

INSPECTION REPORT

CENTRAL CofE (VA) JUNIOR SCHOOL

Chichester

LEA area: West Sussex

Unique reference number: 126023

Headteacher: Mrs Robina Richter

Reporting inspector: Mrs D Wilkinson
23048

Dates of inspection: 13th – 16th January 2003

Inspection number: 248737

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

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INFORMATION ABOUT THE SCHOOL

Type of school:	Primary
School category:	Voluntary Aided
Age range of pupils:	7 - 11
Gender of pupils:	Mixed
School address:	Orchard Street Chichester West Sussex
Postcode:	PO19 1DQ
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Appropriate authority:	The Governing Body
Name of chair of governors:	Mr Michael Moriarty
Date of previous inspection:	February 1998

INFORMATION ABOUT THE INSPECTION TEAM

Team members			Subject responsibilities	Aspect responsibilities
23048	Mrs D Wilkinson	Registered inspector	Geography History Educational inclusion, including race equality	What sort of school is it? The school's results and pupils' achievements. How well pupils are taught? What should the school do to improve further?
19693	Mrs S Hall	Lay inspector		Pupils' attitudes, values and personal development. How well does the school work in partnership with parents?
20704	Mr T Elston	Team inspector	Mathematics Information and communication Technology Special educational needs English as an additional language	
27290	Mrs C Huard	Team inspector	English Music	How well is the school led and managed
32383	Mrs R Sadler	Team inspector	Art and design Design and technology	How good are the curricular and other opportunities offered to pupils?
10226	Mrs S Senior	Team inspector	Science Physical education	How well does the school care for its pupils?

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REPORT CONTENTS

	Page
PART A: SUMMARY OF THE REPORT	6
Information about the school	
How good the school is	
What the school does well	
What could be improved	
How the school has improved since its last inspection	
Standards	
Pupils' attitudes and values	
Teaching and learning	
Other aspects of the school	
How well the school is led and managed	
Parents' and carers' views of the school	
 PART B: COMMENTARY	
 HOW HIGH ARE STANDARDS?	 11
The school's results and pupils' achievements	
Pupils' attitudes, values and personal development	
 HOW WELL ARE PUPILS TAUGHT?	 14
 HOW GOOD ARE THE CURRICULAR AND OTHER OPPORTUNITIES OFFERED TO PUPILS?	 16
 HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?	 19
 HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS	 22
 HOW WELL IS THE SCHOOL LED AND MANAGED?	 23
 WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?	 25
 PART C: SCHOOL DATA AND INDICATORS	 27
 PART D: THE STANDARDS AND QUALITY OF TEACHING IN AREAS OF THE CURRICULUM, SUBJECTS AND COURSES	 32

PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Central CofE Junior School has 355 full-time pupils (187 boys and 168 girls) in 12 classes from Years 3 to 6 and is larger than most primary schools. The school is popular with parents and is close to the centre of Chichester, although many pupils come from outside the immediate area. Around 18 per cent of pupils have special educational needs (SEN), which is close to the national average. The proportion of pupils with a specific statement of need, covering physical, learning or behavioural needs, is around average at 1.4 per cent. Over 95 per cent of pupils come from white British backgrounds and the three per cent of pupils who speak English as an additional language (EAL) are not at the early stages of learning English. Currently, only 2.5 per cent of pupils are known to be eligible for free school meals, which is well below average. Many pupils come from an advantaged background and national test results show the attainment of pupils entering the school to be above average. The school has been adversely affected by a high number of staff changes and long-term absences in the last two years.

HOW GOOD THE SCHOOL IS

It provides a satisfactory education. Overall, standards are above the national average, although there are variations between subjects. Pupils start at the school with above average attainment so, by the time they leave Year 6, their achievements are satisfactory. Teaching and learning are satisfactory overall, but there are some inconsistencies within year groups. Leadership and management at a senior level are good although weaker aspects in the leadership and management of some year leaders and subject co-ordinators have limited the effectiveness of the school in improving academic standards. The school is successful in promoting pupils' personal development and this is reflected in their very good attitudes and behaviour. The school gives satisfactory value for money.

What the school does well

- By the time pupils leave, they achieve standards that are above the national average, particularly in English, science, geography and history.
- Pupils' achieve very well in music and reach standards well above national expectations by the time they leave.
- Pupils' attitudes and behaviour are very good and this, together with the excellent relationships seen, helps them to concentrate and work hard in lessons.
- The school provides a wide-ranging and rich curriculum, which helps to promote pupils' interest in learning.
- The provision for pupils' personal development is very good. They are taught to be tolerant, to get on with one another and to carefully consider their choices before making decisions.
- The school has a very effective partnership with parents who give very good support to its work.

What could be improved

- Although standards are improving, pupils do not achieve as well as they should in mathematics.
- The quality of teaching is not consistent across the different classes in each year group and this affects some pupils' achievement.
- Assessment information is not used well enough to help improve teaching and learning.
- Some year group leaders and subject co-ordinators are not effective enough in supporting their colleagues.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

There has been satisfactory improvement since the school was last inspected in February 1998. The issues identified at the last inspection have been dealt with satisfactorily. There are now good systems for assessing pupils' work in English, mathematics, science and information and communication technology (ICT), but procedures are still too informal in other subjects. Assessment information is used effectively to identify where improvements in teaching and the curriculum are needed, but it is not used consistently by all teachers to set targets to help pupils improve. Weekly planning is now good, although not all teachers adjust this to reflect the progress pupils are making. There is better staff expertise and access to computers for pupils in ICT, and this has helped to raise standards and achievement in the subject. The high standards in music have been maintained, as have the above average standards seen in science. Standards in English, geography and history have improved and standards have been maintained in all other subjects. Partly because of many changes in the leadership and management of mathematics, due to circumstances outside the school's control, not enough progress has been made in improving pupils' achievement in this subject. There has been better improvement over the last 18 months, but standards are still not as high as they should be.

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				Key
	all schools			similar schools	
	2000	2001	2002	2002	
English	B	C	B	C	well above average A above average B average C below average D well below average E
Mathematics	D	C	C	D	
Science	B	B	B	C	

The above average performance in English and science reflects the fact that a higher proportion of pupils reached the above average Level 5 in the tests than is seen nationally. In science, the school's performance has consistently been above average for the last five years. Standards in English are now higher than when the school was last inspected. Results in mathematics have been much more varied, partly as the result of changes in staffing which affected leadership and management of the subject. However, standards in mathematics have slowly improved over the last two years and continue to do so. Overall, the school's results are improving in line with national trends. The school exceeded the targets it had set for all three subjects last year. It is likely to reach the realistic targets it has set for English and mathematics this year. Last year's results indicate that this group of pupils had made good progress in English since they took the tests at the end of Year 2 and satisfactory progress in mathematics and science. The achievement of pupils currently in the school is satisfactory overall. For the current Year 6, standards remain above average in English and science, and average in mathematics. Achievement is still not as good as it should be in mathematics, although it is improving, with more pupils reaching above average levels. Pupils achieve very well in music and swimming, as the result of very good teaching, reaching standards well above national expectations. Standards are above expectations in geography and history, and pupils are achieving well. Achievement is

satisfactory in other subjects, with pupils reaching standards in line with national expectations. Talented pupils achieve well in those activities, which have been designed to meet their specific needs.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Very good. Pupils work hard, listen attentively, concentrate well and are keen to take part in all activities.
Behaviour, in and out of classrooms	Pupils' behaviour is very good, both in the classroom and around the school. The school is a harmonious and happy place in which to learn.
Personal development and relationships	Pupils willingly accept responsibility and are confident learners. Relationships between adults and pupils, and pupils themselves, are excellent.
Attendance	Good and above the national average. Pupils arrive punctually in the morning and for lessons.

TEACHING AND LEARNING

Teaching of pupils in:	Years 3 to 6
Quality of teaching	Satisfactory

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.

In the lessons seen during the inspection, very nearly half were good or better, one in ten was very good and an excellent lesson was seen. There are two good elements in teaching that were seen consistently in all classes. First, all teachers use good methods to help pupils understand and learn new work. This includes clear explanations and demonstrations, effective use of questioning and good management of discussions. Secondly, the excellent relationships mean that lessons are well organised and managed, so that little time is wasted, ensuring that pupils are concentrating and working hard. The major weakness of teaching is the inconsistency seen between the quality in different classes in most year groups, despite clear guidance being given by senior staff on what constitutes effective teaching and learning. Even though, in most lessons, all teachers in a year group use the same good lesson plans, there were a number of examples where the quality of teaching in parallel lessons ranged from very good to satisfactory. Where teaching was good or better, this was nearly always because the teacher had set challenging work well matched to the different needs of pupils. In too many lessons, teachers were directing the work at the level of the middle attaining pupils and this limited the achievement of higher and lower attainers. The quality of marking is inconsistent and, in many cases, did not give pupils enough guidance on how to improve. In a minority of lessons also, the pace was too slow and pupils began to fidget despite their very good attitudes and behaviour. These inconsistencies in teaching are one reason why pupils' achievement is not better. The teaching of English and mathematics, including literacy and numeracy skills, is satisfactory. The very good teaching in music helps pupils to achieve very well in this subject and good teaching and learning in geography and history help pupils to achieve well.

Aspect	Comment
The quality and range of the curriculum	The curriculum is well planned. It is wide-ranging, rich and interesting and supports pupils' learning well. Some subjects are allocated more time than others and, although promoting achievement in these subjects, this limits pupils' achievement in subjects where less time is spent.
Provision for pupils with special educational needs	Good. Pupils are usually well supported to ensure they are fully involved in lessons and make the same progress as other pupils.
Provision for pupils with English as an additional language	The school pays good attention to their needs and they achieve as well as other pupils. No pupils are at the early stages of learning English.
Provision for pupils' personal, including spiritual, moral, social and cultural, development	Very good. This makes a significant contribution to the school's ethos and pupils' personal development and behaviour. As well as being provided with a very effective range of activities to promote cultural development, pupils are also prepared well for life in a society that has a diversity of cultures.
How well the school cares for its pupils	Provision for pupils' safety and welfare is satisfactory. Procedures for monitoring and promoting good behaviour and preventing bullying are very good. Those for promoting attendance and monitoring pupils' personal development are good. Assessment information is not used well enough to help promote academic achievement.

The school has a very good partnership with parents who provide very good support for its work.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Good overall. The headteacher provides strong and effective leadership and is very well supported by her deputy. Weaker leadership and management of some year groups and subjects have limited improvement in the quality of teaching and pupils' achievement.
How well the governors fulfil their responsibilities	Satisfactory overall. The Chair of Governors knows the school well and is providing good support. Other governors are supportive, but many are new to the role.
The school's evaluation of its performance	Satisfactory overall. Good work in this aspect has been undertaken by the senior management team and some subject co-ordinators. However, not all year group leaders and subject co-ordinators use the information obtained effectively enough.
The strategic use of resources	Financial planning, including through the work undertaken by the very effective bursar, is good and resources are used well to support the school's work. The school satisfactorily considers its educational and financial decisions to ensure it is providing the best value.

There are a satisfactory number of suitably qualified teachers to support the curriculum. The number of support assistants is smaller than in most schools, although they make a valuable contribution to

pupils' learning. The very spacious and well-maintained accommodation and the good learning resources are supporting the school's work well.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • Their children like school. • The teaching is good and children are expected to work hard and achieve well. • Children are making good progress. • The behaviour is good. • Staff are approachable and listen to their concerns. • The school is helping their children to become mature and responsible. • The school is well managed. • Activities outside school hours are very good. 	<p>A minority of parents responding to the questionnaire felt that they would like to see improvements in: -</p> <ul style="list-style-type: none"> • The homework arrangements. • The school working more closely with them. • The information they receive about their children's progress.

Inspectors agree with most of parents' positive views, although there are inconsistencies in teaching and some weaknesses in management. Homework arrangements are satisfactory and the school does work closely with parents. Although satisfactory, some improvement is required in the annual reports of pupils' progress.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and pupils' achievements

- 1 Standards have improved in line with national trends since the school was last inspected. By the time pupils leave, they attain overall standards, which are above the national average and their achievement is satisfactory.

Strengths

- Standards in English and science are above the national average;
- Pupils achieve very well in music and reach standards, which are well above national expectations;
- Pupils' achievement in swimming is very good and they reach standards well above the national expectation;
- Standards in geography and history are above national expectations and pupils' achievement is good;
- In activities, which have been specifically designed to meet their needs, talented pupils achieve well.

Areas for development

- Achievement in mathematics is not as good as it should be;
- The inconsistencies in teaching and insufficient use of assessment information when planning for the next stage of learning limit greater achievement.

- 2 Standards in English and science for Year 6 pupils are above the national average. Last year a greater number of pupils reached the higher Level 5 in the tests than when the school was last inspected, indicating that the achievement of higher attaining pupils has improved. Standards in English are better than when the school was last inspected.
- 3 In English, pupils reach above average standards. Pupils listen carefully, responding appropriately to questions and in discussion. Their speaking skills are supported well by many opportunities to take part in drama activities and they are confident and articulate speakers. Pupils have good reading skills, interpreting texts well, although they are not so skilled at making deductions, for example in what a person's actions tell the reader about his character. The school encourages pupils to read widely, including for homework, and they develop good attitudes to books. Pupils' writing in various forms is of a good standard. For example, pupils write in journalistic styles and instructions for how to follow a route, as well as imaginative stories and poetry.
- 4 Standards are also above average in science and very nearly all pupils reach the expected Level 4, reflecting the good achievement of pupils with special educational needs. The rich curriculum, which incorporates a good programme of visits and visitors, together with many opportunities to learn through investigative work, engages pupils' interest. They gain a good understanding of different aspects of science, such as the properties of materials and the function of the parts of plants. The well-planned curriculum also ensures that pupils extend their investigative and experimental skills well.
- 5 Music is a strength of the school because pupils are taught very well by the school's own specialist teacher and visiting staff. This helps pupils to achieve very well, reaching standards

well above those expected for their age. By the time they leave, the majority of pupils confidently use technical terms and read music from standard notation. All pupils learn to play a musical instrument, many of them well, and the vast majority sing tunefully and in harmony. The very many opportunities for singing and playing in public result in pupils' performance skills being well above national expectations.

- 6 Pupils in all classes take part in swimming lessons each week. This, together with the very good quality teaching in this aspect of physical education, results in all pupils exceeding the national expectation of swimming 25 metres by the time they leave.
- 7 As the result of good teaching and a rich and stimulating curriculum, pupils achieve well in history and geography and reach standards above the national expectations in these subjects. The very good range of visits and visitors enthuse pupils and encourage them to work hard. For example, very good work was undertaken on rivers as the result of a field trip to Pulborough and consequently pupils' gained a good understanding of how the rate of flow of a river affects its course. Likewise, a very good Tudor Day, led by the Chichester Museum Service, resulted in particularly good learning taking place in this activity and ensured pupils gained a good understanding of life in Tudor times.
- 8 The school has identified a number of talented pupils and is effectively providing for their needs in some subjects such as physical education and music, mainly through extra-curricular activities. In these activities the pupils achieve well. This is seen in the good results the school has in sports competitions as well as the high standards achieved by pupils in choral and orchestral performances.
- 9 Although standards and achievement in mathematics have improved over the last two years, they are not as good as they should be. Initially standards improved after the last inspection, but they fell significantly in 2000 and the school has had to work hard to raise them since then. The main reason for improvement not being greater is largely due to the significant number of changes in leadership and management in the subject. This has been due to circumstances outside the school's control and has made it very difficult to maintain continuity in a situation where strong leadership was important. Inconsistencies in teaching have prevented greater achievement. Through the setting of pupils in groups based on prior attainment there has been a rise in the number of pupils reaching the higher Level 5 in the national tests. However, the lack of focus on the specific needs of individual pupils is impeding better achievement, especially for the lower attaining pupils. The school has recognized this is where improvement is needed and plans to increase support for these pupils, including more use of special needs assistants.
- 10 There has been good improvement in curriculum planning, especially over the last two years. This, together with the very good attitudes pupils have to their work, ensures that their achievement is satisfactory overall. However, not all teachers use the information gained from assessment to plan appropriately challenging work for pupils of different levels of attainment. This is a major reason why the achievement of pupils across the classes in a year group differs and why overall achievement in the school is not better. In most activities, pupils in different classes in a year group follow similar learning activities. Despite this, there were a number of occasions where the quality of teaching, and therefore pupils' achievement, differed. Where the teacher set different, appropriately challenging work for the higher and lower, as well as the average attaining pupils, learning was good and the majority of pupils were achieving well. Where all pupils followed the same learning activities achievement was satisfactory.

Pupils' attitudes, values and personal development

- 11 Overall, standards are very good and are supporting pupils' learning very well.

Strengths

- Pupils are very enthusiastic learners and enjoy taking part in out-of-school activities;
- Pupil's behaviour is very good and relationships are excellent;
- Pupils develop confidence and take their responsibilities very seriously;
- Pupils like coming to school and their attendance levels are good.

Areas for development

- When the pace of the lesson is slow pupils fidget, but do not misbehave.
- 12 Pupils have maintained their very good attitudes found at the time of the last inspection. Their enthusiasm for learning and their enjoyment of extra-curricular activities has a positive effect on their progress. Pupils listen attentively to their teachers, settle quickly to work and try hard, even when they find the tasks difficult. The teachers promote pupils' self-esteem very well so pupils gain confidence when contributing to discussions, having no fear of failure or ridicule. This was seen in a Year 3 mathematics lesson, when the teacher explained that, as everyone's brain was unique, the pupils might choose different ways of calculating the correct answer. Pupils were then keen to explain to the rest of the class their own methods for adding several numbers together using a variety of techniques they had learnt in previous lessons.
- 13 Despite pupils' very good attitudes to school, there were a few lessons when this lapsed. This happened when the pupils had been sitting on the carpet for too long or the pace of the lesson was too slow. On these occasions, some pupils lost concentration and began to fidget. However, this loss of concentration did not lead to unsatisfactory learning.
- 14 As at the time of the last inspection, pupils' behaviour is very good. The school has developed a strong moral ethos and operates as a happy and harmonious community. Pupils know that adults working in school expect high standards of behaviour and the pupils behave very well in lessons. Behaviour in assemblies is excellent and very good during breaks and lunchtime. Pupils are trustworthy and show respect for property. For example, real money was used sensibly during a practical activity and a chocolate bar found in a classroom was handed to the teacher. Pupils who attend the gardening club help to maintain the grounds and there is no litter or graffiti. There have been no exclusions in the last two years.
- 15 Pupils' personal development is very good. Pupils are becoming mature and well-rounded young citizens with the ability to express and appreciate each other's feelings. For example, during a poetry week, a pupil took the theme 'Prisoner' and wrote:
- Waiting desperately for freedom
Crawling up and down the walls trying to get out
Staring at the steel doors
Feeling like a helpless bird in a cage.*
- 16 Because of the school's success in supporting and respecting pupils, relationships are excellent. Some pupils said that '*everyone looks after everyone else*'. Pupils work very well in groups and pairs, sharing ideas and appreciating each other's point of view. In the playgrounds, pupils play imaginative games and share toys. The pupils themselves devised a

beneficial buddy scheme to support new pupils. Pupils use their initiative when meeting visitors, offering to help them find their way around and talking to them with confidence.

- 17 The pupils' attendance is good. The attendance rate of 95.1 per cent for 2001/02 was above that found in similar schools. There were few unexplained absences.

HOW WELL ARE PUPILS OR STUDENTS TAUGHT?

- 18 The quality of teaching is satisfactory overall and maintains the standards seen at the last inspection.

Strengths

- Teachers' subject knowledge is good;
- Teachers explain and demonstrate things clearly;
- Teachers ask good questions to help pupils understand;
- Good discussions help pupils to consolidate and extend their learning;
- Pupils' excellent relationships, very good behaviour and positive attitudes significantly support their learning;
- When taught by the specialist staff, the teaching and learning for pupils with special educational needs is good.

Areas for development

- The quality of teaching in the majority of year groups is inconsistent;
- Too few teachers plan activities well matched to the previous attainment of pupils;
- The quality of marking is not helpful to pupils in some classes;
- The pace of learning is too slow in a minority of lessons.

- 19 Teacher's subject knowledge is good in all National Curriculum subjects. This has been substantially supported by good curriculum planning which clearly identifies new skills and concepts as well as giving good advice on learning activities.
- 20 As the result of their good subject knowledge, nearly all teachers explain new skills and concepts clearly and this helps pupils' understanding. For example, in a good Year 6 literacy lesson observed on how to write clear and accurate instructions, the teacher's explanation and description of how and why instructions are effective helped pupils to make good progress in learning. Likewise, in a good Year 6 numeracy lesson, the teacher's explanation of what to look for in number patterns significantly helped pupils' understanding.
- 21 Teachers are good at demonstrating new work so that it is clear to pupils what they have to do, and how they have to do it. This was seen in an excellent Year 6 music lesson. Here, the teacher's exceptional expertise allowed her to demonstrate how to combine rhythm and pulse which pupils were then able to do to a high standard. In a very good swimming lesson seen, high quality demonstration of the skills pupils needed to dive and to swim the breaststroke led to very good improvement in these skills.
- 22 All teachers are skilled at questioning pupils to help their understanding and to sensitively correct errors rather than tell pupils the answer. An example of this was seen in a good information and communication technology lesson in Year 3. Here the teacher carefully probed pupils to get them to tell her how they could access e-mail rather than give them the answer herself. In a very good literacy lesson in Year 4, very skilful questioning helped pupils

to explain the character of a person in their story through how he responded to different circumstances.

- 23 Most teachers are skilled at leading class discussions and this is giving good support to pupils' learning. This is particularly effective in personal, social and health education lessons and is one reason why pupils achieve well in their personal development. Another benefit is that pupils use good quality discussions in their group activities, as was seen in some very good collaborative work in a Year 3 literacy lesson where pupils had collected a good range of adjectives in a short time. Another very good example was seen in a Year 5 art lesson, which began with a discussion on the problems pupils had encountered in the previous lesson. This led to pupils' acquiring a good understanding of what they were learning as well as easily being able to improve their work.
- 24 Pupils' relationships with their teachers and each other are excellent. In addition, pupils nearly always behave very well and have very good attitudes to their work. This makes it very easy for teachers to organise and manage pupils well. As a result, very little time is wasted moving from one activity to another. A very good example of this was seen in a Year 6 personal, social and health education lesson. Here, the pupils moved safely and quickly to the hall, carrying chairs from the classroom. In very nearly all lessons, pupils concentrate well and work hard. When learning is challenging, exciting and interesting, pupils are enthused and very committed to their work. This was observed in a very good Year 3 numeracy lesson where pupils responded very well in improving both their speed and accuracy. In a Year 5 history lesson, pupils responded to the very challenging questioning of the teacher on what it was that made the Romans want to invade and settle in Britain and so acquired a good knowledge of the reasons for the Roman invasion.
- 25 When they work with the specialist staff, pupils with special educational needs are well taught and make good gains in developing their basic skills. The special educational needs teachers set achievable targets and provide activities that are well matched to pupil's needs. Pupils are clear about how they can be achieved and are proud when they have made that step. Special needs assistants also make a valuable contribution to these pupils' learning and ensure they are included in all activities. The assistants are skilled, and understand clearly what to do. The teaching of pupils withdrawn for specialist work on their reading skills is good, and they make significant improvement in these sessions.
- 26 A major weakness in teaching and learning is that the quality is not consistent throughout the school or across year groups. Many examples were seen during the inspection of one or more lessons in a year group being good or better and others satisfactory. For example, the same literacy lesson was seen in all Year 4 classes where the quality ranged from very good to satisfactory. This was despite all teachers using the same good quality lesson plan. Where learning was made interesting and relevant, pupils were enthused and worked hard and with very good concentration to achieve well. However, on other occasions, it was the pupils' very good attitudes and behaviour that ensured satisfactory learning took place rather than the quality of the teaching. The inconsistencies in teaching are a major reason why standards and achievement in the school are not better.
- 27 Another significant weakness in teaching is that information gained from the results of assessment is not used well enough to help plan future activities. This was also one of the inconsistencies seen across classes in the same year group. Where teachers do take good account of the previous attainment of pupils, teaching and learning are better. An example of this was seen in the good teaching of the lower middle average mathematics group in Year 6. In this class, the teacher completes a very skilful analysis of the level, which pupils have achieved at the end of each lesson. She then uses this information to plan for the next day's work, so moving pupils on from the exact stage at which they have been working. This has a

positive impact on their achievement and is helping more pupils to reach average standards. However, in around half the lessons seen, all pupils were expected to complete the same task, which made learning too difficult for a few of the lower attainers or not challenging enough for some. In these lessons, pupils with special educational needs did not make as good progress as when they are working with specialist staff. This is why their overall achievement is satisfactory.

- 28 Currently, targets for improvement are set for groups of pupils. This system is working well in the Year 3 classes where, when a pupil has reached a target, they move on to a higher group. However, in other year groups pupils are not readily moved on, so the work they are given is not always well matched to the level at which they are working.
- 29 The scrutiny of pupils' work showed a wide variation in the quality of marking. At its best it clearly identifies what pupils have achieved and gives good advice on how to improve. Too often it is merely ticked or uses general comments such as "good" or "you must try harder". Occasionally it is too negative, merely pointing out what a pupil has done wrong without indicating any strengths in their work.
- 30 In a minority of lessons, teachers spent a long time talking to pupils, which meant the pace of learning slowed, and even the normally well-behaved and attentive pupils began to fidget. On these occasions the teacher had to take time out to remind pupils to listen so that the lesson could proceed.

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

- 31 The learning opportunities are good, being wide-ranging, rich and interesting. They support pupils' learning well. This maintains the strengths seen at the last inspection.

Strengths

- Planning has improved since the last inspection and is now good;
- The wide range of clubs and out of school activities give pupils very good opportunities to develop their interests and talents;
- Links with the community are very good and significantly support pupils' learning;
- The National Literacy Strategy is used effectively to help pupils to reach above average standards in English;
- The curriculum for pupils with special educational needs is good;
- The provision for personal, social and health education is good.

Areas for development

- There is an imbalance in the time allocated to individual foundation subjects¹.
- 32 The school provides a rich, wide-ranging and interesting curriculum for pupils, which motivates them well and encourages them to develop very good attitudes to school. There has been an emphasis on providing activities, which are relevant to pupils' interests. For example, where possible, geographical themes are taught through projects based on the local area. In addition, very many subjects include a range of visits and visitors to the school, which enthuse pupils and ensure they increase their understanding. For example, pupils' knowledge of Tudor England is very good because of the Tudor Days organised for the school by a local museum.

¹ Foundation subjects are those subjects other than English, mathematics and science.

Another effective feature is that the school takes every advantage of entering pupils for national or local competitions and so pupils see a purpose for their learning. Good arrangements are also made for special weeks to focus on a specific subject such as science.

- 33 Under the very good guidance of the deputy headteacher, teachers' planning has improved since the last inspection. There are now detailed half-termly and weekly plans in place. Responding to a weakness identified at the previous inspection, teachers now ensure that the learning objectives are transferred directly from the schemes of work onto the weekly plans. This has resulted in the majority of objectives for specific lessons being clear and sharp so that learning is well focussed and effective. Less account is taken of day-to-day assessment to alter individual lesson plans.
- 34 The well-attended extra-curricular activities include music, sport, art, gardening, information and communication technology and, most unusually, fencing. Talented pupils are especially encouraged to take part in those activities where they have shown a particular aptitude and this is effectively supporting their achievement. The very comprehensive range of music activities offered to pupils is an especial strength. The school held a summer concert, which included an impressive range of instrumental players including percussionists, flautists, cellists, violinists and wind instrumentalists, the majority of whom had acquired their skills at the school. Drama and dance productions are also of a high standard. Pupils also benefit from the school being linked with a school in Italy, which a number of pupils will be visiting and they are learning some Italian in preparation for this. Another very good initiative is The Lunchtime Club, set up to promote friendship groups and this is another reason why relationships in the school are excellent.
- 35 Very good use is made of the resources within the community; for example, links with Chichester Cathedral, other local churches and the local museum, support learning especially well. Pupils' personal development is also effectively promoted through regular visits to a local special school and a residential home for senior citizens to talk to residents and learn from them. Links have been made with a nearby 'Beacon school' with particular benefits for teachers who are able to share ideas and skills with local colleagues. The school also has a very good record of sporting achievements and competes against other local schools regularly, supporting achievement in physical education and enhancing opportunities for talented pupils to excel.
- 36 The National Literacy Strategy has been implemented well, particularly to meet the needs of pupils who enter the school with standards above the national average. Literacy skills are developed well in other subjects; for example in history and geography, which give pupils opportunities to practise and refine their skills. The good provision has helped to ensure that standards in English have improved since the school was last inspected and have remained above average for the last four years.
- 37 The curriculum for pupils with special educational needs supports them well. Pupils are identified at an early stage and their individual targets are well planned, being drawn up in consultation with parents. This ensures that the requirements of the Code of Practice are fully met. In cases where pupils take part in extra reading activities instead of the normal class activities, the teachers make sure that they receive extra support, in order to catch up, if work has been missed.
- 38 The curriculum for personal, social and health education is good. The school has made good progress in developing this area of the curriculum since national guidance was introduced. In a

Year 6 'Circle Time'², pupils were exploring the power of 'peer pressure' in forming opinions. They expressed their opinions confidently, with other pupils valuing their contributions. The school makes effective use of 'The Health Education Road Show' to promote healthy living and this also benefits pupils' learning in science. A revised sexual health and relationships policy has been completed in consultation with parents and governors. This has resulted in a good programme of sex education for Year 5 and 6 pupils. The new drugs education policy ensures that older pupils are made aware of the dangers of taking drugs.

- 39 The allocation of time to the core subjects of English, mathematics and science follows national guidance. However, the school has not considered whether it would be beneficial to allocate extra time to mathematics in order to help improve achievement in this subject. Some of the foundation subjects, such as physical education, are allocated more time than others, mainly at the expense of art and design and also design and technology. In addition, some subjects, such as music, have a higher profile than others. Whilst this has had a positive effect on achievement in physical education and music, it has limited the achievement in other subjects.

Pupils' personal development

- 40 Overall the provision for pupils' personal development, including their spiritual, moral, social and cultural development is very good.

Strengths

- The very good provision for pupils' spiritual development reflects the school's ethos;
 - The very effective provision for moral development is supporting the high standards of behaviour;
 - The very good provision for social development results in pupils' excellent relationships, confidence and sense of responsibility;
 - The richness of the curriculum helps to ensure the provision for cultural development is very good.
- 41 At the time of the last inspection spiritual development was good. It is now very good and has a positive effect on many aspects of school life. Staff work hard to plan meaningful assemblies where they encourage pupils to reflect upon Christian values and relate them to their own life and work. For example, pupils listened to the story of how the paralysed man was brought to Jesus by his friends. Through this they quickly identified the qualities of friendship and explained how they could apply them to their daily lives. In lessons, teachers have a good understanding of making the most of opportunities to explore spiritual development. For example, the science topic on light was linked to writing poetry (when pupils reflected on candlelight) and also to producing textile designs of flames. The project was carefully planned to coincide with the school Advent service at a local church, with the theme 'Christ, the light of the world'.
- 42 The school's provision for pupils' moral development is very good and has improved since the last inspection, when it was good. The school's strong moral code and feeling of community enables it to operate in a supportive and safe learning environment, where pupils feel able express their views. Teachers and support staff respect the individuality and achievements of pupils and the rewards system is effective in promoting good behaviour. Moral issues, such as recycling, and what influences decision-making are carefully explored in lessons and

² Circle Times are lessons where pupils discuss social or moral issues.

assemblies. The success of the school's strategies for promoting good behaviour can be seen in the absence of bullying or racism.

- 43 As at the time of the last inspection, the school continues to provide very good opportunities for pupils' social development. Parents and pupils value the work of the School Council, not only for its real improvements to school life, but because all the pupils are learning that they have a 'voice' in the democratic process and can make a difference. The older pupils have gained valuable social skills and a deeper understanding of the needs of others through working with senior citizens and pupils at a special school. The school fosters excellent relationships. Pupils are encouraged to support each other and to work and play together, sharing ideas and equipment. There are many opportunities for pupils to come together and experience a feeling of community, especially through music, extra-curricular activities and worship.
- 44 The school's provision for cultural development is very good and has improved since the last inspection when it was good. Pupils' knowledge of their own culture is developed very effectively throughout the curriculum, especially through music. In history, a hands-on experience of Tudor music, food and costume deepened pupils' understanding of living in another age. The school is particularly successful in providing pupils with valuable insights into other cultures. Established links with communities in Italy, France and Japan have led to beneficial exchange visits and meaningful communications. Pupils are gaining valuable understanding of Britain as a multi-cultural society through personal, social and health education lessons and special events such as the multi-cultural week.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

- 45 The overall provision is satisfactory.

Strengths

- The caring ethos and support for pupils' personal development;
- Arrangements for first aid;
- Good systems for monitoring attendance;
- Very good promotion of good behaviour and prevention of bullying.

Areas for development

- Formal risk assessment of the premises;
 - Staff training in procedures for child protection.
- 46 Pupils and parents value the way in which adults working in the school care for the pupils. Some of the members of the School Council said that the best thing about school was '*the teachers, because they are there for you when you need help*'. The school has good procedures for monitoring and supporting pupils' personal development. Class teachers show concern for their pupils and write helpful comments about their attitudes in the pupils' annual reports. The headteacher is particularly supportive of those pupils and their families who have difficulties. Other adults working in school, including the office staff, support assistants and midday supervisors, make valuable contributions in caring for pupils.
- 47 The arrangements for first aid are good and six members of staff are qualified in first aid. Pupils who are ill or injured receive good care and attention in a well-equipped medical room. There are good procedures for recording treatment, informing parents and administering medication.

- 48 The school pays due attention to health and safety on a day-to-day basis. Governors and the premises manager are vigilant of any potential hazards and follow up any concerns. Formal risk assessments are made for physical activities and visits, but not of the premises.
- 49 There are satisfactory arrangements for child protection. The school follows the Local Education Authority guidance and the headteacher is the designated person responsible for child protection. Staff are aware of the need to be vigilant, but there has been too little recent training to ensure staff are fully briefed and up to date. However, this is planned to take place soon after the inspection.
- 50 The school's arrangements for monitoring and improving attendance are good. Registers are marked correctly and office staff quickly follow up any unexplained absences. The school rewards good attendance and discourages families from taking holidays during term time.
- 51 The school's procedures for monitoring and promoting good behaviour are very good. This is not a highly regimented community, but one where there is an ethos of mutual respect and high expectations of good behaviour. Pupils and adults working in school are very good role models and the clear behaviour policy emphasises the rewarding of good behaviour. Pupils value the introduction of the 'Gold Book' to record good behaviour. The deputy headteacher has worked hard to monitor and review detentions. She now counsels pupils who receive more than three detentions and the level of detentions has reduced considerably.
- 52 The procedures for monitoring and eliminating oppressive behaviour are very good. Definitions of bullying have been recently discussed by the School Council, as well as in lessons and in assemblies, clarifying pupils' understanding of the difference between bullying and 'falling out'. Parents are fully aware of the school's clear anti-bullying policy and appreciate the way the school deals with anti-social incidents.

Assessment

- 53 The assessment of pupils' academic achievement is satisfactory overall. Not enough use is made of the information gained from assessment to help plan for the next stages of individual pupils' learning.

Strengths

- The procedures for assessing pupils' progress and attainment in English, mathematics, science and information and communication technology are good;
- There are effective systems for tracking pupils' achievement in English, mathematics and science as they move through the school;
- The school makes good use of assessment information to identify where improvement in the teaching and curriculum are needed and in planning to address this;
- Good procedures are in place for identification of, and provision for, pupils with special educational needs and gifted and talented pupils.

Areas for development

- Information from assessment is not always used effectively enough in planning for the next stage in learning for some pupils;
- There are no formal assessment procedures in the majority of the foundation subjects;
- There are inconsistencies in the application of the marking policy and reward systems.

- 54 Since the last inspection there have been good improvements in the procedures for the assessment of pupils' academic performance in English, mathematics, science and information and communication technology. In English and mathematics, the effective assessment procedures have helped to identify those aspects of the subjects in which pupils are weaker. The end of topic tests and the use of past tests papers in science clearly show the levels at which pupils are working. In information and communication technology, teacher assessments are enhanced by pupils' own evaluation of their achievements. In these subjects, teachers have a good indication of the stage at which pupils are working and the progress they have made in their learning.
- 55 A regular programme of formal assessments in English, mathematics and science ensures that teachers are aware of each pupil's changing level of achievement as they move through the school. This is carefully recorded and analysed from year to year, raising concern where pupils have made insufficient progress. The information also helps teachers to place pupils in groups so that they can work with others of similar levels of attainment on activities more closely matched to their needs. It also helps teachers to set targets for each group. One beneficial outcome has been that the number of pupils reaching the higher Level 5 in the mathematics test has risen. Less use is made of the information to set individual targets for pupils and the setting and use of group targets is not consistently applied across all year groups.
- 56 The school analyses the results of national tests at the end of Year 6 and produces a breakdown of strengths and weaknesses of performance in each subject. This, together with the effective use of the information from other assessment, gives senior staff a clear indication of where improvements in the curriculum and teaching are needed. This is one reason why the above average standards in English and science are being maintained. It is also helping to bring about improvement in mathematics. The results are also analysed to identify if there are any differences between the performance of boys and girls and pupils of different ethnic backgrounds to ensure learning activities do not have a gender or racial bias.
- 57 The assessment of pupils with special educational needs is thorough and gives a clear indication of each pupil's needs. Pupils are assessed at an early stage, and the information is used well to ensure good individual education plans are written. Teachers and support staff liaise well to set clear and achievable targets.
- 58 There are good procedures in place to identify gifted and talented pupils. Once identified, a register is maintained and effective action is taken to offer these pupils enrichment courses, including from the school's very good range of extra-curricular activities and further opportunities to develop their skills.
- 59 Despite the good information obtained on pupils' achievement from the assessments in English, mathematics and science, there are two main weaknesses in the way it is used to promote progress. First, the school's agreed strategies for improvement are not consistently implemented across all classes. For example, not all staff spend long enough on mental starter activities in mathematics to help improve pupils' numeracy skills. Secondly, not enough use is made of the information to promote the progress of individual pupils. Few teachers set targets for individual pupils, although a very effective system for combining group and individual target setting is in operation in Year 3. Also, not enough account is taken of assessment information when planning the future learning for pupils of different levels of attainment.

- 60 There are no formal procedures for assessing achievement or attainment in the majority of other subjects. Most teachers have a sound understanding of what pupils have achieved through marking of pupils' work or evaluation of the learning that took place in a lesson. They use this information to help plan future work in these subjects, but the planning is not as effective as it could be if teachers had clear and accurate information of the exact stage at which pupils were working.
- 61 The school has a good marking policy, which has been introduced by the assessment co-ordinator after a thorough investigation of the most effective strategies, and consultation with all staff. However, not all staff fully apply the agreed procedures and so some pupils do not benefit from feedback which encourages them to develop their skills and knowledge. At its best, marking clearly indicates what pupils have achieved and what they can do to improve. In addition, some teachers successfully involve their pupils in assessing their own learning. This helps pupils to recognise their own strengths and weaknesses and has a motivating effect on those pupils as they try harder to achieve their personal best. Marking is not so effective when it merely shows whether the work is correct or not, or comments that it is good without saying what was good about it.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

- 62 The school has a very good partnership with parents who provide very good support for its work.

Strengths

- Parents have very positive views of the school;
- The school reaches out to parents and responds well to their concerns;
- Parents receive good information about the work of the school;
- The information provided for parents of pupils with special educational needs is good;
- Parents' involvement and contribution to the life of the school is very good.

Areas for development

- The pupils' annual reports do not give parents enough information about how their children are doing and how they can improve their work.
- 63 Parents and carers hold the school in high regard and they expressed very favourable views at the pre-inspection meeting and through the Ofsted questionnaires.
- 64 The school has maintained its very good links with parents seen at the time of the last inspection. A few parents feel that the school does not work closely with them, but the inspection team found no evidence to support these views. The vast majority of parents feel that the school is very welcoming and they particularly appreciate the way it rapidly responds to their concerns. The school values parents' opinions and conducts surveys on issues such as the provision for gifted and talented pupils. Useful computer courses for parents are held in school and are proving very popular.
- 65 The information that the school provides to parents is good. The detailed prospectus contains useful information; for example on homework and anti-bullying procedures. The governors' annual report paints a clear picture of school life, although it omits to give details of the next election of parent governors. Newsletters keep parents well informed about future events, as well as thanking parents and celebrating the school's successes. The school invites parents to a useful 'meet the teacher' session at the beginning of the school year and sends parents

valuable information about the topics their children will be studying. Parents enjoy attending open days when they can experience activities such as experimental science work or playing multi-cultural musical instruments. Termly consultations with teachers provide parents with good opportunities to discuss their children's progress.

- 66 Parents of pupils with special educational needs are well informed about their child's progress and the measures taken by the school to meet their child's specific needs. Teachers consult regularly with parents of these pupils and the meetings allow a valuable exchange of information concerning pupils' work at home and school.
- 67 Parents' involvement with the work of the school is very good. The very active 'Friends Association' raises considerable funds for educational purposes, as well as organising social events. Parents enjoy supporting productions and special church services. Working parties help maintain the school grounds. The parents' contribution to their children's learning is very good. An impressive number of parents are willing to help at school and this has a real impact on standards, especially in swimming. Parents are very interested in their children's education and attendance at parent consultation evenings is high. A minority of parents have concerns about homework and the school recognises the need to involve parents in reviewing the homework policy. Parents give good support at home; for example by ensuring that homework is completed and helping with design and technology projects.
- 68 The school provides parents with satisfactory information about how their children are getting on, including in the pupils' annual reports. However, although they inform parents well about what their children can do, there is not enough information about how their children are progressing and how they can improve their work. There are a few helpful comments such as *'needs a great deal of practice at home with counting games like ludo and snakes and ladders'*.

HOW WELL IS THE SCHOOL LED AND MANAGED?

- 69 The overall quality of leadership and management is satisfactory. This is not as good as at the time of the last inspection. However, since then there have been a considerable number of changes, both in staff at management level and also in the governing body.

Strengths

- The leadership of the headteacher and her deputy is helping to move the school forward;
- The advice and support given to the school by the chair of governors is good;
- Governors have a good understanding of the strengths and weaknesses of the school;
- The school improvement plan is good and has identified appropriate areas for development;
- Financial resources are effectively targeted and very well managed by the bursar;
- The day-to-day administration is very good;
- Teaching and learning are effectively supported by the spacious and well-maintained accommodation;
- Resources are good and are used effectively to help pupils learn.

Areas for development

- High turnover and prolonged staff absence have delayed progress on identified areas for improvement;
- The action taken as a result of monitoring and evaluation has not sufficiently improved all the areas of weakness;

- The roles of some year leaders and subject co-ordinators have not been fully developed, consequently not all are effective enough in helping to raise standards;
- 70 The headteacher provides strong and effective leadership, which, despite staff changes, has ensured that the school retains a positive ethos and a high profile in the local community. She is especially well supported by a very able deputy headteacher and between them they ensure clear direction for continuous improvement. The deputy headteacher plays a leading role in helping to improve provision and standards. The success of her work can be seen in the good curriculum planning and the procedures she has put in place to help the school monitor pupils' rate of progress from term to term, as well as the provision for talented pupils. Raising pupils' achievement is now central to the school's plans for improvement and there is a detailed analysis in the current development plan of how the school's current priorities will help to bring this about. The headteacher and her deputy are successful in helping the school to achieve its aims of providing a curriculum that encourages the development of pupils as well-rounded individuals, both academically and personally.
- 71 Governors fulfil their statutory duties and make a sound contribution to the work of the school. The chair of governors spends a great deal of time in the school and is very committed to its work. His work as a critical friend to the headteacher and her staff is extremely beneficial to the smooth running of the school.
- 72 The governors, many recently appointed, bring a wide range of helpful expertise and experience. They are acquiring a good knowledge of strengths and weaknesses in the school, which will help them to play a strong role in guiding the school's development. Governors have attended recent training, which is being used well, especially in helping them to check and question what is happening in the school. For example, they discuss decisions about spending carefully, make regular visits to the school and are well informed by frequent written reports from the headteacher.
- 73 The school's plans for improvement are good. A detailed annual plan and an outline for the next five years reflect clear priorities, which are well focussed on raising standards. The school has an appropriate system for setting targets and has generally been successful in meeting and exceeding previous targets for standards at the end of the school. Most success criteria are clear and enable the school to measure progress in relation to pupils' achievements.
- 74 The school ensures that its spending is linked carefully to the priorities in the improvement plan. Governors and staff take a full part in discussing and agreeing how funds are to be spent. There is careful monitoring of spending, in which the headteacher and governors are significantly supported by the expertise and experience provided by the bursar. Day-to-day control of the school's finances are of a very high quality and the school's most recent financial audit found nothing to criticise.
- 75 The administration arrangements are also very good and the school has a very effective computerised management system, which is used to good effect. The administration staff, capably led by the office manager, are well organised, competent and committed. Together they make a very significant contribution the smooth running of the daily life of the school community.
- 76 The accommodation is spacious and used well to support learning. It benefits from having two halls, and a good-sized playground and field. There are many additional rooms in which specialist tuition for music can take place, as well as a useful non-fiction library. The premises

staff, under the leadership of the premises manager, ensure that the school is kept immaculate and remains a pleasant environment in which to work. Because of subsidence, much of the building is due to be demolished and renewed. The school has careful plans to ensure the safety and continuity of the pupils' education during this time of disruption.

- 77 Overall, learning resources are good. Expenditure has been well targeted and there is a good level of quality resources for many subjects, including English, history, information and communication technology and religious education. The library stock has recently been depleted after an audit and disposal of out-of-date material. However, there are plans to renew this through the purchase of a range of good quality non-fiction books. Good use is made of the Chichester Museum Service, for history and geography resources.
- 78 The school has suffered from a period during which there has been high turnover of staff, as well as prolonged staff absence. This has led to considerable changes in subject co-ordination, which has contributed to the slow progress in addressing some areas identified for improvement. It has particularly affected the progress made in mathematics, where there have been four different co-ordinators in the past two years.
- 79 Much of the monitoring and evaluation of the work of the school has been carried out by the headteacher and her deputy, assisted by appropriate advisers from the Local Education Authority. When this occurs it is well planned and effective and the plans ensure that all staff can contribute to it. This monitoring has helped to successfully identify areas for development in English and mathematics. Verbal and written feedback is given, targets for action are agreed, support is provided and progress towards the targets is monitored. Results of national tests are carefully analysed by the subject co-ordinators and, in consultation with deputy head teacher and headteacher, suitable plans are put in place to improve performance. However, these plans are not always effectively carried out. This is because there are occasions when some co-ordinators and year leaders do not give appropriate advice nor do they ensure that perceived weaknesses are addressed. There are also weaknesses in the monitoring and evaluation of the provision and standards in some of the foundation subjects, such as history, because co-ordinators do not have the opportunity to monitor the work that takes place in lessons.
- 80 There is some overlap in the roles of the year leaders and subject co-ordinators, which has also led to weaknesses in implementing and monitoring the school's strategies for improvement. In particular, the roles and responsibilities of the year leaders have not been fully clarified. This lack of guidance is one reason why the majority do not carry out their responsibilities effectively enough. Although structures and procedures for development planning, monitoring and evaluation have been introduced appropriately throughout the school, most year leaders are not monitoring these rigorously enough. As a result, action to improve the quality of teaching and learning and to raise standards has not been totally effective because too many inconsistencies remain in teachers' practice.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

- 81 To improve the standards achieved and the quality of education provided, the Governors, Headteacher and staff should:
- (1) Raise standards and achievement in mathematics by;
 - providing more work to develop pupils' problem-solving skills;

- ensuring that all teachers provide effective activities to improve pupils' quick recall of number facts;
- including more opportunities for pupils to use their mathematical skills in other subjects;
- increasing the level of support provided in some lessons for the lower attaining pupils.

(See paragraphs 9, 59, 94, 96 and 97)

(2) Improve the quality of teaching so that it consistently matches the best seen in the school by;

- ensuring that learning is rigorous and interesting in all classes in each year group;
- making sure that teachers take full account of assessment information to plan appropriately challenging activities for pupils of different levels of attainment;
- ensuring that the marking of pupils' work indicates how well they have achieved and gives advice on how to improve.

(See paragraphs 9, 10, 13, 26, 27, 29, 30, 33, 59-61, 80, 84, 87, 89, 97, 99, 103, 105, 110, 117, 122, 124 and 140)

(3) Make more effective use of the information obtained from monitoring and evaluation of the school's work in order to help improve standards and achievement by;

- providing a clear structure for the roles and responsibilities of the year leaders and curriculum co-ordinators to ensure that they are fully effective, especially in giving good advice and support to their colleagues;
- taking steps to ensure that new initiatives are being effectively implemented in all classes;
- ensuring that all year groups are setting specific improvement targets which better meet the needs of individual pupils;
- instituting formal procedures for the assessment of pupils' attainment and achievement in all foundation subjects.

(See paragraphs 9, 28, 29, 33, 55, 59, 61, 79, 80, 92, 110, 117, 122, 124, 127 and 140)

Minor areas for consideration within the action plan include:

1. Consider increasing the time allocated to those subjects where pupils do not achieve so well. *(See paragraphs 39, 91, 110 and 116)*
2. Improve the quality of the annual pupil reports so that they identify how well pupils have achieved and what they need to do to improve further. *(See paragraph 68)*

3. Institute formal procedures for all aspects of the school's work concerning the safety and welfare of pupils. (*See paragraphs 48 and 49*)
4. Governors should continue to monitor and address the issues concerning the high turnover and prolonged absence of staff. (*See paragraphs 9, 78 and 92*)

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	65
Number of discussions with staff, governors, other adults and pupils	32

Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	1	7	24	33	0	0	0
Percentage	1	11	37	51	0	0	0

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

Information about the school's pupils

Pupils on the school's roll	Y3– Y6
Number of pupils on the school's roll (FTE for part-time pupils)	355
Number of full-time pupils known to be eligible for free school meals	9

FTE means full-time equivalent.

Special educational needs	Y3– Y6
Number of pupils with statements of special educational needs	5
Number of pupils on the school's special educational needs register	63

English as an additional language	No of pupils
Number of pupils with English as an additional language	11

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	24
Pupils who left the school other than at the usual time of leaving	17

Attendance

Authorised absence		Unauthorised absence	
	%		%
School data	4.9	School data	0.1
National comparative data	6.1	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 2 (Year 6)

	Year	Boys	Girls	Total
Number of registered pupils in final year of Key Stage 2 for the latest reporting year	2002	55	61	116

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	45	46	52
	Girls	54	46	56
	Total	99	92	108
Percentage of pupils at NC level 4 or above	School	85 (78)	79 (74)	93 (95)
	National	75 (75)	73 (71)	86 (87)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	28	43	44
	Girls	46	45	48
	Total	74	88	92
Percentage of pupils at NC level 4 or above	School	64 (77)	77 (76)	79 (76)
	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	341	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	1	0	0
Mixed – White and Asian	1	0	0
Mixed – any other mixed background	3	0	0
Asian or Asian British - Indian	2	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	2	0	0
Black or Black British – Caribbean	0	0	0
Black or Black British – African	2	0	0
Black or Black British – any other Black background	0	0	0
Chinese	1	0	0
Any other ethnic group	0	0	0
No ethnic group recorded	0	0	0

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

Teachers and classes

Qualified teachers and classes: Y3- Y6

Total number of qualified teachers (FTE)	16.7
Number of pupils per qualified teacher	21
Average class size	30

Total number of education support staff	6
Total aggregate hours worked per week	85

Financial information

Financial year	2001/2
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	£
Total income	798,702
Total expenditure	806,597
Expenditure per pupil	2,068
Balance brought forward from previous year	59,492
Balance carried forward to next year	51,597

Recruitment of teachers

Number of teachers who left the school during the last two years	7
Number of teachers appointed to the school during the last two years	7

Total number of vacant teaching posts (FTE)	0
Number of vacancies filled by teachers on temporary contract of a term or more (FTE)	1
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

355

Number of questionnaires returned

158

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	56	41	3	0	0
My child is making good progress in school.	48	50	1	0	1
Behaviour in the school is good.	33	60	4	0	3
My child gets the right amount of work to do at home.	26	60	11	2	1
The teaching is good.	51	46	1	0	2
I am kept well informed about how my child is getting on.	34	55	9	1	1
I would feel comfortable about approaching the school with questions or a problem.	54	39	5	1	1
The school expects my child to work hard and achieve his or her best.	59	40	1	0	0
The school works closely with parents.	32	55	11	1	1
The school is well led and managed.	51	42	3	1	3
The school is helping my child become mature and responsible.	53	44	1	0	2
The school provides an interesting range of activities outside lessons.	64	32	3	1	0

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

ENGLISH

- 82 The standards reached by the end of Year 6 are above average overall and achievement is satisfactory. The quality of teaching is sound.

Strengths

- Standards are above average;
- The broad curriculum is appropriately linked with other subjects;
- Some teaching is good, particularly in Year 3;
- Curriculum planning is good;
- There are appropriate areas for future development.

Areas for development

- Too little attention is paid to matching work to the particular needs of individual pupils;
- There is insufficient monitoring of teaching and learning, resulting in significant differences in pupils' work across year groups;
- The quality of marking is inconsistent;
- Not enough use is made of targets to help improve standards;
- Further development is needed in the use of drafting techniques and in information and communication technology.

- 83 The standards reached by the pupils in Year 6 are above average. Pupils make sound progress and achieve satisfactorily. Some pupils achieve well. However, there is a lack of consistency in what is taught between classes in the same year group and not all pupils are being taught as well as others, which affects their achievement.

- 84 Pupils with special educational needs make sound progress throughout the school. Their individual targets are relevant to their needs and made clear to pupils, parents and teachers. These pupils are provided with appropriate work and support in most classes. There are a comparatively small number of pupils' for whom English is an additional language, none of whom are at the early stages of speaking English. They receive satisfactory support and make sound progress in developing their language skills. The majority of higher attaining pupils are generally achieving satisfactorily. This happens because pupils are often grouped according to previous attainment and the work they are given is usually set at the appropriate level. However, there are some occasions when not enough attention has been given to the attainment of different groups of pupils. When this happens the higher attaining pupils are set work that is too easy for them and the lower attaining pupils are given work, which they find difficult. This limits their achievement.

- 85 The speaking and listening skills of the majority of pupils are above average. Pupils are competent and articulate, they generally listen carefully and answer questions correctly. They get many opportunities to participate in role-play and drama, both in class and in whole school activities such as assemblies. This has a positive impact on their self-esteem and confidence as well as increasing the effectiveness of their speaking skills.

- 86 Overall, reading skills are generally above average and pupils are effectively interpreting and explaining what they read. However, a minority of pupils have limited skills in working out

what is likely to happen in the plot from the clues they are given. Some pupils also have difficulties in explaining the reasons for the answers they give when asked questions about their reading. For example, one Year 6 pupil was unable to explain a particular preference for an author's work beyond 'it's quite funny'. Pupils have access to a wide range of books and, throughout the school, they enjoy, and talk freely, about class storybooks. Pupils are encouraged to read at home and clearly do, this is reflected in the progress that they make.

- 87 The quality of pupils' writing is inconsistent across classes in the same year group. This is because, although teachers plan together, they do not always follow the plans closely in the lesson. An example of this was seen in the literacy lessons in two Year 4 classes. In these lessons, the pupils were comparing and recording the feelings of a boy in two contrasting situations. In one class, the written task was challenging for all pupils, dictionaries were available and the work was well matched to pupils' individual needs. Some pupils challenged themselves further by recording their answers in sentences.
- 88 The breadth of the curriculum has improved since the last inspection and pupils now have the opportunity to write for a range of purposes and a variety of audiences. For example, Year 6 pupils made good efforts to develop a journalistic style after a visit to the local paper, 'The Portsmouth News', and wrote an appropriate account of their visit. Many of these reports were also word-processed which gave them an appropriately professional appearance. However, overall, there is limited use of information and communication technology skills to support learning in English. Pupils are learning to draft and review their work, although too often the teacher, rather than the pupil, takes the lead in this activity, which limits pupils' skills. Some good links are made to develop pupils' literacy skills in other subjects. For example, pupils in Year 6 were writing a list of instructions for following a route between local landmarks. This effectively reinforced the map work that they had been carrying out in geography as well as developing pupils' ability to write instructions clearly and logically. Pupils' ideas are plentiful, and their work shows a broad vocabulary. The weakest aspect of pupils' written work is spelling, although the standard is in line with what is expected for their age. This is because, although there is regular spelling homework and tests are carried out, dictionaries are not used sufficiently to check spellings as work is completed. Handwriting is generally neat, joined and fluent.
- 89 The quality of teaching through the school is satisfactory overall, and is good in Year 3. Teachers are generally enthusiastic and often arouse the same enthusiasm in their pupils, particularly in Year 3, where teaching is lively and stimulating. Teachers' classrooms are usually orderly; however, they do not always challenge pupils enough in terms of the amount and quality of work to be produced. Pupils' attitudes towards their work are always good and this enables them to learn effectively because their levels of concentration are high. Pupils will often extend the challenge themselves if they complete their work. For example, in one Year 6 literacy lesson observed, pupils frequently found more than one route between the landmarks identified. Teachers' planning is detailed and shows what is supposed to be taught, however it is clear that this is not always carried through. Pupils' work is marked very well in some classes, particularly in Year 3. However, there is some evidence that marking in other classes is sporadic and in some cases inappropriate. In one class, some marking was very negative and the comments insensitive to pupils' feelings. Whole class targets are set, but these are often too general and only relate to one aspect of the subject, for example, story writing. In addition, apart from Year 3, targets are often set for a group of pupils with not enough thought being given to seeing if they match the needs of all individuals in the group.

- 90 The English co-ordinator, manages the subject effectively. She has worked hard to revise the policy and, with the support of the deputy headteacher and link inspector, has introduced new strategies to improve standards throughout the school. Some good quality monitoring and assessment of pupils' work and test papers link well with the school's targets for improvement. Teachers' planning is appropriately monitored, although standards of work are not regularly discussed to ensure all staff are agreed on the levels at which pupils are working. The co-ordinator has correctly identified the need to develop the more complex reading skills and has put in place strategies to raise standards in this aspect.

MATHEMATICS

- 91 Standards in Year 6 are close to the national average as they were at the time of the last inspection. However, standards are not as good as in English and science and, although improving, achievement is not as good as it should be.

Strengths

- Pupils' work in shape, measure and data collection;
- Improvement in the achievement of the higher attaining pupils;
- The assessment of pupils' progress.

Areas for development

- The speed of pupils' recall of number facts;
- Pupils' ability to solve problems;
- Teachers' use of the mental starter session;
- Activities to meet the differing needs of pupils in each group;
- The quality of the marking of pupils' work;
- The level of support for the lower attaining pupils;
- The limited use of mathematics across the curriculum.

- 92 The national test results for eleven year olds in 2002, although average when compared with schools nationally, were below those of similar schools. This was because not enough pupils achieved the higher Level 5 in the tests, although the proportion was better than in the previous year. Trends in performance over the last three years indicate a steady improvement in standards, and a significant rise from the test results in 2000. This improvement shows the benefit of some good work by the school in developing teachers' skills, and more tightly focused assessment procedures that help to identify those areas in which standards are weaker. Over the past three years, girls have performed better than boys and the pattern is continuing. There was no evidence that this was due to weaknesses in the teaching and the school continues to monitor the situation closely. Further developments have been hampered by the many changes in co-ordination of the subject. These have meant that teachers have lacked a consistent pattern of support and expectations, and explains some variations in the quality of teaching from class to class.
- 93 For the current Year 6, standards are in line with the national average as they were at the time of the last inspection and improvement has been satisfactory. Most Year 6 pupils have a sound understanding and knowledge of the multiplication tables up to ten, but a significant number struggle to recall these facts quickly. Most pupils convert percentages to fractions and decimals confidently, and set out their sums carefully to avoid unnecessary mistakes. They divide numbers by tens, hundreds and thousands accurately, and have a sound understanding of the use of the decimal point. Pupils use non-calculator methods for long multiplication and long division, including the multiplication and division of decimals, but some still find this

process difficult. They use their knowledge of percentages well in relation to every day life in, for example, their work on calculating percentages of sums of money.

- 94 Pupils' problem-solving skills are relatively weak; many struggle to use their mathematical skills to work out patterns of numbers, and need lots of help to get started with an investigation. This happened when Year 6 pupils were asked to work out a formula to show how a policeman could observe criminal activity in blocks of houses. Many could not work out how to start their investigation, and even some higher attaining pupils made basic errors. Pupils' work on shape and measure is good. When working with two-dimensional shapes and angles, pupils label the various shapes with confidence, and have a good understanding of acute and obtuse angles. They understand rotational symmetry well, and draw their shapes accurately on squared paper. Nearly all pupils have a good understanding of databases, and how to compile data using frequency tables to produce a graph. For example, their work constructing a pie chart of results from a swimming competition was of a particularly good standard. Pupils make sound use of information and communication technology to support their learning in mathematics, and do some good work on spreadsheets; for example, to calculate the cost of a dinner party.
- 95 Pupils have limited opportunities to develop their numeracy skills in other subjects. They measure liquids and use force meters in science, and draw accurate nets of figures in design and technology, but teachers miss many opportunities to bring mathematics into pupils' everyday life. This helps to explain why pupils' use and application of their mathematical skills lags behind other aspects.
- 96 Pupils' achievement is unsatisfactory overall, given their good standards on entry to the school. While their work in shape, space and data is of a good standard, not enough pupils develop their basic numeracy and problem-solving skills to a sufficiently high standard. This is partly because insufficient emphasis has been given in lessons to promoting pupils quick recall of basic number facts. Pupils with special educational needs make sound progress, and are supported satisfactorily by the school's arrangements for teaching pupils in groups according to their previous attainment. The school has worked hard to raise the achievement of higher attaining pupils by providing very challenging work for the sets in which they are taught. In addition, there is a booster class for pupils who are close to achieving the higher Level 5 to ensure that they do so. As a result of this work, there were twice as many pupils who attained the higher Level 5 in the national tests in 2002 than did so in 2001.
- 97 The quality of teaching and learning, as at the time of the last inspection, is satisfactory. Teachers make lessons interesting by using lots of practical tasks that capture pupils' enthusiasm. They manage pupils' behaviour well so that lessons move briskly. Teachers have a good mathematical understanding and explain new work well; this helps pupils grasp new concepts quickly. Lessons are satisfactorily planned and provide some good opportunities for pupils to work in groups on challenging tasks. The main weakness of the teaching lies in the mental mathematics start of lessons. Too often, these sessions are very brief and focus more on the assessment of pupils' existing knowledge than teaching them new skills or allowing them to practice and improve others. In two lessons, this mental starter session lasted for two minutes and in another there was none at all. This is why few pupils develop quick ways to work out number problems, and why many pupils in Years 5 and 6 are still counting on their fingers to calculate simple addition sums. Good arrangements have been made to teach pupils in groups with others of similar levels of attainment. This ensures that their needs are met on the majority of occasions. However, some teachers do not take enough account of the differences between the individual pupils in the group and the activities do not always meet the

needs of all pupils. In most lessons for the lowest attaining pupils there is extra adult support and this ensures that their learning is satisfactory. However, there are some occasions when groups of pupils have to wait for an adult to help them and this slows the pace of their learning.

- 98 In the best lesson seen, the teacher was focusing on improving the speed of pupils' calculations after finding weaknesses in this area in the previous lesson. She began by working on pupils' grasp of number bonds up to 10, and built up the pace of her questioning as they became more confident. The teacher used a computer presentation to move pupils swiftly on to the next part of the lesson and they could hardly wait. The group work that followed was matched very well to the standards of different pupils, and they all worked feverishly throughout. By the end of the lesson, when the teacher asked pupils similar questions to those at the start, there was a forest of raised hands to show how much progress they had made.
- 99 The new subject co-ordinator is very enthusiastic and has a good understanding of the subject's strengths and weaknesses. He has already developed some good tracking of pupils' achievements, and had made a useful analysis of the differences in the standards attained by boys and girls. Assessment is thorough, and used well to identify elements of mathematics that pupils find difficult. The quality of teachers' marking of pupils' work, however, varies; while some teachers write helpful comments to encourage pupils to reach higher standards, others merely fill the page with ticks and crosses and this does little to help pupils improve.

SCIENCE

- 100 By Year 6, standards are above the national average and pupils' achievement is satisfactory.

Strengths

- Standards are above the national average;
- Some lessons provide extensions to investigations and experimental activities for the higher attaining pupils and when this happens they make good progress;
- Teachers use scientific terminology in their explanations;
- Pupils show interest and enthusiasm in lessons;
- The curriculum is good and is enriched by visits, visitors and links with other schools;
- Assessments of pupils' scientific knowledge and understanding are good.

Areas for development

- There are inconsistencies in teaching within year groups and across the school;
- Where all pupils record investigative work in identical ways, the higher attainers do not develop independence in presenting their ideas;
- Work is not always planned to meet the needs of individual pupils.

- 101 In the 2002 tests results for pupils then in Year 6, standards were above the national average and average in comparison with similar schools. Standards have been maintained since the last inspection.
- 102 For pupils currently in Year 6, standards are above average. Most pupils have a sound understanding of the value of evidence in solving problems through investigations. They progress from investigating the waterproof qualities of materials, where results are obtained by personal observation, to investigating thermal insulators, where results are obtained from the regular and accurate reading of thermometers. Some higher attaining pupils in Year 6 gathered their evidence about magnetic strength from investigations they had devised themselves. Older

pupils show a good understanding of the function of parts of plants and the conditions necessary for growth and reproduction. They also classify other living things and recognise the essential conditions for these to survive. Pupils' ability to present their evidence and information in a variety of ways, which they have decided upon for themselves is a weaker because of the lack of opportunities to do this. Overall, pupils' achievement is satisfactory. However, pupils with special educational needs achieve well because of the good support they receive.

- 103 The quality of teaching and learning are satisfactory overall. However, there are inconsistencies in teaching across, and within, year groups. Similar lessons in a year group are often good in one class and satisfactory in another. All teachers use scientific vocabulary effectively when explaining new things so that pupils understand and absorb the appropriate terminology. Activities are based on an investigative approach. As a result, pupils enjoy their lessons, work with enthusiasm and sustain concentration. Resources are well prepared and used effectively to help pupils learn. Inconsistencies in teaching and learning across year groups come from variations in the pace of the lesson and in the way that pupils' different learning needs are met. Learning is good when lessons provide pace, support for the lower attainers and appropriately challenging work for the higher attaining pupils. This was seen in a good lesson where pupils were investigating the properties and strengths of several magnets. The lower attaining pupils carried out a structured investigation to find out the distance from which different magnets could attract paper. The middle attaining pupils explored the relative strengths of magnets through layers of paper, whilst the higher attainers devised their own experiment to test the differing strengths of two magnets. In another class in the same year group, the work planned did not match the stage at which different groups of pupils were working. In this lesson, the higher attaining pupils were not sufficiently challenged, whilst the lower attaining pupils struggled to complete the written task.
- 104 The curriculum is good because it is planned for pupils to increase their skills and knowledge through experimental and investigative work and this helps their understanding. It is enriched by links with special activities, such as those shared with a local 'Beacon' school, Science Week, competitions and good use of the school grounds. Visits from external groups, such as the Health Education Road Show and visits to relevant places such as the Planetarium, in Year 4, also enhance learning.
- 105 The assessment of pupils' knowledge and understanding of the subject and the analysis of results have improved well since the last inspection. End of topic tests and the use of past test papers give a clear indication of what pupils know and understand. In addition, there is a thorough analysis of National Test results and yearly tests. This gives a clear indication of what needs to be done in order to improve standards and achievement. However, as at the time of the last inspection, some teachers are not taking enough account of assessment information when planning lessons. The newly appointed co-ordinator has gained a good understanding of the current strengths and weaknesses, but has not had time to act on the information gained.

ART AND DESIGN

- 106 Pupils' achievement in art and design is satisfactory and, by Year 6, standards are in line with national expectations. This maintains the standards seen at the last inspection.
- 107 Pupils achieve satisfactorily in print making skills, such as in the Roman tile prints created by Year 5 pupils. Displays around the school are attractively presented and show a good range of

techniques and materials used. For example, Year 4 pupils created collage portraits of Tudor monarchs of a good standard. There is also evidence of some three-dimensional work, such as the clay work on Ancient Egypt made by Year 5 pupils. These examples show that pupils are making satisfactory progress in developing their skills and knowledge as they move through the school. By Year 6, pupils' skills in observational drawing are in line with national expectations, as seen in their drawings of shells and leaves. Year 6 pupils also completed some effective three-dimensional sea creatures as part of their textile work. In a lesson observed during the inspection, Year 6 pupils were creating effective photomontages to communicate their own messages. Pupils' messages showed a great deal of thought and the lesson contributed to the pupil's social and moral development. They worked with great care and attention to detail to convey their messages, such as 'anti-racism', 'don't follow the crowd' and 'money can't buy you happiness but it can make you look better!'

- 108 Teaching is satisfactory overall, in some lessons it was good and in one lesson seen was very good. Teachers' subject knowledge is sound and they are teaching the skills and techniques needed for pupils to work successfully with different materials, such as clay and textiles, as well as drawing and painting. Pupils have very good attitudes to the subject and this helps them to concentrate well and to work hard. As a result of the excellent relationships between pupils, they work especially well collaboratively and discuss their work confidently. This helps them to evaluate the effectiveness of their work and to make improvements. A weakness of teaching is that sketchbooks are not used as well as they should be by all teachers to help pupils develop their skills and not all pupils are clear of their purpose. Where they are used effectively, pupils use them to experiment with colour and design before completing a final piece of work.
- 109 When teaching is good or better, lessons are well planned with clear learning intentions. Teachers have high expectations of pupils and they demonstrate and teach techniques clearly. In these lessons, pupils are encouraged to use their imagination, which improves the quality of their work. Good use of information and communication technology in art was seen in one Year 4 lesson when pupils worked with computers to create space pictures.
- 110 The school is aiming to raise the profile of the subject and it is an area for development in the current improvement plan. There is a clear policy and new scheme of work that will effectively develop pupils' progression of skills and this has addressed the weakness identified at the time of the last inspection. However, there are no formal assessments of pupils' work and this makes it more difficult for teachers to plan for the next stages of learning. A particular good feature of the curriculum is the visits pupils make to art galleries and museums, which enhance their learning. Extra-curricular art clubs also give pupils more opportunities to extend their skills and the school encourages pupils to enter local and national competitions. Despite these good features, a major barrier to greater improvement is the fact that the subject has not been allocated as much time as the majority of the other foundation subjects. This has limited the time available for teaching new skills and also the range of activities provided.
- 111 The new co-ordinator has already identified the strengths and weaknesses in the subject and has plans to deal with them. Resources are good and are being increased to support the new scheme of work.

DESIGN AND TECHNOLOGY

- 112 Design and technology was not taught during the inspection. However from discussions with pupils, and by looking at the limited amount of work they had produced, it is clear that, by Year

- 6, standards are broadly in line with national expectations and their achievements are satisfactory. This maintains the standards seen at the time of the last inspection.
- 113 The work of Year 6 pupils, when designing and making greenhouses, showed that they are able to plan their work carefully and work with accuracy, producing models of the expected standard. Pupils had effectively evaluated their work to distinguish between what worked well and what could be improved. Pupils are also encouraged to consider both the aesthetic quality of their design, as well as its fitness for purpose, as was seen in the musical instruments, designed and made by Year 5 pupils.
- 114 It is not possible to make an overall judgement about teaching as no lessons were observed. However, from talking to pupils it is clear they are making satisfactory progress in building on, and extending, their skills and knowledge.
- 115 There is a clear policy and detailed scheme of work to ensure progression and the development of skills. However, this is not yet fully implemented across the school. When the scheme of work is followed, pupils are set work at an appropriate level; for example in the work carried out by Year 3 pupils in designing and making three-dimensional dance masks. For this task, pupils designed their masks using labelled sketches and carefully made nets with tabs to join. They had been involved in making decisions about the choice of materials to decorate their masks.
- 116 Design and technology has been allocated less time than the majority of other foundation subjects. As a result, the amount of time that teachers are able to devote to the subject means that pupils only have limited opportunities to develop the full range of skills. Often design and technology tasks may be set by the teacher, with the practical work being carried out at home, as with the musical instruments produced by Year 5. Although much of the finished work was of a high standard, teachers were not able to help pupils develop their practical skills and this limits greater achievement. That pupils were successfully making their models is further evidence of the very good support that parents give to helping with their children's work at home.
- 117 The subject co-ordinator has only recently taken over the responsibility and is very keen to raise the profile of the subject within the school. She has monitored pupils' work, but has not yet had the opportunity to monitor teaching. Her ability to evaluate the impact of the teaching and curriculum on pupils' achievement is also hampered by the fact that there is no formal assessment of pupils' work. This has prevented the co-ordinator from judging whether pupils are developing their skills systematically and also from setting effective targets for improvement. Resources for learning are good and are well stored and accessible.

GEOGRAPHY

- 118 The school has made good improvements in the quality of the teaching and curriculum in geography since the last inspection. As a result, throughout the school pupils are achieving well and reach standards above national expectations by the time they leave.
- 119 Underpinning the good achievement is a very effective scheme of work, which helps pupils to build on and extend their skills especially well. In addition, it provides very interesting and challenging activities that help to promote pupils' interest and encourage them to gain high standards. Very good use is made of the local area and beyond for field work so that pupils take part in real life investigations, which makes their learning relevant. An especially good feature is that the curriculum is updated and adapted in line with current issues. For example, the plight of life in third world countries has led to Year 3 pupils learning about life in an Indian

village and comparing it with their own. In addition, older pupils are learning about how the type of government and administration in some third world countries is affecting the lives of people who live there. Very good planning means that geographical work often supports learning in other subjects, such as English and science. There was good use of pupils' mathematical skills when they measured the rate of flow in their river study and when working with grid references. However, some opportunities for use of mathematical skills are missed.

- 120 By the time they leave the school, pupils have a good knowledge of the local area and some places further a field. When using a local street map, Year 6 pupils showed that they had very good knowledge of the major features in Chichester and also their location. Topics on Chichester Harbour, the seaside town of Littlehampton and a nature reserve on the River Arun all make a positive contribution to pupils' achievement. For example, pupils have a good knowledge of land use in the Chichester area and a well-developed knowledge of the different stages of a river, as well as the conditions that affect its course and flow.
- 121 Teaching is good because lessons are well planned with challenging and interesting activities to promote pupils' interest and achievement. Teachers are good at explaining and demonstrating new work as was seen in a Year 6 lesson on grid references, using Ordnance Survey maps of the local area. Map work is taught well and pupils' develop good skills in using and interpreting a range of different types of maps. Younger pupils are introduced to larger scale maps and are provided with interesting and stimulating activities to encourage their use. In a good Year 4 lesson observed, pupils were challenged to follow a route using compass directions and map symbols. They did this with great enjoyment and consequently made good gains in learning. As the result of the interesting and challenging activities and the good levels of teaching, pupils have very good attitudes to their work. This is another reason why they achieve well.
- 122 The subject is very well managed by the knowledgeable co-ordinator who provides very good support and advice to colleagues. She is effectively monitoring planning and pupils' work, although there are only very limited opportunities to observe teaching. The lack of formal assessment procedures makes it harder for teachers to plan for the next stages in learning. Resources are good and support pupils' learning well.

HISTORY

- 123 Good improvement has been made since the last inspection, particularly in curriculum planning and, as a result, pupils now achieve well and reach standards above the national expectation by the time they leave the school.
- 124 The curriculum is very good because the school has made very effective arrangements for much of the teaching and learning to take place through visits or visitors to the school. This not only ensures that pupils take part in especially good activities, but also encourages their interest. For example, just prior to the inspection, pupils took part in a Tudor Day, organised by the local museum service. During this day pupils were acting out many aspects of Tudor life, including what happened when some one was beheaded. Pupils enjoyed these experiences very much.
- 125 Year 6 pupils have acquired a good level of knowledge about the eras that they have studied, such as Ancient Greece and Roman Britain. In addition, very good provision has been made to help pupils develop their history enquiry skills. For example, there are many opportunities to

learn from artefacts³ or historical buildings in the locality. The interesting activities mean that Year 6 pupils clearly recall what they have learnt in earlier years so that their historical knowledge is comprehensive. One group of pupils accurately described the different features of The Mary Rose and The Warrior, which they had learnt about on a visit to Portsmouth two years earlier.

- 126 Although only one lesson was observed during the inspection, the scrutiny of work shows that teaching is good. In the lesson seen, pupils found it easy to understand, as the teacher explained things clearly and made learning fun and exciting so they concentrated and worked hard. Teachers expect pupils to record their work well and there is a very good emphasis on pupils finding things out for themselves. This provides pupils with good opportunities for using their literacy skills. The weakest aspect of teaching is the lack of formal assessment of pupils' work, which means that future planning is not so effective in moving pupils on from the exact stage at which they are working. As a result of this, most pupils complete work at the same level, which limits greater achievement by higher attaining pupils.
- 127 There is a very good scheme of work in place which is particularly effective in planning to build on and extend pupils' skills, for example in investigating artefacts or understanding how and why events change with the passing of time. Co-ordination of the subject is satisfactory, although the lack of assessment information means that it is difficult to obtain an overview of the subject. The resources, including those loaned from the museum service, are very good and give significant support to learning. Parents are very supportive of the work their children undertake in the subject, providing them with costumes to take part in special activities, such as a Greek Day.

INFORMATION AND COMMUNICATION TECHNOLOGY

- 128 By Year 6, standards in information and communication technology (ICT) are in line with national expectations. This represents satisfactory achievement, and a significant improvement in standards since the previous inspection, when they were below average. The computer suite and improved computers and software have done much to raise the standards of teaching and learning. Pupils with special educational needs make satisfactory progress and enjoy the success computers give them in their written work and reading activities.
- 129 By Year 6, pupils use ICT competently to organise, reorganise and edit text to ensure their writing is clear and well presented. They use their word-processing skills well to edit their writing completed in literacy lessons, and correct the punctuation in text provided by the teacher. Their 'news reports' written in the style of newspapers, that include text written in columns and pictures taken with the digital camera, are of high quality. Pupils make some use of CD-ROMs and the Internet to conduct their research, and have extracted useful information on rivers in geography, forces in science and about the Tudors in history. They use web browsers confidently, and show sound skills in electronic mail as they communicate with other schools. Pupils have a clear understanding of how computers are used in everyday life. They are competent when giving instructions to a computer so that it can control other equipment; for example, to change the light settings in a simulated bedroom.
- 130 The quality of teaching and learning is satisfactory. Teachers plan lessons well so that pupils learn new skills and immediately have the opportunity to put them into practice in the computer suite. Most teachers are secure in their knowledge of the computers and the software being used; this is important because it maintains the pace of lessons as pupils' questions are quickly

³ *Artefacts are objects of historical interest.*

answered and most problems with the machines are fixed at once. Teachers use the master computer in the suite competently to demonstrate techniques to the whole group. This works well, and ensures that all pupils are clear about what to do when they move on to their own computers. For example, Year 4 pupils had to use a graphics program to recreate their 'space' pictures on computers, and the teacher's demonstration quickly showed pupils how to produce the required effects. Pupils' good learning was evident when they tried the techniques on their own computers, and they were soon drawing vivid pictures of space ships and planets.

- 131 Information technology is a major element in the school's development planning and reflects its determination to raise standards in the subject. The temporary co-ordinator has good expertise, and is managing the subject competently. The school has provided some very good training for teachers that has improved their skills and confidence significantly. The facilities in the computer suite are good and teachers are supported well by a skilled technician who ensures that equipment is working properly, and who gives useful advice on new programs. The school has adopted the nationally recommended scheme of work and this is used well to support the teaching of the subject. Assessment procedures are good, although the information gained is yet to be fully effective in promoting achievement. It is enhanced by pupils' own statements in their individual record books, which help pupils to recognise what they have achieved as well as what they need to do to improve.

MUSIC

- 132 The high standards reported at the time of the last inspection have been maintained and they are still well above average at the end of Year 6. Pupils achieve very well, enjoy music and attend a wide range of extra-curricular activities, including orchestra and choir.
- 133 Music is an important part of school life and pupils have a wide range of opportunities to develop their knowledge and skills. A music specialist works effectively with all classes in the school. Instrumental brass and woodwind lessons, choir, recorder and string groups further enhance provision and enable musically talented pupils to achieve particularly well.
- 134 Pupils have a very good knowledge of a wide range of music. Some particularly gifted pupils have a mature understanding of the structure of music. They use correct musical terminology and read music competently. Most other pupils have a sound understanding of rhythm, which they gain through listening to music from other cultures, such as Bulgaria. Pupils start developing a knowledge of musical notes from the time they enter the school and, by the time they reach Year 6, can interpret signs competently and confidently over a two-octave range. All pupils sing with good tone and diction. They acquire good breath control and posture. Pupils of all abilities usually make very good progress in their learning and develop a breadth of knowledge across the whole music curriculum.
- 135 Teaching is very good and the school's own music specialist takes all class lessons which results in pupils making very good progress in acquiring new skills and knowledge. In addition, many pupils develop a love of music and enthusiastically attend the after school activities. In a very good Year 4 lesson, the teacher played an extract from 'Venus' from 'The Planets Suite'. Many pupils remembered that they had listened to 'Mars' during the previous lesson and made sensible comparisons between the two pieces of music. In Year 3, pupils were learning the recorder and understood the need to listen to and watch the teacher carefully. They quickly remembered not to blow too hard and the great majority of pupils made good progress during this lesson. This was despite the fact that there were 90 pupils in the group. On these occasions, usually at least one class teacher observes and assists in the lesson.

These provide good opportunities to use specialist expertise to help non-specialist teachers acquire greater musical knowledge and confidence; for example, for when Year 3 teachers take over some of the teaching of recorder groups.

- 136 The co-ordinator uses her time effectively to ensure good co-ordination of the subject. Guidelines for teaching music have been successfully implemented. A good range of instruments, musical recordings and computer programs support pupils' learning. The music teacher assesses pupils' levels of understanding well. This helps her to plan effectively for future learning and is one reason why achievement is very good. Many pupils are involved in group music making and performances under her guidance, in and out of school. The pupils regularly participate in performances in the wider community and the school is well known in the local area for its musical expertise. A good deal of time is devoted to the subject and, although pupils are withdrawn from lessons in order to attend instrumental lessons and the orchestra, this is carried out on a rotational basis with the agreement of parents.

PHYSICAL EDUCATION

- 137 By Year 6, overall standards in physical education are in line with national expectations and achievement is satisfactory. This is similar to the standards seen at the last inspection. However, because of the excellent provision for swimming, achievement in this aspect is very good and pupils reach standards which are well above the national expectation. Most pupils are able to use the basic strokes and, by the end of Year 6, all pupils exceed the national expectation in distance swimming. Achievement in dance is good and pupils reach standards above the national expectation. Lessons in gymnastics develop pupils' understanding of balance, direction, speed and level so that they can build fluid movement sequences. This skill is used well in dance where pupils interpret music in different ways, showing poise and drama when incorporating changes of speed, direction and level. In games, pupils develop dribbling and ball control skills in preparation for playing hockey. In gymnastics they refine star, tuck and pin shapes before joining them into a sequence. Pupils are less successful in evaluating each other's performance because they have insufficient opportunities to do so.
- 138 In the lessons seen, the teaching and learning was satisfactory overall and very good in swimming. Teachers plan their lessons carefully to ensure that they build upon previous work, but some lessons are fragmented by over-use of the whistle. As a result, pupils' learning is disjointed. Pupils' learning is very good in swimming where teacher expertise, the frequency of lessons and the support of parents make a major contribution to the high standards achieved. In all lessons, pupils are beginning to evaluate and improve their own performance, but pupil demonstration is insufficiently used for illustrating teaching points or encouraging pupils to evaluate each other's performance.
- 139 Most pupils enjoy exercising and work purposefully in lessons. Good opportunities for group work are effective because of the very good relationships seen between pupils. This helps their learning, as illustrated in a good dance lesson. Newly formed groups of boys and girls responded sensitively to each other and co-operated very well to create a group dance sequence, which they preformed to the rest of the class at the end of the session.
- 140 Physical education is enriched by participation in sports and dance events and a wide range of extra-curricular clubs, such as dance, cross-country running, fencing, football and netball. A weakness is that pupils' progress in skills is not yet systematically assessed and this limits teachers' effectiveness in planning for the next stage of learning. The newly appointed co-

ordinator has identified the correct priorities for development. This includes monitoring lessons, although there has been little opportunity to do so.