

INSPECTION REPORT

**FERRING CHURCH OF ENGLAND VOLUNTARY
CONTROLLED PRIMARY SCHOOL**

Ferring

LEA area: West Sussex

Unique reference number: 125982

Headteacher: Mrs Sylvia Short

Lead inspector: Mrs Jayne Clemence

Dates of inspection: 15 – 17 March 2004

Inspection number: 256119

Inspection carried out under section 10 of the School Inspections Act 1996

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INFORMATION ABOUT THE SCHOOL

Type of school:	Primary
School category:	Voluntary Controlled
Age range of pupils:	4–11 years
Gender of pupils:	Mixed
Number on roll:	255
School address:	Sea Lane Ferring Worthing West Sussex
Postcode:	BN12 5DU
Telephone number:	01903 243945
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Appropriate authority:	The Governing Body
Name of chair of governors:	Mrs S Pratt
Date of previous inspection:	May 1998

CHARACTERISTICS OF THE SCHOOL

Ferring Primary School is a Voluntary Controlled Church of England school for pupils between the ages of four and 11 years. It is the only school in the locality and most pupils come from the immediate area. Currently, a below average number (11 per cent) of the pupils are identified as having some special educational needs ranging from specific to moderate learning difficulties, and a very small minority has a Statement of Special Educational Needs. The proportion of pupils known to be eligible for free school meals is approximately three per cent, although the school considers this figure is inaccurate, as they believe there are some families who choose not to claim their entitlement. These figures are significantly lower than those found nationally overall. The vast majority of pupils are from a white British background and a very small number are from other ethnic heritages. The school has had two achievement awards in the past. A very small proportion of the pupils has English as an additional language. Children's attainment on entry to the school is average overall, however, there is a significant minority who are above average, particularly in their personal and social skills. The majority of pupils stay at the school throughout their primary school years and mobility is low. Almost half the teachers are more recently appointed, including two newly qualified teachers, and most classes have mixed year groups.

INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
22629	Jayne Clemence	Lead inspector	The Foundation Stage, science, music, personal, social, health education, including citizenship (PSHE)
9646	Geraldine Osment	Lay inspector	
11353	Janet May	Team inspector	English, religious education, geography, history
1224	Graham Todd	Team inspector	Mathematics, Information and communication technology (ICT), art and design, design and technology, special educational needs

The inspection contractor was:

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PART A: SUMMARY OF THE REPORT

OVERALL EVALUATION

Ferring Primary is an **underachieving** school and so is **not sufficiently effective**. Some aspects of its work are good, but there are pupils who could be achieving more. Teaching and learning are satisfactory overall, but there is only a relatively modest amount of good teaching, and much that is only satisfactory. Test results are inconsistent, and aspects of the teaching and learning experience for the pupils, over time, have been unsatisfactory. Although there are aspects of strength in leadership and management at senior level, the leadership of the headteacher lacks clarity for improving the school. The school provides unsatisfactory value for money. The headteacher has established a new staff team since September 2003. They are keen to raise standards further and are working well together as a team.

The school's main strengths and weaknesses are:

- The headteacher, senior managers and staff create a positive atmosphere for learning where pupils behave well, have good attitudes and develop good relationships between themselves and adults.
- There is underachievement in English, mathematics and science and some teachers' expectations for higher attaining pupils are too low.
- The headteacher's leadership is unsatisfactory, and the strategies for monitoring standards, teaching and learning are ineffective; some subject leaders' roles are underdeveloped.
- The good leadership and management for special educational needs and mathematics are having a positive impact towards raising standards.
- There is good provision for pupils' spiritual, moral, social and cultural development; personal, social and health education is effective in helping pupils to become mature and responsible.
- Assessment procedures are unsatisfactory; the school does not have a comprehensive overview of how well pupils are learning in lessons, or achieving over time.
- Teachers and teaching assistants are supportive to one another; they are keen to make changes in order to improve.
- Accommodation is unsatisfactory overall and for the youngest children it is poor.

Overall, the school's improvement since the previous inspection has been too slow and so it is unsatisfactory. The school has 'coasted' in key areas of its work, and there are weaknesses that remain. There is now less good teaching reported, and several issues, including assessment, monitoring and the development of subject leaders' roles, that have not been addressed sufficiently well.

STANDARDS ACHIEVED

Results in National Curriculum tests at the end of Year 6, compared with:	all schools			similar schools
	2001	2002	2003	2003
English	C	C	C	C
Mathematics	C	C	C	C
Science	D	C	B	A

*Key: A - well above average; B - above average; C - average; D - below average; E - well below average
Similar schools are those whose pupils attained similarly at the end of Year 2.*

Achievement is **unsatisfactory** overall, because it is not consistently satisfactory throughout the school nor for all groups of pupils. Although last year's results showed satisfactory achievement overall, in English and mathematics, the achievement of pupils of different abilities varies considerably. Standards vary widely between year groups and different subjects. Standards in the current Year 2 are below average in English and mathematics and close to average in science. Achievement is satisfactory for Years 1-2. Standards in the current Year 6 are below average in English and mathematics and average in science, although teachers are working hard to raise standards and help these pupils to catch up. Achievement is unsatisfactory overall in Years 3-6 because of weaknesses, particularly in Years 3 - 4. Standards in the Foundation Stage are average in relation to the goals children are expected to reach by the end of reception in all areas of learning. These children are achieving satisfactorily. Pupils with special educational needs achieve well overall because they are supported effectively. Higher attaining pupils are not doing as well as they could because there is a lack of consistent challenge. Pupils' personal qualities are **good** overall. Their attitudes and behaviour are good. Their **spiritual, moral, social and cultural developments** are **good**, and attendance is satisfactory.

QUALITY OF EDUCATION

The quality of education is **satisfactory** and the teaching and learning observed during the inspection was **satisfactory** overall, but only a relatively small amount compared to the typical picture nationally was of a higher quality. Aspects of teaching and learning over time have been unsatisfactory, and the weak assessment procedures continue to hinder teachers in their planning and restrict pupils in their learning. Teaching is satisfactory in the Foundation Stage. The most effective teaching is in the Years 4/5 class, and in Years 5 and 6 where lessons are conducted at a brisk pace, and teachers set high expectations, and challenge pupils rigorously. Pupils make rapid gains in their learning as a result. Overall though, some pupils do not have a clear enough idea of what they need to do in order to improve because they do not always have their own clear targets to work towards.

The curriculum is satisfactory overall. Additional activities outside lessons are good and varied and extend the pupils' education further. There is good provision for pupils with special educational needs, but higher attaining pupils are not challenged sufficiently. Links with the community and other schools are good. The care and guidance given, and the partnership with parents are satisfactory.

LEADERSHIP AND MANAGEMENT

Leadership is **unsatisfactory** because it is not having a consistent impact on raising standards and pupils' achievement. The headteacher is caring and committed to the pupils, but is not providing sufficient clarity or direction to move the school forward. Other senior staff are working hard, but their collective efforts are not used strategically enough and some subject leaders are not given the help they need to improve provision in their subjects. Management is **unsatisfactory** because strategies for monitoring standards, teaching and learning are not sufficiently robust and the school's self-evaluation is unrealistically generous. The work of the governing body is satisfactory because they have a clear overview of the school and its relative strengths and weaknesses. Governors are working hard to challenge the school and help bring about the necessary improvements. Statutory requirements are fully met.

PARENTS' AND PUPILS' VIEWS OF THE SCHOOL

Parents are generally satisfied with the school. They particularly like the arrangements for their children to settle in when they start school, but feel they want more information about their children's progress and advice on how to support them. Although the inspection team judged the

quality of information to parents to be satisfactory, there is clearly scope for clarifying what is realistic to expect of parents and what the school can provide. Some parents need more reassurance that bullying is not a widespread issue. Pupils like many things about their school.

IMPROVEMENTS NEEDED

The most important things the school should do to improve are:

- Eradicate underachievement and raise standards, giving priority to English and mathematics in Years 3-6 and science in Years 3 – 4.
- Improve the quality of teaching so that it brings sustained improvement to pupils' learning.
- Improve the quality of leadership and management so that urgency, rigour and direction are given to school improvement.
- Ensure that assessment procedures and the tracking of pupils' achievements are accurate, consistent and effective.
- Correct the weaknesses in the accommodation.

PART B: COMMENTARY ON THE INSPECTION FINDINGS

STANDARDS ACHIEVED BY PUPILS

Standards achieved in areas of learning, subjects and courses

Pupils are underachieving. Standards are below average in English, mathematics and science. Children in the Foundation Stage achieve satisfactorily, and pupils with special educational needs achieve well. Achievement is satisfactory in Years 1-2 but unsatisfactory overall in Years 3-6 despite good catching up in Years 5 and 6. Higher attaining pupils do not always achieve as they should.

Main strengths and weaknesses

- Children in the Foundation Stage make a sound start to school life and develop positive work habits from an early age.
- Pupils achieve well in their personal and social skills and understand the principles of good citizenship.
- Pupils are underachieving in English and mathematics in Years 3 – 6 and in science in Years 3 - 4, as a result of weaknesses in teaching and learning; higher attaining pupils are not challenged systematically.
- Trends in test results are uneven and pupils' achievements vary significantly between subjects.
- Pupils' achievements are satisfactory, and improving in ICT, although the use of ICT across other subjects of the curriculum is underdeveloped.
- Pupils with special educational needs achieve well due to the effective and focused support provided.

Commentary

Standards in national tests at the end of Year 2 – average point scores in 2003

Standards in:	School results	National results
Reading	15.1 (17.2)	15.7 (15.8)
Writing	13.0 (15.8)	14.6 (14.4)
Mathematics	14.3 (17.9)	16.3 (16.5)

There were 37 pupils in the year group. Figures in brackets are for the previous year

Standards in national tests at the end of Year 6 – average point scores in 2003

Standards in:	School results	National results
English	26.7 (27.0)	26.8 (27.0)
Mathematics	27.3 (27.0)	26.8 (26.7)
Science	29.9 (28.2)	28.6 (28.3)

There were 39 pupils in the year group. Figures in brackets are for the previous year

1. Children in the Foundation Stage are on course to meet the expected goals in all areas of learning by the end of the year, and a minority are likely to exceed them, particularly in their personal, social and emotional development. They have a sound start to school life and develop positive work habits from the very beginning.

2. Pupils achieve well in their personal and social development as there are effective strategies for helping them take responsibility and gain understanding of the principles of good citizenship. They regularly offer their ideas and opinions during class council meetings, and take genuine decisions that affect the quality of their lives at school. The pupils' wide ranging sporting achievements help them understand the values of fair play and the importance of training and effort to improve their own personal skills.
3. Standards in the 2003 National Curriculum tests at the end of Year 6 were average in English and mathematics and above average in science. Standards at the end of Year 2 were below average in reading and well below average in writing and mathematics. By comparison with similar schools, standards in Year 2 were well below average in reading and writing and in the lowest five per cent in mathematics. The school indicates that there was a high proportion of pupils with special educational needs in Year 2 in 2003 that explain the outcomes. This was considered by the inspection team to be a justifiable rationale for those standards. Nevertheless there are some pupils, now in Year 3, currently underachieving because work is not matched well enough to their needs.
4. In Years 1 – 2 in English and mathematics, although standards are below average currently in reading, writing and mathematics, pupils are achieving satisfactorily because of the satisfactory teaching and learning. In science pupils in Years 1 -2 are reaching standards that are close to average and they are achieving satisfactorily overall. However, there are still some higher attainers, particularly in Year 2 who are not challenged consistently. Standards are currently below average in English and mathematics in Years 3 – 6 and below average in science in Years 3 – 4. In science they are average in Year 6. Pupils' achievements are unsatisfactory over time in English and mathematics in Years 3 - 6 and in science in Years 3 – 4. The weaknesses in teaching and learning in Years 3 -4 are hindering pupils' learning and achievements. There is considerable catching up in Years 5-6 that takes place in order for pupils to achieve as they do by the end of Year 6. The teaching of science is particularly strong in Years 5-6, and in this subject, the catching up is sufficient to make the pupils' achievement satisfactory overall.
5. Pupils in the same year group achieve vastly different outcomes in different subjects. In 2003, in Year 6, the proportion of pupils reaching the higher level (Level 5) in English was 19 per cent, in mathematics 41 per cent and in science 62 per cent. Whilst recognising the higher achievements in mathematics and science, the pupils are not achieving consistently high standards across all subjects. The standards predicted for future year groups also continue to vary widely between subjects and the targets set for 2005 (current Year 5 pupils), reflect this disparity. In English, 35 per cent of pupils are predicted to reach Level 5, in mathematics 46 per cent, and in science 70 per cent of pupils are expected to reach the higher level. This demonstrates unacceptable variations and expectations of the same pupils in these subjects.
6. Pupils are achieving satisfactorily in ICT and standards are improving. A significant minority of pupils are very confident, and obviously at ease with the technology. The use of ICT across other subjects is limited and there are missed opportunities for pupils to practise their skills more widely. Although there was some evidence of its use in English, there could be more systematic use of ICT for pupils, for example, in drafting and editing their writing. Pupils do well in gaining a wide range of sporting awards and take great pride in their achievements in this area.
7. Pupils with special educational needs achieve well overall, and make good progress towards the targets set for them. Their individual needs are identified effectively, and useful programmes are designed to assist and support their achievements. Pupils achieve particularly well when supported by the special educational needs co-ordinator. This is because the work is matched

closely to their understanding, and their skills are built upon systematically. Their achievements are occasionally more limited in lessons where tasks are the same for everyone.

8. Improvements in standards have been unsatisfactory as pupils are currently underachieving in key areas of their school work.

Pupils' attitudes, values and other personal qualities

Pupils' attitudes and behaviour are good. Pupils' personal qualities are developed well. Their spiritual, moral, social and cultural development is good. The attendance rate is satisfactory and most pupils arrive at school on time.

Main strengths and weaknesses

- The pupils are well behaved and they have good attitudes to school. They are keen and willing to learn.
- The headteacher and staff promote pupils' personal development effectively and, as a consequence, their confidence is high.
- The school provides good opportunities for pupils' spiritual, moral, social and cultural development.

Commentary

9. The pupils' behaviour is good around the school and in lessons. This was evident in a very good Years 4/5 numeracy lesson. The teacher had planned the lesson well to meet the needs of the whole class and the pupils were very keen and attentive when multiplying and dividing whole numbers. In other lessons the pupils show good attitudes even when the pace is slow. Break and lunchtimes are well supervised and new play equipment is proving popular with the pupils and has helped to produce good co-operative play between them. Through the pre-inspection questionnaire and meeting, some parents expressed concern that there is bullying in the school. There were no signs of harassment or unpleasantness between pupils during the inspection and pupils interviewed did not feel that bullying is an issue in the school. The school takes its responsibility for including all pupils seriously and works hard to that end, although there was one permanent exclusion in the previous year.
10. The school cultivates pupils' personal, spiritual, moral, social and cultural development well. Foundation Stage children are supported well in their personal, social and emotional development and are on course to reach the expected goals by the time they enter Year 1. In lessons teachers value the contributions that the pupils make, thus developing their self-esteem and self-respect. Through assemblies and personal, social and health education (PSHE) the pupils are learning to value themselves and others, despite their differences. This was very evident during an assembly when a visitor with cerebral palsy talked to the youngest pupils about Easter. Pupils listened with great respect, and genuine affection as the visitor gave a moving account of his faith and outlook on life. Pupils and adults alike were inspired as a result. Many pupils have responsibilities in classrooms and in Year 6 they also help in assemblies and deliver registers to teachers. The recently introduced class councils are a good way of getting pupils involved in decision making. All these opportunities are helping the pupils to understand what living and working in a community means. Through visits to a synagogue and a Hindu mosque, the visitors from Belarus, displays of religious artefacts and various percussion instruments and literacy, history and religious education (RE) lessons the school is preparing the pupils satisfactorily for life in multicultural Britain.

Attendance in the latest complete reporting year (%)

Authorised absence	
School data	5.5%
National data	5.4%

Unauthorised absence	
School data	0.4%
National data	0.4%

The table gives the percentage of half days (sessions) missed through absence for the latest complete reporting year.

Ethnic background of pupils

Exclusions in the last school year

Categories used in the Annual School Census
White – British
White – any other White background
Mixed – White and Asian
Chinese
Any other ethnic group
No ethnic group recorded

No of pupils on roll
178
3
4
2
2
40

Number of fixed period exclusions	Number of permanent exclusions
0	1
0	0
0	0
0	0
0	0
0	0

The table gives the number of exclusions, which may be different from the number of pupils excluded.

QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

The quality of education for pupils is satisfactory. Teaching has weaknesses but is satisfactory overall. The curriculum is satisfactory and the headteacher and staff ensure satisfactory care and guidance for the pupils. There is a satisfactory partnership with parents.

Teaching and learning

Teaching and learning are satisfactory overall. They are satisfactory in the Foundation Stage and Years 1 and 2, but unsatisfactory overall in Years 3-6, because of weaknesses in Years 3 – 4. Assessment procedures are unsatisfactory and contribute significantly to the pupils’ underachievement.

Main strengths and weaknesses

- There are examples of good and very good teaching for older pupils in Years 4/5, and Years 5 and 6, but much of the effort is aimed at helping pupils catch up and cover gaps in their learning from previous years.
- Good teaching and support for pupils with special educational needs enables them to learn and achieve well.
- Weaknesses in teaching in English, mathematics and science in Years 3 and 4 are lowering the pupils’ achievements and rate of progress over time.
- Higher attaining pupils are not challenged systematically and their achievements vary significantly between subjects.
- Unsatisfactory procedures for assessing pupils mean that teachers set work that is not always matched to their needs.
- Good teaching in PSHE is helping pupils to become mature and take responsibility for themselves and others.

Commentary

Summary of teaching observed during the inspection in 35 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0	3 (9%)	15 (43%)	15 (43%)	2 (6%)	0	0

The table gives the number of lessons observed in each of the seven categories used to make judgements about lessons; figures in brackets show percentages where 30 or more lessons are seen.

11. Teaching is judged satisfactory overall, because the teaching judgement is based mainly on accumulated evidence from lessons, but the proportion of good or better teaching is lower than is typical nationally. (nationally the figure for satisfactory teaching is approximately 27 per cent, and for good or better teaching it is approximately 69 per cent). Much of the teaching observed during the inspection was only satisfactory and aspects of teaching and learning over time have been unsatisfactory in contributing towards the pupils' current underachievement. The satisfactory teaching is not having the necessary impact on raising standards.
12. The quality of teaching and learning has declined since that reported at the previous inspection when it was judged to be good overall, and included a much higher proportion of very good teaching. The unsatisfactory assessment reported at that time remains a weakness, and progress towards addressing this issue has been poor. The leadership's unsatisfactory monitoring of teaching and learning has not helped the quality of teaching to improve sufficiently, or to eradicate long-standing weaknesses in parts of the school. Since September there has been a new staff team due to new appointments made by the headteacher. Teachers and teaching assistants are supportive of one another and they are keen to improve their professional practice. There are examples where satisfactory teaching could be improved by simple adjustments in teachers' use of time and in the quality of their planning, to ensure more rigorous challenge for the pupils. Teaching assistants make a valuable contribution to the pupils' learning and ensure that they focus carefully on individual's needs.
13. The good and sometimes very good teaching observed in Years 4/5 and Years 5 and 6 is having a direct and positive impact on the pupils' learning and achievement. In the most effective teaching, characteristics included a lively pace and high expectations for pupils to do their best. Pupils were challenged rigorously in their thinking skills and work was modified appropriately for their wide ranging needs. As a result, the pupils were thoroughly absorbed in their learning and keen to surpass their personal best. Teachers in Years 5 and 6 work hard to fill the gaps in pupils' learning, but do not always have a secure foundation of the pupils' knowledge upon which to build. This means that teachers are working hard to help pupils catch up before being able to move on. Teachers are working under considerable strains in such circumstances and this is unsatisfactory.
14. The quality of teaching and learning for pupils with special educational needs is good. This is because the special educational needs co-ordinator ensures that the majority of these pupils are supported effectively. Teaching assistants liaise closely with teachers, and have regular meetings with the co-ordinator where the pupils' individual needs are discussed. The assessment procedures for these pupils are effective and ensure that learning is good overall. Individual education plans have good, clear learning targets, particularly for English, mathematics and the pupils' behaviour. Teaching for pupils who have additional support is well structured and effective in helping them improve their literacy and numeracy skills, and there is good use of ICT to further support the pupils' learning.

15. Teaching in the core subjects of English, mathematics and science in Years 3 – 4 has weaknesses. In all three subjects, higher attaining pupils are not challenged rigorously enough and their learning, as they move through the school, is erratic and uneven. By Year 6, higher attaining pupils do much better in some subjects than others and there are no valid reasons why such discrepancies persist. Much of the teaching is only satisfactory, and in some lessons observed, strengths and weaknesses were finely balanced. The satisfactory teaching is not having the necessary impact, over time, on raising standards, as teachers' expectations are often too low and the pupils' rate of learning is reduced as a result. The unsatisfactory teaching in Years 3 and 4 is having a direct and negative impact on pupils' learning and achievements. Characteristics of this unsatisfactory teaching included work that was the same for all pupils in mixed aged groups, resulting in unsatisfactory learning for the majority of the pupils. Explanations were poorly matched to the pupils' understanding and very few of them were able to answer questions posed by the teacher as a result. In some instances, the unsatisfactory organisation of activities and slow pace led to normally well-behaved pupils becoming bored and restless. Management strategies were ineffective in attempting to regain pupils' attention.
16. The unsatisfactory assessment procedures are having a significant and negative effect on the challenge offered by teaching and hence the pace of learning. Pupils' achievements are not assessed rigorously, and teachers do not have a clear and comprehensive overview of the pupils' progress over time. Although there has been some useful information collected on individual pupils, this data is not used effectively enough by teachers in their planning to move pupils on to the next stage of learning. Currently there is no system to track pupils from their starting points on entry to the school and predict what they should be achieving year by year as they move through their school life. There are examples where teachers' assessments have been inaccurate and varied greatly from the national test results. In 2003, teachers' assessments in mathematics indicated that 95 per cent of Year 2 pupils would attain the national average or above. In the tests, only 77 per cent of those pupils reached this target. School targets vary widely between subjects for the same pupils. Targets for the Year 6 pupils in 2005 also remain widely variable. This demonstrates continued discrepancies and very different expectations of the same pupils in different subjects. Pupils themselves have too few opportunities to be involved in assessing their own learning, or to know the targets they are working towards. At the time of the last inspection, it was reported that there was no standardised approach to assessment and this is still the case.
17. The good quality teaching in personal, social and health education is assisting the pupils to become mature, gain confidence and take a greater sense of personal responsibility for themselves and others. There is an increasingly well-structured range of activities, which means the pupils' PSHE skills are developed systematically. The good teaching is also helping pupils to understand the impact of their actions on other people, and in turn creates a positive atmosphere for learning and in resolving differences.

The curriculum

The school provides a satisfactory range of learning opportunities. It provides pupils with good opportunities to widen their experiences through extra-curricular activities, visits and visitors to the school. There are satisfactory resources to support learning. The school's accommodation is unsatisfactory.

Main strengths and weaknesses

- The curriculum is enriched well by a good range of extra-curricular clubs.

- The provision for pupils with special educational needs is good and the curriculum is adapted well to meet their needs.
- Teachers do not sufficiently meet the needs of all the pupils in their classes, and so the curriculum provided is not always fully inclusive.
- The school's accommodation is unsatisfactory overall, and restricts activities such as library work and outdoor play for younger children.
- The provision of personal, social and health education is good.

Commentary

18. The curriculum has a good emphasis on the pupils' personal, social and health education. This includes developing a 'healthy school' lifestyle and effective class councils. The school's ethos involves identifying the needs of all individual pupils and staff and providing them with help and support, although this is not as effective for higher attaining pupils currently. Weaknesses in the use of assessment undermine this overall aim. There are trips for pupils in Years 5 and 6 that include residential activities. These activities provide good opportunities for pupils to develop social skills and co-operate well with their friends at work and play.
19. The school provides a wide range of extra-curricular activities including sport, dance, music, art and computer clubs. Older pupils have regular opportunities to be engaged in competitive sports and their achievements are celebrated widely. Visitors share their expertise, for example, in dance, games, fitness and music, contributing positively to the standards attained. The organised theme weeks for books, dance and music involve visits and visitors to the school and make the curriculum exciting. Good curriculum links with Angmering School enhance the pupils' learning in sport and dance.
20. The school requested that the inspection look at the effectiveness of the Early Years and Years 1–2 curriculum, and the constraints placed on the curriculum by the deficiencies of the building. The curriculum for children in the Foundation Stage was considered to be sound overall, with some good features, particularly in personal, social and emotional development, and creative development. The poor accommodation for the youngest children is a considerable hinderance to the quality of the curriculum, particularly though not exclusively, in their physical development, as the facilities are so cramped and unsuitable for their purpose. At the time of the inspection, there was only one working toilet for the children in the Foundation Stage and this constituted a real practical problem for staff and children. The curriculum in Years 1 and 2 was judged as satisfactory, and teachers have made useful and relevant links between other subjects of the curriculum that add further meaning for the pupils. There are weaknesses in the accommodation in the main building, for example, lack of suitable library facilities and very cramped space for pupils with special educational needs. Staff and pupils do their best to work around such constraints, but the lack of a proper library means that pupils cannot browse properly or understand how to find books as they would normally do. The cramped space for pupils with special educational needs means they can barely move once inside their room, and there is inadequate space for many resources or movement. Staff and pupils alike are long-suffering and patient under these circumstances.
21. Most classes have mixed year groups and, therefore, the range of pupils' attainment and levels of need is very wide. Not enough account is taken of assessment when planning the delivery of the curriculum and this contributes to pupils' underachievement. In many classes, tasks do not sufficiently challenge higher attaining pupils. The co-operative approach to planning between year groups ensures that all subjects have a suitable time allocated to them and that learning is linked between subjects, and topics are not repeated in these mixed age classes. The curriculum is adapted and modified effectively to meet pupils' special educational needs and they are well

prepared for the next stage of their education. These pupils have good individual education plans and most of them are fully included in lessons. The work for a small number of pupils who are withdrawn is well structured and effective in helping pupils to improve their literacy and numeracy skills. The use of ICT to support pupils with special educational needs is developing well.

22. The school's accommodation for the Foundation Stage children is poor. The children are accommodated in huts away from the main school and these are considered to be in need of considerable improvement. The access to classrooms is difficult for young children and the temporary steps have scaffolding materials around them. There is only one toilet in use for two classes of young children, and this is insufficient. Elsewhere, the library is inadequate in size and, therefore, is unable to promote independent learning. There is limited outdoor space for children and for much of the year, it is unsuitable for use. There are, however, satisfactory resources that help and support pupils in their learning.
23. All classroom assistants make a significant contribution to the curriculum and the pupils' learning and care. They are well trained and take on significant responsibility for supporting and teaching small groups. The achievement of pupils with whom they work is good. The quality of mutual respect and co-operative working between class teachers and assistants is high and this adds to the sense of teamwork.

Care, guidance and support

Procedures to ensure the care, guidance and welfare of the pupils are satisfactory. The involvement of the pupils in the school's work and development is sound.

Main strengths and weaknesses

- There are good arrangements for children when they start school that help them settle quickly.
- Procedures for monitoring pupils' personal development are satisfactory, but those for monitoring their academic progress are unsatisfactory.
- Health and safety arrangements are satisfactory, but the accommodation for the Foundation Stage children is poor.

Commentary

24. Induction arrangements are good and help children feel happy and secure at school from an early age. There is close liaison with playgroups and other pre-school provision, which helps parents become familiar with the school. Many teachers know the families well and this brings useful continuity to their schooling.
25. The school is developing a satisfactory strategy for monitoring the pupils' personal development and the more recently appointed PSHE subject leader is moving ahead rapidly to formalise this aspect of the school's work. Procedures for monitoring the pupils' academic progress are unsatisfactory because of weaknesses in the school's assessment information.
26. Health and safety and child protection procedures, first aid and other medical support are satisfactory, but the inspection team is concerned about the poor accommodation for the youngest children and this was also reported at the last inspection.
27. All adults who work in the school form close and trusting relationships with the pupils. Adults are good role models for the pupils and their respect for and consideration towards them is promoting positive attitudes to learning. Pupils interviewed during the inspection said that there are adults they would go to if they had worries.
28. The overwhelming majority of the parents who returned the pre-inspection questionnaire believe that their children like school. This was evident during the inspection in the way that pupils interacted with each other and with adults and their willingness to participate in the various activities that they were offered. The pupils work well together in lessons, the teamwork needed to produce a good dance routine, attendances at the after-school clubs and the success that pupils have in various sports all show that they like their school and are proud to be part of it.

Partnership with parents, other schools and the community

The school has a satisfactory partnership with the parents. Links with the community and other schools are good.

Main strengths and weaknesses

- Links with the community enrich pupils' learning and experiences well.
- Some parents do not receive enough information for them to have a good understanding of how well their children are achieving.

- Pupils' sporting activities are well supported by coaches from a specialist sports college.

Commentary

29. The school has a close partnership with St. Andrew's Church, Father Terry is a regular visitor and services, to which parents are invited, are held in the church. The music club entertains many different local groups including the women's institute and senior citizens at Greystoke Residential Home. Pupils enter music festivals at Arundel Castle and in Angmering and also took part in 'The Show' in Worthing Assembly Hall to raise funds for Mencap. A cricket coach from Goring Cricket Club works in school during the summer. The Foundation Stage has good links with the Fledgeling Lodge pre-school group that helps the youngest children settle quickly into school. All of these good opportunities enhance pupils' social and personal development well.
30. In response to the pre-inspection questionnaire and the parents' meeting, high numbers of parents expressed concerns about some aspects of the school. Thirty-eight per cent of parents feel they have insufficient information about the progress that their children are making. The inspection team feels that, although there is a satisfactory range of information, more could be done to liaise with parents and reconcile this mismatch of expectations. The annual reports provide a lot of detail about what children know, understand and can do, and some reports indicate how pupils are achieving, but the targets are not always focused enough to give parents information they can use to help their children move forward. The current format of one formal parent/teacher consultation a year is not enough to meet the needs of the parents of this school. The headteacher holds a regular drop-in for parents, but these meetings are only attended by a very small number. Parents, however, expressed appreciation at the parents' meeting for this service provided by the headteacher. Newsletters and curriculum information showing what children are learning are sent to parents, and the 'ABC of Ferring School' is also useful. The school does not set homework regularly and that is another concern for some parents; particularly those with children in Year 6 as they do not think they are 'well prepared for secondary school'. Pupils interviewed during the inspection said that in Years 5 and 6 homework is mainly "finishing off work". Some parents also do not feel that the school is well led and managed or that their children are making good progress. Inspection findings support these views.
31. Through the Angmering family group of schools pupils benefit from a range of sports coaches who enhance extra-curricular activities. These include netball, basketball and fitness clubs. The pupils are successful in fixtures against other schools particularly in cross-country running and football. The enthusiasm that many pupils have for sport is reflecting their good attitudes to school and learning.

LEADERSHIP AND MANAGEMENT

The school has unsatisfactory leadership, and the management strategies for raising standards are not sufficiently robust. The governance of the school is satisfactory. The governing body is led ably by a Chair and Vice Chair of Governors who have a comprehensive overview of the school. Governors have improved significantly in holding the school to account for its work.

Main strengths and weaknesses

- The leadership ensures that pupils develop good attitudes and behaviour and have a positive atmosphere for learning where everyone is valued.
- The headteacher does not have a realistic assessment of the school's strengths and weaknesses, and strategies for monitoring progress and evaluating the impact of actions on standards are unsatisfactory.
- There is good leadership in mathematics, and the new subject leader has a clear and comprehensive overview of strengths and weaknesses and a realistic strategy for future improvements.

- The good management of special educational needs ensures that these pupils are identified effectively and supported well.
- Governors have broad and relevant expertise that assists the school; they both challenge and support its work appropriately.
- Accommodation is unsatisfactory overall and poor for children in the Foundation Stage.
- Roles and responsibilities for subject leaders are underdeveloped and subject leadership in English and science is unsatisfactory.
- The sound leadership in ICT is bringing about steady improvements in pupils' ICT skills.

Commentary

32. The headteacher and senior management are committed to the best for pupils at Ferring Primary School. They have created a positive atmosphere where pupils are encouraged and valued for their individual contribution. The ethos reflects clearly the school's Church of England heritage and emphasises continually the values and principles of its Christian foundations. There is much tolerance and respect shown by adults and pupils alike for one another, based on kindness and consideration. Staff work hard to co-operate, and strive to do their best for the pupils.
33. There are weaknesses in the headteacher's leadership and unsatisfactory management strategies that hinder some of these aspirations. The deputy headteacher works tirelessly, and together with the senior teachers has significant strengths. Their efforts are not being used effectively enough, and time and energies are often spread too thinly to make the required impact on raising standards. The school's evaluation of its own performance is unrealistically generous and pupils are not achieving as they should. The strategies for monitoring standards, pupils' progress and the quality of teaching and learning are unsatisfactory. There is a lack of rigour in tracking pupils' achievements and insufficient analysis of trends in standards over time. Information coming into the school, such as the yearly performance and assessment report from Ofsted (PANDA), is not widely used or comprehensively understood by all staff. The monitoring of teaching and learning is not sufficiently robust in helping teachers to improve or to fully eradicate weaknesses in their professional practice.
34. The recently appointed subject leader for mathematics provides good and decisive leadership. There has been a rigorous assessment of the strengths and weaknesses in the subject and an appropriate plan of action to address current areas of weakness. The subject leader in mathematics provides a strong role model in teaching and sets high expectations for what should be achieved by the pupils. This is having a positive impact on pupils and staff alike, and providing clarity and direction for further improvement.
35. Management of special educational needs is good and ensures that pupils' individual needs are identified efficiently. The special educational needs co-ordinator has the confidence of staff and governors alike. Resources for those pupils are used prudently and the additional support provided by teaching assistants is deployed effectively. The SENCO is knowledgeable in providing for pupils with special educational needs and has a clear grasp of strategies to assist their learning.
36. The governing body has moved on significantly from the time of the last inspection when the roles were underdeveloped. The governing body is led ably by a Chair and Vice Chair of Governors who have a comprehensive overview, and high aspirations for the school to move forward. Governors have improved significantly in holding the school to account for its work. Governors are keen to move the school forward and anxious to see improvements, although currently the pace of change is too slow. Governors overall have a broad view of the school's relative strengths and weaknesses and are working hard to address areas of concern. The Chair

and Vice Chair, along with other governors take a meticulous and detailed interest in school life. They are, for example, taking a strong lead on accommodation and an active role in a more rigorous use and analysis of data about the pupils.

37. The school has unsatisfactory accommodation overall. The library is inadequate in size and its location does not make for easy access by individuals or groups of pupils. Pupils with special educational needs have to work in cramped and unsuitable accommodation when supported away from the class and can hardly move once settled into their chairs. Children in the Foundation Stage are in huts that have been assessed as unsatisfactory, and the designated space outside for play is too small and unusable for many weeks of the year due to the grass being too muddy. The designated governor for accommodation is providing strong leadership in bringing about the required improvements; although progress has been slow, there have been recent and positive developments.

38. The roles of some subject leaders are underdeveloped and unsatisfactory overall. Although there has been some scrutiny of the pupils' work and curriculum planning, this is yet to be consistent throughout the school. The monitoring of teaching and learning and roles of subject leaders, identified as a weakness at the last inspection, has been slow to develop. Teachers have not had sufficient training or guidance on how to monitor their colleagues' professional practice. The subject leadership in English is unsatisfactory. It is currently held on a temporary basis by the headteacher. There is a range of views across staff as to how the National Literacy Strategy should be implemented. The headteacher's views are not universally shared and some staff are not confident in the approach being adopted to raise standards in English. The conflict centres around the quantity and emphasis upon direct teaching in English, and needs to be reconciled if standards are to improve. The subject leadership in science is unsatisfactory as there is no overall understanding of what is happening in science across the school. There is no systematic approach to assessing pupils' achievements, tracking progress or monitoring teaching and learning. The subject leader has no involvement in target setting in science, or knowledge of what should be aimed for in the subject, and is not in a strong position to move the subject forward.

39. The school requested that the inspection should focus on the recently reconstituted senior management team including the deputy headteacher and senior teachers. The senior management team was re-established in September 2003 and senior staff have many skills to offer. Currently its effectiveness is limited because the deployment and use of senior staff is unsatisfactory. The deputy headteacher's time and focus is spent teaching in Years 5 and 6 and much effort is targeted towards helping pupils catch up in their learning. The headteacher's time and energies are taken up with leading English, and both are responding to the immediate day-to-day matters at the expense of more strategic priorities. The deputy headteacher's time and efforts are spread too thinly. The whole-school evaluation by the senior managers, at the beginning of the academic year, is poorly timed, as they are reflecting on what has happened, too late to intervene should the strategies not be working well enough. There is confusion about priorities and some staff indicate frustration and concern about the muddled approach to the school's direction.

40. There has been unsatisfactory improvement since the previous inspection as judgements on the quality of leadership and management, standards and teaching and learning have declined.

Financial information for the year April 2002 to March 2003

Income and expenditure (£)	Balances (£)
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Total income	533,945
Total expenditure	519,684
Expenditure per pupil	2,000

Balance from previous year	14,279
Balance carried forward to the next	28,540*

The balance has been appropriately saved for the purposes of future accommodation needs

PART C: THE QUALITY OF EDUCATION IN AREAS OF LEARNING AND SUBJECTS

AREAS OF LEARNING IN THE FOUNDATION STAGE

Children start school in the reception classes with average attainment. However, there is a significant minority who have some skills beyond those expected for their age. Teachers in the Foundation Stage indicate that this has been the case for some while. By the time they enter Year 1, children generally meet the expected learning goals for their age, and higher attaining children often exceed them. The provision is led satisfactorily and the teachers and teaching assistants make a sound team. There are two reception classes, and one of those also includes pupils in Year 1. Staff make the very best use of the poor accommodation and its restrictions, so that the learning atmosphere is bright and attractive inside the classrooms. Children achieve satisfactorily in all areas of learning as the teaching is satisfactory overall. Children do well in developing their personal and social skills and in their creative development, and exceed the expectations for their age. Children are hindered in their physical development due to weaknesses in the facilities for outside play, but staff do their best to compensate for this by using the large playground, field and hall wherever possible, even though this is much less convenient and appropriate for the children's ages and needs. There has been satisfactory improvement since the previous inspection, particularly in the development of an appropriate curriculum for children in the Foundation Stage.

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Provision in personal, social and emotional development is **good**.

Main strengths and weaknesses

- Children are encouraged from an early age to take responsibility, work together and to understand the impact of their behaviour on others.
- There are good opportunities for children to express their ideas and feelings.
- Everyone is valued and children's self-esteem grows rapidly.

Commentary

41. Children achieve well in their personal, social and emotional development and the teaching is good overall. Children arrive eagerly at school and they are interested and keen to learn. The good relationships between children and adults mean that children are confident to have a go, try new activities and they are not afraid to make mistakes. They are willing to join in with group work and realise the importance of considering the needs of others, as well as their own.
42. Children use the home corner creatively and enjoy working together and sharing the equipment. They are encouraged to notice their names and photographs and look after their belongings carefully. There are regular opportunities where children can talk about the things they like and express more about their thoughts and feelings. Teachers emphasise the importance of showing respect for one another regardless of individual differences, and children learn quickly that they are valued and important members of the class.

COMMUNICATION, LANGUAGE AND LITERACY

Provision in communication, language and literacy is **satisfactory**.

Main strengths and weaknesses

- There is a sound emphasis on developing communication skills; children speak with growing confidence and use a range of appropriate vocabulary.
- Activities are organised appropriately and the children's literacy skills are developed regularly in everyday situations, although some tasks are not matched closely enough to the differing needs of the children.

Commentary

43. Children achieve satisfactorily in their communication, language and literacy skills, and the teaching is satisfactory overall. Children have regular opportunities throughout the day to speak and listen to one another. In a satisfactory lesson for developing literacy skills, the children identified different parts of the story 'We're going on a Bear Hunt'. Other tasks included finding rhyming words, and, whilst some children managed to complete the task, a significant minority found this too hard and lost valuable learning time as a result. The teaching, whilst satisfactory, was no better because teachers spent too much time in managing more challenging behaviour, and the children spent too long just sitting and listening. The classrooms are helpfully organised with attractive displays that attract the children towards reading, writing and taking an interest in print. The class book about old bears, for example, is interesting and relevant and children enjoy using it regularly.

MATHEMATICAL DEVELOPMENT

Provision in mathematical development is **satisfactory**.

Main strengths and weaknesses

- Children have many opportunities to use their number skills practically and purposefully throughout the day.
- Mathematical resources are organised effectively and encourage children to use and apply their mathematical understanding.

Commentary

44. Children achieve satisfactorily in mathematical development and teaching is satisfactory. The classrooms have many areas where children can count and use numbers. Children are helped to use their number skills in many practical contexts, for example, noting how many children are at school and the number who are absent, and ensuring that working groups are the correct size. There are many references to number around the rooms that help children use and apply their number skills. Adults help the children to systematically understand number, and use a variety of activities to sustain their interest. There is widespread use of photographs, which helps the children to understand the concept of time and history. They learn to sequence the days of the week and are beginning to realise the passing of time in terms of seasons of the year.
45. Mathematical resources are well organised and help children in their learning. They are easily accessible to children throughout the day. Teachers and teaching assistants make good use of the resources and children are helped to make sense of number in the process.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Provision in knowledge and understanding of the world is **satisfactory**.

Main strengths and weaknesses

- There is sound emphasis on helping children to think and apply their knowledge.
- There are creative links across the curriculum to help children make sense of their learning.
- The limited accommodation outside hinders what children can do in order to understand further the world around them.

Commentary

46. Children achieve satisfactorily in their knowledge and understanding of the world and teaching is satisfactory overall. In a sound lesson where children were learning about the wind as a force, there was a well-chosen story that helped the children to focus on the effects of wind. Children made useful comments about kites, blowing the washing to help it dry, blowing a windmill and moving the sails of a boat. Children then made simple kites using ribbon streamers to test outside. The teacher focused on key vocabulary such as 'air', 'wind' and 'force' at the beginning of the lesson. The teaching was satisfactory overall, but the teacher missed the opportunity to summarise the children's learning at the end of the lesson and to pick out the scientific aspects.
47. The Foundation Stage curriculum makes creative links with other areas of the curriculum. The topic on bears is one example where children are reading about bears, identifying different types of bears across the world and learning about the history of bears. There are numerous examples where teachers are planning thoughtfully to make such links between activities and thus make more sense for the children in their learning. The weaknesses in accommodation mean that children cannot explore the world around them readily as there is limited space or appropriate surroundings for such a purpose.

PHYSICAL DEVELOPMENT

Provision in physical development is **satisfactory**.

Main strengths and weaknesses

- There is an increasing range of resources for children that help their physical development.
- The current lack of suitable outdoor facilities limits what the children can do, although adults work hard to compensate for this weakness.

Commentary

48. Children achieve satisfactorily and teaching is satisfactory overall. There is a wide range of bicycles, tricycles and resources that encourage the children to balance and move with increasing confidence and precision. Children realise that they can use their bodies by jumping, marching, spinning, dancing, sliding and swinging. Currently the main playground is used for such purposes, although there could be more guidance, for example, in following lines or traffic systems to develop their physical skills further.
49. The designated outdoor play space is cramped and unsuitable for children in its current state. The area is largely covered with grass and for much of the time the ground is too muddy for use. Older children in reception have no direct access to the area from their classroom. Whilst teachers do their best to compensate for these weaknesses, children's learning and achievements are hindered unacceptably as much effort and time are taken to provide the most basic of opportunities outside. Equipment is not easily accessible to adults or children and valuable learning time is taken due to organising and packing away resources.

CREATIVE DEVELOPMENT

Provision in creative development is **good**.

Main strengths and weaknesses

- Children are encouraged successfully to use their imagination in a wide variety of ways through carefully planned activities.
- The curriculum is planned creatively to make useful links that add meaning to the children's learning.

Commentary

50. Children achieve well in creative development and teaching is good. The classrooms are organised creatively and encourage children to take an interest in the world around them and make useful links with their learning. The current theme of teddy bears is used widely across all areas of learning. The role-play area, for example, has useful links with mathematics as the current 'bargains' include a 'buy one get one free' deal. The teddy bear collection, including teddy bears from the past, makes links with history, and tells the story of how and why teddy bears were first named. Children have completed careful pictures in the style of Anthony Browne's book 'The Bear Hunt'. Many children have used clay to model their own bear shapes. Children have taken a bear home and taken photos of it in different parts of the world. These activities have helped the children develop further their creative skills and in understanding more about life around them.

SUBJECTS IN KEY STAGES 1 and 2

ENGLISH

Provision in English is **unsatisfactory**.

Main strengths and weaknesses

- Standards are below average and too many pupils are underachieving.
- Teachers do not always match tasks to the needs of the pupils, particularly those with higher attainment.
- There is good provision for pupils identified as having special educational needs.
- Subject management is weak and the school does not sufficiently evaluate the effectiveness of the provision.
- There is a lack of rigour in the way that pupils' progress is tracked through the school.

Commentary

51. Standards have fallen since those reported at the previous inspection. Inspection evidence found standards in reading and writing to be below average in Years 1 to 6. Although pupils' achievement is satisfactory in Years 1-2 due to the satisfactory teaching and learning, achievement in Years 3 – 6 is unsatisfactory. There are a few pupils who attain above average standards, but there are a significant number who are not challenged by the work, and fail to achieve the standards they could. In comparison to similar schools in 2003, although an above average proportion of pupils reached the national average, a below average proportion of pupils reached the higher level (Level 5). Pupils who require additional support for their learning progress well because the teaching assistants who support them are sensitive and

knowledgeable about teaching methods. There is no significant difference between the attainment of boys and girls.

52. The teaching seen during the inspection was judged to be satisfactory. However, analysis of pupils' past work shows unsatisfactory learning and a lower standard of teaching than that seen on the inspection. Discussions with the senior management team confirm that teaching over time and pupils' achievement are unsatisfactory. Teachers' lesson plans generally follow the National Literacy Strategy, but insufficient account is taken of what pupils can already do. As a result, individual work programmes do not always raise achievement in line with pupils' potential and needs. Standards of marking are variable and opportunities are not often taken to show pupils exactly how to improve their work. Teachers' assessment of pupils' progress is insufficient to help them to plan work that challenges each individual.
53. Scrutiny of pupils' work and lesson observations show a number of pupils with erratic spelling, a lack of descriptive vocabulary or poor presentation. These basic weaknesses present the Year 6 teachers with a considerable 'catch-up' task. Pupils are generally articulate, but many have difficulty in presenting their thoughts in writing. For example, in a good Year 6 lesson the enthusiastic teacher used careful questioning to bring out the main features of persuasive writing. However, the writing of a number of pupils did not adequately reflect the ideas they had been discussing.
54. Subject management is ineffective. This unsatisfactory leadership has failed to resolve a conflict of understanding between the staff as to how the National Literacy Strategy should be implemented. This is a barrier to improving the quality of teaching and learning.
55. Some remedial action is being taken to improve reading. An extra teacher takes Year 5 for four days each week, allowing Year 6 to be taught in two groups. However, there remains a greater priority to evaluate and improve the quality of teaching and learning throughout the school.

Language and literacy across the curriculum

56. Language and literacy across the curriculum are satisfactory and have been developed, for example, through pupils using their writing skills to support work in other subjects. In history, pupils have written about historical events such as the bombing of Ferring. In religious education, pupils have written about Jesus and the holy Bible. In science pupils record the results of their investigations regularly. Word-processing skills are well developed in ICT, but during the inspection no pupil was observed in class using a computer.

MATHEMATICS

The provision for mathematics is **unsatisfactory**.

Main strengths and weaknesses

- Good leadership is being provided by the new subject leader and there is a clear plan of action for future improvements.
- Currently, standards are below average and there are pupils who are underachieving.
- The work for higher attaining pupils lacks challenge.
- There is good provision for pupils identified as having special educational needs.
- Assessment procedures are not sharp enough and work is not always well matched as a result.

Commentary

57. The recently appointed subject leader is providing good leadership. He recognises many of the weaknesses in teaching, learning and assessment, and he is starting to address these. The use of ICT is improving and some good examples of spreadsheets were seen in Year 6. Currently, the system of tracking pupils' progress is unsatisfactory, it lacks rigour and the data available is not used effectively enough to inform teachers' planning. Pupils' self-assessment is also a weakness.
58. Inspection evidence found standards in mathematics to be below average in Years 1-6. Although pupils are achieving satisfactorily in Years 1-2 due to the satisfactory teaching, pupils' achievements in Years 3-6 are unsatisfactory as the quality of teaching and learning is too variable. There is a marked contrast in the quality of teaching and learning between Years 3 – 4, and Class 4/5 and Years 5 and 6. Whilst there are some pupils who attain above average standards, there are a significant number of higher attaining pupils who are not challenged by the work and so are not doing as well as they could. This is the reverse situation from 2003 where it was reported that higher attainers were doing much better than the national average in mathematics. Pupils identified as having special educational needs achieve well overall, and make good progress with their learning. This is because they are well supported by teaching assistants. There is no significant difference between the attainment of boys and girls.
59. The majority of the teaching was judged to be satisfactory during the inspection, but unsatisfactory teaching was seen. Discussions with the senior management team and the assessment of pupils' work show that teaching and pupils' achievements are unsatisfactory. In some classes the presentation of work is very untidy, in others, far too many worksheets are used and some exercise books fail to show how pupils have worked out the answers to sums. The marking of pupils' books could be improved; teachers' comments do not always help pupils to improve their work. The weakest aspects of the pupils' work are problem solving and the analysis of data.
60. During the inspection one very good lesson in Year 5 was observed. The teacher had prepared the lesson very well, to meet the needs of the different groups of pupils in the class. He had high expectations of what they could achieve. Probing questioning ensured that the pupils were clear about the methods needed to solve problems related to fractions. The pupils responded to his enthusiastic teaching by working hard and achieving very well. More of this high quality teaching and better implementation of the National Numeracy Strategy is needed if standards are to rise. However, there are too many inconsistencies between teachers, and pupils have different experiences of mathematics and gaps in their knowledge as a result the teachers currently in Year 6 are being left with far too much 'catch-up' work to do; for example, in one lesson, not one pupil had any understanding of ratio.
61. There has been insufficient improvement in standards, teaching and assessment since the last inspection when pupils were judged to be making at least satisfactory progress and teaching was judged as good overall.

Mathematics across the curriculum

62. Mathematics is used satisfactorily in other subjects, for example, pupils were observed mirroring balances and making symmetrical and asymmetrical shapes in a physical education lesson.

SCIENCE

Provision in science is **unsatisfactory**.

Main strengths and weaknesses

- Many higher attaining pupils in the most recent national tests reached the higher level (Level 5) due to the strong and effective teaching in Year 6.
- Teaching and learning are satisfactory overall, and pupils' achievements are improving.
- Pupils are underachieving in Years 3-4 due to some unsatisfactory teaching and learning.
- The leadership of science is unsatisfactory as there is no clear overview of what is happening in the subject across the school.
- Assessment is unsatisfactory and pupils' achievements are not tracked systematically.

Commentary

63. Teaching and learning in science are satisfactory overall and in Years 1-2. Teachers in those year groups use a range of resources and match the tasks to the pupils wide ranging needs. There are examples of good and very good teaching in science in Years 5 and 6. In the most effective teaching, in Years 5 and 6, pupils are challenged to extend their scientific vocabulary, explain their findings and hypothesise when conducting increasingly complex scientific investigations. Many higher attaining pupils in Year 6 in 2003 reached the higher level because the teachers in Year 6 work hard to fill the gaps and cover ground that should have been covered previously. This is an ongoing issue as those pupils currently in Years 3 and 4 already have many gaps in their scientific knowledge.
64. Pupils are underachieving particularly in Years 3 and 4 because the quality of teaching and learning in science in those years is unsatisfactory overall. Many pupils struggle to carry out simple investigations because the work is not sufficiently well matched to their wide-ranging needs. Higher attaining pupils are not challenged systematically in those year groups and pupils are not achieving as they should. Standards in Years 5 – 6 improve rapidly because of the effective teaching and catching up that takes place. Standards are average in the current Year 6 and significant numbers are expected to reach the higher levels in the summer national tests.
65. Subject leadership is unsatisfactory and the role is underdeveloped; improvements since the last inspection have been unsatisfactory. The science subject leader does not have a comprehensive understanding of what is happening in the subject in different parts of the school and is not in a strong position to identify priorities or develop a plan in order to move the subject forward. There has been some monitoring of teachers' planning, but regular scrutiny of the pupils' science work and their achievements does not happen. The monitoring of teaching and learning in the subject has been a very recent feature, but there has been no training for observing lessons and, therefore, the subject leader has a justifiable lack of confidence in carrying out this task. Although targets are set for science, the subject leader is not involved in this process.
66. Although teaching, learning and achievement are judged to be currently just satisfactory, the weaknesses in subject leadership mean that the position is not secure. There is too much variation in quality between year groups. The weaknesses in science assessment have yet to be addressed fully. This means that teachers do not have secure information on which to pitch the challenge in lessons. Pupils' achievements are not tracked systematically as they move through the school, so it is not possible to analyse rigorously how well they are doing or to take the necessary actions when necessary.

INFORMATION AND COMMUNICATION TECHNOLOGY

The provision for ICT is **satisfactory**.

Main strengths and weaknesses

- Pupils are attaining average standards.
- Teaching observed during the inspection was good.
- The accommodation is cramped.
- The use of ICT in different subjects is unsatisfactory.

Commentary

67. The majority of pupils are achieving satisfactorily and reaching average standards. This judgement is based on the assessment of pupils' work and lesson observations. There are a number of higher attaining pupils who are at ease with computers and display above average standards in applying their skills when challenged to do so. A good example of this was the work on control, where pupils gave a sequence of input, output and delay instructions to operate the beam on a model lighthouse.
68. Teaching is satisfactory overall. In the lessons observed in the computer suite, the quality of teaching was mostly good. The teachers are familiar with the equipment and most use the equipment effectively for teaching, for example, to demonstrate the use of unfamiliar programs. The ICT technician supports teachers very well on the technical side and is always on hand to help pupils with their learning. A good example of this was seen in Year 5 when she offered very effective help to lower attaining pupils who were learning to construct a database. The pupils enjoy their lessons, behave well and show respect for the computers and peripheral equipment. Particularly good examples of work were seen in Year 2. One higher attaining pupil was able to use bullet points, copy and paste pictures of famous people in history, such as Francis Drake and William Shakespeare. In Year 6, the pupils are gaining familiarity with spreadsheets and multimedia presentations. Staff are growing in confidence and training has been effective; this can be seen in the way the school is using the new technology, for example, the Internet and digital photography. Digital images are being satisfactorily used to record achievements, for example, in physical education.
69. Subject leadership is satisfactory, some monitoring of teaching has taken place and there has been sound improvement since the last inspection. Work saved is organised well in class and individual pupil folders. However, assessment is an area the school has not successfully developed despite several attempts to do so. The accommodation is rather cramped, but the school has overcome this to some extent by using laptop computers with wireless connectivity in an adjoining room. This is giving pupils more 'hands-on' time at the computers and eliminating some of the need to share terminals.

Information and communication technology across the curriculum

70. The use of ICT in different subjects of the curriculum is unsatisfactory as there are missed opportunities for pupils to use their skills consistently. Although there are some good examples, mainly in English and mathematics, this is not yet sufficiently widespread across the school and in every subject. In science, there was good use in data logging equipment to measure the temperature at different levels as ice melted.

HUMANITIES

Religious education was inspected in full and is reported below. History and geography were not inspected.

Religious education

Provision in religious education is **satisfactory**.

Main strengths and weaknesses

- Pupils are knowledgeable about all major world faiths because the curriculum is broad.
- There is good promotion of self-esteem and care for others.
- Assemblies encourage spiritual development in an ethos in which all pupils can grow, flourish and respect others, and be respected.

Commentary

71. Standards are in line with the requirements of the Sussex Locally Agreed Syllabus, as was found at the time of the last inspection. Achievement is satisfactory. Key themes of the Christian religion and other major world faiths are discussed appropriately in class and included in displays. Assemblies are used to underline these themes and to relate them to today. The pupils' behaviour, including the care they show for one another, demonstrates the real Christian ethos of the school. Visits to places of worship, for example, the local church and a Hindu temple, give pupils the opportunity to find out about various faiths.
72. The quality of teaching and learning is satisfactory overall, with one lesson observed being very good. In this lesson in Years 4/5, pupils were researching evidence in the Bible of someone liking Jesus or disliking Him. The very good pace, high expectations and interesting varied activities kept the pupils interested. Very skilled questioning by the teacher developed the pupils' speaking and listening skills well. These skills were again evident when a pupil chosen to be the disciple, Luke, was questioned by other pupils about Jesus. In a timed exercise, pupils wrote a postcard about meeting Jesus 2004 years ago.
73. By the end of Year 6, pupils have a good understanding of the Bible as a special book for both Jews and Christians. Previous work in Year 6 shows good understanding of the Ten Commandments and how they can be interpreted into today's society. Work on the Qur'an also made good use of literacy skills. This work is an example of the improvement in the curriculum since the last inspection. Teachers encourage pupils to make satisfactory use of their literacy skills in religious education when reading and recording work.
74. The subject leader, although only a temporary member of staff, is enthusiastic. She has interviewed pupils and undertaken a brief scrutiny of pupils' work, which identified a lack of recorded work in pupils' books. She has appropriately identified other areas to be further developed. However, there has been no monitoring of teaching and learning. Assessment is not yet developed and a scheme of work is not yet completed. Further links between ICT and religious education are being researched, but are not yet in place.

CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

Physical education was sampled, as were art and design, music and design and technology.

Physical education

75. Physical education was not inspected, but one part-lesson was sampled. In this, good teaching of gymnastic skills was observed. The pupils were working effectively in pairs matching and mirroring balances and movements over apparatus. The teacher used pupils effectively for demonstration purposes to show good quality movement and balance. This helped the pupils to refine their performance and evaluate how well they were doing. One pupil said, "The sequence would be better if the timing was improved".
76. The school has a good tradition of participation in a wide range of sporting and athletic activities. There are strong links with the community, for example, Sussex County Cricket Club and Angmering School are involved in coaching.

Art and design

77. No lessons were observed in art and design. Displays of work in art and design cover a range of applications and materials. Pupils' sketchbooks in Year 6 demonstrate that pupils have acquired good skills in observational drawing. There are some examples of pupils producing work that is above average standards. Pupils in the school are receiving a variety of interesting work and it is often related to a specific topic they are studying. For example, Years 3 and 4 have produced colourful Roman shields to support their learning in history. Various computer painting programs have been used effectively to produce stained glass windows and interesting designs for wrapping paper.

PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP

Personal, social and health education was sampled.

78. The school has a positive and caring atmosphere where pupils' personal, social and health education (PSHE) is considered carefully. 'Circle time' helps pupils to express their ideas and thoughts in a safe and sensitive manner. Pupils learn from an early age that they are valued and important members of the school community. This in turn helps to build their self-respect, confidence and sense of worth, regardless of their differences or backgrounds. The good subject leadership in PSHE is ensuring a creative approach to the pupils taking responsibility, for example, in class council meetings and looking out for one another when playing outside. The subject is developing rapidly and effectively.

PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

<i>Inspection judgement</i>	<i>Grade</i>
The overall effectiveness of the school	5
How inclusive the school is	4
How the school's effectiveness has changed since its last inspection	5
Value for money provided by the school	5
Overall standards achieved	5
Pupils' achievement	5
Pupils' attitudes, values and other personal qualities	3
Attendance	4
Attitudes	3
Behaviour, including the extent of exclusions	3
Pupils' spiritual, moral, social and cultural development	3
The quality of education provided by the school	4
The quality of teaching	4
How well pupils learn	4
The quality of assessment	5
How well the curriculum meets pupils needs	4
Enrichment of the curriculum, including out-of-school activities	3
Accommodation and resources	5
Pupils' care, welfare, health and safety	4
Support, advice and guidance for pupils	4
How well the school seeks and acts on pupils' views	4
The effectiveness of the school's links with parents	4
The quality of the school's links with the community	3
The school's links with other schools and colleges	3
The leadership and management of the school	5
The governance of the school	4
The leadership of the headteacher	5
The leadership of other key staff	5
The effectiveness of management	5

Inspectors make judgements on a scale: excellent (grade 1); very good (2); good (3); satisfactory (4); unsatisfactory (5); poor (6); very poor (7).