. The curriculum is well planned. In Year 1 and 2, where classes have more than one age group, the plan has taken account of this, covering all subjects in a two-year rotation to ensure that pupils do not repeat particular topics or have gaps in their learning. The work however, is not consistently matched to the differing ages and abilities. Appropriate priority is given to English, mathematics and science and progress in these subjects observed in lessons indicates that above average allocation of time is being used well. Other subjects are taught in unit blocks, which means that there is occasionally a lack of continuous development of pupils' knowledge and understanding. This was particularly evident in geography. The curriculum has been reviewed recently to ensure that opportunities to bring cohesion to learning through the careful linking of different subjects within a topic have been taken. A good example of this is in Year 3, where the pupils are combining their study of an ancient Egyptian civilisation with the use of techniques that were learnt in design and technology, to construct a sarcophagus with a hinged lid. They have carried this through to English, where there are written reports on their discoveries and instructional texts on how they built a sarcophagus. Such cross-curricular links have been exploited well. Younger pupils enjoy a generally balanced curriculum of creative and more academic activities. The school helps them develop their confidence from an early age through a new learning initiative, which includes a variety of early morning activities planned to develop their independence. This work is central to the school's philosophy of promoting independent and confident learners. Other opportunities for investigative work and problem solving also support this philosophy, particularly in science and design and technology.
26. The provision for pupils with special educational needs is good. Support is provided for those with emotional and behavioural difficulties and pupils' individual targets are used to inform teaching. For example, one pupil recognised that he had secured strategies to spell the days of the week accurately, which he developed through an interactive computer program. Individual education plans are good. Pupils with special educational needs are well supported in class by teaching assistants who are aware not only of the lesson objectives, but also of the pupils' personal targets in the individual education plans. Two specialist teachers of special educational needs withdraw pupils for highly focused work on literacy and numeracy. Parents of pupils with special educational needs are kept well informed at every stage of the Code of Practice and through the annual reviews of the individual education plans. However, the provision for other lower attaining pupils and for the higher attaining pupils is less effective as the work is not consistently matched in lessons to pupils' ability. The school is aware that it needs to develop strategies to meet the needs of those pupils with special gifts and talents and has begun work in this important area.
27. Provision in the curriculum for developing key literacy and numeracy skills is now good. The staff uses the National Literacy and Numeracy Strategies' Teaching Frameworks to help plan lessons and provide support for pupils with different abilities. They use the strategies' approaches to raise standards in reading, writing and spelling, and give pupils opportunities to consolidate these skills in other subjects. For example, pupils write non-chronological reports on Greek vases as part of the history topic, understanding the characteristics of a report where writing is structured under sub-headings, with photographs and diagrams labelled to bring additional information to the reader. In design and technology, for example, the skills of chronological writing are used effectively to describe the methods for cooking biscuits. Pupils' numeracy skills are used well in science, where pupils are using them to record the results of a wide range of scientific investigations, for example, on elasticity, reversible change, and forces, including friction and gravity.
28. Provision is good for extra-curricular activities. About one in seven parents responding to the pre-inspection questionnaire had reservations about this aspect but the inspectors, after checking the school's provision, do not agree with parental concerns. There is a wide range of clubs, including art, drama and physical activities. Pupils are offered the opportunity to go on residential visits to outdoor

pursuit centres. Through careful planning, the school ensures that pupils have equal access and opportunity to the learning provided. The provision for the pupils' personal, social and health education is effective and is given high priority. Suitable emphasis is given to sex education and the dangers of drug misuse.

29. The provision that is made for pupils' moral and social development is very good and a strength of the school. The provision for spiritual is satisfactory. The provision for cultural development is also satisfactory but with a few aspects for improvement.
30. School assemblies on themes such as forgiveness and understanding have a key role in promoting Christian values and developing pupils' spiritual awareness, although on occasion these contain limited opportunities for pupils' own reflection on what such concepts mean to them. There are new good links with the local churches and visitors from these regularly lead worship. On field trips, pupils are encouraged to observe the world around them, listening to the sea on coastal walks, and, in their own way, some pupils expressed awe at the scale and some of the objects they saw on a trip to a large National Trust property.
31. Pupils clearly know right from wrong. They have been actively involved through questionnaires, classroom discussions, and the school council in reviewing the school aims, which in simple language promote mutual respect, cooperation and care for each other. A short but clear code of conduct is prominently displayed around the school and this is understood by even the youngest pupils, one of whom without prompting said, "it is important to listen to learn". Moral development is underpinned by the school's behaviour policy containing a number of strategies to discourage inappropriate conduct.
32. Social development is also very well promoted. At lunchtimes, pupils are encouraged to sit and talk together while eating and to share the new playground equipment. A good range of trips, sports and extra-curricular activities help pupils to relate well to each other. The provision made for personal and social education is good overall.
33. The school sees the cultural provision for pupils as an area, which is still developing. Pupils visit museums and other places of cultural interest and the school has hosted events such as workshops on African dance. Supply teachers from overseas have talked to pupils about their own backgrounds and cultures and a parent has lent the school several artefacts relating to life in another country. However, little is currently done to reflect the multicultural nature of British society. These links with the community make a good contribution to pupils' learning.
34. The school has some very constructive relationships with other primary and secondary schools in the area. This has meant that staff can join other schools for training and learn how different schools deal with important aspects of schooling such as attendance and provision for pupils with special educational needs. These good relationships with secondary schools also ensure a smooth transition when pupils go to their chosen secondary school.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

35. This is a very caring school where the well-being and support of pupils is clearly a priority. From their comments, many parents share this view.
36. The school provides a safe environment for pupils. There are satisfactory child protection arrangements. The headteacher is the designated person with responsibility for these. Local guidelines are followed and there are good links with the other agencies involved. There are regular health and safety inspections and remedial work quickly put in hand when hazards, such as the need to move electrical sockets, have been identified. On a school trip appropriate steps were taken to complete risk assessments and ensure that pupils travelled safely and were well supervised.
37. There are satisfactory systems for recording, monitoring and improving attendance. The school follows up unexplained pupil absences each morning by telephoning parents and works closely with the education welfare officer who visits regularly and undertakes home visits where a pupil's attendance record is a

cause for concern. Newsletters and leaflets have also been sent out to remind parents of the importance of this issue. Attendance levels have improved slightly since the start of the current year.

38. Pupils receive good pastoral support and guidance. The systems for monitoring pupils' academic performance and personal development are satisfactory. A classroom assistant has specific responsibility at lunchtime to help pupils with any behaviour issues and the school has good links with external bodies that provide support to pupils on issues relating to personal safety and health. Behaviour and personal development are monitored through informal but effective arrangements for the exchange of information, which work well in the context of a school where pupils and their needs are well known to staff. The procedures for monitoring and promoting good behaviour are effective. Inappropriate behaviour is dealt with promptly and the headteacher has a key role in personally working with pupils and their parents when there are problems.
39. The previous inspection report noted that good progress had been made in developing procedures for monitoring pupils' work and there are now effective systems in place for testing and recording pupils' attainment and progress in English, mathematics and science. All pupils take a variety of nationally recognised tests twice a year. Data is entered onto a computer program and analysed against previous results and national expectations. Assessment information is used satisfactorily to guide curricular planning. The senior management team has a key role in reviewing the results, pupil by pupil, so that additional support, such as booster classes or help through working individually or in small groups with the special needs' teachers, can be directed to those needing it. At present, the school has no systematic arrangements for monitoring pupils' progress in the foundation subjects and there is a wide variation between year groups and subjects in how this is done.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

40. The links with parents are good overall. About 90 per cent of parents think highly of the school, although a few parents responding to the questionnaire thought links could improve. The school has worked hard to develop its links with parents and provides a welcoming atmosphere. The headteacher and other staff are readily available to discuss issues on an informal basis when parents bring or collect their children. After an unsettled period when the school was placed in special measures, parents have progressively gained confidence in the school and view it favourably. Almost all parents are confident about approaching the school with problems or queries.
41. There are effective channels of communication including newsletters, home-school journals and regular meetings. Parents are kept informed about the educational topics being studied during the course of the year. The school is keen to involve parents with their children's learning so that they can help them at home and is running a series of courses and workshops for parents covering English, numeracy and computing. Most parents think that they are kept well informed about their children's progress but about one in five parents responding to the questionnaire have reservations. The annual reports are not particularly helpful in this respect, focusing on what has been studied while lacking specific detail on attainment and progress or what a pupil needs to do to improve.
42. The level of parental involvement has a positive impact on the life of the school. Many parents support the school well in a number of practical ways, extending the range of opportunities and resources available to pupils. They help with visits, some enthusiastically dressing in Victorian costume for a history trip to Petworth House on the theme of "how we used to live". Several give valuable help in classes on a regular basis, particularly with the programme of learning and investigation activities undertaken by younger pupils each morning. Significant parental fund raising has helped pay for new equipment and funds the maintenance and operating costs of the swimming pool.

HOW WELL IS THE SCHOOL LED AND MANAGED?

43. The leadership and the management of the school are both good. The headteacher provides effective, purposeful leadership with a clear vision for the school. She has taken a central role in monitoring and evaluating teaching; these systems are now satisfactory and leading to changes that have improved the standards. Although this has not yet been translated into results that show a favourable comparison with schools in a similar context, the pattern of improvement is clear. She is well supported by the staff, governors and parents and there is a shared commitment to further improvement. A major success of the new leadership has been to gain the confidence of the parents after an unsettled period following a critical school inspection report in 1998. The day-to-day management of the school is effective and the welcoming, efficient office staff who make an important contribution to the school ethos.
44. A key issue from the last inspection report was to ensure that the school's improvement plan was fully implemented and there was greater consistency and progression in pupils' learning. These have now been completed satisfactorily and governors ensure the improvement plan is implemented. Medium-term planning is now a strong feature of provision. The headteacher and the senior management team give considerable emphasis to monitoring the plans made for year groups. The system for monitoring the planning and scrutiny of pupils' work on a regular basis is good in English, mathematics and science but is not applied consistently in the non-core subjects. A number of coordinators are newly appointed to their roles and, as a consequence, they have not been able to make the impact on their subjects necessary to raise standards further beyond the current average level.
45. School improvement planning is focused on appropriate, identified priorities, which are closely linked with the aims of the school and are adequately resourced. The plan gives guidance on how targets are to be met but these could be more precise to help the management gauge progress. The plan is evaluated each year by subject coordinators, the senior management team and the governors' curriculum committee.
46. The governing body supports the headteacher well. Governors fully understand the strategic role that they play. The governing body effectively fulfils its responsibilities with regular school visits, committee meetings and the monitoring of teaching. Nominated governors have responsibility for the oversight of English, mathematics, science and the provision of pupils with special educational needs. The headteacher also keeps them well informed about what is happening in school and they are developing a clear understanding of the strengths and weaknesses.
47. The school strategy for appraisal and performance management is satisfactory and the school has consistently sought to obtain best value. This has been particularly marked in the way the governors have considered the most competitive options for the development of the school accommodation. There is an appropriate number of staff, who are suitably qualified, and the learning support staff make an effective contribution to the school. The professional development of staff and induction procedures for new teachers is sound, ensuring that all staff receives suitable training and new staff settle quickly into the school.
48. The overall range and quality of learning resources is adequate. The resources for physical education are currently unsatisfactory. In Information and communication technology however, improved resources are helping to raise pupils' attainment. The school makes the best use of the available space and the accommodation is enhanced by attractive displays of pupils' work. There have been many improvements since the last inspection, including provision of a lobby, library, a computer suite and redecoration. The school grounds are well developed with a Victorian garden, wildlife area, swimming pool, and climbing apparatus. However, the provision for outdoor play for the Foundation Stage is unsatisfactory.
49. The school budget is based on the needs identified in the school improvement plan and the finance committee regularly monitors expenditure. There was a budget deficit at the end of the last financial year but the school has clear plans to correct this in the current financial year. The school has a higher than average income but expenditure is also above average. Taking into account the context of the school, the average standards currently achieved, balanced against the below average test results and the overall good quality of education provided, the school is providing satisfactory value for money.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

50. Standards have improved substantially since the previous inspection, with English showing the best improvement. The standard of current work in each of the core subjects is broadly average in Year 2 and in Year 6 but these average standards are not yet fully reflected in the test results. In Year 6, the below average point scores in tests are mainly because not enough pupils attain the higher Level 5, itself largely reflecting insufficient emphasis in some lessons on providing different levels of work for pupils with different attainment. Many subject coordinators are new to their posts and have not yet been able to help teachers improve their teaching to the extent that it consistently meets the needs of all pupils, particularly the more able. Nor have subject coordinators yet been able to improve the use of assessment information when planning the curriculum for the term and lessons for the week. These, then, are the most important challenges now facing the school. To improve further, the headteacher and her staff, with the support of the governing body, should:

- ❑ increase the proportions of pupils Year 6 attaining the higher levels in the National Curriculum tests by:
 - providing relevant and challenging work for the more able pupils; (Paragraphs 1, 19, 90, and 100)
- ❑ increase the influence of coordinators upon the standards and the teaching of their subjects by:
 - making greater use of assessment information gained in lessons and tests to plan pupils' future work (Paragraphs 39, 44, 97, 108, and 119);*
 - ensuring the tasks set for pupils are more consistently matched to the needs of different abilities and different year groups (Paragraphs 19, 25, 26, 95, 96);*
- ❑ apply a consistent strategy throughout the school to improve pupils' spelling (Paragraphs 4, 84);*
- ❑ improve the provision for outdoor play for the Foundation Stage (Paragraphs 24, 47, 55, 67);*
- ❑ improve attendance levels by developing further procedures for monitoring and targeting pupils with poor attendance levels (Paragraph 7).*

NB items marked with (*) are already identified in the school development plan.

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	55
Number of discussions with staff, governors, other adults and pupils	14

Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	1	11	21	22	0	0	0
Percentage	2	20	38	40	0	0	0

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

Information about the school's pupils

Pupils on the school's roll

	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	245
Number of full-time pupils known to be eligible for free school meals	18

Special educational needs

	YR – Y6
Number of pupils with statements of special educational needs	3
Number of pupils on the school's special educational needs register	77

English as an additional language

	No of pupils
Number of pupils with English as an additional language	2

Pupil mobility in the last school year

	No of pupils
Pupils who joined the school other than at the usual time of first admission	29
Pupils who left the school other than at the usual time of leaving	30

Attendance

Authorised absence

	%
School data	6.7
National comparative data	5.6

Unauthorised absence

	%
School data	0.3
National comparative data	0.5

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

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

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	2002	19	17	36

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	12	15	17
	Girls	13	10	11
	Total	25	25	28
Percentage of pupils at NC level 2 or above	School	69 (85)	69 (88)	78 (97)
	National	84 (84)	86 (86)	90 (91)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	13	17	14
	Girls	12	11	10
	Total	25	28	24
Percentage of pupils At NC Level 2 or above	School	69 (82)	78 (97)	67 (97)
	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)

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
	2002	28	28	56

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	22	20	26
	Girls	24	19	24
	Total	46	39	30
Percentage of pupils at NC level 4 or above	School	82 (78)	70 (56)	56 (71)
	National	73 (72)	73 (71)	86 (87)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	11	18	16
	Girls	20	23	15
	Total	31	41	31
Percentage of pupils at NC level 4 or above	School	55 (67)	73 (74)	56 (71)
	National	73 (72)	74 (74)	82 (82)

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

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

Categories used in the Annual School Census	No of pupils on roll	Number of fixed period exclusions	Number of permanent exclusions
White – British	240	0	0
White – Irish	0	0	0
White – any other White background	2	0	0
Mixed – White and Black Caribbean	0	0	0
Mixed – White and Black African	0	0	0
Mixed – White and Asian	0	0	0
Mixed – any other mixed background	0	0	0
Asian or Asian British – Indian	0	0	0
Asian or Asian British – Pakistani	0	0	0
Asian or Asian British – Bangladeshi	0	0	0
Asian or Asian British – any other Asian background	0	0	0
Black or Black British – Caribbean	0	0	0
Black or Black British – African	0	0	0
Black or Black British – any other Black background	1	0	0
Chinese	0	0	0
Any other ethnic group	2	0	0
No ethnic group recorded	0	0	0

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

Teachers and classes

Qualified teachers and classes: YR – Y6

Total number of qualified teachers (FTE)	11.5
Number of pupils per qualified teacher	21.3 : 1
Average class size	27.2

Education support staff: YR – Y6

Total number of education support staff	9
Total aggregate hours worked per week	179

FTE means full-time equivalent

Financial information

Financial year	2001/02
	£
Total income	675,232
Total expenditure	697,240
Expenditure per pupil	2,332
Balance brought forward from previous year	13,275
Balance carried forward to next year	- 8733

Recruitment of teachers

Number of teachers who left the school during the last two years	6.2
Number of teachers appointed to the school during the last two years	6.4
Total number of vacant teaching posts (FTE)	0
Number of vacancies filled by teachers on temporary contract of a term or more (FTE)	0
Number of unfilled vacancies or vacancies filled by teachers on temporary contract of less than one term (FTE)	0

FTE means full-time equivalent.

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out

245

Number of questionnaires returned

130

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	53	44	3	0	0
My child is making good progress in school.	51	42	2	0	5
Behaviour in the school is good.	32	54	6	0	8
My child gets the right amount of work to do at home.	34	55	8	0	3
The teaching is good.	59	34	1	2	4
I am kept well informed about how my child is getting on.	36	37	19	3	5
I would feel comfortable about approaching the school with questions or a problem.	64	32	2	1	1
The school expects my child to work hard and achieve his or her best.	56	42	1	1	0
The school works closely with parents.	46	40	10	2	2
The school is well led and managed.	51	44	1	2	2
The school is helping my child become mature and responsible.	48	46	2	2	2
The school provides an interesting range of activities outside lessons.	41	41	14	1	3

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

51. The provision for children in the Foundation Stage is in the reception year; the school does not have a nursery class. The standard of provision has improved markedly since the last inspection. The curriculum is now appropriate to the needs of the children and the management and organisation of learning enables children to take full advantage of the opportunities offered. Teaching is good overall with some very good teaching in literacy and dance lessons, enabling children to learn quickly and well as soon as they are admitted to the school. The productive teamwork of the staff creates an ethos where everyone feels valued and secure and relationships are very good. A new school initiative to encourage children to develop independence in planning and writing about their chosen activities is having a strongly positive impact on learning for all children, effectively involving parents and carers in children's progress. Provision for creative and physical development, and for knowledge and understanding of the world, is satisfactory with some good features, but outdoor provision is not adequate. The school has made significant progress in improving the indoor learning environment for the youngest children by ensuring that classrooms are spacious, and resources are more appropriate to the needs of children of this age. However, the impact of displays in the two classrooms has some way to go to be appropriately stimulating of children's curiosity and learning. The new coordinator for early years has a clear understanding of the needs of young children, and is effectively developing the Foundation Stage.
52. Children enter the school with widely varying experiences, and many with below average attainment in the vital area of language development. This is confirmed by early assessments carried out during the first few weeks in school. Good quality teaching based on very focused planning enables the children to make rapid progress in language development. Most are likely to achieve the early learning goals in all areas of learning by the time they move to Year 1. Higher achieving children are likely to exceed expected levels for five-year-old children in reading and writing by then.
53. Almost a third of the reception children have been identified as having special educational needs. The school's good induction process for new children, and very effective links with pre-school settings enables the teacher to identify children's needs quickly and to establish and implement appropriate learning provision for these children. They make good progress in all areas of learning. The reception class has good support mechanisms with effective learning support assistants who have considerable insight into the needs of all the children.

Personal, social and emotional development

54. Most of the children enter school with a positive and confident attitude, able to take full advantage of the secure and caring environment created by the staff. By the time they leave the reception classes, they are likely to achieve the early learning goals in this area. Children make several visits to school in the term before they are admitted, and staff members visit pre-school settings to establish links and get to know the children. Home visits are also part of the induction process. Most children are therefore familiar with the adults and routines they will meet when they start school.
55. Each day begins with the opportunity for children to choose from twelve activities such as painting, playdough or shapes, and to record their choice on an individual sheet. Parent helpers assist children in completing their task, encouraging them to concentrate and persevere so that good learning is taking place from the outset. These sessions are brief, but very effective in developing independence and pride and in setting appropriate work habits. Parent helpers are given guidance on expected outcomes from the activities. Their involvement is having a positive impact on the support children receive from home, as these parents develop a deeper understanding of how children learn.
56. Children know what is expected from them when working at tables or sitting on the carpet. Behaviour is generally very good, and there is a real sense of enjoyment throughout the school day. All children are confidently able to join the rest of the school at playtime, and in daily assemblies in the school hall, further reinforcing their sense of community. However, opportunities to explore outside the classroom are limited because of the overall unsatisfactory provision of the outdoor environment. There is very little

challenge provided by most of the outdoor equipment provided for playtime, and few opportunities for children to explore as they play or to make discoveries for themselves.

57. When completing formal tasks, such as writing about their chosen activities, children generally show good concentration. Despite their limited vocabulary, there is some good interaction between them as they discuss for example, the shapes they have made or the car races they have organised, and this provides good opportunities for learning language. Most children eagerly share their successes with each other and an interested adult. The staff members, who provide good role models for the children, treat everyone with courtesy and respect. The quality of teaching is good, reflecting the high expectations that the staff have. Children make good progress.

Communication, language and literacy

58. Most children make good progress during their reception year and are likely to achieve the early learning goals by the time they move to Year 1. Teaching is good, sometimes very good, with an appropriate emphasis on the development of speaking and listening, and early reading and writing skills.
59. All children listen attentively to their teachers. They enjoy answering in the lively questioning sessions, and respond easily to adults during individual or group activities. Many use simple sentences to describe their actions such as 'I painted a picture of my daddy', and all are encouraged to contribute, giving every child a format for speaking and writing. There are very effective links made in curriculum planning to ensure that the content of speaking and listening sessions is a preparation for or reflection of the activities that children are undertaking in all areas of learning. This cohesion has a positive impact on learning, particularly when adults are involved in supporting and developing children's experiences.
60. The children are given a reading book to take home every day. They enjoy listening to stories and sharing books with adults, and all children show a good grasp of the story line in their reading books, including picture book sequences without words. Parents are asked to comment about progress in their child's reading journal, developing an effective dialogue with the school over time. A phonics session is held each day, which is reinforced by parents' support at home. This is very effective in developing children's knowledge of letter sounds, and contributes significantly to children's good progress in reading. Elements of the National Literacy Strategy Framework for teaching are used effectively, incorporating assessment opportunities into word, sentence and text work, in short, brisk sessions that are entirely appropriate to the age of the children.
61. The early-morning writing sessions give children a structure for developing a good understanding of the purposes of the task, as they record their chosen play activities on arrival at school. Most can already begin a recognisable sentence with the correct initial sounds to words and continuing with less recognisable letter shapes that they effectively 'read' back. Children of all abilities make good progress in learning to write, which contributes significantly to the good progress shown over the reception year. Its success is dependent on considerable adult support, however, and parents' contributions are a major factor.

Mathematical development

62. Teaching in this area of learning is satisfactory and generally ensures that early knowledge is appropriately built on effectively. There are many missed opportunities during the daily routine, however, when counting and number operations such as addition and subtraction could be reinforced, and there is confusion in some displays when numbers are introduced that are beyond children's experiences.
63. The quality of learning is sound although expectations of children's learning rate in mathematics are sometimes unrealistic when too many concepts are introduced in a lesson too quickly. Nevertheless all children make satisfactory progress in this area of learning, and most are likely to achieve the early learning goals by the end of the reception year.
64. Appropriate use is made of the National Framework for teaching numeracy, in short but suitably focused sessions for small groups. Children sing number rhymes such as 'Old King Cole' with enthusiasm as they learn about the number three, and some are able to use a number line to work out 3 and 2 more.

Teachers introduce relevant mathematical language during these sessions. Play activities are organised well to enable children to explore mathematical concepts such as capacity, and good adult intervention ensures that maximum progress is made during many of these sessions.

Knowledge and understanding of the world

65. Children are admitted to the reception class with a varying attainment. Many good experiences are provided to enable them to build on that knowledge. Their rapid early progress in developing good language structures also contributes effectively to progress in this area of learning. Teaching is good and children make good progress throughout the year. This could be further improved by the provision of a more appropriate outdoor environment, where children could experience a range of learning opportunities during the school day. Most children are nevertheless likely to achieve the early learning goals by Year 1.
66. All the children demonstrate a curiosity about their world, finding interesting objects such as feathers and crisp bags to bring into the classroom from their walk round school. They learn to record this in a manner that conveys information to others, as they think about whether such things are natural or not. They explore the properties of soap, describing its appearance when dry, and discuss what happens as the soap gets wet. A discussion about bubbles helps them to consider whether the colour of the soap affects the colour of the bubbles, moving learning on from development of children's senses to critical scientific thinking. This is further developed when children build go-karts and learn about the forces that make them move. Play sessions give children the opportunity to question why things happen and how things work, but these activities are often time tabled to take place when adults are occupied with more formal sessions of teaching, and good learning opportunities are missed. There is an adequate supply of computers for children to reinforce learning using CD-ROMs but skills are not well developed yet. Children are frustrated when they are unable to understand what they are doing, and many sit for long periods waiting for an adult to support them. Children's guided use of a digital camera recently has given instant information that teachers use well to illustrate experiences, and to help children to recall their learning.

Physical development

67. The daily good opportunities provided for children to develop independence have a positive impact on their physical development, helping all children achieve the early learning goals in this area by the time they move to Year 1. Children demonstrate high self-esteem and confidence, and are very willing to use their skills in formal and play activities. Teaching is good with some very good teaching in dance lessons, enabling children to develop truly imaginative dance sequences as they learn about body control and movement. Most children make good progress in this area of learning. Many would exceed expectations if they had better opportunities to develop skills such as climbing and balancing in an appropriate environment. At present, such learning is scheduled for brief playtimes, or lessons in physical education, and this is insufficient.
68. In lessons taught in the hall most children are able to run, jump, jog, hop, stop and change direction quickly in order to avoid others. Good training since admission enables children to show real awareness of the need for space both in the hall and when setting out play equipment in the classroom. This good learning is also evident in children's pencil control. Most children have a mature grip of tools when writing or painting, and have good opportunities to practise the use of scissors and glue sticks. When tidying away, they show a good understanding of appropriate size and space, reflecting relevant experiences since admission. Adults ask children to demonstrate number values with their fingers, promoting manipulative skill development. Hand and foot printing activities extends this learning further, as children work out how to ensure that every digit prints satisfactorily.

Creative development

69. Attainment in this area of learning is at the expected levels for four-year-old children. Good teaching ensures that the children make good progress in the reception year, and most are likely to achieve the early learning goals by the time they move to Year 1.
70. Although the children have only recently been admitted to the school, and are still exploring the exciting new equipment, good opportunities are provided for them to reflect on their learning and develop ideas. Children mix colours in their painting activities, and higher achievers are able to say that they made green by mixing yellow and blue. Each classroom has a home corner where children choose to set up 'meals' for their friends, or act out traditional tales such as the Three Bears. These are well-resourced activities, which give children good opportunities for role-play, but they require more adult intervention than is currently offered if children are to gain maximum benefit from them. When teachers lead role-play sessions such as the dance sequence in physical education, the children demonstrate that they have the confidence to make aesthetic judgements about their learning.
71. There are many opportunities occurring during the day for children to sing the rhymes and songs they have learned since admission to school. They demonstrate good learning of the words and tunes, and put this to enthusiastic use in assemblies and hymn practices. Recent involvement in the school's Harvest Festival has given the children an introduction into Christian thinking, and further opportunities to reflect on their experiences as they recall the purpose of their visit to church.

ENGLISH

72. The standard of current work in English in both Year 2 and Year 6 is average, which reflects an overall improvement since the last report. The progress identified in the last report has been sustained. All pupils, including those with special educational needs, make mainly good progress in lessons and their achievement when they leave at the age of 11 is often better than expected when compared to their attainment at the age of seven.
73. The trend in the school's national curriculum test results in Key Stage 2 has been well above the national trend. The percentage that attained the expected level was higher in 2000, 2001 and 2002 than the national average. There was a dip in 2001 from the high figure in 2000 but the 2002 percentage is higher than that for 2001. Although test figures for reading are better than for writing, the latter have shown sustained improvement.
74. The percentage of pupils who attained the higher Level 5 was in line with the national average in 2001 and rose further in the latest tests in 2002. Although the performance of individual cohorts of pupils varies, there has been little discernible difference between the relative performance of boys and girls between 1999 and 2002.
75. When the school is compared with similar schools, based on eligibility for a free school meal, its average points score is above average. It is clear that the school has a higher than average number of pupils on the list for special educational needs and recent cohorts of pupils had below average attainment at Key Stage 1. A more accurate measure of progress is based on pupils' prior attainment. When the pupils' average points score is compared with similar schools on this measure, achievement is very high. Overall, the Key Stage 2 results show very good progress since the last report.
76. Progress in the Key Stage 1 has been influenced by the instability and turnover of teaching staff in the last academic year. There was a clear improvement in the average points score in the Key Stage 1 national curriculum tests in both reading and writing in 2001, although standards remained below average at both the expected Level 2 and the higher Level 3. Results in Year 2 dipped considerably in 2002 but current work shows a good recovery. Boys' attainment has not compared well with boys nationally from 1999 onwards, and girls have performed significantly worse than girls nationally in both reading and writing. The school has identified the reasons and there are clear signs of improvement in current work in Year 2.

77. When compared with similar schools, based on free school meal eligibility, the average points score in both reading and writing at Key Stage 1 was well below average. However, this measure must be viewed with caution, as the number of pupils on the register of special educational needs is above average and attainment on entry to the school is below average.
78. The quality of learning is good throughout Key Stage 1 and it is clear that current standards show an improvement. Pupils are making good progress in reading in Year 2. They are clearly able to use a range of strategies to help them understand familiar words. They are able to self-correct when their first reading does not make sense. They summarise well and recognise types of writing such as 'magic stories'.
79. There is a good written dialogue between teachers and parents in pupils' reading journals, although this is not sustained as effectively in Year 6. Despite the less consistent recording of reading outcomes at home, older pupils' interest and enthusiasm for books develops soundly. The more able can discuss authors such as Roald Dahl and give reasons why they prefer particular books. Less confident readers have a more secure grasp of appropriate strategies to help them.
80. The pupils' writing in Years 1 and 2 is much improved from the last inspection report. There is no longer an overuse of worksheets and pupils are given plenty of opportunities to express their thoughts. In Year 2, a significant proportion of the pupils can write clear sequences of sentences, which are correctly punctuated. A few of the more able pupils write descriptively about their observations and feelings on a history trip.
81. Older pupils are also given opportunities across the curriculum to practise and improve their writing. History makes a particularly valuable contribution in developing pupils' literacy skills throughout the school. In Year 6 pupils can show in their writing an empathy with working children or those at school in Victorian times. Regular opportunities are given for pupils to evaluate each other's writing and, combined with teachers giving clear guidance, this helps to improve standards.
82. The standard of pupils' poetry is particularly good and there are some impressive anthologies of poems written by Year 6 pupils. Pupils have a good understanding of rhyme and the structures used for different types of poetry such as haiku.
83. There is a daily session to develop the pupils' reading, handwriting and spelling throughout the school. This is consistently effective and is particularly impressive in a Year 5 class where pupils independently go about their tasks and are involved in improving their own learning.
84. Handwriting is practised regularly and standards are satisfactory throughout the school. However, standards in spelling are unsatisfactory. The school has identified this as a priority but the approach to developing pupils' spelling is currently inconsistent and unsystematic.
85. In both key stages, standards in speaking and listening are satisfactory. Younger pupils enjoy listening to and talking about stories, rhymes and poems, particularly during the introduction to the literacy hour. Pupils in Year 2 can talk clearly about recent trips and experiences and their classmates listen politely. Older pupils are able to discuss well in small groups and read short extracts from books clearly during the literacy hour. Regular opportunities are given for drama in Year 6.
86. The teaching is consistently good. It is occasionally very good and was of an exceptionally high standard in a Year 5 class where the latest computer technology was used to stimulate pupils' understanding of poetry. Teachers have clear learning objectives and their planning is consistently good. In a Year 2 class, a teacher gave a very good model for writing that had a clear influence on the above average standards attained. The marking of pupils' work is consistently good with specific suggestions on how to improve. No teaching is unsatisfactory but teaching is less effective when introductions to lessons are too prolonged and insufficient guidance is given on the style and skills needed to achieve learning objectives.
87. The coordinator has a clear vision of how to improve standards and is providing effective leadership. She has analysed pupils' previous performance, particularly in tests, and identified correct priorities for development. There is satisfactory analysis of individual performance and good group targets. There has

been effective monitoring of planning and some observation of teaching. The school is well placed to improve its standards at the end of Year 2 and Year 6.

MATHEMATICS

88. At the end of Year 2 and Year 6 overall standards in mathematics are broadly average. The school has made satisfactory improvement in mathematics since the last inspection.
89. The national test results in mathematics at the end of Year 2 showed that standards were above average in 2001 but slipped to well below average in 2002. When compared with similar schools, the standards in 2002 were below average. Current standards in Year 2 have risen back to broadly average levels, showing that the 2002 results were a blip. In Year 6, the 2002 test results, based on average points, indicate that overall standards were below average and not as good as similar schools. After the low results in 2001, measures were taken and the percentage attaining the expected level in the recent 2002 national test results in Key Stage 2 improved by 20 per cent. However, fewer pupils in Year 6 attained the higher Level 5 than did so in the majority of other schools, suggesting some underachievement compared to the performance of these same pupils in English.
90. In Years 2 and 6, standards in using and applying mathematics are broadly in line with those expected nationally although there is a need to ensure that mathematics is used more regularly in other areas of the curriculum. Pupils develop a satisfactory use and understanding of mathematical language. They are encouraged to explain the strategies they use to work out their calculations using the correct mathematical language. For example, the correct mathematical terms were highlighted in a Year 3 lesson on three-dimensional shapes during teaching and follow up pupil activities and similarly in a Year 5 lesson on fractions. Problem solving is often linked to number and measurement with less emphasis provided in shape and space. There are insufficient links to other areas of the curriculum, so that the knowledge that pupils gain might be applied more practically by linking challenges and investigations to everyday situations.
91. Standards of numeracy are satisfactory at the end of both key stages. Lessons usually begin with an oral session linked to number, which challenges the alertness and mental agility of the pupils. In some lessons, this was too long. Most pupils have a secure knowledge of number bonds. They have a developing understanding of percentages, decimals and fractions. Younger pupils in Year 2 are developing an understanding of place value to 100. They have experienced halving, counting on and back, and understand the idea of more than and less than.
92. At the end of both key stages, standards in shape, space and measurement are in line with those expected nationally. By the end of Key Stage 1 pupils know about two-dimensional shapes and some of their properties. They measure, using centimetres and kilograms, but have little experience of capacity. Pupils become more aware of the concept of time and are introduced to the calendar, days of the week, seasons and months of the year. Pupils make satisfactory progress through Key Stage 2, continuing to study shape via properties of shape in Year 3 and an introduction to perimeter and area in Year 4 whilst angles and further study of area is part of Year 5 work.
93. There is insufficient emphasis on data handling. In work with databases in an information and communication technology lesson, older pupils demonstrated that they are able to gather information, enter it into a computer, and produce graphs. The use of information and communication technology generally however, is underdeveloped in mathematics lessons.
94. Overall, pupils' progress is satisfactory but it is variable. All the required aspects of mathematics are covered and the curriculum is broad and balanced. However, insufficient emphasis is given to investigative mathematics. Pupils in Key Stage 2 are given appropriate amounts of mathematics homework and this has a positive effect on pupil progress, particularly when pupils are supported and encouraged by their parents at home.

95. Pupils with special educational needs are making sound progress, often influenced by the effective support they receive from teaching assistants. However, the higher attaining pupils do not always receive the challenge that they require and a few teachers need to have higher expectations.
96. The quality of teaching and learning is good in the main. Where teaching is good, it is because lessons are well planned, follow a brisk pace and established routines. Teachers make good use of resources available to them, which are generally of good quality. Occasionally the pace of lessons is a little slow and an overuse of teacher exposition does not allow enough time for pupils to be actively engaged on their own tasks. Sometimes the work set is not matched closely enough to the pupils' ability. This works to the detriment of higher attaining pupils who are not challenged enough. Work is marked consistently although on occasions, more focused comments would help pupils to make greater progress. In Years 5 and 6 teachers' planning identifies lesson objectives but not the intended level of attainment.
97. The coordinator is new and keen for pupils to achieve success. She is aware of the need to continue the established pattern of monitoring teaching and learning in the subject and develop it further. Assessment procedures are in place but need to be more sharply focused and used more regularly to inform teachers' planning. Resources for the subject are sound but require better overall management.

SCIENCE

98. Attainment in science is average at the end of Year 2 and Year 6. The progress identified in the last inspection report has been sustained and there is a satisfactory level of improvement.
99. The performance in 2002 of the pupils that were aged seven, based on teacher assessments, was well below average and a long way short of standards in similar schools. The current average standards in this age group show that this was a blip.
100. In the 2002 national tests at the age of 11, the percentage attaining or exceeding the expected standards was above average but considerably fewer pupils attained the higher Level 5 than did so in the majority of other schools. This lack of high attainment is why the overall performance of the school is below average and much worse than schools with similar proportions of pupils eligible for a free school meal. When compared with their low overall attainment when aged seven, however, the achievement of those Year 6 pupils in 2002 was nevertheless good overall although the more able pupils were underachieving compared to their attainment in English. The school has worked hard to identify the areas in science which are under-developed and which are affecting overall standards in test results. Teachers are aware that the classes include a wide range of ability and experience and have made the science curriculum as visual and practical as possible so that pupils have good access to scientific methods through their involvement in investigative work. The coordinator has encouraged teachers to consider the questions that pupils need to be able to answer to achieve understanding at the end of each unit of work, and this has been effective in informing assessment and record keeping.
101. By the time they are seven, pupils are beginning to understand and classify materials according to their properties and are able to record similarity and difference on an appropriate mathematical table. They are learning that materials can change their state, for example solid blocks of chocolate and ice cubes can melt and then become solid again under certain conditions. They recognise this process as a reversible change, observing the effect on chocolate of being placed in a bowl over hot water and they talk with good judgement about their own experience of chocolate melting in their hands, understanding that this is because of their own body heat. They also note the impact on heating through baking the ingredients for biscuits and recognise this as an irreversible change.
102. By the time they are nine, pupils are learning about forces and recognise that friction is a force that can be reduced or enhanced for different purposes, for example, reduced for ironing or ice-skating or increased to improve the grip of vehicle wheels or driving gloves to prevent dangerous slippage. Again, pupils draw on their personal experience to demonstrate their understanding of scientific phenomenon, describing the braking effect of their shoes on the road when they ride a bike or scooter. Such examples of pupils applying knowledge to their own life experience suggest a confidence and positive attitude to science, which is impressive. In a Year 6 class, pupils built on their previous knowledge of a simple food chain, for

example “a daisy is eaten by a cow, a cow is eaten by humans”, to consider more complex inter-relationships of animals in a seaside habitat. They came to understand that some animals can be prey or predators in these relationships.

103. Pupils' attitudes to science are good. They work with great enthusiasm, particularly when they are involved in investigations. They work well in small groups and behave consistently well, even when investigation involves them in exciting activities with a range of apparatus, buckets of water, and unwieldy measuring tools, for example a metre rule. Teacher assistants work effectively alongside pupils and provide good support for pupils who have additional learning needs, and in this way, every pupil is able to enjoy the same curriculum and report on the work they have completed with confidence and knowledge.
104. The quality of teaching and learning in science is good in the main. This is because teachers have good subject knowledge and plan well. Teachers use a commercially produced scheme of work to plan and ensure continuity and progression in the different strands of the science curriculum. Planning also takes account of the wide range of learning needs in the class and raises the key questions that children need to answer to understand the lesson objectives. Pupils are usually given sufficient opportunities to learn through investigation and therefore assimilate knowledge and understanding of both scientific language and process. Teachers ensure a common level of understanding, with clear explanations at the beginning of the lesson. Having raised questions they help pupils to stage the investigations carefully, offering good models of ways of working and recording. Teachers raise open questions at appropriate times, which encourage pupils to seek answers, which they do in a systematic way.
105. Scrutiny of last year's science portfolio of a small proportion of current work suggests that there are not enough opportunities for pupils to design their own investigations, for example to look for an answer to one of their own questions. Pupils are keen to speculate about what might happen in an experiment, for example to the mass of an object when suspended in water or, as in the science portfolio, to the glow of a light bulb from rearrangement of a circuit. This curiosity, interest in the subject and ability to raise pertinent questions suggests they would be able to design their own investigations if given the opportunity. Such independent work would be well supported by the good models for planning and conduct of an investigation they receive in routine science work.
106. Teachers manage pupils well because they have established good relationships and pupils know what behaviour is expected. Teachers mark pupils' work well, with due regard to the lesson objectives and to pupils' own targets. Occasionally, planning does not achieve the expected outcome, for example pupils working on a diagram to represent the interdependence of animals on the seashore found the production of a web to represent those relationships too difficult and did not have a model for ways of working. Only a few pupils achieved the lesson's objectives. While the problem-solving exercised pupils' intellectual capacities, it obscured the essential scientific nature of the task and the question “what would be the impact of life on the seashore if all the fish disappeared from the ocean?” could not be answered by most.
107. Work in science supports other areas of the curriculum, particularly English and mathematics. Pupils use a good range of apparatus and measuring instruments to achieve their results, transferring this data to tables, charts and graphs, and they use these records to find answers, raise questions, make comparisons and check an original hypothesis. For example, they compared the mass of the objects they measured with a force meter when suspended in the air and then in water and were able to make tentative suggestions about why the mass was different. They used key vocabulary for the task accurately, such as ‘up-thrust’, ‘gravity’, ‘and mass’, and the appropriate unit of measure. For this investigation pupils were supported by the teachers and class assistants in the preparation, and were highly motivated to find results. They speculated with confidence about likely results, drawing on their own knowledge of being at a swimming pool.
108. The leadership and management of science is good overall. The coordinator has worked to ensure that staff understand the elements of scientific investigation and plan work in class with appropriate emphasis on “fair testing”. She has emphasised in planning the importance of knowing the question pupils need to answer to demonstrate understanding of the tasks. The staff use national subject guidance effectively and assesses at the end of each unit, using this record to chart pupils' progress. There is insufficient monitoring of the class teaching so that staff can be offered feedback to ensure further improvement. Currently, owing to staffing constraints, this is not happening, though the coordinator feeds back on

planning and on the standards of work produced. A portfolio of work completed by pupils in the last academic year demonstrates a good breadth and balance in the curriculum. This initiative is supported by annotation about standards, but would be an even more valuable tool for teachers if each piece of work were compared against National Curriculum expectations.

ART AND DESIGN

109. Standards of work are good. The very good portfolio of artwork produced to demonstrate the quality and range of work covered in the last academic year also indicates good standards with pupils making progress in artistic skills across the whole school. This represents an improvement since the last inspection.
110. Pupils produce work in a range of media and appraise the work of different artists to good effect. Good standards are achieved in different year-groups in portraiture, with older pupils coming to understand that artists bring different expression and feeling to their work beyond a representation of facial features on canvas. For example, Year 6 pupils looked at portraits produced by a number of artists, recognising that each had interpreted the task in a unique way, allowing those who viewed the picture to respond in very different ways to the paintings. Younger pupils paid great attention to skin tones, blending pastel colours well, already recognising that the range of skin tones is very wide.
111. Pupils make good progress within lessons and across a sequence of lessons, for example, six- and seven-year-olds sketched architectural features of their school building and used this record to create a design for printing, using polystyrene tiles on which they etched or embossed designs. The tiles are then used for printing a repeating pattern to produce a mural. In this way they are building up their understanding of drawing, design, printing and evaluation and the inter-relationship of these elements in their work.
112. Pupils' good attitudes to the subject are a strength. All children, including those with special educational needs, work with concentration and perseverance to produce work of good standard. The pupils with statements of special educational needs have good ability in the subject and the class teacher is nurturing their skills, acknowledged by their classmates who evaluate each other's work with good judgement. All pupils use tools well, for example, blending materials to good effect to achieve skin colour tones and to produce well-observed pencil drawings of the environment. Examples of watercolours in last year's portfolio of pupils' work suggest they are using this medium well, producing well-observed and carefully painted views of the South Downs. Pupils understand the importance of scoring a design carefully on polystyrene to achieve the print they are looking for, and recognise that the same design can be used to produce a string-embossed tile to create a different print effect. In their sketchbooks in Year 6, pupils show an understanding of the connection with their work on muscle and movement in science and use a jointed mannequin to represent different poses of the body for their figure drawing.
113. Artwork is well displayed around the school, including an excellent panel of painted glass in the hall and a montage of cross-curricular work from geography and art in the environment. Occasionally the impact of a display is reduced through poor labelling, for example the very good tissue paper tigers camouflaged in a forest exhibited in the library did not have any information to set a context for the pupils' understanding. Such information would allow pupils, parents, and visitors to view the work with more understanding.
114. The quality of teaching is good. Teachers are using a nationally approved scheme of work which ensures that pupils' skills are developed progressively and opportunities in other subjects are exploited, for example using art techniques to decorate designs for a Greek vase in one year group's study of this ancient civilisation. Classroom assistants support pupils well, including those with special needs, allowing them to attain better than expected standards in the work produced. Plans for mixed-age classes are organised into two-year cycles so that pupils are able to develop their knowledge, skills and understanding without duplicating work or missing essential elements. Work that follows a continuous track, for example portraiture, demonstrates progress in this essential skill. In Year 6, pupils are able to bring sophisticated insights to the appraisal of portraits by Paul Klee and Francis Bacon, speculating on the artist's choice of colour and distorted form to express deep meaning. Pupils are beginning to understand the importance of exploring ideas prior to producing a final piece of work, for example in Year

6 the teacher encouraged pupils to understand that experimental drawings are as important as the finished product and discouraged the use of rubbers to erase early drafts. Pupils' own portraiture drew on earlier lessons on sketching and facial proportion and was inspired by the work of famous artists, allowing them to bring both artistic skills and imagination to produce work of a high standard.

115. The range and quality of the curriculum are good, and the allocation of time to the subject is satisfactory. Additional opportunities are provided through an Art Club, though this was not running in the week of inspection owing to a large number of school visits taking place. The coordinator, who is newly appointed to the post, has a clear vision for the development of the subject. Planning forms are being standardised to help teachers identify the different elements of a lesson, including the key questions and vocabulary which they need to ask and understand. The school plans to draw on artistic traditions from a range of cultures to enrich the curriculum and, if funds permit, bring a range of artists into school for a high focus art week. The school's resources are generally good but more resources drawn from artists and craftspeople from a range of cultures would broaden pupils' views of the artistic world. The school has a kiln to fire clay models, and the coordinator is aware of lack of staff expertise in this area and intends to address this to offer pupils the opportunity to produce high quality clay work. She understands that a review of the art and design curriculum will help maximise its impact on learning, and her ideas include the development of links with a local secondary school to work on a local project.

DESIGN AND TECHNOLOGY

116. Overall, by the end of Year 6, attainment is broadly average, reflecting the findings of the last report. However, in areas, associated with control technology in Key Stage 2, such as using mechanisms to make things work, standards are below those that 11-year-olds are expected to attain. Across both key stages, all pupils, including those with special educational needs, make satisfactory progress.
117. A broad range of experiences is offered to pupils. In Year 6, they design and make bags as well as shelters and in a food technology lesson they made biscuits. Pupils in Year 3 design by sketching and annotation before making playground equipment and using pneumatics to make a moving lid on a mummy case for their Egyptian topic. The evaluation of products is a general weakness and was only seen to be effective in some Year 6 work on bags. In Years 1 and 2, pupils study food technology and explore resistant and non-resistant materials such as wood and fabric. They also design moving vehicles and puppets.
118. Overall, teaching and learning are satisfactory. A clear progression in the teaching of design skills is supported by the scheme of work. Teaching promotes and encourages design through clear learning intentions although the evaluation by pupils of their products is insufficiently developed.
119. The coordinator is enthusiastic and is developing the scheme of work, assessment and record keeping. Assessment opportunities are not planned sufficiently so that they can be used to assess pupils' overall progress. Evidence from long and medium-term planning indicates that all statutory requirements in the subject are met. However, there is limited evidence of mechanical and electrical component devices being used to generate or control movement. In addition, the use of information and communication technology to support the design process is underdeveloped. Resources, although limited, are of reasonable quality.

GEOGRAPHY

120. During the inspection week, teaching was not observed nor was there enough evidence in books or displays to make an overall judgement on standards or the quality of teaching and learning. The geography curriculum is planned in units across the year and matches the long-term plan drawn from a nationally approved scheme of work. Some evidence of the implementation of the scheme was seen on displays in Year 2, where pupils had recorded some of their first-hand observation about the natural and built environment from early investigations completed before the inspection week. In another class, a display of work on India anticipates the unit of work this year-group will complete after half-term.
121. Year 2 pupils were able to talk about what they had discovered in their environmental walk and pointed out interesting features of their school building. There are few maps on display in classrooms, which limits the opportunities for pupils to develop good map-reading skills or knowledge of place. While maps of Greece and the Nile delta are displayed for pupils studying these ancient civilisations, they are not set on a world map, and some children were not able to state with confidence that Egypt was in North Africa. Work on the life of Christ without reference to Palestine and Jerusalem was a lost opportunity for pupils to check where Christ's public ministry occurred. The display in the hall about Thailand, however, was a good example of what might be achieved as an ongoing resource for all pupils for learning about place. From such resources, including good photographic evidence, pupils could come to understand that an everyday activity like going to the market was a common experience whether in west Sussex towns or on the famous floating markets of Thailand.
122. The school develops the geography curriculum in different diverse units, which results almost inevitably in a lack of continuous development of pupils' knowledge and understanding. Insufficient use is made of cross-curricular opportunities to develop pupils' understanding of place and to make comparisons about social and geographical conditions that affect the way people, live and work. Learning is enhanced, however, by the use of environmental trips, for example to see the coastal erosion at Bognor Regis and another residential trip to Blacklands, an adventurous pursuit centre where pupils can explore a very different environment. They are also able to study the River Arun and seaside environments together with farming and urban settings to explore different environments and to see links in the choice of environments, and in patterns of settlements, in their study of history.
123. Currently there is no geography coordinator at the school to develop the subject. The school uses a nationally approved scheme of work and there are adequate resources to teach geography. Each class has a range of laminated maps and some have a globe. The library has a satisfactory range of resources for geography, including a class set of atlases. Such resources should be permanently available in classrooms for easy reference; to develop pupils' map-reading skills continuously; to secure opportunities for cross-curricular links when studying religious education and history.

HISTORY

124. Standards are broadly average at the end of Year 2 and Year 6, confirming the findings of the last inspection report. Suitable emphasis has been maintained on developing pupils' historical skills, while concentrating on the key subjects of English, mathematics, and science as appropriate.
125. Pupils in Years 1 and 2 have a sound understanding of people and events from the past through stories, pictures and looking at artefacts. They are developing an awareness of the passing of time and the differences between past and present.
126. By the end of Year 6, pupils are able to use evidence from a range of sources, including the Internet, to help them find out about different periods of history. They demonstrated in one lesson how to create a multimedia presentation on the Victorians, using pictures, text and animation. They have a sound understanding of the differences between life today and in Victorian England. They can empathise with what life must have been like for the poor and working children in the nineteenth century. In Year 5 pupils can understand the short-term and long-term results of Boudicca's revolt for Roman Britain and recognise that there are different opinions about Boudicca. Year 4 pupils show an appreciation of the key elements of life in Ancient Greece.

127. The school is committed to making history lively and accessible to the pupils; there is a range of out of school trips throughout the year. For example, pupils in Year 1 and 2 visit Petworth House to spend a day acting as Victorians. The British Museum is visited by Year 3 pupils to learn more about the Egyptians and by Year 4 pupils to enhance their understanding of Ancient Greece.
128. By Year 6, pupils have a good understanding of the nature of sources of information. They can identify a range of primary sources, and secondary sources, and recognise the essential difference.
129. The quality of teaching is satisfactory overall and sometimes good. Sound use is made of resource material to stimulate the pupils' learning. Displays are of a consistently high standard throughout the school and ensure the subject receives sufficient prominence. The management of the subject is sound. The Curriculum and Qualification Authority's schemes of work are used and medium term plans are detailed with assessment tasks identified.
130. The coordinator has been able to monitor planning but has had little opportunity to develop her role further and suggest strategies for improvement. Insufficient attention is currently being given to the needs of different abilities and to different year groups in mixed age classes which limits pupils' overall progress to a satisfactory level.

INFORMATION AND COMMUNICATION TECHNOLOGY

131. The previous inspection report identified the need to raise pupils' attainment in information and communication technology across the school. The school has worked hard since the last report to improve both the expertise of the staff and the resources available to them. Standards by the end of Year 2 and Year 6 are average. Good progress has been made in this area of the curriculum and the quality of learning has been suitably raised.
132. In Key Stage 2 pupils are developing their understanding and ability to use a computer. In a good lesson in Year 6 pupils prepared a multimedia presentation notebook on the Victorians by organising and reorganising text as well as images. Older pupils use the Internet for research but the use of e-mail is not developed sufficiently enough. There is evidence of information and communication technology being used in other subjects of the curriculum although there is room to develop this aspect a lot further. The pupils' technical vocabulary is well developed and reinforced through the teaching.
133. The quality of teaching in information and communication technology is clearly satisfactory over time and was good and very good in the two lessons observed. Pupils obviously enjoy their work in information and communication technology and concentrate hard. They work together well, and discuss and help each other. For example in a Year 5 lesson, where more able pupils were assigned to help others. The recent establishment of a very good computer suite is helping to promote their enthusiasm and progress. All pupils, including those with special educational needs, make at least sound progress. Teachers have received training in information and communication technology and are beginning to make good use of the facilities available to them. They are ensuring that pupils attain the necessary skills.
134. The subject has received a lot of emphasis in recent years. It is well coordinated and managed. The ratio of computers to pupils is improving. The coordinator is conscientious and is reassessing the recording system for attainment. There is a need for the subject coordinator to work alongside teachers to support them and assess the next stage of development in the subject. This can only be done if time is made available. Currently, insufficient emphasis is given to assessment procedures so that the information gained could be used to plan future work for individuals and groups.

MUSIC

135. Attainment is at the expected levels for pupils at seven and eleven and throughout the school, as it was at the time of the last inspection. The school has chosen to place a greater emphasis on the teaching of core subjects since the last inspection, with a subsequent reduction in the time allocated to music and in its status in the whole-school curriculum. Nevertheless, there has been a satisfactory improvement in the development of learning despite this, as satisfactory planning systems were already in place and the coordinator is both knowledgeable and enthusiastic. She has ensured that teachers are supported in their subject knowledge, and that the wide range of available musical instruments is easily accessible for lessons. Music specialists such as the headteacher take classes whenever possible, so that standards can be maintained. However, there are two different forms of planning in the school, and teachers are not consistent in their use of these. Consequently, there is no effective system for assessing pupils' progress as they move through the school, particularly over the development of skills and knowledge. Pupils, including those with special educational needs, make satisfactory progress.
136. The quality of singing in assemblies and hymn practice is good overall, and the choir has a very good reputation in the community for the quality of their performance. Hymn practices encourage pupils to use good control of pitch, dynamics and rhythm, as they demonstrate a sound understanding of expression and emotional interpretation. This was further developed when infant age children drew pictures such as 'a crystal fairy', evoked by Elgar's Chanson de Matin. A few pupils receive tuition from visiting specialist teachers, and are able to contribute to whole-school concerts and church services. Lunchtime recorder groups develop the playing skills of junior age pupils, and they are encouraged to accompany the singing in hymn practice, which they do well.
137. All teaching is satisfactory or better. Year 1 pupils have a good sense of rhythm, and are able to understand that music has a pulse. By Year 6, pupils are able to identify the worth of each note and to sight-read phrases from musical notation. They use that knowledge well to help them compose their own melody and accompaniment, using a variety of tuned and untuned instruments, organising their ideas into appropriate musical structures. Higher achieving pupils with good support from the teacher are able to record their compositions with appropriate notation, and all pupils are able to consider the effect of the various performances in order to offer some pointers for improvement. The quality of teaching and learning is sometimes affected by the cramped conditions of the classrooms, which greatly reduce pupils' opportunities to explore, select and order the sounds they wished to make in the time available, despite good support from adults. Resources are adequate.

PHYSICAL EDUCATION

138. Standards in physical education are average in Year 2 and Year 6, which reflect the findings of the last report. Pupils of all abilities, including those with special educational needs, achieve satisfactory standards.
139. Lessons in dance, gymnastics and dance were observed. The school has its own outdoor swimming pool where children can learn to swim. Records indicate that almost all of the pupils can swim 25 metres by the end of Year 6.
140. Pupils in Year 2 can maintain control of a football and dribble around cones. In Year 3 pupils are able to demonstrate different ways of moving both on the ground and on apparatus. In Year 6 pupils are able to hold balance and are developing the ability to link a series of movements together. They are better at individual work than in partner work.
141. The teaching is generally satisfactory and is good in Years 2 and 6. Teachers provide a good role model for pupils, being suitably dressed and demonstrating well during lessons. The purpose of warm-ups prior to the lesson is clearly explained. There are regular cooling down periods at the end of lessons. Clear guidance is given to pupils on how to improve performance such as the importance of a sideways stance in striking a ball and the need to keep your eye focused on the ball.

142. Pupils are enthusiastic about the subject and generally well behaved. The accommodation comprising a hall, a range of playgrounds, outdoor swimming pool and a field is good overall. Resources, however, are unsatisfactory. Wrong-sized footballs were used for Year 2 pupils and Year 5 pupils did not have the appropriate resources to develop striking skills. These examples had a negative impact on how well the specific skills encompassed in the activity could be developed.
143. The newly appointed coordinator has identified clear priorities. There has been very little monitoring of teaching in the past although teaching plans have been monitored. The coordinator has identified the need to develop the scheme of work further. The subject is currently under-emphasised within the timetable.

RELIGIOUS EDUCATION

144. Attainment at the end of Year 2 and Year 6 is average and pupils, including those with special educational needs, make satisfactory progress as they move through the school. All pupils are taught appropriately according to the nationally produced units of work that are linked to the locally agreed syllabus. There has been a satisfactory improvement in learning since the last inspection, although the subject has had a very low profile while the school has focused sharply on literacy and numeracy.
145. Throughout the school, the quality of teaching is satisfactory. Pupils show good attitudes to their learning, particularly when, as in a Year 6 lesson on Buddhism, they are able to relate to the experiences of newly arrived pupils in the school. There is a strong link in the planned scheme of work between pupils' moral and social development and the knowledge and understanding of some of the principle religions in this country. There is a heavy emphasis on the Christian faith, which links well in planning to other main faiths such as Judaism and Hinduism. Pupils in Year 6 learn about the Islamic faith as they consider various sacred texts, but until very recently the school has not been as effective as it might have been in blending these aspects coherently and consistently across the school.
146. By the time pupils leave the school at the age of eleven, they are aware of the key facts and symbols of four of the major faiths. In Year 4, for example, pupils consider what constitutes faith as they learn about Hindu worship. Year 6 pupils reflect on the impact of the four Noble Truths of Buddhism and how their lives might be affected by adopting the teachings of Buddha. Year 2 pupils listen attentively to contributions about christenings, and think about the meaning of the sign of the cross as babies are named. This gives pupils opportunities to make useful comparisons, identifying similarities and differences, but these are not fully exploited as pupils move through the school. There is appropriate repetition of key Christian learning as the concepts included in units of study are repeated in different year groups, but there is very little promotion of faiths other than Christianity around the school. The vicar of the local church is a regular visitor in school, and pupils attend services there, for example for Harvest Festival and Christmas. No visits to other places of worship are organised, however, nor are there visitors to school from other faiths. This limits pupils' opportunities to learn as much as they can about the richness and diversity of the different cultures in their homeland.
147. The newly appointed coordinator has set about a review of pupils' learning. Planning has been reviewed, and resources, which are of satisfactory quality but have been rarely used, have been re-organised and made more accessible. There are no effective procedures for identifying individual pupils' progress through the school, but the school's planning review has highlighted this need.