

INSPECTION REPORT

**GEORGIAN GARDENS COMMUNITY PRIMARY
SCHOOL**

Rustington

LEA area: West Sussex

Unique reference number: 125959

Headteacher: Mr W F Molloy

Lead inspector: Mr G M Sherfield

Dates of inspection: 21 – 24 June 2004

Inspection number: 256205

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:	Community
Age range of pupils:	4 – 11
Gender of pupils:	Mixed
Number on roll:	391
School address:	Guildford Road Rustington Littlehampton West Sussex
Postcode:	BN16 3JB
Telephone number:	01903 771555
Fax number:	01903 850746
Appropriate authority:	Governing body
Name of chair of governors:	Mr David Thatcher

Date of previous inspection: June 1998

CHARACTERISTICS OF THE SCHOOL

Georgian Gardens Community Primary School draws most of its pupils from the area of housing near the school. The socio-economic circumstances of the pupils and attainment on entry to the reception classes are below average. Ten pupils are from ethnic minorities and five speak English as an additional language. At the time of the inspection, there were 391 pupils on roll. There were 83 pupils with special educational needs, which is broadly average, most with learning difficulties. Eight pupils had a statement of special educational needs. The number of pupils leaving and joining the school other than at the usual times is broadly average. The school has Artsmark and Activemark Gold awards as well as a Schools Extra award for its out-of-hours provision. It is an Investor in People and received a School Achievement Award from the Department for Education and Skills in 2003.

INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
4758	Grahame Sherfield	Lead inspector	Information and communication technology Geography History
11575	Catherine Fish	Lay inspector	
12997	Chris Cheong	Team inspector	English as an additional language Science Art and design Design and technology Music
12394	Carole May	Team inspector	The Foundation Stage Mathematics Religious Education
31029	Peter Thrussell	Team inspector	Special educational needs English Physical education

The inspection contractor was:

Serco QAA
Herringston Barn
Herringston
Dorchester
Dorset
DT2 9PU

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PART A: SUMMARY OF THE REPORT

OVERALL EVALUATION

The school's **effectiveness** is **sound** and it provides satisfactory value for money. Children in the reception classes achieve well from below average attainment on entry. The determined leadership of the headteacher and the hard work of staff in improving achievement in English and mathematics in Years 1 and 2 are beginning to bear fruit but as yet, achievement remains unsatisfactory. Teaching is now good overall, with particular strengths in Years 5 and 6, and this has enabled some gaps in pupils' previous learning to be addressed, but subject leadership is not yet sufficiently focused on systematic activities designed to raise achievement.

The school's main strengths and weaknesses are:

- Good provision in the reception classes means that children make a good start in the school.
- Achievement is unsatisfactory in English and mathematics in Year 2, and higher-attaining pupils should do better in science.
- Achievement is good in science, art and religious education (RE) in Year 6 and RE in Year 2.
- There is a significant proportion of very good or better teaching, but teaching quality is inconsistent across the year groups.
- There are outstanding opportunities for pupils to learn outside the school day and to benefit from a well-established range of visits and visitors and this makes a very positive contribution to pupils' development; very good links with other schools enhance opportunities for pupils.
- Pupils' spiritual, moral, social and cultural development, attitudes and behaviour are very good and this has a very positive impact on their personal development.
- Subject leadership is not sufficiently focused on raising standards and achievement.
- Assessment is not used sufficiently to help plan lesson activities which are appropriately challenging, particularly for higher attaining pupils, and to help individual pupils to improve their work.
- Parents have a high regard for the school and their children are very well cared for by the teaching and non-teaching staff.

The school's improvement since the previous inspection is satisfactory. Achievement overall in English and mathematics is similar, despite attainment on entry falling, and it has improved in science. Teaching has improved. It was satisfactory and is now good overall. All the key issues have been addressed with success.

STANDARDS ACHIEVED

Results in National Curriculum tests at the end of Year 6, compared with:	all schools			similar schools
	2001	2002	2003	2003
English	D	B	D	A
mathematics	C	D	C	A
science	C	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 satisfactory. In reception, most children achieve well and reach the goals expected by the end of the year. By the end of Year 2, although there has been recent improvement, standards in reading, writing and mathematics are well below average and achievement is unsatisfactory. In Years 3 – 6, achievement improves and is satisfactory; pupils reach standards in English and mathematics that are below average by the end of Year 6. In science, achievement is satisfactory in Years 1 and 2, though higher-attaining pupils should do better, and good in Years 3 – 6. By the end of Year 6, standards in science, RE and art and design are above average. Boys in the group of pupils in Year 6 in 2003 achieved more highly than usual, particularly in mathematics, but in previous years, pupils' achievement was broadly similar to that made by those in the current Year 6.

Pupils' personal qualities are very good. Their spiritual, moral, social and cultural development is very good overall, with strengths in moral and social development. Pupils' attitudes and behaviour are very good. Attendance is satisfactory.

QUALITY OF EDUCATION

The quality of education provided by the school is good. Teaching and learning are good overall, but the school's satisfactory assessment procedures are not used enough to plan activities in lessons to match pupils' levels of attainment or to provide enough guidance for pupils in how to improve their work. Teaching is good in the reception classes, enabling children to learn well. In Years 1 and 2, while there is some good teaching and learning, both are satisfactory overall. In Years 3 – 6, teaching and learning are good overall. They are satisfactory in Years 3 and 4 but very good teaching in Years 5 and 6 has enabled earlier gaps in pupils' learning in English and mathematics to be addressed. As a result, pupils learn well. The curriculum in reception is good, meeting children's needs well. In Years 1 – 6, the opportunities for activities outside school hours are excellent. Provision for pupils' welfare, health and safety is very good. Partnership with parents and links with the wider community are good. Links with other schools are very good.

LEADERSHIP AND MANAGEMENT

Leadership and management are satisfactory overall. The headteacher provides good leadership and he and his staff are strongly committed to improving the school. The school is improving its procedures for subject leaders but the activities of these key staff are not sufficiently focused on raising standards and achievement. The work of the governing body, which is also committed to improving the school, is satisfactory and statutory requirements are fully met.

PARENTS' AND PUPILS' VIEWS OF THE SCHOOL

Most parents are happy with the work of the school in all areas, though some believe they are not well informed about children's progress and the school does not seek their views. Some parents think the school could do more to help parents help their children at home. The inspection team does not agree, but the school could do more to help parents understand how children's standards compare with what is expected for their age. Pupils like most things about their school. Some parents and pupils think that other pupils do not behave well and there may be some bullying, but the

inspection team finds that behaviour is very good. Some pupils think that lessons are not interesting but the inspection team does not agree.

IMPROVEMENTS NEEDED

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

- Raise the level of achievement in English and mathematics in Years 2 and 6, and in science for higher-attaining pupils in Year 2.
- Improve the quality of teaching so that it is more consistently high throughout the school.
- Make better use of assessment information in planning lesson activities, particularly for higher-attaining pupils, and in helping pupils to improve their work.
- Improve subject leadership so that priorities for improvement are more clearly identified and action plans address these more effectively.

PART B: COMMENTARY ON THE INSPECTION FINDINGS

STANDARDS ACHIEVED BY PUPILS

Standards achieved in areas of learning, subjects and courses

Achievement is satisfactory overall. It is good in the foundation stage and most children reach the goals expected by the end of reception. While achievement is satisfactory overall in English and mathematics by the end of Year 6 and attainment is below average, by the end of Year 2, achievement is unsatisfactory and attainment is well below average.

Main strengths and weaknesses

- Children make a good start to their time in the school in the foundation stage.
- Achievement is unsatisfactory in English and mathematics by the end of Year 2 and attainment is well below average; higher-attaining pupils should do better in science.
- Achievement is satisfactory in English and mathematics by the end of Year 6 but attainment is below average.
- Pupils achieve well in science and in art and design in Years 3 - 6 and attainment is above average by the time pupils leave the school.
- Achievement in RE is good throughout the school and attainment is above expected levels by the end of Years 2 and 6.

Commentary

1. In the Year 2 national tests for 2003, standards were well below average in reading, writing and mathematics, which is similar to 2002. In the Year 6 tests, standards were below average in English, average in mathematics and above this in science. Despite variation from year to year, the school's results in Year 6 tests have improved more quickly than schools nationally over the last 5 years. No significant differences were noted in the achievement of boys and girls among current pupils.

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

Standards in:	School results	National results
reading	13.9 (13.2)	15.7 (15.8)
writing	13.4 (11.9)	14.6 (14.4)
mathematics	15.3 (14.5)	16.3 (16.5)

There were 48 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	26.3 (27.8)	26.8 (27.0)
mathematics	27.4 (26.2)	26.8 (26.7)
science	29.8 (28.9)	28.6 (28.3)

There were 72 pupils in the year group. Figures in brackets are for the previous year

2. The school is working hard on raising standards in English and in mathematics in Years 1 and 2. Although there is clear evidence of improvement in pupils' work in recent months, there has not been enough time for better teaching to have its full impact and attainment is well below average, as it was in 2003, and achievement, regardless of background or prior attainment, is currently unsatisfactory. Achievement improves in English and mathematics in Years 3 – 6, as a result of very good teaching in Years 5 and 6. A comparison of the standards being achieved by current Year 6 pupils with those they reached at the end of Year 2 shows that their achievement is satisfactory, with attainment below average by the end of Year 6. The standards in mathematics are not as high as in 2003, as boys in that year did particularly well in this subject when taught in smaller groups.
3. Attainment is average in science by the end of Year 2, though higher-attaining pupils should do better, and achievement overall is satisfactory. In Years 3 – 6, pupils achieve well as a result of very good teaching in Years 5 and 6 and attainment is above average by the time pupils leave the school. Pupils achieve well in RE throughout the school and reach standards above those expected in the West Sussex Agreed Syllabus by the end of Years 2 and 6. In art and design, achievement is satisfactory in Years 1 and 2 and good in Years 3 – 6, where a rich range of opportunities is provided; Attainment is above expected levels by the end of Year 6.
4. In the foundation stage, children join the school with below average attainment. All, including those who are learning English as an additional language, make good progress as a result of good teaching, which concentrates particularly on language and social skills. Most reach the goals expected in the different areas of learning by the end of reception.
5. In Years 1 – 6, pupils with special educational needs and those with English as an additional language achieve as well as other pupils. The care and support given to pupils with personal and behavioural needs generally help them to achieve any related targets on their individual education plans.

Pupils' attitudes, values and other personal qualities

Pupils' attitudes and behaviour are very good. Attendance and punctuality are satisfactory. Spiritual, moral, social and cultural development is very good overall.

Main strengths and weaknesses

- Pupils are keen to come to school and they take a strong interest in all of the activities provided.
- Relationships between pupils and between pupils and staff are very good.
- Pupils' very good attitudes and behaviour are very well promoted, and are significant factors in their learning.
- Attendance rates for this year are better than last year because the school is actively encouraging pupils to come to school.

Commentary

6. Responses to the parents' and pupils' questionnaires show that pupils are keen to come to school. They participate well in lessons, particularly when these are well planned and methods are adopted that both stimulate and challenge all pupils. Some excellent lessons in English demonstrated this well, and also provided good opportunities for spiritual development through the sensitivity of role-play. There are frequent opportunities for pupils

to reflect and express their own ideas in lessons, and assemblies also make a positive contribution. The excellent opportunities for curriculum enrichment are very well supported by pupils, who talk enthusiastically about the clubs and activities in which they take part. The care and support that pupils receive within all activities help to foster very good relationships and behaviour. Staff work hard to build up pupils' confidence and the belief that they can succeed.

7. Pupils' behaviour during lessons and around school is very good. They play well together. Any playground incidents are carefully recorded and acted upon. All pupils discuss and agree classroom rules, and are fully aware of the high standards expected by all staff. The caring ethos of the school results in pupils knowing right from wrong and showing consideration for others.
8. Pupils' very good social and moral development is further promoted through personal, social and health education, with opportunities to discuss issues of interest and concern. Pupils are successfully encouraged to see the school as a community in which they all have a part to play. This provision, along with RE and assemblies, helps pupils to understand themselves, and to realise that human, religious and cultural differences need to be recognised and understood. The school has received justified recognition for its strong emphasis on developing pupils' experience of the arts through the curriculum and other opportunities. Subjects such as RE, art and design and geography provide good opportunities for pupils to explore aspects of non-western culture. Most children in the foundation stage will reach the goals expected by the end of reception in their personal, social and emotional development.
9. The school council, with representatives from all classes, gives pupils an effective voice on school matters of particular concern to them. The management of lunchtime activities, with the minimum of adult supervision, and activities such as paired reading, provide good opportunities, particularly for older pupils, to take some responsibility for the school community. The very good range of visits provides further opportunities for the successful promotion of pupils' social development.
10. There have been two fixed period exclusions and one permanent one during the past year, which have been managed well by the school.

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	321	2	1
White – any other White background	3	0	0
Mixed – White and Black Caribbean	2	0	0
Mixed – White and Black African	1	0	0
Asian or Asian British – Bangladeshi	4	0	0
No ethnic group recorded	60	0	0

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

11. The data below for last year show the school's attendance rate to be below average for primary schools generally. However, early indications are that figures for this year will show a good improvement. This is due to the school introducing good strategies to

encourage the pupils to attend and to help parents to recognise the importance of education. Absence requests, particularly at the start of the school year and during May, are actively discouraged and are no longer authorised. The school celebrates the full attendance of pupils well each term and there is clear improvement in the numbers who achieve this. School staff telephone home if no message is received about absence and this is helping not only to establish the reason but also to emphasise to parents the need for their child to be in school.

Attendance in the latest complete reporting year (%)

Authorised absence	
School data	5.9
National data	5.4

Unauthorised absence	
School data	0.3
National data	0.4

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

QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

The quality of education provided by the school is good. Teaching is good overall and there is excellent enrichment of the curriculum, but the outcomes of assessment are not yet used well enough to ensure that all pupils are appropriately challenged in lessons. Pupils are very well cared for, and links with parents, the community and other schools are good overall.

Teaching and learning

Teaching and learning are good overall. They are good in the foundation stage and in Years 3 –6; they are satisfactory in Years 1 and 2. Assessment is satisfactory overall.

Main strengths and weaknesses

- There is a significant proportion of very good and outstanding teaching in Years 1, 5 and 6 but teaching is inconsistent across the year groups.
- Teachers and support staff warmly encourage pupils to do their best and insist on high standards of behaviour.
- Classrooms are usually well managed and relationships between pupils and between pupils and adults are often very good.
- Good subject knowledge is often used well to plan stimulating activities.
- Assessment is not used enough to help plan lesson activities which meet the needs of all pupils, particularly those with high levels of attainment and those with special educational needs; nor is assessment used sufficiently to give pupils guidance on improving their work.

Summary of teaching observed during the inspection in 48 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
5 (10%)	8(17%)	15 (31%)	19 (40%)	1 (2%)	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.

Commentary

12. The quality of teaching and learning in the foundation stage is good. The teachers are enthusiastic and encouraging and children's progress in each of the different areas of learning is generally well supported. Teachers and non-teaching staff know the children well and there are high expectations of behaviour which produce a good response. Classrooms and the outside area are managed well and there are often well-handled sequences of activities, with a good balance between opportunities for children to make choices and direction by the teacher. Assessment processes are complex and do not readily support teachers in helping children make progress in their learning.
13. In Years 1 and 2, teaching and learning are satisfactory and improving, particularly in English, mathematics and science, as a result of careful deployment of new and existing staff by the headteacher. In a minority of lessons observed, teaching and learning were good and in a small number, mostly in Year 1, teaching was very good or excellent. This was because lessons were well planned and maintained a brisk pace. Expectations of behaviour and of the quality of work were very high and the use of support staff was very well planned. Lesson activities took very good account of pupils' differing levels of attainment, such as in English in Year 1 when pupils were writing about growing beans. In other lessons, teachers were encouraging and usually made clear the focus of lessons. They had sound or good knowledge of the subject and generally made good use of teaching assistants. At times, the pace flagged a little and what was expected of pupils was not always made clear. More challenging activities were rarely provided for higher-attaining pupils and some opportunities were missed to help pupils reflect on what they had learned.
14. Teaching and learning in Years 3 – 6 are generally good, particularly in English, mathematics and science. There is a high proportion of satisfactory teaching in Years 3 and 4 and of very good and excellent teaching in Years 5 and 6. In the best lessons, teachers exploit the very good, sometimes excellent, relationships established with their pupils to help them learn to the full. In an English lesson in Year 5 and in another in Year 6, excellent use was made of drama to help pupils explore the feelings of characters and create writing of good quality, using some exciting vocabulary. Teachers' enthusiasm, energy and high expectations generate real excitement amongst the pupils, who value highly the contributions of their classmates. Teachers work very hard to involve all pupils, and use their subject knowledge well to prepare lessons carefully, such as in a Year 5 science lesson on changes in daylight hours, where some pupils represented the earth and the overhead projector played the part of the sun. Questioning is used very well to draw out pupils' ideas, which are really valued by the teacher, as in a Year 6 science investigation of the fizziness of drinks. A very good pace is usually maintained and pupils work very well together in pairs and small groups, for example, in a Year 6 mathematics lesson on quadrilaterals. Where teaching is satisfactory, relationships with pupils are often good and planning is usually clear with sound links to the content of previous lessons. Lessons proceed at a sound pace and teachers seek to involve all pupils using questioning, though sometimes this needs to be varied more according to the level of understanding of different pupils. What the teacher expects pupils to do is not always as clear as it might be and higher-attaining pupils are not always fully challenged when they undertake the same work as their classmates.
15. Teachers generally mark pupils' work carefully but assessment information gathered is often not used well to help plan different activities, providing challenge to pupils with different levels of attainment. Work is checked but comments rarely provide much specific

guidance on how pupils might improve their work and raise their standards when undertaking a similar piece of work in the future.

16. Where pupils with special educational needs are withdrawn for individual and group support, teaching is well focused. In classes, lessons are not always sufficiently planned to address their particular learning needs. Pupils who are learning English as an additional language are well supported. They receive regular assessment and the three who are currently at the early stages of learning English work each week with a specialist teacher.

The curriculum

The curriculum is satisfactory. The range of extra-curricular activities provided has improved and is now outstanding. Accommodation is good and resources are satisfactory.

Main strengths and weaknesses

- Good links are made between subjects.
- An excellent extra-curricular programme gives pupils opportunities to learn outside lesson time and helps to foster their self-confidence and self-esteem very well.
- Excellent opportunities are provided for parents of the youngest children to support learning at home.
- Additional opportunities are provided for gifted and talented pupils, but the needs of pupils of different abilities are not considered sufficiently when planning the curriculum.
- The accommodation is good and used well for teaching and learning, and, there are exciting plans to improve the building further.

Commentary

17. National Curriculum requirements are met and the good curriculum for religious education is based on the local agreed syllabus. Religious education links very well with the opportunities provided for personal, social and health education. The topics taught in the programme are appropriate for the developing maturity of pupils as they move through the school. Healthy eating is promoted and there is an appropriate policy with regard to sex education and drug misuse and lessons regarding these issues are given to the oldest pupils. Pupils are prepared for life in a multi-cultural society in religious education lessons, where they learn both about and from religions. Members of various faiths from the local community visit the school and talk about their beliefs and, in personal and social education, pupils learn to respect and empathise with the feelings and circumstances of others. These messages are reinforced in the daily act of worship and this has a very positive effect on the developing characters of pupils and on the climate for learning in the school. The curriculum for children in the foundation stage is good. Provision for pupils with special educational needs is satisfactory and develops the skills to enable them to access the full curriculum, particularly those related to literacy and numeracy.
18. The headteacher and his staff are strongly committed to providing the broadest possible range of opportunities, and the confidence and self-esteem of pupils are fostered very well through an excellent range of extra-curricular activities and visits. Clubs are available for pupils of all ages and almost all pupils take part in at least one club. Clubs include:
 - A range of sporting activities
 - Sign language
 - Wildlife club
 - Choir
 - Recorders
 - Historical film club
 - Cookery
 - Reading
 - Stamp collecting
19. Tuition is available for a variety of musical instruments. Some pupils have been identified as talented in sport and work regularly with a neighbouring school, taking part in activities suited to their particular attributes. Opportunities for pupils to work with visiting artists have resulted in the stunning sculpture garden in the school's central courtyard.
20. The out-of-school support for the youngest pupils in reading and mathematics is excellent. The school holds courses and workshops to enable parents to have a better understanding of how to help their children at home. Resources to use at home are also provided. However, in the daily round of lesson planning throughout the school, the needs of pupils with different abilities are not sufficiently well met. Targets provided for pupils with special educational needs are not sharply focused. Also, in some lessons, pupils are provided with the same work regardless of their attainment; as a result, on these occasions some pupils are not achieving as well as they should.
21. Resources for teaching the curriculum are satisfactory overall. They are good for religious education, art and design and for children in the foundation stage. The accommodation is good and cared for well, although the hall is too small to comfortably accommodate all the pupils in the school at once. The information and communication technology (ICT) suite and music and drama studio are used well by all classes. The school library is too small for the number of pupils in the school and there are too few books. However, there are good plans to address this and to improve facilities for staff. There is sufficient space outside for games and sporting

activities and a secure outside play area for the reception classes. There are plans to improve the outside area further by the addition of a sensory garden and by developing the outdoor play area for the reception children.

Care, guidance and support

The school has very good procedures to ensure the health, safety, care and welfare of its pupils. It provides them with good support, guidance and advice. Systems to take the pupils' views into account are good.

Main strengths and weaknesses

- The school provides a very caring and safe environment for the pupils so they feel valued and secure.
- The very good relationships that develop between the staff and the pupils mean the pupils are given good quality personal support and advice.
- The pupils settle very well into school life because there are very good procedures in the reception classes to introduce the pupils to school.
- The recently revamped school council is beginning to involve the pupils more in the life of the school.

Commentary

22. The health, safety and welfare of the pupils are of paramount importance to the school and its procedures to ensure these aspects are very good. Supervision throughout the school day is very good. The school is very thorough in assessing risk. During the inspection, this resulted in the cancellation of a school trip due to concerns over the pupils' safety because of weather conditions. Very good attention is paid to general matters of first aid and notifying parents of injuries and also to individual pupils' medical needs. There are very good procedures for child protection, and staff are regularly reminded of the need for vigilance in this area.
23. The staff genuinely care for their pupils and develop a very good understanding of them. The pupils' personal development is monitored informally and the support and guidance the staff provide are of high quality. Very good relationships develop between staff and pupils. As a result, nearly all pupils feel there is always someone to whom they can turn. The school uses the academic information it has well to identify the most capable pupils, both in academic work and with other talents, and those with special needs in order to give them the support and help they need. However, this information is not used sufficiently well to target support to all pupils. Early identification is made of pupils with special educational needs so that appropriate support can be provided as soon as possible. Individual education plans, although regularly reviewed, do not always set out clear and manageable targets.
24. The parents speak very enthusiastically about the arrangements to help their children settle into school. Before the pupils start in the reception classes, the school organises sessions in school, and sends them a post card of the school during the summer holidays. The teachers make home visits at the start of the new term. The relationships that develop with parents are usually good and do much to encourage the pupils into school because the parents are at ease with and have confidence in the staff. Older pupils who have

started at the school at different times say they were supported well because they were given a “buddy” and the staff were very supportive and made things as easy as possible.

25. Most pupils feel that their ideas and suggestions are listened to well by the teachers. A school council has been in place for several years, but it is only this last year that it has been as influential as it is now. Meetings are regular and minuted well, currently by the headteacher. Time is set aside for issues and feedback to be discussed in classes so that all pupils have the chance to be heard. The pupils enjoy the use of benches and picnic tables outside, a request made by pupils through the school council. The school is also using the council well to devise ways of gaining the views of the pupils further and is starting to involve the pupils in the setting and reviewing of personal targets.

Partnership with parents, other schools and the community

The school has good links with its parents and the community. It has very good links with other schools and colleges.

Main strengths and weaknesses

- The pupils benefit from the very good links the school has with other primary schools and with the secondary school.
- The school works very hard to involve the parents in its work and the education of their children, with high levels of success.
- The pupils feel well prepared for the move to their next school.

Commentary

26. The school plays a very active part in the local ‘family of schools’. It often plays host to joint training sessions and was instrumental in developing a common approach to attendance and to requests for absence during term time. The positive results of this have already been evident in the school’s own improved attendance figures. The pupils benefit greatly from the exchange of ideas between schools through the joint training sessions. This same benefit accrues from the provision by the secondary school of such activities as science lessons and sports sessions, provided by specialist staff.
27. The school works hard from its first contact with parents to establish and develop a good relationship with them. It actively involves parents in workshops, courses and helping in school life. The parents are supportive of the school. They are generally pleased with everything the school does, although they have some concerns about the information they receive on how their children are doing and inspectors agree with this concern. The school does not, for example, provide parents with information on how their children are doing when compared with what is expected for their age. Other information the parents receive is of good quality and includes an attractive and easy to use web site. Parents are also concerned their views are not sought and taken into account enough. The school knows it needs to improve this and plans to consult with parents more about general issues and specific areas. Parents know they are welcome in school and appreciate the ease with which they can talk to staff, including the headteacher, who is at the gate at the start and end of each day. Parents of children with special educational needs are not yet sufficiently involved in the reviews of their children's progress and setting of targets. The school recognises this as an area for development. The school uses its local community

well to support it in its work, with a good number of visitors to the school and visits made by pupils both locally and further afield. One recent very good use of the community was the involvement of the Parish Council in the election of the school's house captains, giving the pupils the opportunity to learn about writing manifestos and being involved in a secret ballot.

28. The pupils in Year 6 are happy with the way they have been prepared for their next schools. This process has been particularly well promoted by the secondary school to which most pupils transfer, a sports college, through sporting and other curriculum links. These have enabled the pupils to become familiar with the staff, the school and with pupils from other primary schools. Visits from Year 7 staff to gather information, together with a science project, started in the primary school to be completed after transfer, help the secondary school to see the standards of which the pupils are capable.

LEADERSHIP AND MANAGEMENT

Leadership and management are satisfactory overall. The governance of the school is also satisfactory.

Main strengths and weaknesses

- The headteacher works in an effective partnership with the deputy headteacher, provides good leadership and is strongly committed to the improvement of the school.
- Leadership and management of the foundation stage are good.
- Subject leaders are committed and work hard but action plans lack focus and their work is not systematically managed.
- Governors are very supportive of the school but need to improve their approaches to finding out for themselves how things are going.

Commentary

29. The headteacher provides good leadership, which is an improvement since the previous inspection, and shows determination in leading his staff to tackle the weaknesses the school has identified, particularly the unsatisfactory achievement by the end of Year 2. There is clear evidence from pupils' work that this determination, combined with the energy and commitment of staff, is having an impact. Teaching staff have been re-deployed well to different year groups to create effective teams and there are plans to continue this good strategy for the new school year. The headteacher and his staff share an impressive commitment to the personal development of the pupils and maintain a very good climate for learning in the school, providing the widest possible range of experiences for them.
30. The school improvement plan results from an extensive programme of review and consultation and is supported by very useful summaries that set out the key planned activities term by term. The plan, however, lacks clarity in distinguishing key priorities for improvement from development activity and routine school events. Leadership and management of the foundation stage are good and result in a good curriculum that supports children in making good progress. The activities of subject leaders have improved since the previous inspection and these staff show commitment to their subjects and most have clear ideas on future developments needed. They draw up action plans to guide their work but these plans do not have a sufficiently sharp focus on standards and the quality of teaching to maximise the impact of these key staff. The school has plans to support the more systematic use of non-contact time but currently the use of this time is not well managed.
31. The deputy headteacher works in an effective partnership with the headteacher and oversees careful tracking of the progress of pupils in Years 2 and 6 towards targets set. Optional tests designed by the Qualifications and Curriculum Authority (QCA) are used to monitor the progress of pupils as they advance through the school. There are good plans in place to enhance the use of ICT in handling assessment data. Preparations for an annual review visit from a local education authority adviser are thorough. Performance management arrangements for staff have improved and are now effective, and procedures for the induction of newly qualified teachers are rightly highly regarded. The monitoring of the provision for pupils with special education needs has yet to result in all individual education plans having clear and manageable targets. The support given by learning support and teaching assistants in lessons has also not been sufficiently monitored for its effectiveness.
32. The governing body is well organised with a clear committee structure. The chair works closely with the headteacher, and governors are very supportive of the work of the school, its pupils

and its staff. The governing body is provided with useful information by the headteacher, as well as reports from advisers, and governors thus know the main strengths and weaknesses of the school. Governors share the headteacher's determination to address the latter. Most governors are linked with a subject leader, though this system is not yet well established, and many visit the school when it is in session. Such visits do not yet result in formal reporting back to the governing body. There are no systematic arrangements for governors to hear at first hand from subject leaders about standards and areas for development. The governors fulfil their statutory responsibilities but their capacity to hold the school to account is in need of further development.

33. The school's finances are managed well and appropriate account is taken of the principles of best value.

Financial information for the year April 2003 to March 2004

Income and expenditure (£)	
Total income	1,021,417
Total expenditure	1,029,716
Expenditure per pupil	2,634

Balances (£)	
Balance from previous year	29,063
Balance carried forward to the next	20,764

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

AREAS OF LEARNING IN THE FOUNDATION STAGE

34. Provision for children in the Foundation Stage is good in all areas of learning. This is an improvement since the previous inspection when it was found to be satisfactory overall. When children enter the reception class, their attainment is below average in most areas of learning, especially in personal, social and emotional development and in reading and writing. Evidence from assessments of the children carried out over the year shows that they achieve well and make good progress because the teaching in the two reception classes is good. Most children reach the goals expected nationally by the end of reception.
35. Leadership and management are good overall. There is a well-thought-out curriculum that generally reflects good early education practice. Links with parents and the induction process for the children are very good. Teaching and learning are good overall and in many lessons there is a good balance of adult-directed activities and those chosen by the children. However, the tasks provided are not always sufficiently adapted to suit the needs of children with differing levels of attainment. Children who are at the early stages of learning English and those with special educational needs are provided for well with additional adult support. However, the assessment process is unnecessarily complicated and not always used effectively to move children to the next step in their learning. Good use is made of the space and resources available, both inside and outside school and there are regular well-planned opportunities for children to work and play outside in a secure area. Time is not always used as well as it could be. For example, the current practice of teaching large groups of children together means that children do not get as much as they could from these lessons. Also, children are sometimes required to sit and listen for too long.

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

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

Main strengths and weaknesses

- The children settle into school very quickly and know both class and school routines well because induction processes are very good.
- Children enjoy school and are keen to learn.
- Relationships between the staff and children and between the children themselves are good.
- Children become restless when required to sit and listen for long periods of time.

Commentary

36. Teaching and learning are good and children achieve well. Teachers and their assistants ensure that children quickly learn the correct way to behave. The very good induction process that takes place prior to the pupils starting school helps children to settle in; as a result, good relationships between the staff, the children and their parents are quickly established. This close relationship between home and school ensures that children enjoy

school and are keen to learn. In school, adults encourage the development of social skills in a variety of ways. Children are constantly encouraged to take turns and share. Children with special educational needs and those who are at the early stages of learning English are well integrated and receive good support. All are encouraged to join in, try new things and to persevere with a task.

37. Children are given opportunities every day to select what they want to do. They are given responsibilities such as being class helpers, taking the register and preparing the snacks. There is a great deal of equipment and resources that encourage co-operative play, but there are missed opportunities because the wheeled toys, that are great favourites with the children, are mostly for one person only.
38. Adults often join in children's play and show them how to work together co-operatively on a task and help move learning forward. In these sessions, children concentrate well. Sometimes, however, children are required to sit and listen for too long - for example, when they listened to a story followed immediately by listening to a talk by a visitor. On these occasions, pupils become a little restless, lose concentration and their learning is less effective.

COMMUNICATION, LANGUAGE AND LITERACY

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

Main strengths and weaknesses

- Teachers and support staff place high priority on speaking, listening, reading and writing.
- The early skills needed for reading and writing are taught well, but there is an imbalance between written and practical activities.

Commentary

39. Teaching and learning are good overall. Children achieve well in developing their speaking and listening skills because they are given opportunities to share news and contribute to question and answer sessions when working as a whole class with the teacher and when being taught in small groups.
40. When children start school, standards in reading and writing are below average and the development of reading and writing skills is given a high priority. Many lessons include the reinforcement of initial sounds and the reading of simple words. As a result, pupils make good progress in linking letters and sounds, and the standards they achieve in writing are average by the end of the reception year. Children try hard in their lessons. In both the lessons observed, attractive picture books were used to foster an interest in and enjoyment of reading, and early reading and phonic skills were taught well. Children are given opportunities to write in a variety of contexts and are also taught letter formation. However, in the work samples examined during the inspection there were too many work sheets that required children to practise individual letter formation out of context.

MATHEMATICAL DEVELOPMENT

Provision in mathematical development is **good**.

Main strengths and weaknesses

- Mathematical skills are taught well.
- Support staff are used well to help children make progress.

Commentary

41. Teaching is good because the teaching and learning of mathematics are often set in naturally occurring contexts. For example, the children do sums about the number of children present and the terms *more than* and *less than* are used regularly and misunderstandings corrected as a matter of course. Children are set mathematical tasks in small groups, using well-designed games and activities that help children to learn in a practical way. Adults question the children whilst they are engaged in a variety of activities and are good at getting them to count and recognise numbers, shapes and size. As a result, children achieve well and make good progress so that they reach the goals expected by the end of the reception year.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

42. It was not possible to make an overall judgement about this wide-ranging area of learning because too few aspects of it were observed. From the evidence gained, both in the reception classrooms and from looking at children's work, children reach expected goals. Lessons are enhanced very well by visitors and by visits out of school. Children have good opportunities to use both large and small construction toys. They are taught to observe closely using magnifying glasses and to record what they see. They experiment with magnets and are systematically taught the skills needed to use a computer.

PHYSICAL DEVELOPMENT

Provision in physical development is **good**.

Main strengths and weaknesses

- The quality of teaching and learning in physical education lessons is good.
- Plenty of opportunities are provided to practise the skills taught in formal lessons during their play outside.
- Children have many opportunities to develop their fine muscle control in the classroom.

Commentary

43. Good teaching ensures that children have good opportunities to develop both fine and large muscle control and reach the goals expected by the end of reception. As a result, children achieve well. Teachers use the school hall for more formal lessons and their subject knowledge, class management and organisational skills are very good. The outside play area is used well to support and enhance skills taught in the more formal lessons. During the inspection, adults were seen playing ball games with children, helping them to improve their co-ordination and the accuracy of their throwing and catching. Children were observed using wheeled toys with good control and awareness of space and of other children at play. Inside the classroom, fine muscle control is developed well through use of chalks, pencils, crayons, scissors, glue, paint, small toys and construction kits.

CREATIVE DEVELOPMENT

Provision in creative development is **good**.

Main strengths and weaknesses

- Skills are taught well when a wide range of interesting tasks is provided.
- Children have the opportunity to use a range of tools and different media but insufficient opportunities are provided for children to practise the skills that they are taught during their play.
- Sometimes too many children are taught music at once.

Commentary

44. Children are taught skills in a wide range of art activities, and teaching and learning are generally good. As a result, children achieve well. During the inspection, children were

observed being taught to use magnifying glasses to help them do observational drawings of starfish. In this lesson, the skills needed were taught very well and the children were given plenty of help and support by their teacher. The children enjoyed the lesson and all produced high quality work. Examples of children's work and displays in the classroom show that they have experience of using a range of tools and media. However, very few examples of children's own choice of art work were seen.

45. Imaginative role-play areas are provided and link very well with the seaside topic currently being studied. Children are given regular opportunities to sing familiar songs and to play percussion instruments in formal lessons. However, once a week both classes join up with the two Year 1 classes for a lesson. This is unsatisfactory. The group is too large and the children are overwhelmed and learn very little.

SUBJECTS IN KEY STAGES 1 AND 2

ENGLISH

Provision in English is **satisfactory**.

Main strengths and weaknesses

- Standards by the end of Year 2 are too low and pupils' achievement is unsatisfactory, though better teaching in Years 1 and 2 is now helping to improve achievement.
- Good and excellent teaching in Years 5 and 6 is raising overall achievement.
- Areas for improvement have been identified, but development planning has not been sufficiently focused on addressing them.
- Assessment is not always used well enough to plan the next steps in pupils' learning, and particularly to challenge higher-attaining pupils.

Commentary

46. By the end of Year 2, standards in all areas of English are well below average. Pupils' overall achievement is unsatisfactory, which is worse than reported at the previous inspection. The deployment of new staff in January 2004 is now helping to improve this situation. The quality of teaching and learning has improved in Year 2 from that indicated by pupils' past work, where expectations were too low. Very good teamwork in Year 1 is helping to produce a high quality of teaching and learning that enables pupils to achieve well. A lack of effective subject leadership in Years 1 and 2 has also been detrimental.
47. By the end of Year 6, standards in all areas of English are below average. Taking into account below average attainment on entry to the school, pupils are achieving satisfactorily. This is similar to the findings of the previous inspection. Assessment information shows some inconsistency in the rate of progress that pupils make year-on-year, including those with special educational needs. Pupils in Years 5 and 6 make better progress due to the high quality of teaching and learning and the setting arrangements in Year 6.
48. The school has identified the need to continue to develop speaking and listening throughout the curriculum. Where teaching is stronger, good opportunities are provided through questioning, discussion, role-play and drama. This was particularly evident in some excellent lessons seen in Years 5 and 6, where writing through drama and role-play was very successful. Throughout these lessons, pupils were very effectively encouraged to

develop and use a wide range of powerful and expressive vocabulary. In some other lessons, however, opportunities were missed by both teachers and assistants and questioning was not used as well to develop ideas, understanding and vocabulary. Satisfactory progress has been made in promoting speaking and listening since the last inspection, when it was identified as an area for improvement.

49. Pupils have regular quiet reading times that allow teachers and assistants to hear individual readers. Along with guided reading and literacy sessions, these are providing a sufficiently structured approach to the teaching of reading. Younger pupils progress through the different levels of a reading scheme, but in some cases could be moved on more quickly. Older pupils, despite positive attitudes to reading in school, recall quite a limited range of authors and books read. Sound use is made of non-fiction texts for research, and the new library facilities are planned to offer better provision for research and independent learning. Year 5 pupils hear younger pupils read and also share their own books with them. This provides good role models for younger pupils and helps to foster positive attitudes to reading. Parents and carers are encouraged to hear their children read and to make comments in home/school diaries. Good support is given to parents in this role through a breakfast reading club in which they can be involved. Further effective support is given to higher-attaining Year 5 pupils through a reading club after school.

50. The school's promotion of writing through drama and role-play is very effective. This results in a good use of powerful and evocative vocabulary in the work of older pupils. One Year 5 pupil wrote about a child's fear:

'The ladder creaked. An echo surrounded me. Ripples from nowhere appeared, and with it came a horrendous, ghostly wailing....."Sp--ike", I called, fear rushing through my body.'

Despite using this widening range of vocabulary, pupils' spelling is not always as well developed. Pupils' handwriting and presentation of written work are variable and linked with teachers' expectations. From past work and some lessons seen, more could be expected, particularly of higher-attaining pupils, both in the quality and quantity of work produced. Handwriting is now being taught more consistently, and the skills applied more fully to written work.

51. Teaching and learning are good overall. In Years 1 and 2, they are satisfactory, and in Years 3 to 6 they are good. Some excellent teaching was seen in Years 1, 5 and 6. These lessons were very well planned and demonstrated a high degree of subject knowledge. Very high expectations, linked with excellent methods, resulted in pupils making very good progress in their learning. The lesson in Year 1 was purposeful and linked with science. It provided a very good range of activities including writing diary entries and instructions relating to plant growth. In the lessons in Years 5 and 6, excellent development of feelings and vocabulary through drama and role-play resulted in a high quality of writing. Although a strong feature of most lessons, these particularly demonstrated the very good relationships fostered between staff and pupils. This resulted in exemplary behaviour and very positive attitudes to learning. Every effort was made to move pupils forward in their learning. Very strong use of praise and encouragement helped to raise pupils' confidence and self-esteem.

52. The results of national and other optional tests help in setting end-of-year targets for pupils. These also help to identify where further support is needed through initiatives such as Early and Additional Literacy Support. However, day-to-day assessment and planning do not

sufficiently reflect these levels or recognise the next small steps that groups and individuals need to take in their learning. Therefore, higher-attaining pupils in particular are not always sufficiently challenged, nor is the support for lower-attaining pupils, including those with special educational needs, adequately focused. As a consequence, pupils do not always achieve as well as they might. Planning for some lessons does not clearly identify different levels of attainment, provide fully appropriate activities for them, nor show how adult support is to be effectively used.

53. In some lessons, learning objectives are not sufficiently clear, nor are pupils made fully aware of what they need to do to achieve them. The conclusions to lessons do not provide enough time for pupils themselves to discuss how well they feel they have done, nor does marking provide enough constructive comments that inform pupils of their progress and of what they need to do to improve. Good use is made in some lessons of literacy pairs, who share the work that they are doing and suggest improvements that could be made. Group targets for improvement are set but not all pupils are sufficiently aware of them. The provision for homework is good and involves appropriate opportunities for pupils to reinforce classroom learning.
54. Leadership and management of the subject are satisfactory. The subject leader has identified many relevant and appropriate areas for improvement, such as writing through drama, the need to promote speaking and listening further, and a greater cross-curricular approach to literacy and learning. These areas are not sufficiently focused to provide clear targets for the school improvement plan. Improvements are not being fully evaluated, nor are there clear ways of measuring success, linked with raising standards and achievement. There has been limited rigorous monitoring of teaching and learning, with a view to improving their quality and consistency, and raising standards and achievement.

Language and literacy across the curriculum

55. Language and literacy are used satisfactorily across the curriculum. The school has identified this as a developing area. Planning shows that relevant links are now being made with other subjects in order to make learning more purposeful. Where teaching is stronger, better opportunities are provided for speaking and listening, which help to develop vocabulary and to clarify pupils' thinking and understanding.

MATHEMATICS

Provision in mathematics is **satisfactory**.

Main strengths and weaknesses

- Attainment by the end of Year 6 is below average and has fallen since the time of the last inspection, but achievement remains satisfactory.
- The quality of teaching is good overall.
- Pupils' attitudes towards mathematics are positive.
- Subject leaders are knowledgeable and enthusiastic and some good strategies are being put in place to raise standards.
- Marking, target setting and assessment procedures are not yet used well enough to help pupils understand how good their work is and how it could be improved.

Commentary

56. At the time of the previous inspection, standards were found to be average by the end of Years 2 and 6. Since then, attainment has fallen, partly due to changes in the area from which most pupils come and in attainment on entry to the school. Achievement remains satisfactory in Years 3 - 6 but is unsatisfactory in Years 1 and 2. Teaching is now improving and there is evidence that standards are rising.
57. The scrutiny of work shows that teaching has improved in Years 1 and 2 since the start of the spring term and is now consistently good. As a result, there has been an improvement in the standards achieved since Christmas. Both the most recent pupils' work and observations of lessons show that pupils now display much more positive attitudes to the subject and are more motivated to learn. Teaching is generally satisfactory in Years 3 and 4. In Years 5 and 6, it is very good. The organisation of classes, coupled with skilled teaching that meets the different needs of pupils, means that in these classes pupils are learning very well.
58. Pupils throughout the school are enthusiastic about the subject and enjoy their lessons because of the very good relationships that they have with the teachers and classroom assistants. They are given frequent opportunities to work in pairs. This increases their self-confidence and motivation for the subject. They usually concentrate well in lessons and most of the work they produce is carefully done and neatly presented.
59. In Years 5 and 6, grouping of pupils by attainment is having a positive effect on the standards achieved. However, the marking of pupils' work does not help them to know how they can improve. The work provided is not yet sufficiently well matched to the needs of all pupils throughout the school, and the time at the end of lessons is not always used effectively to review what pupils have learned. Teachers do not always have high enough expectations of pupils and do not provide specific targets for future achievement.
60. Leadership and management of the subject are satisfactory. The subject leaders are very knowledgeable, with the enthusiasm and skill to move the subject forward, and they have begun to put in place strategies for improvement. They have audited resources and bought more to ensure that each class has sufficient for the curriculum. They analyse test results and this has given them a clear understanding of strengths and weaknesses in the subject. They have set numerical targets for improvement for each pupil and identified the way forward for some groups of pupils. For example, pupils in Years 5 and 6 who are just below the level expected are given extra lessons to help close the gap and bring them nearer to the standard expected, and the higher-attaining pupils are taught together. Parents of the younger children are given the opportunity to learn how to help their children at home. But, for most pupils, strategies for improvement are not yet sharp enough and teachers and the pupils themselves are not clear enough about what they must do in order to ensure that they achieve the highest possible standard.

Mathematics across the curriculum

61. The school is beginning to widen the cross-curricular opportunities it provides. Evidence of the effective use of mathematics was seen in work in science, history, and geography and ICT.

SCIENCE

Provision in science is **good**.

Main strengths and weaknesses

- A strong emphasis on investigations has helped to raise standards in Year 6 and pupils achieve well as a result of the generally good teaching; attainment is above average.
- Standards by the end of Year 2 are average and improving, although higher-attaining pupils are not achieving well enough.
- Pupils' work is not well marked.
- The subject is well led and managed.

Commentary

62. Standards are improving overall: those attained by Year 6 pupils in recent years have been improving gradually and are higher than reported in the previous inspection. Last summer, their National Curriculum test results were above the national average. Inspection evidence shows that results are likely to be similar this year, with nearly half of Year 6 achieving above the level expected nationally. Through talking to Year 2 pupils and analysing their work, it is clear that nearly all of them will attain the nationally expected standard, and this is a considerable improvement on recent years. However, the number of pupils in Year 2 achieving above the level expected is too low and achievement overall is satisfactory. Higher-attaining pupils could achieve more. Pupils enjoy their lessons and, when teaching is good or better, are well challenged by their tasks.
63. The quality of teaching is good overall and is the main reason why most pupils achieve and learn well by the end of their time in the school. The teaching seen varied from satisfactory to excellent, with good teaching being spread across the school. The very good or excellent teaching is in the Years 5 and 6 classes. Teaching in Years 1 and 2 is satisfactory. There is too little planning for pupils with the ability to learn quickly and until recently, especially for those in Year 2, too much use has been made of printed work sheets, where the same sheet is used for higher-attaining pupils and those with special educational needs.
64. Teaching in Years 3 - 6 is good overall. Expectations are high. Older pupils understand the investigation process well. They learn to investigate in a systematic way and to use their knowledge to make predictions. They can explain very clearly what they must not change when carrying out an experiment, such as to predict how temperature affects the "fizz" in a can of cola. As a result, they are developing a very secure understanding of the experimenting process - and also, in this instance, the knowledge that cold water dissolves more carbon dioxide than warm water. There is a good emphasis on interesting practical tasks which help pupils to have a good understanding of areas such as growth and living things, forces and the role the sun plays in our lives. A strong feature of the good teaching seen is the way pupils are questioned in order to help them to think for themselves, as well as the encouragement staff give to working and discussing their understanding with other pupils. In an excellent lesson seen in a Year 5 class, the teacher identified pupils' misconceptions about the planets very well and used a lemon and a light-source to explain winter and summer to great effect, keeping the pupils spellbound and very eager to find out more for themselves. Good links are formed with the literacy and mathematics curriculum in these lessons, as children are expected to record their findings in their own words, and calculate using the 24-hour clock. Pupils' books, however, contain diagrams on loose paper, with much work undated and not properly labelled. The marking of work is

inconsistent, with too few supportive comments or too little advice on how pupils could improve their work.

65. The leadership and management of the subject are good. The two teachers who make up the co-ordination team have a good grasp of the strengths and weaknesses of the subject and undertake some suitable monitoring. Their plans are starting to have a positive impact on standards in Year 2. Predictions and targets for the achievement of groups of pupils have been inaccurate and new systems for testing and tracking pupils are being used this term, which are intended to enable more accurate predictions to be made. The subject leaders have good knowledge of science and a clear vision of how the subject will be developed further, although written plans lack this clarity.

INFORMATION AND COMMUNICATION TECHNOLOGY

Provision in information and communication technology (ICT) is **satisfactory**.

Main strengths and weaknesses

- The subject leader has worked hard to support his colleagues and develop the use of ICT in pupils' learning.
- The school's intranet and website are developing well.
- Opportunities to demonstrate the use of ICT to a class of pupils are limited.

Commentary

66. Pupils' attainment by the end of Years 2 and 6 is broadly in line with expected standards and achievement is satisfactory. This is similar to the findings of the previous inspection. The subject leader has provided good leadership and worked hard to support his colleagues, drawing in valuable support from outside the school, such as from an advanced skills teacher and during the "control week". He has clear and appropriate ideas for the future development of the subject and a detailed action plan, though the latter's focus on standards and the quality of teaching is not sharp enough. The confidence of staff has increased and common assessment procedures are in place and provide the subject leader with useful information about standards. Valuable sessions on ICT have been provided for parents to help them keep up with their children. The intranet is developing well and provides easy access for staff and pupils to relevant materials on the Internet. The website makes a positive contribution to the school's efforts to involve parents more in their children's learning. ICT is used appropriately in most subjects of the curriculum and this makes an important contribution to developing pupils' skills. There is little evidence of pupils using e-mail, although use is indicated in planning.
67. Teaching and learning are satisfactory overall. In the four ICT lessons observed during the inspection, teaching was mostly satisfactory, and occasionally good. A notable feature in most lessons was the sound knowledge and expertise of the staff and the support provided for pupils. Pupils showed interest and a desire to complete tasks set.
68. Computers are located in classrooms, connected to the school's network, and in the computer suite. The school has two digital projectors. One is used in the ICT suite and the other is available for use around the school, though this was not observed during the inspection. There are plans to purchase further projectors and, subsequently, interactive whiteboards. At present teachers' access to the means to demonstrate the use of software to pupils, and pupils' scope to make presentations to their classmates, are limited.

Information and communication technology across the curriculum

69. ICT supports learning soundly in most subjects of the curriculum, though the school recognises there is scope for further development. In Years 1 and 2, pupils present and organise information and share ideas in various forms using ICT, including text and graphics. In English, they create Christmas cards and word process writing about 'my teddy'. Pupils can create pictures using graphics software and use the Internet for research, for example when finding out about Tocuaro in geography in Year 2. In Years 3 and 4, pupils create reports and newspapers in their work in history and in science they use spreadsheet software to analyse diet. Most pupils use word-processing software effectively, for example, when writing poetry or letters in English, and can present projects on the computer, combining text and audio, such as in English in Year 5. They download material from the Internet, such as census data in history, where they subsequently use spreadsheet software to analyse the material. They use a control box to control devices such as traffic lights, and sensing equipment to record changes in temperature in science.

HUMANITIES

Religious education was inspected in full and is reported below. Geography and history were sampled.

70. In lessons observed, teaching and learning in **geography** were satisfactory and attainment was in line with expected levels. Teachers focused appropriately on features of life in particular localities around the world and placed a suitable emphasis on developing geographical vocabulary. Planning for geography draws soundly on national materials and National Curriculum requirements are met.
71. No lessons could be observed in **history**, but examples of pupils' work indicate that attainment by the end of Year 2 is broadly in line with expected standards. Pupils can provide simple accounts of events in the past, such as the Great Fire of London, and of the lives of famous people such as Florence Nightingale. They can look at photographs and make straightforward comparisons between the seaside in 1900 and today, as well as sequence events on a journey to the seaside 100 years ago. Work available from Year 6 pupils was focused almost entirely on what life was like in the past, and the range of aspects of historical knowledge and understanding was too narrow for a judgement of standards to be made. A sound grasp of aspects of life in ancient Greece and in Britain during World War II is indicated.

Religious education

Provision for religious education is **good**.

Main strengths and weaknesses

- Standards are above those expected in the locally agreed syllabus.
- The curriculum is well considered and is enhanced by good quality resources and the use of a published scheme.

- Teachers plan lessons well, have high expectations and make good links with personal, social and health education and citizenship and pupils demonstrate very positive attitudes towards the subject.
- The subject contributes very well to pupils' spiritual, social, moral and cultural development.
- The subject is led and managed well but there is no formal assessment in place.

Commentary

72. Pupils achieve well and standards are above those expected in the West Sussex Agreed Syllabus by the end of Years 2 and 6. This is an improvement since the last inspection when standards were reported as in line with expected levels. The curriculum is enhanced by the use of a published scheme and the school's own resources are supplemented by loans from the local resource centre. Teaching and learning are good. Lessons are planned well and very good links are made with personal, social and health education and citizenship. The good resources and interactive displays are used well to promote teaching and learning. Neat, careful work is clearly valued by the teachers but the marking does not explain how pupils can develop their knowledge and understanding further.
73. In Years 1 and 2, much of the work is directly linked with pupils' own life styles and understanding. For example, they talk about favourite colours and the feelings they evoke. They think about their special things and places that are important to them. Teachers then help them to share these ideas with one another so that they come to realise that others have different views and feelings. These ideas are then expanded to consider special things and places in religion. By the end of Year 2, pupils know about key people and the main celebrations in both Christianity and Judaism. They have handled religious artefacts relating to both religions, and can talk confidently about why they are special and what purpose they serve.
74. By Year 6, pupils build a good knowledge and understanding of the beliefs, teachings and practices of various major religions, and reflect on what religious experiences might mean to those who believe. They think deeply about their beliefs and those of others, about worship and celebrations, religious life styles, the meaning of symbols and how people turn to religion for guidance in everyday life. This approach is very much in keeping with the school's efforts to encourage pupils to be reflective and thoughtful, growing in understanding and sensitivity.
75. Visitors to school and visits to the places of worship enhance the curriculum. Pupils have a very positive attitude towards religious education and this is partly due to the very good religious, social and moral messages that they hear in a range of well-planned daily acts of worship. These are often led by the headteacher, who is also the subject co-ordinator. His leadership and management of religious education are good because he is knowledgeable about both religious education and curriculum development and is encouraging links to be made with other subjects, such as art, English and drama. However, as yet there is no formal system of assessment in place.

CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

Art and design was inspected in full and is reported below. Design and technology, music and physical education were sampled.

76. No lessons were seen in **design and technology**, but an examination of school documents indicates that the policy and planning are appropriate. Planning shows that pupils are given a good range of projects to undertake.
77. In **music**, only one lesson was seen. It is not therefore possible to judge provision, standards, teaching and learning or achievement in the subject. Discussion with the subject leader, an examination of planning, the observed lesson and listening to singing in assembly show that pupils are being given suitable experiences. They learn to sing new songs, to keep a beat with untuned percussion instruments and to follow a simple score. The subject is well led by a knowledgeable subject leader who undertakes most of the teaching throughout the school, so monitoring of standards is good. There is a school-wide system for assessment and record keeping. Timetable planning shows that currently Year 1 pupils' only weekly music lesson takes place in a very large group with reception children, which detracts from their learning.
78. In **physical education** one good lesson was seen where resources were used well to support learning. Effective planning enabled pupils to practise and develop skills well. In other lessons seen, despite good relationships, pupils' behaviour at times got the better of them, and necessary firm management interrupted learning. More opportunities could have been provided for pupils to observe each other with a view to improving performance. Pupils in Years 2 and 3 go swimming, and most are gaining confidence in floating and moving in water.
79. The subject is very well led and the school has achieved an Activemark Gold award. The subject leader has developed planning, drawing on national guidelines. All elements of the subject are fully covered and assessment procedures are good. Files in each classroom give teachers a clear overview of the subject and provide short-term planning. Strong links with a local college have been used well to support teaching and learning. Much further training has been provided for teachers. The subject is very well resourced, drawing equipment from initiatives such as Top Sport. Lessons have not been observed in order to assess fully the quality of teaching and learning.
80. The subject leader has also played a key role in organising lunchtime and after-school activities. Lunchtime activities help to develop basic skills, with equipment set up in zoned areas that pupils manage well with the minimum of supervision. An outstanding feature of the school is the opportunity for pupils to take part in a wide range of different sports and physical activities. Over eighty per cent of Year 3-6 pupils take part in extra-curricular sport, and the school has achieved considerable success in competitive events. Half of the pupils in Years 1 and 2 have participated in a gymnastics club. Current activities include basketball, athletics, rounders, cricket, tennis and dance. These activities not only develop skills and encourage talent in different sports, but also effectively foster pupils' social skills and provide further opportunities to raise their self-esteem.

Art and design

Provision in art and design is **good**.

Main strengths and weaknesses

- Standards are in line with national expectations by the end of Year 2 and above these by the end of Year 6.
- Observational drawing is emphasised well and, as a result, pupils draw well for their age.
- The curriculum is broad with a good range of media being used, though sometimes pupils' work mostly looks the same.
- Pupils use sketchbooks well throughout the school.

Commentary

81. Standards are above average by the end of Year 6. Achievement, teaching and learning are good. Lessons observed during the inspection were generally satisfactory but evidence shows that over time pupils have been well taught. The work produced as a result of this good teaching helps to enliven the classrooms and corridors. In observational drawings of local buildings, a good understanding of perspective can be seen in the work of the oldest pupils, and a good sense of pattern and design from those in Year 2. Work is planned using materials produced by the QCA, with good long-term planning ensuring that pupils are taught using a wide range of media, such as clay, watercolour and batik. Sketchbooks are used well throughout the school to help pupils research and record their ideas. Pupils are introduced to a satisfactory range of artists' work. However, they are not always sufficiently encouraged to choose the medium for themselves or to make their work individual, so in some classes finished work looks very similar. The subject is led and managed well by two enthusiastic teachers, who give much time and energy outside the school day to providing opportunities for pupils to visit art galleries.

PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP

Personal, social and health education and citizenship was sampled.

82. The programme of personal, social and health education and citizenship is thorough, of very good quality and is designed to meet pupils' needs well. It includes separate lessons as well as opportunities in other subjects and school events. In the one session observed, pupils responded very well to the opportunity to consider how their actions affected others. Teaching was excellent, with very good skills in managing the class, very high expectations of behaviour and a very sensitive approach.

PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

<i>Inspection judgement</i>	<i>Grade</i>
The overall effectiveness of the school	4
How inclusive the school is	4
How the school's effectiveness has changed since its last inspection	4
Value for money provided by the school	4
Overall standards achieved	5
Pupils' achievement	4
Pupils' attitudes, values and other personal qualities	2
Attendance	4
Attitudes	2
Behaviour, including the extent of exclusions	2
Pupils' spiritual, moral, social and cultural development	2
The quality of education provided by the school	3
The quality of teaching	3
How well pupils learn	3
The quality of assessment	4
How well the curriculum meets pupils needs	4
Enrichment of the curriculum, including out-of-school activities	1
Accommodation and resources	3
Pupils' care, welfare, health and safety	2
Support, advice and guidance for pupils	3
How well the school seeks and acts on pupils' views	3
The effectiveness of the school's links with parents	3
The quality of the school's links with the community	3
The school's links with other schools and colleges	2
The leadership and management of the school	4
The governance of the school	4
The leadership of the headteacher	3
The leadership of other key staff	4
The effectiveness of management	3

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

