

INSPECTION REPORT

ROGATE C.E. V.C. PRIMARY SCHOOL

Rogate, Near Petersfield

LEA area: West Sussex

Unique reference number: 125991

Headteacher: Mrs J Christie

Reporting inspector: Mr T Neat
20007

Dates of inspection: 3rd to 5th February 2003

Inspection number: 252770

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

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INFORMATION ABOUT THE SCHOOL

Type of school: Infant and Junior

School category: Voluntary Controlled, Church of England Primary

Age range of pupils: 4 - 10

Gender of pupils: Mixed

School address: School Lane
Rogate
Nr. Petersfield
Hampshire

Postcode: GU31 5HH

Telephone number: 01730 821329

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Appropriate authority: The governing body

Name of chair of governors: Mr. Michael Williams

Date of previous inspection: 16th March 1998

INFORMATION ABOUT THE INSPECTION TEAM

Team members			Subject responsibilities	Aspect responsibilities
20007	Mr T Neat	Registered inspector	Mathematics Science Art and design Design and technology Information and communication technology Music Equal opportunities Educational Inclusion	How high are standards? How well are pupils taught? How well is the school led and managed?
1165	Mr P Dannheisser	Lay inspector		Pupils' attitudes, behaviour and personal development How well does the school care for its pupils? How well does the school work in partnership with parents?
24027	Mrs B Kutty	Team inspector	English Geography History Physical education Religious education Foundation Stage Special educational needs	How good are the curricular and other opportunities offered to pupils?

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INFORMATION ABOUT THE SCHOOL

Rogate C. E. Primary School serves the village from which it takes its name and two others, Nyewood and Borden. Pupils come from a variety of backgrounds. At the time of the inspection more than a third of pupils came from properties owned by a housing association.

The school is smaller than most others, having only 77 pupils. At the time of the inspection, 40 of the full time pupils were girls and 36 were boys. There are three classes. The reception year and Year 1 pupils are taught together, as are those in Years 2 and 3. The third class contains pupils in Years 4 and 5. The percentage of pupils known to be eligible for free school meals (2.4 percent) is below the national average. There are currently no pupils learning English as an additional language. There are 14 per cent of pupils with special educational needs, which is below average. At the moment there are no pupils with statements of special educational needs. More pupils join or leave the school part way through the school year than is normally found. The attainment of children joining the school in the reception class varies significantly, but generally is above average.

HOW GOOD THE SCHOOL IS

Rogate C.E. Primary has many strengths in the quality of the education it provides. It is led and managed well. The headteacher has built strong teamwork among the staff and the school constantly strives to improve. The quality of teaching and learning are consistently good or better. The school serves its community well and provides good value for money.

What the school does well

- The school strives constantly to improve. There is a strong shared commitment to succeed.
- It is led and managed well, and fulfils its aims very effectively.
- The quality of teaching and learning is consistently good or better
- Pupils' personal development is very good, thanks to the very effective provision the school makes to help them become mature and responsible young people
- The school cares very well for its pupils
- Excellent use is made of computers

What could be improved

- Some aspects of improvement planning
- The role of the governors in holding the school to account

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school was last inspected in March 1998. Since that time it has made good progress. The main areas for development identified in the last report have been addressed well. The school's assessment and recording procedures have improved considerably since the previous inspection. The provision made for information and communications technology and the use of computers by all members of classroom and office staff have improved greatly. Thanks to the very good work done to evaluate and develop it, the quality of teaching and learning has improved significantly. Further valuable improvements have been made to the school grounds. These have resulted in a wider range of play opportunities for pupils.

STANDARDS

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

Performance in:	compared with			
	all schools			similar schools
	2000	2001	2002	2002
Reading	A*	B	D	E
Writing	A	C	D	D
Mathematics	A	C	E	E

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

The results of the national tests vary significantly from year to year, reflecting the differences in the cohorts taking them. Caution needs to be exercised in interpreting them, and when comparing one year's results with another, or the school's results with similar schools. There is often a much greater proportion of pupils joining and leaving part-way through the academic year than is found nationally

The table above shows that in 2002 the results attained by pupils at the end of Year 2 were below the national average in reading and writing and well below in mathematics. Compared to similar schools, the results for reading and mathematics were well below average, and below average in writing. This reflects the high proportion of pupils in that cohort who encountered problems in learning. Inspection evidence shows that in relation to their attainment when they joined the school, these pupils have achieved satisfactorily. In 2000, the results in reading were in the top five per cent achieved across the country. The standards attained in writing and mathematics were well above average. The analysis of the school's results over the last few years gives a better guide to its effectiveness. Using this method, it is clear that standards are sufficiently high.

The school sets challenging targets for improvement in standards, which it meets or exceeds. The records held by the school indicate that pupils achieve appropriately as they pass through the school. This is true for pupils of differing abilities, including those who are gifted and talented. Pupils with special educational needs make good progress towards their personal targets. There are no significant differences in the standards achieved by boys and girls.

Inspection evidence shows that children currently in the reception class are on course to exceed the learning goals agreed nationally for this age group. They achieve very well in their personal, social and emotional development. Pupils currently in Years 2 and 5 work above the level expected for their age group in speaking and listening, reading, and mathematics. Standards in science are above average in Year 2 and in line with the level expected in Year 5. At both seven and ten years of age pupils attain good standards in art and design, design and technology and music. In geography, history, information and communication technology and those aspects of physical education inspected, standards are in line with expectations. In religious education, pupils' standards are in line with those set out in the locally agreed syllabus.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Very good. Pupils like their school and their teachers. They are keen to work hard.
Behaviour, in and out of classrooms	Very good. The behaviour of pupils is impressive, including in the playground.
Personal development and	Very good. Pupils act in a mature way, sharing, taking turns and

relationships	showing self-restraint.
Attendance	Very good. It is well above the national average.

TEACHING AND LEARNING

Teaching of pupils in:	Reception	Years 1 – 2	Years 3 – 5
Quality of teaching	Good	Good	Good

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

The consistently good quality of teaching and learning results in pupils achieving good standards in much of what they do. English and mathematics are taught well, as are the skills of literacy and numeracy. This equips pupils well to learn in other subjects. The teachers work very hard to cater for the pupils of different ages in their classes. The teaching of history is good. In art and design and music it is very good, due to the lively approach adopted by teachers and their very good knowledge of the subjects. The teacher in the reception class provides very good opportunities for children to talk about their feelings. This contributes strongly to their personal, social and emotional development.

Very effective questioning by teachers helps pupils to gain skills, knowledge and understanding. The enthusiasm evident in most of the teaching ensures very good levels of interest among the pupils. The excellent use of computers contributes well to learning in subjects such as art and design and mathematics. High expectations of what pupils can achieve, coupled with very good planning, enhance the progress made. The excellent relationships the teachers forge with their classes have a very good effect on pupils' personal development. Overall, the teaching assistants make a very good contribution to the success of lessons.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Very good. The curriculum for children in the reception class is interesting and well-planned. The very good range and quality of learning opportunities for pupils in Years 1 to 5 help to improve pupils' achievements. There is very good provision for personal, social, health and citizenship education.
Provision for pupils with special educational needs	Very good. The effective support given by teachers and their assistants helps these pupils to make good progress.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Very good. The ethos of the school and the provision that is made to help pupils become mature and responsible, reflect its Christian character well. Spiritual, moral and social development are very well provided for. Cultural development is promoted well overall, but not enough emphasis is given to teaching about the main minority ethnic cultures in this country.
How well the school cares for its pupils	Very good. Pupils receive very effective educational and personal support and guidance. The procedures for assessing pupils' progress are very good overall. Teachers use different ways of recording pupils' progress in subjects other than English, mathematics and science. This makes it difficult to monitor standards as pupils pass through the school.

The school works very effectively in partnership with parents. The annual reports about the progress made by pupils are of very good quality.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The headteacher provides very strong pastoral leadership and clear educational direction. As a result, the school fulfils its aims very well. The subject co-ordinators work well to raise standards. The improvement plan does not show clearly enough how standards will be raised, or how the achievement of all the objectives will be measured.
How well the governors fulfil their responsibilities	The governors are very supportive of the school. They carry out their duties with much commitment and conscientiousness. The work of the governing body's committees is co-ordinated well. Its role in acting as a critical friend of the school is not developed well enough.
The school's evaluation of its performance	The school monitors and evaluates its work and acts effectively on its findings. Pupils' attainments are analysed in detail and the outcomes are used well to improve lesson planning.
The strategic use of resources	The school's resources are used very well. Careful and effective financial planning results in educational priorities being pursued successfully. Best value principles are applied well.

The school is staffed well. The accommodation is good. A good range of learning resources helps to ensure that pupils learn well. There is not enough equipment to fully promote the physical development of children in the reception class outdoors.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • Pupils make good progress • The school is led and managed well • The quality of teaching and learning is good • Their children enjoy coming to school • Behaviour is good • Pupils are helped to become mature and responsible 	<ul style="list-style-type: none"> • Some feel that they are not well-informed • Some think that there are not enough extra-curricular activities.

Inspection evidence confirms the positive opinions of the vast majority of parents. The inspection team judges that the information provided for parents by the school is of very good quality. It disagrees with those parents who think the provision of extra-curricular activities is unsatisfactory. Inspectors judge that the number and variety of such opportunities are good overall, and that more provision is made for pupils aged six and seven than in most primary schools.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and pupils' achievements

1. The attainment of children joining the school in the reception class varies significantly from year to year. At the time of the inspection it was average, but overall it is slightly above the levels normally found. Most children make good progress thanks to consistently good teaching, and are on course to exceed the targets set for this age group by the time they leave the reception class. They achieve very well in their personal, social and emotional development.
2. The results attained by different cohorts rise and fall significantly due to differences in the ability of individual pupils. The number of pupils taking the national tests at the end of Year 2 is small. In 2000 only ten did so. There is often a much greater proportion of pupils joining and leaving part-way through the academic year than is found nationally. School records show recent levels as high as fifty three and forty four per cent. Caution needs to be exercised when comparing the school's results with similar schools. It is not statistically reliable to compare the results of one year with another. The analysis of the school's results over the last three years gives a better guide to its effectiveness. Using this method, it is clear that most pupils achieve satisfactorily.
3. The results of the 2002 tests show that standards were below the national average in reading and writing and well below in mathematics. Compared to similar schools, the results for reading and mathematics were well below average, and below average in writing. This represents a fall compared with the previous results, but inspection evidence shows that the pupils achieved appropriately in relation to their attainment on entry to the school. Forty four per cent of this cohort experienced problems in learning early in their school lives. The team judges that the present seven and ten-year-olds attain above average standards overall, in English and mathematics. They have made satisfactory progress in relation to their above average attainment when they joined the reception class. Teacher assessments indicate that pupils aged seven attain above average standards in science.
4. Inspectors judge that the pupils in Years 3, 4 and 5 achieve satisfactorily. This is true for all ability groups, including the higher attaining pupils. Pupils with special educational needs make good progress in achieving the personal targets set for them. They are encouraged to evaluate their work in relation to the targets. This helps these pupils to focus on the specific aspects they are trying to improve. In relation to their prior attainment, there is no significant difference in the progress made by boys and girls.
5. Inspection evidence shows that the very good attitudes that pupils have to learning, combined with good teaching, have a strong influence on pupils' achievements.
6. Since the last inspection, the school has successfully maintained the standards reported at that time. In English, standards in speaking and listening remain above expectations throughout the school. Ten-year-olds express opinions clearly and take account of the views of others. Standards in reading are good at both seven and ten years of age. They read fluently and accurately. This is due in part to the good support given to individuals in regular dedicated reading sessions. The writing standards of seven and ten-year-olds are satisfactory. At age seven, pupils' use of words to capture

the interests of readers and their use of connectives are less well developed, than other aspects of their work. At ten spelling standards, although satisfactory, are weaker than other writing skills.

7. Pupils' numeracy skills are developed well as they pass through the school. Their standards in this aspect of their work are good. At age seven, pupils show a good understanding of place value, generating lists of numbers from a given set of three digits. They deal confidently with ideas about two and three-dimensional shapes.
8. Pupils age ten solve problems using all four number operations and are conversant with ideas such as frequency tables. They are not as quick in answering mental arithmetic questions as they could be. They understand the properties of shapes, including polygons.
9. Overall, scientific ideas and skills are developed well. Pupils aged seven attain above the level expected. They show good understanding of how to find things out. They do well too, in other aspects of science. Ten-year-olds attain good standards in three of four areas, but they do not readily recognize and explain how the tests they do are fair.
10. Inspection evidence shows that at both seven and ten years of age pupils attain good standards in art and design, design and technology and music. Standards in geography, history, information and communication technology and those aspects of physical education inspected are in line with expectations. In religious education, pupils' attain standards that are in line with those set out in the locally agreed syllabus.

Pupils' attitudes, values and personal development

11. Pupils' attitudes to school are very good, and are still a significant strength of the school. All the pupils talked with during the inspection said that they liked their school and their teachers. Pupils almost always show very good levels of interest in lessons and in other activities.
12. Many pupils have some pre-school experience and settle down easily when they first come to the school. The great majority are happy, confident and ready to learn. The strong moral social and spiritual provision is reflected in pupils' attitudes and their wholehearted involvement in the life of the school. Despite the fact that a significant proportion of pupils join or leave the school after the reception year and before the end of Year 5, the atmosphere and spirit of this small school is shared by almost all who learn and all who teach there.
13. Most pupils are developing a sense of independence. They share, take turns and act with self-restraint but are also clearly enjoying themselves. They work quietly in small groups and are often encouraged to collaborate in pairs. They understand their class routines well and know what is expected of them. Their behaviour and level of participation in the impressive and stirring assemblies is exemplary. The behaviour and relationships seen at playtimes are excellent.
14. In the great majority of lessons seen, attitudes and behaviour were very good and never unsatisfactory. The excellent behaviour and enthusiasm for learning contributed greatly to the progress made in an art and design lesson for Years 4 and 5 that was observed. There have been no exclusions in the school for many years. Behaviour is very good around the school and in the playground where pupils mix across the year groups and enjoy each other's company. Behaviour in the hall at lunch times is also very good - the dining arrangements work well. The informal grouping of pupils in circles encourages social interaction. These judgements reflect the views that parents

hold. 98 per cent of those responding to the pre-inspection questionnaire think that behaviour is good.

15. Pupils' personal development is very good. Older pupils are given roles and many jobs are shared out in classrooms. Parents who spoke to inspectors were impressed by the extent to which the older pupils looked after the younger ones. Pupils are consulted about issues such as meal arrangements. The excellent relationships the teachers forge with individuals and classes have a very positive influence of pupils' personal development. The very good teamwork of the adults who work with them boosts the quality of learning and provides a very good model for pupils.
16. Attendance levels are very good - well above the national average and there are few unexplained and unauthorised absences.

HOW WELL ARE PUPILS OR STUDENTS TAUGHT?

17. The good quality of teaching and learning throughout the school results in pupils achieving appropriately, and many making good or very good progress.
18. Good work to improve teaching and learning, sometimes involving local education authority staff, has helped to make it significantly better than at the time of the last inspection. Then, about two thirds of lessons were judged good or better. Now all lessons are good or better and, occasionally, of the highest standard.
19. The teaching of the basic skills of literacy and numeracy is good. As a result, pupils use them effectively to learn in other subjects. A key strength of this teaching is the very effective questioning the teachers use to promote learning. In a reception and Year 1 English lesson the careful selection of questions helped pupils to learn well how to deal with words that they had not read before, by directing their attention to parts of words that pupils already knew.
20. In all three classes, very effective planning ensures that all pupils are given appropriate learning opportunities. Teachers use their understanding of individual levels of attainment and confidence to include everyone in the activities they provide. Teachers and assistants provide very good support for pupils with special educational needs. They have high expectations of all pupils, including the higher attaining pupils. This was evident in a science lesson in which pupils in Year 2 were asked to explain how they could make a test involving magnets of different strengths, fair. This is a sophisticated idea for pupils of this age.
21. Art and design and music are taught particularly well. The enthusiasm and very good subject knowledge of the teachers, and the very effective pace at which lessons are conducted, result in pupils really enjoying their work and making very good progress.
22. An outstanding feature of the teaching is the excellent use of computers. The machines are employed in a wide range of subjects. In a mathematics lesson for Years 4 and 5, pupils made very good progress in learning how to measure angles by working with a compact disc. The moving images on the screen made it easier for pupils to understand how to do it. In a Year 2 and 3 art lesson, pupils worked very enthusiastically to sketch areas of focus in images they had been taught to capture using a digital camera and had imported onto laptop computers. The power provided by the computer, to enlarge or reduce the size of the image readily, enhanced pupils' ability to decide what to record.

23. As a result of the good teaching pupils learn well. Nearly all those spoken to readily named a favourite subject and a second favourite. Their enthusiasm mirrors that of their teachers. Occasionally, pupils work noisily if the teachers do not make their expectations of their behaviour clear, but overall very good levels of concentration enhance their learning because of the teachers' skilful handling of their classes. Pupils usually settle quickly to their tasks and work at a fast pace. In one or two instances, the teacher did not scan the class well enough and a small group did not achieve as much as they should. At the start of lessons, teachers make sure that everyone understands what they are to learn and at the end they discuss how well pupils have learned. Teachers are also very good at going around the class while pupils are working, to check how well they are getting on. Pupils also know the short-term targets that are set for them, and as a result, they understand how they are progressing.
24. The teaching assistants make a very good contribution to the success of lessons and to the progress of pupils, including those with special educational needs. This is partly due to the very effective arrangements for teachers briefing them about their role in each lesson.
25. Homework is used well to support and extend the tasks set in lessons. Teachers' marking of pupils' written work helps them to see how to improve.

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

26. The opportunities for children aged 5 and under in the mixed age class are good and follow national guidelines. The school meets the statutory requirements for teaching the subjects of the National Curriculum and the agreed syllabus for religious education. Overall, the quality and range of learning opportunities offered to pupils are very good and they reflect the inclusive ethos of the school. They make a significant contribution to the standards that pupils achieve. The high priority given to pupils' personal development alongside their academic achievement helps them to become confident, caring and responsible from a very early age. This is a strength of the school.
27. All members of staff are involved in curriculum planning and monitoring. They have worked extremely hard as a team to produce comprehensive schemes of work and effective policy guidelines of good quality. The school has adapted the government's guidelines on curriculum planning effectively by using a two-yearly topic cycle to plan for mixed age classes. The key issue of improving the quality of teachers' lesson planning identified in the last inspection report, has been addressed well. The detailed weekly plans now clearly indicate what is to be learned by different ability and age groups. The effectiveness of the weekly planning is monitored regularly by the head teacher.
28. Literacy and numeracy skills are developed well through work in other subjects. The use of computers to develop and extend basic skills is particularly good. Where necessary, early or additional help is given to improve literacy skills.
29. The provision for pupils with special educational needs is very good. Individual education plans are clearly focused on their academic as well as their personal, social and emotional needs. The school actively seeks the views of pupils and parents about the targets for improvement and the progress they make towards them. This shared responsibility, along with the systematic monitoring and review of targets, ensures that pupils make good progress towards achieving their goals. Great care is given to ensure that pupils with special educational needs play a full part in lessons. All staff, including the teaching assistants, have a good knowledge of the nature of individual

pupils' needs. The teaching assistants are well briefed in lessons and the support they offer is good. The support and advice offered by the part-time specialist teacher is very good in raising staff expertise in dealing with different needs and in enabling early identification of pupils' needs.

30. The school makes very good provision for the personal, social, health and citizenship education (PSHCE). All classes have weekly 'circle times'. These sessions provide opportunities for pupils to share feelings and reflect on the impact of their actions on others. Older pupils visit the council chamber and act as councillors debating different issues concerning to the local community. Pupils are also made aware of the dangers and misuse of drugs. For example, the school took part in a local education authority's initiative called 'Me and My Life'. The older pupils were involved in creating a drama production with the help of a theatre company to send a clear message about making the correct choices and dealing with bullying. The school had a PSHCE day where pupils were consulted on what the school could do to improve.
31. The provision for extra-curricular activities is good and this enriches the curriculum. Activities such as the music, athletics and football clubs, brass instrument and cricket coaching are all open to both boys and girls. The school uses professional expertise to develop pupils' interests and skills, for example in music. Visits and visitors are used well to add breadth and depth to what is learned.
32. Very good links are established with the church, the local pre-school providers and the local library. The school is beginning to establish links with other religious places of worship like the Buddhist temple. The school's pre-school provision makes vital links with the parents and children before they start the reception year. This helps the children to settle in quickly and they are happy to come to school. Similarly, the very good liaison between the local intermediate school makes the transition easier for the pupils in Year 5 and helps to maintain continuity for pupils' learning.
33. The school has a fully inclusive curriculum and the strategies used to offer equality of access are very good. It caters for all pupils including those with special education needs and those who are able. Each class teacher identifies pupils for their specific talent and ability so that enrichment activities can be provided. As a result, all pupils have a chance to achieve their full potential. All members of staff promote a 'can do' culture and this is often reflected in lessons when pupils comment on their achievements.
34. The provision for pupils' spiritual, moral and social development is very good and has a strong impact on their personal development. The provision for pupils' cultural development is good, overall. This is similar position to that at the time of the previous inspection.
35. Assemblies and 'circle time' aid pupils' understanding of values, morals and beliefs and how these inter- relate and affect others. Focusing on a burning candle promotes reflection and contributes well to the strong spiritual element in assemblies. An air of calm and tranquility is achieved by playing music as pupils enter and leave and during the time for reflection. Members of staff take particular care to develop a sense of achievement, wonder and excitement through work in many subjects. Pupils in Year 5 express feelings and emotions through their poems. In a science lesson, pupils in Year 2 reacted with wonder and excitement as a paper clip flew to the magnet being tested.
36. The provision for moral development is very good. The excellent relationships between staff and pupils are based on mutual respect and trust. This helps pupils to respect and value others and the school property. The teachers provide many opportunities,

for example, through the relationship curriculum and 'circle times', for pupils to consider moral values such as caring for others and taking responsibilities for their actions. Pupils are also helped to consider wider issues relating to caring for the environment. The very good strategies in place help the pupils to learn right from wrong.

37. The school provides very good opportunities for pupils to develop their social skills. Children are encouraged to be independent from a very early stage in the reception class. They negotiate their roles and share their ideas well as they create and develop different play situations. Older pupils take responsibility in looking after the younger ones. Time is provided each week for older pupils from Year 4 and 5 to help the younger ones learn to read by sharing a book with them. Pupils are given different responsibilities in and around the school. The time dedicated to various extra-curricular activities offer pupils the opportunities to work alongside each other in less formal situations and with adults other than their teachers. The pupils are fully involved in efforts to raise money for different charities.
38. The provision for cultural development is good. The very good links with church enable pupils to learn about their own faith and traditions. Opportunities to learn about different cultures through different subjects are good, overall. Assemblies and religious education enable pupils to learn about the customs and beliefs of some cultures and faiths. Pupils learn a great deal about the richness and diversity of other countries and cultures through stories, books and through the use of the Internet. For example, Year 2 pupils made links last year with one of the schools in the Bahamas and exchanged messages about the climate and life in their countries. However, not enough emphasis is given to teaching pupils about the main ethnic minority cultures in British society.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

39. The quality of care and support pupils receive in school is very high and is a strength of the school – as it was at the time of the previous inspection. Regular training and briefing for all staff, and the active support of the school nurse makes sure that there is awareness of child-protection issues and procedures.
40. The school has adopted the local authority policy for ensuring the monitoring of any cared for children. Arrangements for first-aid and dealing with sick children are very good. Pupils' own awareness of health and safety issues and their attitudes and relationships to others are fostered through personal and social education lessons. The pupils also take part in a junior citizenship session which focuses on safety awareness, financed by Chichester District Council.
41. The school monitors and promotes attendance very well. There are no special rewards for good attendance and these do not appear to be necessary. The school receives support from the educational welfare officer who visits once a term or when required. Registers are completed very soon after school starts and conform to requirements. Punctuality is very good.
42. The school successfully promotes pupils' very good behaviour through rewards, praise and acknowledgement in assemblies. Teachers monitor and assess pupils' personal development diligently and those pupils who are experiencing difficulties are supported very well. Their progress is shared with their families.
43. There are good systems in place to monitor the progress of all pupils, including those with special educational needs. The procedures for observing and recording children's progress towards the goals agreed nationally for this age group in the reception class

are very good. The short-term planning in the reception class identifies opportunities for observations. The information from these is collated at the end of the week. It is discussed in planning meetings to identify areas and pupils for targeted support and for extension activities. This contributes to the good progress the children make.

44. The procedures for assessing and recording pupils' attainment and progress in the core subjects of English, mathematics and science are very good. In other subjects, they are good, overall. The school uses a number of tests to assess and set targets in English and mathematics. The targets are shared with the pupils and their parents, and pupils are encouraged to evaluate their progress towards achieving them. The information from the analysis of test results is used effectively to target specific pupils and to identify areas of strengths and weaknesses of subjects.
45. Assessment information is used well to plan the next steps in learning. Teachers use the objectives for learning set out in the medium-term planning well to assess and plan lessons in the foundation subjects*. Although this is effective in gauging what pupils know and understand at the end of each unit, it is less effective for monitoring the standards achieved in the foundation subjects as pupils pass through the school. This is because the recording systems vary from class to class. The school is aware of this and is planning to develop a more consistent whole-school system for recording progress in these subjects.

*The foundation subjects are art and design, design and technology, geography, history, information and communication technology, music and physical education.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

46. At the time of the previous inspection, partnership with parents was very good, and this remains the case.
47. Most parents think the school provides good information about how well their children are progressing. Inspection findings confirm that the quality of information provided by the school, including reports on pupils' progress, is very good. A wealth of information is given about events, and the topics pupils will be covering during the next term and the coming year. Parents are consulted by the school, for example, about the personal and social education policy, on homework, and about their children's eating arrangements.
48. Annual reports to parents provide very good information regarding the progress made by pupils in all subjects and information on the standards their children are reaching compared with national expectation. One parent said the reports are "jam-packed with useful information". Parents of children with special educational needs are closely involved with the school when educational plans are reviewed.
49. A large number of parents come to the school productions and to class assemblies, and parents' contribution to the work of the school and to their children's education is significant. This has a positive impact on pupils' motivation and therefore their eagerness to work hard and learn well. There is a thriving school and home association, which raises significant amounts of money to support the school. Several parents come in regularly to read with pupils. Parents are always willing to help on particular projects, whether in the grounds, or making cushions, or accompanying pupils on visits and trips.

HOW WELL IS THE SCHOOL LED AND MANAGED?

50. The leadership and management of the headteacher and key members of staff are good.
51. The clear direction they provide in improving the quality of teaching and learning has a positive effect on pupils' achievements. The very strong, shared desire to raise standards and improve provision creates the purposeful atmosphere that is evident to visitors. One parent at the meeting with the registered inspector aptly described the school as "constantly striving to better itself." The inspection team judges that the school's capacity to improve further is good.
52. The character of the school is very much one of a family. It is caring and supportive of all its members. It works at the heart of the community it serves. This is due to the very strong pastoral leadership of the headteacher. She has built a cohesive team of teachers and support staff, the members of which share the same high values. So does the governing body, which is very supportive of the headteacher and staff. The principles set out in school's vision statement are reflected very clearly in the life and work of the school. There is an "all pervasive attitude of mutual respect." The school achieves its aims very well. This is shown in the pupils' very good levels of personal development.
53. The headteacher manages the school skillfully, communicating well with all members of staff and involving them in making changes. Since the last inspection, the role of the curriculum co-ordinators has been developed well and they monitor the standards in their subjects effectively. The management of special educational needs is very good. The headteacher works hard to provide the teachers with time to fulfil their many responsibilities. Good arrangements have been set up for managing the performance of staff. These contribute well to school improvement.
54. Members of staff understand the advantages of working in a relatively small school and work diligently to include all pupils and provide them with equal opportunities, irrespective of race, colour, gender or disability.
55. The headteacher and staff place great importance on reviewing what they do and how effectively they perform. This is done formally, in a comprehensive way, with the outcomes recorded, and informally through discussions. The use of attainment data and the good quality checks made on the effectiveness of teaching and learning have been used well to identify and remedy weaknesses.
56. Long-term strategic planning is good, with priorities being identified over a four year period. Staff, parents, governors and pupils are all involved in helping to decide improvement planning priorities for the coming year. Progress towards achieving the well-chosen objectives is reviewed at least once each term by both the staff and governors. However, the improvement plan does not show clearly enough how standards will be raised, or how the achievement of all the objectives will be measured. For example, the ways in which an objective to strengthen the teaching of drama will contribute to raising standards in English are not included. An appropriate initiative to raise standards in mathematical problem-solving has been agreed, but how its success will be judged is not identified. This detracts from the otherwise good efforts the school makes to evaluate its effectiveness.
57. The school sets non-statutory targets in conjunction with the local authority. These are challenging and the school works hard to meet them. All except one of those set last year were achieved or exceeded.

58. Members of the governing body bring a wide range of talents and much valuable experience to bear in carrying out their duties. A significant proportion of governors are newly-appointed. They share the commitment and conscientiousness of the more experienced members. The work of the different committees of the governing body is co-ordinated well. However, the governors' role in acting as critical friends of the school is not developed strongly enough. For instance, standards are not always monitored closely enough. As a result, governors do not hold a sufficiently clear view of the school's overall effectiveness.
59. The resources at the school's disposal are used very well to pursue its priorities for improvement. Careful and very effective financial planning has resulted in many improvements in provision. The wide range of good quality learning resources and the superior facilities of the school grounds are testament to this. The systems of financial control are very effective. The governing body monitors spending effectively. Money given for specific purposes is spent very wisely. Computers are used extensively in the classroom, in administration and for communication. All the machines are linked, allowing, for example, the headteacher to email pupils of all ages. Appropriate messages are now sent to, and received from, parents using electronic mail. The school applies the principles of best value well.
60. The relatively low unit costs compared to other local small schools, the high quality of pupils' personal development, the good teaching and learning and the good standards achieved in many subjects, demonstrate that the school provides good value for money.
61. The good number of teachers and the very good level of support staff allow the curriculum to be taught more easily. Good quality accommodation has a positive impact on the pupils' learning. The swimming pool and large field give very good opportunities for physical development. Other parts of the site have been developed very well to provide a multitude of ways of learning and playing. These include an outdoor classroom, adventure playground, a conservation area and tree house. This provision significantly boosts pupils' personal development and enhances their learning in subjects such as science and art. There are not enough wheeled toys and other easily accessible permanent outdoor equipment such as climbing frames for pupils in the reception class to use. This limits children's physical development.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

62. To build on the existing good quality leadership and management of the school, the headteacher, staff and governors should now increase the effectiveness of school improvement planning by:
- reviewing the structure of the improvement plan to increase the extent to which it demonstrates how standards will be raised, and
 - ensuring that performance measures and/or success criteria are identified for all the objectives. [See paragraph 56]
63. To further improve the contribution it makes to the running of the school, the governing body should increase the extent to which it acts as a critical friend of the school by:
- reviewing the information it asks the headteacher to provide, and
 - evaluating its training and support needs. [See paragraph 58]
64. The governors should also give consideration in drawing up their action plan to:
- the further development of the records teachers make of the progress made by pupils in the foundation subjects and religious education,* [See paragraphs 45, 113, 118]
 - the provision of a greater range of outdoor toys and equipment for the physical development of children in the reception class,* and [See paragraphs 61, 67]
 - reviewing and adapting curriculum planning to increase the pupils' opportunities to learn about the cultures of the main ethnic minority groups in Britain. [See paragraphs 38, 102]

* The school already has plans to deal with these issues.

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed

25

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

30

Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	1	13	11	0	0	0	0
Percentage	4	52	44	0	0	0	0

Care should be taken when interpreting these percentages as each lesson represents four percentage points.

Information about the school's pupils

Pupils on the school's roll	YR – Y5
Number of pupils on the school's roll (FTE for part-time pupils)	77
Number of full-time pupils known to be eligible for free school meals	5
Special educational needs	YR – Y5
Number of pupils with statements of special educational needs	0
Number of pupils on the school's special educational needs register	11
English as an additional language	No of pupils
Number of pupils with English as an additional language	0
Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	5
Pupils who left the school other than at the usual time of leaving	7

Attendance

Authorised absence

	%
School data	3.7
National comparative data	5.4

Unauthorised absence

	%
School data	0.2
National comparative data	0.5

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

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

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	2002	9	7	16

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys			
	Girls			
	Total	13	14	15
Percentage of pupils at NC level 2 or above	School	81 [93]	88 [100]	94 [100]
	National	84 [84]	86 [86]	90 [91]

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys			
	Girls			
	Total	14	15	16
Percentage of pupils at NC level 2 or above	School	88 [100]	94 [100]	100 [100]
	National	85 [85]	89 [89]	89 [89]

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

The number of pupils taking the tests is small. In order to ensure that individual pupils cannot be identified, the data about the performance of boys and girls has been left out of the table above.

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	62	0	0
White – Irish	0	0	0
White – any other White background	8	0	0
Mixed – White and Black Caribbean	0	0	0
Mixed – White and Black African	0	0	0
Mixed – White and Asian	0	0	0
Mixed – any other mixed background	0	0	0
Asian or Asian British – Indian	0	0	0
Asian or Asian British – Pakistani	0	0	0
Asian or Asian British – Bangladeshi	0	0	0
Asian or Asian British – any other Asian background	0	0	0
Black or Black British – Caribbean	0	0	0
Black or Black British – African	0	0	0
Black or Black British – any other Black background	0	0	0
Chinese	0	0	0
Any other ethnic group	1	0	0
No ethnic group recorded	0	0	0

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

Teachers and classes

Qualified teachers and classes: YR – Y5

Total number of qualified teachers (FTE)	4.3
Number of pupils per qualified teacher	17.9
Average class size	25.7

Education support staff: YR – Y5

Total number of education support staff	5
Total aggregate hours worked per week	101

Qualified teachers and support staff: nursery

Total number of qualified teachers (FTE)	Not applicable
Number of pupils per qualified teacher	
Total number of education support staff	
Total aggregate hours worked per week	
Number of pupils per FTE adult	

FTE means full-time equivalent.

Recruitment of teachers

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

FTE means full-time equivalent.

Financial information

Financial year	2001/2
	£
Total income	264 232
Total expenditure	262 005
Expenditure per pupil	3109
Balance brought forward from previous year	16 532
Balance carried forward to next year	18 759

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	79
Number of questionnaires returned	54

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	79	19	2	0	0
My child is making good progress in school.	57	43	0	0	0
Behaviour in the school is good.	68	30	2	0	0
My child gets the right amount of work to do at home.	56	37	6	2	0
The teaching is good.	75	25	0	0	0
I am kept well informed about how my child is getting on.	43	47	8	2	0
I would feel comfortable about approaching the school with questions or a problem.	75	19	4	2	0
The school expects my child to work hard and achieve his or her best.	74	23	4	0	0
The school works closely with parents.	62	30	6	2	0
The school is well led and managed.	87	9	4	0	0
The school is helping my child become mature and responsible.	67	31	2	0	0
The school provides an interesting range of activities outside lessons.	26	44	24	2	4

Other issues raised by parents

A very small number of parents wrote to the inspection team to complain about the arrangements for pupils eating lunch at school. Evidence gathered by the inspection team shows that the arrangements are satisfactory.

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

AREAS OF LEARNING FOR CHILDREN IN THE FOUNDATION STAGE

65. All children are admitted to the reception class at the beginning of September. Those who are born in spring and summer start part-time in September and become full-time in January. At the time of inspection there were ten children of reception age who are taught in a mixed-age class with Year 1 pupils. The children receive a good start to their education in the reception class. The teacher and the teaching assistants work well together to create an exciting, safe and secure place where learning is made fun, and care and respect for each other are valued and nurtured. The children settle quickly into the general routine and they are happy to come to school.
66. Most children entered the current reception year with basic skills that are broadly in line with expectations. The consistently good teaching ensures that they make good progress, so that their attainment is on course to be above that expected of their age in most areas of learning by the end of the reception class. Their personal, social and emotional development is likely to be well above that which is expected.
67. The school has made good progress since the last inspection. The school has sustained the good teaching and standards achieved by the end of the reception year. It has improved the provision for the under-fives. The planning and assessment procedures are now very good. The school pays appropriate attention to the national curriculum guidance in planning for this age group. The information gathered through observations is used effectively to track children's progress and to guide planning for the next steps in their learning. There are currently no children in reception with special educational needs. The procedures for identifying children's individual needs are very good. The teacher plans for the outdoor provision well to give children the opportunity to explore their interests and practice the skills and knowledge they have acquired indoors. However, the lack of wheeled toys and easy access to more permanent outdoor equipment such as climbing frames, lessens children's chance to extend their skills in negotiating space and refining their physical skills.
68. The management of the under fives provision is very good. Strengths and weaknesses are analysed and strategies are put in place to further develop the provision. The procedures to support and involve parents in children's learning are very effective. The school runs an under-five provision for younger children. This helps the children to be familiar with the school surroundings before they start in the reception class and makes the transition from home to school much easier.

Personal, social and emotional development

69. Children achieve very well in their personal, social and emotional development. They learn about different relationships as they choose their partners to play in different situations, for example, negotiating roles in building a garage or sharing their ideas while making patterns and prints. All adults provide very good role models for children. Expectations are high, and relationships are very good. The very good opportunities to talk about their feelings and those of others through circle times and stories help the children's emotional development. The children talk with enthusiasm, often suggesting their own ideas in response to the questions posed by the teacher. In one of the sessions observed, the class was trying to decide how they could find out which push made a toy go the farthest. One child suggested, 'We could use that stick with lines on,' referring to a ruler. The teacher took note of the child's suggestion and developed it further. This sort of response helps children to build their confidence and self-

esteem. The very good teaching in this area of learning enables children to make very good progress.

Communication, language and literacy

70. The teaching and learning in communication, language and literacy are good. The opportunities to develop children's talk are good. The teacher seeks to develop children's talk whether it is encouraging them to talk about their favourite toy or discussing the differences between old and new bicycles. Most children talk clearly and confidently. They show a growing awareness of the need to listen. The teacher always reminds the children the need to face the audience as they come to the front of the class to share their ideas and news. The opportunities to share books with each other and with adults are very good. Children are encouraged to take books home to share with their parents. They have a good understanding of early reading skills. All pupils identify the title of a book. They are beginning to use their knowledge about letter sounds to work out unfamiliar words. They can read simple text accurately and talk about what they have read and which part of the book they liked best and why. There are satisfactory opportunities for children to learn about the different purposes of writing, for example, making a list of things they need to put in their bag and writing about what they have observed and experienced. However, the role-play areas are not set up to extend writing skills sufficiently. Most children are beginning to use known words and pictures to record and communicate ideas. Elements of the National Literacy Strategy are used effectively to develop children's reading and writing skills. The majority are well on their way to attaining the early learning writing goals by the time they leave the reception class. In their speaking and listening skills and in their early reading skills they are set to attain beyond this.

Mathematical development

71. Children are provided with a range of activities to support their learning in this area. Teaching of mathematical development is good and children make good progress. Most children count up to ten confidently. They are beginning to recognise and write numerals up to ten. They work out one more than a given number involving numerals up to 6. The higher attaining children work out numerals up to ten confidently. In one of the sessions observed the higher attaining children explained how they found out one more than a given number. Children are beginning to count on to work out the total number of objects in two sets. They are given some opportunity to learn about mathematics through exploring sand and water. There is a need to further develop these areas to offer children more opportunities to apply and extend their skills. They can use mathematical vocabulary to compare length and capacity. The staff use aspects of National Numeracy Strategy effectively to build on and extend these skills. Most children can name the most common two-dimensional shapes. The majority are well on their way to attaining the early learning goals by the time they leave the reception class.

Knowledge and understanding of the world

72. Children's knowledge and understanding of the world are good. Well-planned activities encourage children to use their senses to understand the world around them. For example, they have used their sense of smell to identify substances such as orange, coffee and soap. They can talk about where they live and what they like best. They choose materials and use them effectively to design and make models. They show a good understanding of weather and are able to record it using pictures and words. The teacher uses her questioning strategies very effectively to enable children to observe, find out how things happen and explain why. In one of the sessions observed the

teacher asked the children how she could move a toy forward. They suggested that she could try pushing it. They were excited when they found out they were right. Children are given opportunities to observe the similarities and differences between old and new things. They learn about their own and other cultures through stories and assemblies. They use the computer confidently to draw pictures. They have very good control of the mouse and use different icons to choose the tools they need to develop their pictures. Most children have a very good understanding of the world around them. They are set to achieve well beyond the expectations of the early learning goals by the time they leave the reception class.

Physical development

73. Children are set to reach beyond the expected levels of the early learning goals by the time they leave the reception classes. The teaching in this area is good. The members of staff use the outdoor area well by organising the activities effectively to offer children maximum opportunities to develop their physical skills and enjoyment in games. In one of the sessions observed where children were playing with bean bags showed that their throwing and catching skills are well developed. They have good control in using tools such as pencils, paint brush and scissors. However, a lack of resources such as wheeled toys and easily accessible large equipment such as climbing frames lessen children chances of extending their skills in negotiating spaces and in refining their physical skills. Further developing outdoor area is one of the priorities the school has already identified in their action plan.

Creative development

74. Children are encouraged to develop their creative skills through a range of activities such as art, role-play and music. The opportunities children have to develop their ideas by exploring different materials and methods are sound. Their drawing and paintings show that they can choose the appropriate colours and use the lines to add detail to their pictures. Their drawings of bicycles show how they have used their observations well to create the desired effect. They join in with the singing with confidence. They communicate ideas and use the resources well to create props to support and develop the theme of their play. In one of the sessions observed the children who were playing with cars decided to make a road using the road mats and developed their play effectively. However, opportunities to develop children's imagination through role-play areas are not sufficiently exploited. The teaching in this area is satisfactory and children make sound progress. They are well on their way attaining the early learning goals by the time they leave the reception class.

ENGLISH

75. By the age of seven and ten pupils' overall standards of attainment in English are above those expected of their age. Pupils make good progress in all classes. This is similar to the situation reported in the previous inspection.
76. The results of last year's national tests for seven-year-olds show that the standards were below the average for all schools in reading, and close to the average in writing. Compared to similar schools standards were well below average in reading and below in writing. These results were much lower than those of the previous two years, reflecting the large proportion of pupils in this cohort who had problems with learning. The very small number of pupils taking the tests each year and the pupil mobility factor within school, makes the statistical comparison of standards from one year to next less secure. However, inspection evidence shows that the standards attained by pupils

currently aged seven are above average in speaking and listening and reading. The standards in writing are average, with many pupils achieving beyond this. By the age of ten, the standards of attainment in all the three aspects of English are above average.

77. Many pupils enter Year 1 with high standards in their speaking and listening skills. They maintain these standards because these skills are developed systematically through opportunities to take part in both formal and informal discussion with visitors as well as in normal lessons. As they progress through Years 1 and 2, pupils gain more confidence in expressing their views. Many recognise the need to change the tone of voice and the use of vocabulary as the situation demands. For example, in one of the physical education lessons on problem solving, the pupil who was giving the instructions for the warm up session spoke very clearly, pausing at times so that everyone followed what he was asking them to do. By the age of ten, most pupils express their opinions clearly and are responsive to others' points of view. In one of the history lessons observed, pupils gave very clear views about why they thought a particular grave belong to a specific Saxon, but were willing to accommodate the views of others as they analysed the artefacts and facts before them. Teachers offer pupils the opportunity to discuss things in different situations such as in small groups, in pairs and as a whole class. The Year 5 pupils' visit to the council chambers gave them opportunity to debate local issues with pupils from other schools.
78. By the age of seven pupils read fluently and accurately, showing a growing understanding of the main points of the text. They use the meaning of the text and their knowledge about letter sounds to make sense of unfamiliar words. One of the reasons for the high standards in reading is that teachers focus on the specific needs of individual pupils in most of the reading sessions. There is a lot of support for reading throughout the school. The specific time allocated for reading at the beginning of every afternoon session, and the daily practice they receive by reading to the many parent and volunteer helpers, enable pupils to sharpen their reading skills. Pupils' library skills are developed equally well and they competently use websites to gather information about various subjects they are studying. In a session where the inspector was talking to Year 2 pupils about the text they had read, one of the higher attaining pupils pointed out how the author has used phrases like, 'He smiled as a cat, his mouth wide open', to give the reader an impression of that character. Pupils identify their favourite author and the type of the books they like to read. As they progress through Years 3, 4 and 5, pupils read a range of texts. Those in Year 5 begin to use inferences to find hidden meanings. They discuss the settings and characters of the book in greater detail.
79. The writing of the majority of pupils in Year 2 shows their understanding of the use of full stops and capital letters. Pupils in Years 1 and 2 write for a range of interesting purposes. For example, writing a letter to the authorities about their dissatisfaction with things that happened during a visit they made. Pupils start to structure events so that they follow logically. Most begin to use a story planner to develop the setting and characters of their story. The scrutiny of pupils' work shows that they are taught about sentence structures and punctuation systematically. Pupils are encouraged to edit their work from a very early stage. Their hand writing is legible and their writing is mostly joined up. However, their use of words to capture the interests of readers and their use of connectives is less well-developed.
80. Pupils are given spelling to learn at home and their spelling is tested regularly. The standard of their spelling is satisfactory. Although they are given regular spelling tests, their spelling is weak compared to other aspects of their writing. Pupils are given sound opportunities to practice their writing skills in other subjects. In Years 3, 4 and 5 pupils are given opportunities for extended writing to develop their higher skills. This is

an improvement from last inspection. They plan and develop their ideas in an interesting way. Pupils in Year 4 and 5 are given very good opportunities to write for different purposes and for different audiences. This contributes to pupils' excitement and interest in writing. They experience a good range of literature and this helps pupils to use imaginative choices of vocabulary and style to achieve precision and interest the reader. This is clearly evident in much of their work. Pupils have a good understanding of the structure of language and punctuation. Their handwriting is joined and of a high standard. Regular handwriting practice helps towards achieving this.

81. Pupils with special educational needs are supported well in literacy lessons. The contributions made by the teaching assistants in these lessons are valuable in enabling pupils' to make good progress towards their targets.
82. Pupils' responses to English lessons are good throughout the school. This is because the teachers have a good knowledge of their pupils' learning and plan the lessons well to capture pupils' interests and to cater for their individual needs. The teaching is consistently good in all classes. The planning for literacy lessons is good. Pupils are taught to take responsibility for their own learning and they are constantly reminded about checking their work against their targets. The sharing of objectives at the beginning of the lessons and evaluating them in the plenary brings the learning into focus. They make very good use of assessment information to set targets and to identify areas of strengths and weakness. The results of tests are used effectively to identify pupils for additional support and for extension work.
83. The quality and range of the curriculum are very good. The subject co-ordinator is well-informed and enthusiastic. She is clear about the areas of strengths and those which need further improvement. She provides very good educational direction to the staff and pupils.

MATHEMATICS

84. Pupils aged seven and ten attain above average standards. This was the case at the time of the last inspection. Evidence gained during this inspection reflects the results of the national tests taken by the pupils in the current Year 5 when they were seven. There are no significant differences in the performance of boys and girls. Pupils with special educational needs are supported well and make good progress.
85. By the age of seven, pupils show a good understanding of place value, being able to generate a series of numbers from a given set of three digits. They work with simple fractions and recognize patterns such as the unit digits in the multiplication tables for two, five and ten. They do not always show their working out when appropriate. Most deal confidently with ideas about two and three-dimensional shapes, for example, creating pentagons and hexagons by combining two other shapes. Pupils aged ten solve problems using all four number 'rules'. They check calculations using inverse operations. Most find answers to questions involving fractions and three digit numbers, for example, one twelfth of one hundred and twenty. Higher attaining pupils create 'families' of equivalent fractions. Average attaining pupils need more practice with adding and subtracting decimals. Pupils deal well with ideas of shape and space, understanding the properties of regular polygons, for example. Most interpret frequency tables, but do not yet graph the results. Overall, pupils' facility in mental arithmetic lags behind other skills. The recall of number facts is not as rapid as it should be.
86. The good standards that pupils achieve stem from good quality teaching and learning throughout the school. The teachers work very hard to meet the needs of all their

pupils. Lessons are challenging for pupils of different abilities and good support is provided for those with special educational needs. The scrutiny of pupils' work shows that teachers often generate a good dialogue with the pupils, indicating clearly how well the learning intentions have been achieved. As a result, pupils have a good understanding of how well they are doing. This process is further assisted by the regular evaluation by pupils of their own learning.

87. Strengths of the teaching observed include:
[a] good preparation which allows the lesson to flow,
[b] skillful questioning to establish clear understanding,
[c] well-chosen activities that maximize pupils' interest in their learning. This was obvious in one lesson when a pupil was heard to say to his friend, "Look, look! I've got everything right on my page."
[d] good use of computers to boost attainment.
The final part of the lesson is not consistently used to check how well the different ability groups have learned. Some setting of short-term targets for improvement is done, but this is not yet consistent. These factors detract from the progress made.
88. The teachers and their assistants have a clear understanding of the National Numeracy Strategy, which has been implemented well. Adaptations have been made to take account of the analysis of the strengths and weaknesses of pupils' attainment.
89. The subject co-ordinator works conscientiously and well. She has a good understanding of how well work in the subject is developed, thanks to the checks she makes on teaching, learning, planning and standards. This monitoring is helping to raise standards. Her good leadership has generated very effective teamwork and a strong commitment to move forward. The co-ordinator is aware of the need to provide guidance and training to colleagues to ensure that their assessment of pupils' attainment in relation to the National Curriculum is accurate.
90. The provision for mathematics has improved well since the last inspection. The adoption of the National Numeracy Strategy has led to better structure in the planning and execution of lessons. Homework is of better quality and frequency. Assessment procedures are more effective and, as a result, pupils' problem solving skills have improved.

SCIENCE

91. Pupils aged seven attain above average standards, as they were at the time of the last inspection. Overall, attainment meets expectations by the age of ten. In the study of living things, materials and the physical processes, pupils achieve above average expectations, but in the important area of scientific enquiry show some weaknesses. There are no important differences in the performance of boys and girls. Pupils with special educational needs are supported well and make good progress.
92. The good expectations of the teacher with regard to what seven-year-old pupils can do result in them beginning to recognize the need to work in a scientific way. In the lesson observed, she asked pupils to suggest how an experiment could be created to test the strength of different magnets. "How can we make this a fair test?" she asked. This is something that older pupils are normally expected to consider. Scrutiny of their recorded work confirms that their enquiry skills are developed well. They predict the outcomes of tests involving running toy cars down ramps of differing heights: "Gravity will pull it down so that it will go faster." They identify what they will change and measure the results. Detailed studies of animal skulls arise out of their research into

teeth. Their understanding of forces is above average. One wrote, "The sole of my shoe has been designed to have increased friction."

93. Pupils at age ten work show above average levels of knowledge and understanding of living things. They know that human joints are held together by ligaments and that different creatures are part of 'food chains'. They recognize that matter exists in different states, and begin to understand that the forces operating on stationary objects are balanced. However, they do not readily recognize and explain how the tests they do are fair. Scrutiny of their written work indicates that they do not always draw proper conclusions in recording their experiments.
94. Although the school makes proper provision for teaching science, it was only possible to see two lessons. These, the scrutiny of pupils' work and the examination of planning, suggest that overall the quality of teaching and learning is good. Strong feature of the lessons observed include:
 - [a] good questioning skills, which result in pupils producing constructive ideas for carrying out experiments,
 - [b] very good control and management of pupils, allowing everyone to concentrate fully,
 - [c] lessons are conducted at a fast pace. This promotes very good levels of engagement and enhances progress, and
 - [d] overall pupils are challenged effectively by the tasks they are set.Pupils are not always challenged enough, especially the higher attaining ones. For example, they are not asked to find their own ways of recording their findings, rather than the teacher deciding this for them. The pupils' very positive attitudes to learning considerably improve the progress they make.
95. Science is led and managed well. The co-ordinator's work to improve planning, promote the acquisition of scientific vocabulary and monitor performance, have a positive impact on standards. The range of software is too narrow to ensure that the use of computers makes a full contribution to pupils' achievements.

ART AND DESIGN

96. At both seven and ten years of age standards are above expectations. The good standards noted in the last inspection have been maintained. The need for pupils to appreciate varying styles of painting and identify similarities and differences, raised in the last report, has been addressed very well.
97. In Year 2, confident teaching results in pupils using a wide range of media well. Much work stems from the proper use of sketchbooks to explore and observe. The teacher's good use of the rich opportunities presented by the school grounds also boosts standards. The pupils' sculptures made from leaves and twigs are a prime example of this. Striking, abstract self-portraits show how well their understanding of form and colour is developed. Most already identify ways of improving their work. One wrote, "I would make it better next time, by using chalk and yellow paint."
98. Pupils in Year 5 benefit from the teacher's ability to link work in art to other subjects and aspects of their development. The emphasis put on teaching pupils to talk about their responses to art – for example, through studying Albrecht Durer's 'Hands of the Apostle' – helps them to understand the artist's intentions and enhances their personal development. Links to other subjects, including history, are exploited well. This is shown by pupils' very good quality accurate drawings of Saxon artifacts, such as disc brooches. Good colour mixing skills are demonstrated in imaginative 'faces' based on

the shapes of soles of shoes. Pupils achieve well in discussing the differences in the work of different surrealists such as Magritte and Dali.

99. The good standards attained by pupils are due largely to the successful teaching and learning. Two lessons were observed, both were of high quality. An outstanding feature of the work in art and design is the extent to which pupils are encouraged to use computers to create ideas. The teachers' ability to wed their very good knowledge of how to teach art and design to their well-established understanding of using computers enables them to provide excellent opportunities for pupils to forge ahead in both disciplines. The task in which pupils in Years 4 and 5 developed their skills in manipulating images on the computer to create their own versions of surrealistic art is a good example of this.
100. Another telling strength of the teaching is the enthusiasm of teachers and their assistants, which inspires the pupils. Those seen in Years 4 and 5 were 'straining at the leash', such was their eagerness to get to work. In Years 2 and 3, pupils worked with very good levels of concentration, intent on working as well as they could. Their teacher's keenness and conviction lifted them too. Those seen using computers worked with particular gusto. Cries of "Wicked!" and "Look!" arose.
101. Important elements of art and design are understood and stressed by the teachers. Texture feature strongly, for example, in the use of sacking and the production of wire mesh pictures. One piece of work by a Year 2 pupil, contained plastic balloons, felt, corks, wool and bottle tops in addition to pencil and paint. Three-dimensional work in Years 4 and 5 builds on this very well, with pupils producing high quality clay 'water features' incorporating decoration with broken glass.
102. The subject is managed well. Good quality materials and equipment contribute to pupils' achievements. The study of the art of different countries and civilizations, such as Aztec and Japanese adds considerable breadth to the curriculum, although more emphasis needs to be given in planning, to providing pupils with more opportunities to learn about the main minority ethnic cultures that make up modern British society.

DESIGN AND TECHNOLOGY

103. Pupils aged seven and ten attain above expectations. This good performance has been maintained since the last inspection. The concerns expressed in the last inspection report about a lack of focus on technical details, and pupils' understanding of the constraints of materials, have been addressed well.
104. The enthusiasm and high levels of motivation of both staff and pupils contribute strongly to the standards achieved. The most influential factor is the teachers' high expectations of what pupils can achieve. This is reflected in the Year 2 pupils' creation of relatively sophisticated design drawings, which are annotated with correct vocabulary, such as 'dowel rod'. Their plans identify who might use the product and the criteria that it must meet. The pupils evaluate the success of their work. The higher attaining pupils make adjustments as the job proceeds and produce new drawings, if necessary.
105. Another very important contributor to the achievement of good standards is the teachers' very good understanding of the design process. The work done in Years 4 and 5 shows this. The pupils carry out good research into the materials they are considering using. One said, "I am not going to use neoprene because I read that it splits too easily." Pupils identify users' needs and base their designs on these. Design drawings are done from different angles. Pupils evaluate their products very well, focusing on their future use by

the 'client'. One wrote, "I think it is suitable for the person because....." In Years 2 and 3, the design brief given for the production of a toy specifies the kind of mechanism to be used, and construction using recycled materials.

106. The standards of making are good too. The toys made by pupils in Years 2 and 3 are made carefully. Cutting and fixing are carried out accurately. The mechanisms work. In Year 4 and 5, the purses pupils make are put together and finished methodically, with neat stitching. They are attractively decorated, for example, with floral designs.
107. Although the school makes appropriate provision for teaching design and technology, it was not possible to observe any lessons. The scrutiny of pupils' work and teachers' plans suggests that the quality of teaching and learning are good. This is supported by the reports on the effectiveness of lessons observed by senior staff.
108. The work of the subject co-ordinator impacts well on standards. The involvement of visitors also contributes well to pupils' achievements. Pupils in Years 4 and 5 spend a day with a member of Chichester district museum staff learning about money containers through the ages. This gives them ideas for their own designs.

GEOGRAPHY

109. It was only possible to observe one geography lesson. Pupils' earlier work and discussions with them, indicate that by the age of seven and ten most attain expected standards. The school has maintained the standards reported in the last inspection.
110. The teachers in Years 1 and 2 use the local area well, to develop pupils' awareness of the characteristics and features of the place in which they live. By the age of seven their understanding is extended to localities outside their area. The pupils show sound knowledge about the countries they have researched. For example, Year 2 pupils describe some of the geographical features of India and Italy. However, they had little knowledge about how people's actions affect the environment. Most begin to use geographical vocabulary to describe the specific features that give a place its character.
111. This sound base of knowledge and understanding is broadened and extended effectively in Years 3, 4 and 5. Pupils aged ten use a globe and maps to locate specific places. They read the symbols and explain what they represent. They discuss some of the geographical features of the countries they have studied, such as Brazil. Pupils in Year 5 talk about how places change and how our actions contribute to these changes. They have a sound understanding of the influence of climate and physical features on people's lifestyles. However, there is little evidence that older pupils are being given opportunities to undertake fieldwork.
112. Productive links are established between geography and other subjects. Pupils in all classes use computers to gather more information about the countries they are researching. Pupils are given good opportunities to develop their literacy skills. These include writing a post card to their friends at home or composing a letter of complaint to the officials of the countries they have visited. Year 5 pupils' work on identifying the different parts of British Isle the Saxons have invaded is another example of how geography lessons enhance and extend the knowledge and skills gained in other subjects. The orienteering and problem-solving lessons in physical education help pupils to extend their mapping skills and use of geographical vocabulary.
113. The curriculum planning is very thorough. Teachers use the objectives for learning in the medium term planning to assess and record pupils' attainment and progress. While

it is a useful tool to assess and plan for the next stage in pupils' learning, it is insufficient to monitor the progress pupils make as they pass through the school, because the format of the recording varies from class to class. The range and quality of resources are good and the staff and pupils make effective use of these. The co-ordinator is very knowledgeable about the subject and provides good educational direction for staff and pupils.

HISTORY

114. By the age of seven and ten, pupils attainment meets expectations, with many pupils attaining beyond this. All pupils, including those with special educational needs, make good progress in gaining knowledge and understanding of people and events in the past. A similar judgement was reported in the last inspection.
115. Pupils in Year 1 place events in chronological order. By the time they reach Year 2 they are beginning to understand how the past can be represented in different ways. During a discussion with a group of pupils in Year 2, they were able to identify some of the similarities and differences between school in Victorian times and their own experiences. They know some of the famous people who lived during the Victorian period and state what they were famous for. As they progress through Years 3, 4 and 5, they continue to build their chronological understanding and knowledge of features and characteristics of the period they have studied. For example, in Year 5, pupils use their knowledge and understanding of the history of Britain to compare changes with in and across different periods. They have a good understanding the Romans and Anglo-Saxons. They study artefacts from a particular period to learn about how life was like during that time.
116. Pupils enjoy history and work very well in lessons. All pupils contribute well to discussions. The teachers listen to pupils' suggestions and views, and challenge them by asking them to give the reasons why things happened. Pupils' attitudes to learning are very good.
117. The quality of teaching is good, throughout the school. The teachers use varied strategies and resources to raise pupils' enthusiasm and interests in the subject. Teachers plan well to meet the needs of the different age and ability groups within each class. At the beginning of each lesson they make sure that everyone knows what they are intended to learn. Progress is evaluated at the end of the lesson to see whether pupils have achieved the objectives. The teachers give pupils the opportunity to learn about the past from first-hand experience gained from visits and visitors. They use these sessions well to develop pupils' literacy and numeracy skills and extend their knowledge in other areas such as music, art and information and communication technology.
118. The school has made good progress in improving the planning since the last inspection. The school has developed a comprehensive programme of work which takes into consideration the mixed age classes and is based on the national planning guidance. The skills, knowledge and understanding identified in the medium-term planning are used to assess and record pupils' progress at the end of each unit. However, these are recorded differently by different members of staff and this makes the monitoring of the progress pupils make as they pass through the school difficult. The school recognises the need to improve this.
119. The co-ordinator provides good educational direction for pupils and staff. She manages the subject well.

INFORMATION AND COMMUNICATION TECHNOLOGY

120. By the time they are seven and ten, pupils attain expectations. The weakness in teachers' short-term planning apparent at the time of the last inspection has been tackled well.
121. Since the last inspection, significant changes have been made to the national curriculum for information and communication technology [ICT] and more is now expected of pupils nationally. The same enthusiasm evident in so much that the school does and the same striving to improve have resulted in much better provision and a very positive response to the new demands. Given that until relatively recently there were no modern computers, the school has done well to enable pupils to achieve standards that meet expectations.
122. Pupils in Year 2 enjoy using computers. They talked eagerly to inspectors about drawing objects such as cars, writing stories and letters, emailing and finding out about this and other countries. They give instructions to a programmable toy, 'Roamer'. They were observed working on laptops in mathematics to improve their understanding of calendars.
123. The pupils spoken to in Year 5 have very good attitudes to this subject. A favourite activity is making animations of jumping men or bicycles. They learn how to log data gained from linking a sound sensor to the computer. Pupils create a 'power point' presentation about their visit to an owl and otter sanctuary, incorporating their spoken commentary. However, they do not always make appropriate use of word processing, copying stories from their English books to print off 'best copies', rather than composing them directly onto the screen. The pupils also lack experience of using simulations in which they are required to make decisions.
124. Only one lesson dedicated specifically to ICT was seen. This was for pupils in Year 4 and 5, and was of very good quality. The very clear emphasis on linking the spreadsheet skills learned by the pupils to their use in business, and the good use of computers in other classrooms, resulted in pupils making very good progress in using formulas as part of their work with spreadsheets.
125. Computers are used effectively in other subjects. This provides good opportunities for developing ICT skills. Discussion with pupils shows that those in Year 5 particularly enjoy their Internet research in history about Sutton Hoo and learning more about the skeleton from compact discs in science lessons.
126. The co-ordinator works very effectively. Her leadership has ensured that ICT has a high profile and is incorporated into many aspects of the curriculum. Her support for colleagues, her up to date knowledge of hardware and software, and adaptation of the national planning guidance are driving standards up. There is very much a 'learning through ICT culture'. The school has a very good number of computers compared to the number of pupils. There is also highly efficient timetabling to allow the use of computers in the other two classrooms by pupils from the third class. These factors contribute strongly to the excellent general use of ICT in the school. Another feature is the emailing of work by pupils in other classes to the co-ordinator to help her keep a check on standards.

MUSIC

127. Standards are above expectations, thanks to the very good quality of teaching and learning. These good standards have been maintained from the time of the last

inspection. Inspection judgements are based on the observation of two lessons and pupils' singing in assemblies. The lessons were led by a specialist part-time teacher employed by the school.

128. Pupils throughout the school sing well. By the end of Year 2, they sing tunefully, maintaining a good rhythm and appropriate phrasing in songs such as, 'I was going to Buttercup Farm'. Ten-year-olds sing confidently and convey the meaning clearly. They show very good articulation and control their breathing skillfully.
129. Seven-year-olds begin to understand pitch. Most realize the relationship between the size of chime bars and the sounds they produce. The pupils begin to use symbols to represent sound, 'reading' simple forms of notation. They show good control in playing tuned percussion instruments. Pupils aged ten recognize and explore the relationship between contrasting effects in music. They choose instruments and improvise rhythmic contrasting phrases as part of a group performance. They use body parts to provide contrasts with the instruments others play. Not all independently recognize their voice as an instrument. Most realise that tempo and dynamics are elements that can provide contrasts.
130. The quality of teaching and learning seen in the two observed lessons was very good. The lively, enthusiastic approach of the teacher, combined with the whispering, shouting, humming, singing warm-up quickly engaged everyone in the lesson for Years 2 and 3. Smiles all round. The teacher continued to include and challenge everyone. High expectations were evident in the use of language – the 'elegant' use of instruments in a Saint-Saens composition was discussed. Very good questioning skills helped those in Year 4 and 5 to grasp the ideas dealt with. The skillful assessment of pupils' understanding, and the high proportion of time spent in discussion with groups and individuals, significantly enhanced the progress pupils made.
131. All pupils in Years 4 and 5 have the chance to learn to play recorders. Productive links with other local schools provide opportunities for pupils to perform with their instruments and to sing in parts.
132. The very good range of instruments and good leadership and management of the subject contribute well to the standards pupils achieve.

PHYSICAL EDUCATION

133. Very few lessons in physical education were observed. Those seen involved cricket coaching, orienteering and problem-solving. Therefore, the judgement can only be made on these aspects of outdoor activities and games. Pupils' knowledge and understanding of problem-solving and orienteering are in line with what is expected of them by the age of seven and ten. Year 2 pupils are beginning to plan their actions to solve simple problems and challenges. They work co-operatively with others. They show a growing awareness of safety as they move equipment around the room. Pupils run, jump and move around in different directions confidently as demonstrated in the warm-up session observed. They identify some of the changes that happen to the body during exercise. At the age of ten, pupils successfully apply their skills and understanding to new challenges. They use the symbols and features of the map in orienteering activities to find out the control points on the plan of the school site. They show a growing understanding of the need to work together in order to succeed in their task. Their cricket session shows that their throwing catching, running and fielding skills are satisfactory for their age. Pupils show great enthusiasm in taking part and are confident in facing challenges.

134. It is not possible to make an overall judgement about the quality of teaching and learning. One of the lessons observed was good and the other very good. Teachers plan their lessons well. The encouragement they give to pupils helps them to face challenges. The warm-up sessions are creative and this generates enthusiasm and all pupils participate well. The teaching assistants are deployed well to offer support to the less confident pupils. All pupils including those with special educational needs are included in the activities.
135. Scrutiny of the planning and documentation shows that teachers plan for the different areas of physical education through a general theme. The theme for this term is 'travel'. The planning is thorough and they identify the vocabulary to be developed. The curriculum offers pupils opportunities to practise and extend knowledge and skills they have learned in other subjects. The specialist coaching for cricket and football and other extra curricular activities such as the dance club ensures that pupils' get the best opportunities to develop their talents and interests in physical education.
136. The school makes good use of its swimming pool. All pupils have swimming lessons. The assessment procedures are good, but the school does not have a whole school approach to recording pupils' progress. This is essential to monitor the standards across the school. Each class teacher identifies talented pupils' for enrichment activities. The provision for physical education is good. The subject is led and managed effectively by a very enthusiastic co-ordinator. She provides good educational direction for staff and pupils. The quality and range of resources is good and staff and pupils use these well.

RELIGIOUS EDUCATION

137. No lesson in religious education was observed during the inspection. The evidence from pupils' current and earlier work, discussion with pupils and the co-ordinator, and the scrutiny of teachers' planning show that the standards of attainment by the age of seven and ten are in line with standards set by the locally agreed syllabus.
138. From a very young age, pupils talk about Jesus as their friend. They regard friends as special people. As they grow older they develop a deeper understanding of the teaching of the Christian faith. They know that Christmas is a special time for Christians when they celebrate the birth of Christ.
139. Pupils in Year 2 show a good understanding of the life of Christ. As they progress through Years 3, 4 and 5, they develop a sound grasp of the special features of Christianity and other religions they have studied. In Year 5, pupils describe the significance of the period of Lent. In a discussion with a group of Year 5, pupils talked about the symbolism of the white candle. One pupil described it as, "White is pure. Jesus is the light of the world". They show a sound understanding of Buddhism, but their knowledge of other religions such as Hinduism, Judaism and Islam is limited.
140. Pupils reflect on, and consider the impact of religions on people's lives. The higher attaining Year 5 pupils talk about what forgiveness means. One of them pointed out that it is more than 'saying sorry'. It is about, "Not feeling bad about people because of what they have done." He went on to explain how faith in God helped the father whose daughter was killed by a bomb to forgive the people who killed her. The evidence from teachers' planning and from pupils' work demonstrates that the teaching is satisfactory throughout the school, with some good features. A similar judgement was made in the last inspection. The marking of pupils' work indicates the high expectations teachers have of their pupils. Although teachers' planning shows coverage of the full curriculum, awareness of living in a multicultural society, where people practise a variety of

religions is not raised sufficiently. RE lessons are used well to extend pupils' skills in other subjects. They offer good opportunities for pupils to extend their writing skills. Year 5 pupils' poem about the birth of Christ is a good example of this. Expressions such as, "As I entered the small, gloomy stable, I saw a glowing bundle of hay and straw", brings alive the feelings of joy and wonder of seeing the baby Jesus.

141. The school has made good progress since the last inspection on improving its planning and revising the programme of work. The medium-term planning is very detailed and focuses well on what the teachers want pupils to achieve at the end of each unit. The teachers' short term plans show how the activities are organised to cater for different age and ability groups. The co-ordinator is currently using an improved recording system in her class, with a view to presenting it to the rest of the school. Very good links with church enhance learning in this subject. The school is beginning to establish links with other religious places of worship. The school has plans work with a Buddhist temple near by. The co-ordinator is very knowledgeable and leads and manages the subject well. The strengths and weaknesses of the subject are identified clearly and plans are in place to further improve provision.