

INSPECTION REPORT

PARKLANDS COMMUNITY PRIMARY SCHOOL

Chichester

LEA area: West Sussex

Unique reference number: 125921

Headteacher: Mrs Hilary Faulkner

Lead inspector: Mr Andrew Matthews

Dates of inspection: 12 – 14 July 2004

Inspection number: 257157

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:	5-11
Gender of pupils:	Mixed
Number on roll:	180
School address:	Durnford Close Chichester West Sussex
Postcode:	PO19 3AG
Telephone number:	01243 788630
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Appropriate authority:	Governing Body
Name of chair of governors:	Mr Gordon Williams
Date of previous inspection:	6 July 1998

CHARACTERISTICS OF THE SCHOOL

Parklands Community Primary School is a smaller than average school in Chichester, West Sussex. There are 180 full time pupils on roll (102 boys and 78 girls) taught in seven classes. The school has a special support unit for pupils with specific language difficulties. Staff from the unit also work regularly with pupils in the school. Pupil mobility is slightly above average. The socio-economic background of the school's catchment area is average and the majority of the pupils come from this area. The school has a low proportion of pupils from ethnic minority backgrounds and no pupils have English as an additional language. A below average percentage of pupils are eligible for free school meals. The proportion of pupils on the register of special educational needs is average but there is a much higher than average proportion of pupils with statements. The new headteacher joined the school in January of this year after the school had been led by an acting headteacher for one term. There has been long-term staff absence in the Year 2 and Year 6 classes this year. Children's attainment on entry is average.

INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
19410	Andrew Matthews	Lead inspector	Foundation Stage Information and communication technology Design and technology Physical education Special education needs
9446	Helen Griffiths	Lay inspector	
3855	David Langton	Team inspector	English History Music Religious education English as an additional language
5565	Bimla Thakur	Team inspector	Mathematics Science Art and design Geography

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PART A: SUMMARY OF THE REPORT

OVERALL EVALUATION

Parklands is a satisfactory school which has improved rapidly since the beginning of the school year. Good leadership and management underpin the many recent improvements, particularly in the quality of education, which is now satisfactory. Whilst pupils' achievement overall is satisfactory, pupils have not been making sufficient progress in Years 1 and 2 in recent years. Standards are below average in reading, writing and mathematics at the end of Year 2 and below average in English and mathematics and well below average in science at the end of Year 6. Despite present weaknesses, the school has some very good features and is well regarded by parents and pupils. Overall the school provides satisfactory value for money.

The school's main strengths and weaknesses are:

- The school's all round provision has improved significantly in the last school year.
- Standards are not high enough at the end of Year 2 and Year 6 in English, mathematics, science and religious education.
- Pupils' achievement could be better, especially that of higher-attaining pupils.
- The school management is effective because all staff have a clear understanding of their roles and responsibilities and how they can contribute to improving the school further.
- There is a very strong and positive climate in the school which is reflected in the strong relationships between adults and pupils.
- The school's overall effectiveness is not as good as it was at the time of the last inspection.
- Pupils are enthusiastic, well behaved and hard working.
- Teaching assistants are very well qualified and provide very good care and support to individuals and groups and particularly to pupils who have special educational needs.
- The provision for pupils in the Foundation Stage and for pupils who have special educational needs is very good.
- The school has introduced good assessment procedures which are used carefully to track pupils' progress.

Since the school was last inspected in 1998, the rate of improvement has been unsatisfactory. The development of the school slowed and not enough was done to address the weaknesses identified at the time of the last inspection. As a result, the school's provision became less effective, pupils' progress slowed and standards fell. However, in the last school year, the effectiveness of the leadership and management of the school has increased significantly. Rigorous monitoring identified the school's weaknesses which are being successfully addressed in a wide-ranging and clearly-focused improvement plan. Despite this, the school's religious education provision is still unsatisfactory, the role of the co-ordinator needs further development and the school's curriculum is not yet fully in place for all subjects to ensure continuity and progression in the pupils' learning.

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	E	D	D
mathematics	E	E	C	C
science	D	D	A	A

Key: A – well above average; B – above average; C – average; D – below average; E – well below average

Attainment on entry to the school is average overall. Children in the Foundation Stage make good progress and achieve well in all areas of learning and many are set to exceed the expected standards at the end of the reception year. In communication, language and literacy, children's progress is particularly good. By the end of Year 2, pupils' achievement has been unsatisfactory and standards in reading, writing and mathematics have fallen since the last inspection and are below average. Standards are average overall in all other years except for Year 6, where standards again have fallen since the last inspection being below average in English and mathematics and well below in science. However, these pupils have achieved satisfactorily overall since Year 2. Pupils of all

abilities are achieving well in speaking and listening. Standards in religious education are below average, as they were at the time of the last inspection but there has been a good improvement in standards in information and communication technology (ICT) where standards are now in line with national expectations. In all other subjects inspected, standards are in line with expectations at the end of Year 2 and Year 6, except in art where pupils' attainment is higher than expected nationally. **Overall pupils' achievement is satisfactory** but pupils with special educational needs and those in the special support unit achieve well.

Pupils throughout the school have good attitudes and behave well. Children in the Foundation Stage have particularly positive attitudes and very good behaviour. There is a good sense of togetherness in the school and relationships are strong. Attendance is satisfactory. **The pupils' personal qualities, including their spiritual, moral, social and cultural development, are good.**

QUALITY OF EDUCATION

The quality of education is satisfactory overall. Although teaching during the inspection was good, **the overall quality of teaching and learning over the last year has been satisfactory.** In Years 1 and 2 teaching and learning have been unsatisfactory over time and this has led to pupils' present underachievement. Effective monitoring and support have improved the quality of teaching during the past year. Owing to staff absences, the quality of education has been disrupted in Years 2 and 6 and pupils' attainment has understandably not met the targets that were set. Teaching is now strongest in the Foundation Stage and Years 4 and 5 where pupils are consistently achieving well. Despite clear improvements in teachers' planning for the different abilities in the classes, higher-attaining pupils are not consistently challenged and this is the principal reason for the below average proportion of these pupils working at the higher level.

The school's curriculum has improved significantly in the last year and is now satisfactory overall. However, some of the improvements will not be in place until the beginning of the autumn term. The curriculum in the Foundation Stage is very good. All statutory requirements are met and there are good enrichment opportunities through the wide range of extra-curricular activities. Provision for pupils who have special educational needs is very good and helps these pupils achieve well. Accommodation and resources are satisfactory, although pupils are often distracted by the level of noise from neighbouring open-plan classrooms. Children in the Foundation Stage do not have access to a dedicated play area for large or wheeled equipment. There is a good partnership with parents and the school provides a good level of care for pupils.

LEADERSHIP AND MANAGEMENT

Overall leadership and management are good. The leadership of the new headteacher is good. She has worked extremely hard to improve the school's provision and create a strong and effective staff team. Her calm, measured approach to the job rubs off on all staff, who share her strong determination to improve the school's provision and raise standards. The school is managed well and co-ordinators in English, mathematics and special educational needs have been successful in improving the quality of provision in their subjects. The special support unit is led and managed very well. Although the role of governors has been unsatisfactory for much of the time since the last inspection, good quality training and support have increased their effectiveness and their awareness of the school's strengths and weaknesses. Governance of the school is now satisfactory.

PARENTS' AND PUPILS' VIEWS OF THE SCHOOL

Parents hold the school in good regard and pupils enjoy their learning experiences.

IMPROVEMENTS NEEDED

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

- Improve pupils' achievement in Years 1 to 6, particularly for the more able.
- Raise standards in English, mathematics, science and religious education at the end of Year 2 and Year 6.
- Develop the leadership and management qualities of all co-ordinators to maintain the school's improvement in the quality of education it is providing.

PART B: COMMENTARY ON THE INSPECTION FINDINGS

STANDARDS ACHIEVED BY PUPILS

Standards achieved in areas of learning, subjects and courses

Pupils' achievement is satisfactory overall but the achievement of pupils in Years 1 and 2 has been unsatisfactory over time. Children in the Foundation Stage make good progress and achieve well. At the end of Year 2, pupils' standards are below average in reading, writing and mathematics. At the end of Year 6, pupils' standards are below average in English and mathematics and well below in science.

Main strengths and weaknesses

- Standards in English, mathematics and science have fallen since the last inspection but standards in information and communication technology (ICT) have risen.
- Foundation Stage children make a good start to their education.
- Pupils' achievement has not been good enough in Years 1 and 2.
- Pupils with special educational needs are very well supported and achieve well.
- Standards in art throughout the school are above expectations.

Commentary

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

Standards in:	School results	National results
reading	14.9 (15.7)	15.7 (15.8)
writing	15.8 (15.0)	14.6 (14.4)
mathematics	15.6 (16.6)	16.3 (16.5)

There were 23 pupils in the year group. Figures in brackets are for the previous year

1. Although standards have fallen significantly since the last inspection, there are clear signs that pupils' achievement is improving throughout the school. Targets have been set for individual pupils in reading, writing and mathematics and pupils' progress has been carefully tracked in the last two terms. However, the achievement of the present Year 2 pupils has been affected adversely by the significant number of teachers who have taught the class due to long-term staff illness. The present attainment of Year 2 pupils is average in speaking and listening, but below average in reading, writing and mathematics and well below average in science. This shows a fall in standards in writing and science but standards in reading and mathematics being maintained. In the 2003 national tests, pupils' standards were above average in writing and below average in reading and mathematics when compared to all schools. When compared to similar schools, pupils' attainment was above average in writing, below average in mathematics and well below average in reading. Despite these overall below average results, the school's improvement trend is above the national trend. This might appear contradictory but pupils have been attaining below and well below average standards for the last four years in Year 2 and the improvement trend is based on these low standards. Historically pupils have been underachieving in Years 1 and 2, having left the Foundation Stage with standards that were at least in line with national expectations. In the last three years there has been no significant difference between the ability of boys and girls.

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

Standards in:	School results	National results
English	26.3 (23.9)	26.8 (27.0)
mathematics	27.0 (24.6)	26.8 (26.7)
science	30.8 (27.4)	28.6 (28.3)

2. There have been wide variations in Year 6 pupils' attainment in recent national tests, ranging from above average to well below average. However, the improvement trend is broadly in line with the national trend and in 2003 pupils showed good improvement over the previous year's results. In 2003 pupils' attainment was well above average in science, average in mathematics but below average in English, when compared to all schools and schools who draw their pupils from a similar background. However, statistics showed that these pupils had made good overall progress since Year 2. The positive impact of the initiatives the school has taken to raise standards in English, mathematics and science in the last two terms, has again been negated by staff absence which has led to a succession of supply teachers working with the Year 6 pupils. After a good start with a permanent member of staff in the autumn term, pupils' progress has been erratic but has finally stabilised with a temporary teacher who has been with the pupils for the majority of the present term. However, despite the school's determined efforts, results are below average in English and mathematics and well below average in science for these pupils. Whilst boys have attained better than girls in mathematics and science in the last three years, no discernible difference was noted during the inspection.
3. Children in the Foundation Stage make a very good start to their school life. They settle very well, form very good relationships with the staff and work happily together. They are achieving well in all areas of learning and particularly well in communication, language and literacy. Assessments show that children enter the school with average attainment and by the time they leave the reception class, children's attainment is above average in all areas apart from physical development. Children are achieving well because of the consistently good quality teaching and the very good support they receive from all staff who work in the class.
4. The pre-inspection analysis of test data raised questions about the performance of the higher-achieving pupils and whether or not these pupils were sufficiently well challenged. Evidence from the inspection confirms that higher-attaining pupils are not being consistently challenged in all years and this is one of the principal reasons for the below average proportion of pupils attaining the higher levels at the end on Years 2 and 6. However, the school has now implemented a thorough assessment and tracking system to ensure challenging targets are set for pupils of all abilities and evidence shows that this is already having a positive impact on the achievement of all pupils.
5. In all other subjects in Year 2 and Year 6, pupils' attainment is in line with national expectations, apart from art where standards are above and religious education where standards are below. The raising of standards in religious education was an issue at the time of the last inspection and this has not been successfully addressed. However, standards in ICT have improved, and are now in line with expectations, with pupils making increasing use of computers to support their work in other subjects. Assessment data for Years 4 and 5 shows that pupils are achieving well in the core subjects of English, mathematics and science, with a significant minority of pupils now working at the higher levels.
6. The school has very effective systems to analyse the performance of pupils with special educational needs. Regular communication ensures that these pupils receive well-focused support that enables them to be fully integrated into the work of the class. Occasionally pupils are withdrawn for small group or individual work. The work in developing these pupils' speech and language skills is particularly good with pupils making very good progress in these two important areas. Similarly the work of the special support unit is most important for those pupils with the greatest need. The very good teaching of the unit leader and of the support assistant enables these pupils to make good and often very good progress towards the targets on their individual education plans.

Pupils' attitudes, values and other personal qualities

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

Main strengths and weaknesses

- Pupils show good interest in their lessons, concentrate well and are keen to learn.
- Their behaviour is good in lessons and around the school.
- Relationships between pupils and among pupils and adults are good.

- Pupils are very confident and keen to take responsibility.
- Pupils show good levels of respect for one another's feelings and beliefs.

Commentary

7. In response to their questionnaire, most pupils said that they liked school and enjoyed their lessons. A significant minority of pupils, nearly all in Years 3 to 6, felt that there was no adult to whom they could turn for advice. However, in discussion, pupils said that they liked their teachers and that matters had improved since the arrival of the new headteacher. Pupils who arrive during the school year are welcomed into the school. Children in the Foundation Stage quickly become used to school routines and interact well with older pupils.
8. Pupils are well motivated and want to do well. They expect to work hard and enjoy challenge; for example, in a Year 5 mathematics lesson on developing written methods for subtraction, pupils were given the opportunity to formulate their own problems and explain them to the rest of the class. Pupils co-operate well and listen well to the views of others; for example, in a Year 1 English lesson on story writing, pupils worked well together in pairs, were eager to read their work aloud and listened well to others' contributions. They are eager to show their work to visitors. Nearly all pupils respond well to teachers' expectations of them and are confident, open and friendly. This was particularly noticeable during a 'Parents' Pop-in' session in the reception class, where children recited from memory five stanzas of Wordsworth's *Daffodils* and gave a confident impromptu performance of the *Three Billy Goats Gruff*. Pupils with special educational needs have positive attitudes to their work and show good self-esteem. This was particularly evident in the pupils who are withdrawn for extra speech and language support.
9. Behaviour is good throughout the school in lessons, assemblies and playtimes. Parents who responded to the questionnaire felt that behaviour was good overall, although some expressed concerns. Parents at the pre-inspection meeting felt that behaviour was good and concerns appeared to relate to staffing difficulties last year. Behaviour is now well and consistently managed throughout the school and pupils appreciate the rewards and sanctions system. Behaviour at playtimes during the inspection was co-operative and friendly. Pupils respect their teachers, who offer them good examples of courtesy and fairness. School rules are agreed with pupils at the beginning of the year and displayed prominently in classrooms. Because teachers have high expectations of pupils' behaviour, pupils are well aware of how they should behave and fully understand the difference between right and wrong. No bullying or harassment was observed during the inspection and pupils know what they should do if it should occur. There is a high degree of racial harmony.
10. Pupils are enterprising and respond well to the many good opportunities for taking responsibility, in class, in assemblies and through the school council. Relationships between pupils and adults and among the pupils themselves are good and this security gives pupils confidence to ask questions and put forward their ideas. Pupils are keen to take part in school activities and participation in extra-curricular activities is good.

Attendance in the latest complete reporting year (%)

Authorised absence		Unauthorised absence	
School data	5.5	School data	0.3
National data	5.4	National data	0.4

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

11. Attendance is in line with national figures. Unauthorised absence is below average. Punctuality is satisfactory for the great majority of pupils, although there is a very small minority of persistent late arrivals. The school monitors attendance well, with good support from the educational welfare service. There were four fixed-period exclusions last year of the same pupil. Procedures were correctly followed. There have been no exclusions this year.

Exclusions

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	153	4	0
White – any other White background	3	0	0
Mixed – White and Black African	2	0	0
Black or Black British – African	2	0	0
Any other ethnic group	1	0	0
No ethnic group recorded	4	0	0

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

12. The ethos and the social and moral development of the pupils are good. Pupils behave with consideration for others; for example, they are polite to other pupils and hold doors open for one another and visitors. They have a well-developed sense of how their behaviour might affect others and are supportive of one another; for example, the ‘traffic light’ system for behaviour was reintroduced after pupils requested it through assemblies and agreed it with teachers. In discussions, pupils particularly liked the atmosphere of the school; one pupil said she liked school because “teachers have taught us a lot” and another Year 5 pupil said he would really miss the present Year 6 because they were “nice and helped the younger ones”. The school council and clubs make a real contribution to pupils’ sense of responsibility. The personal, social and health education programme and the residential trips make a good contribution to pupils’ social and moral development.
13. Provision for pupils’ spiritual development is good. Pupils have good opportunities to reflect on their own feelings and beliefs and the beliefs of others through religious education and assemblies. Local clergy take assemblies regularly and assemblies celebrate the festivals of the world’s major faiths. Pupils often visit the local church. During the inspection, Year 1 pupils were awed by the sight of vestments during a visit to the church. There are good displays of art around the school and a lesson on the impact of the building of a supermarket gave pupils good opportunities to think about their environment. Pupils are encouraged to think of others less fortunate than themselves and raise money for charities; for example, they have saved enough money over the last two years to send a cow to Uganda.
14. Pupils’ cultural development is satisfactory. Art is well represented in displays and a good variety of visitors, including musicians and theatre groups, visit the school. A good number of pupils learn musical instruments and sing in the choir. However, there are not enough opportunities for pupils to learn about the diversity of cultures in modern Britain.

QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

The school provides a satisfactory quality of education overall. Teaching and learning are satisfactory overall. Assessment is good. The curriculum for the Foundation Stage is very good and satisfactory in the rest of the school. The enrichment of the statutory curriculum is good. Accommodation and resources are satisfactory. The school provides a good level of support and care for all pupils and has good systems for seeking the view of pupils. The school has good links with parents and satisfactory links with the community and other schools.

Teaching and learning

Teaching and learning are satisfactory overall. Assessment is good.

Main strengths and weaknesses

- Teaching is consistently good in the Foundation Stage.
- Teaching and learning have been unsatisfactory over time in Years 1 and 2 but have improved recently.
- Teaching meets the needs of pupils with special educational needs very well and has a positive impact on their learning.
- Assessment is used particularly well in the Foundation Stage and well in English and mathematics.
- Teaching assistants are hard working, very knowledgeable and are used effectively to support pupils' learning.
- Teachers mark pupils' work regularly but do not consistently inform pupils of what they need to do to improve.

Commentary

Summary of teaching observed during the inspection in 32 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0	6 (19%)	15 (47%)	11 (34%)	0	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.

15. The good and often very good teaching in the Foundation Stage enables children of all abilities to achieve well. The teacher and teaching assistants work very effectively together. They have a very good understanding of how young children learn and the exciting range of activities is very well planned and builds constructively on children's previous learning. In the activities they provide, every opportunity is taken to develop children's speaking and listening and early reading, writing and mathematical skills. Particularly effective is the teaching of letter sounds, which has enabled the children to achieve very well in the development of their reading, writing and spelling skills. Routines are clearly understood by the children and help them to feel secure and valued. Learning is fun in the reception class and children are very enthusiastic about all aspects of their work. Assessment is very good and enables the teacher to set challenging tasks and make very effective use of resources in the children's learning process.
16. Historically the teaching and learning in Years 1 and 2 have been unsatisfactory. Children have left the reception class with attainment that is average and, by the end of Year 2, standards in reading, writing and mathematics have been below average for four out of the last five years. Monitoring of the quality of teaching by the new headteacher and the local education authority inspectorate confirmed that there were serious weaknesses in the school's provision, with a significant amount of unsatisfactory teaching. A rigorous programme of monitoring, written and oral feedbacks, target setting for improvement and support in the classroom have led to significant improvements in the quality of teaching and learning. This is evident in the analysis of pupils' books which clearly show that pupils' overall achievement is now satisfactory. However, in Year 2, pupils' achievement has been unsatisfactory this year. Much of this is due to the high turnover of supply teachers who have taken the class during the long-term absence of the teacher. As a result, pupils' learning has been noticeably disrupted and they have not reached the targets which had been set for them. The quality of teaching and learning has also been disrupted in Year 6 this year by the long-term absence of the permanent teacher. However, despite the class being taken by several supply teachers, the quality of education in that class has still enabled the pupils to have achieved satisfactorily through the year.
17. The quality of teaching and learning observed during the inspection week was good overall but not as many very good lessons were observed as at the time of the last inspection. However, there are now several procedures clearly in place which have improved the quality of teaching and learning since the start of the school year. The use of assessment is now good, particularly in English and mathematics. As a result, accurate targets are now set for the pupils to achieve by the end of a school year and the school's tracking system enables pupils' progress to be monitored carefully towards these targets. As teachers now have a good

understanding of pupils' targets, the work set is more consistently challenging and this results in pupils achieving well in most lessons. Sometimes there is a lack of challenge for higher-attaining pupils. This has been identified by the school and, from next term, setting by ability will be introduced for numeracy and literacy lessons in Years 3 to 6; this is intended to provide greater challenge for the higher-attaining pupils.

18. Teachers are consistently good at creating opportunities for pupils to develop their speaking and listening skills. Teachers make good use of these skills in lesson introductions and in the way they develop pupils' learning through careful questioning. This encourages pupils to share their ideas which, in the best cases, are reinterpreted by the teachers so that all pupils benefit from their peers' answers. This was particularly effective in a Year 6 ICT lesson when pupils were helping to improve the title page of a multi-media presentation. In the great majority of lessons, the management of pupils' behaviour is good and, as a result, pupils concentrate well and work hard. Occasionally teachers do not insist on all pupils listening before they speak to the class and, when this happens, the flow of the lesson is disrupted when the teacher has to re-explain things to those who were not listening. The work of the teaching assistants is significant. They are well trained, work effectively with pupils and give consistently good support to both individuals and groups of pupils. As a result, these pupils are well included in lessons and their learning and behavioural difficulties do not affect the learning of other pupils. Teachers' knowledge and confidence in the use of computers have improved since the last inspection and computers are used increasingly to support pupils' learning in other subjects.
19. Pupils' questionnaires indicated that they did not always have a clear understanding of how to improve their work. Analysis of pupils' books shows that teachers mark pupils' work thoroughly but do not consistently identify what pupils need to do to improve. Homework was an issue with a small proportion of parents but inspectors found that it was set regularly and pupils had a clear understanding of how it was helping their learning.
20. Pupils who have special educational needs are well taught and receive consistently good support. All teaching assistants have received very good training for supporting pupils with speech and language problems. As a result, the work that these assistants carry out with pupils needing support in this area is of a very high quality, enabling these pupils to achieve well and often very well. Individual education plans for pupils with special educational needs are carefully drawn up and used well by the teachers and teaching assistants to plan specific work for these pupils. The special educational needs co-ordinator gives very good support to teachers to ensure the targets on these education plans are appropriate for individual pupils. Unlike at the time of the last inspection, very good use is now made of the teacher and teaching assistant who work in the special support unit. Both work very effectively with individuals and groups of pupils and very good use is made of the skills of the unit leader in identifying the problems of individual pupils.

The curriculum

The curriculum offered to pupils is improving fast and is satisfactory at present. The provision is very good in the reception class. There is a good range of extra-curricular activities. The accommodation and the quality and range of learning resources are satisfactory.

Main strengths and weaknesses

- Whole school curriculum balance has not been assured in the past and insufficient time has been given to some subjects to make learning effective.
- Provision and continuity in pupils' learning have been haphazard in Years 2 and 6 as a result of the long-term staff absence and frequent staff changes.
- Provision for children in the reception class is very good and a strength.
- The curriculum provides very well for pupils with special educational needs.
- There have been unsatisfactory improvements in the planning for religious education since last inspection, but some good improvements in ICT, and very good improvements in art.
- There are good opportunities for all pupils to participate in many interesting and stimulating activities in school time and after school. Participation in competitive sport and art projects is a particular strength.

Commentary

21. The school provides a broad curriculum that is enriched further through a good range of extra-curricular activities. Statutory requirements are met broadly for pupils of all ages in all subjects, including religious education and collective worship. An audit of the provision by the headteacher indicates that teaching time is less than the recommended minimum time for pupils in Years 3 to 6. Individual variations occur in the time teachers allocate to different subjects. Time allocation to different subjects has not been planned sufficiently carefully in the past, which has resulted in some curriculum imbalance and inconsistency in its implementation. There are appropriate plans now to address these issues: from the start of the next term. Literacy and numeracy strategies have been implemented successfully and there is a fair degree of consistency of practice between teachers. Teachers are now looking at creative ways in which they can integrate literacy with other subjects. This is usefully enhancing pupils' speaking and listening skills, and increasing their ability to read and write in meaningful contexts. The art curriculum is a strength and contributes well to the learning ethos and environment, with a strong spiritual, moral, social and cultural dimension. Useful curricular links have been established with the local schools, preparing pupils well for the next stage of their learning. Links with high schools are strong in science.
22. Nationally recognised schemes of work for subjects have been adapted to suit the needs of the school and are helping to develop clear progression in pupils' skills and subject knowledge. However, there is unsatisfactory progress overall in addressing the main issues from the last inspection in relation to the curriculum. Not all policies and schemes of work are in place as yet, and many are in draft form needing approval from the governing body. Policies for monitoring and evaluation and homework are in a draft form, and a policy for teaching and learning is in the pipeline. There is a written 'Able Pupils' policy but none to promote the awareness of the dangers of drug abuse, although the school has taken steps to make satisfactory arrangements to address this. Policies on race equality, equal opportunities and inclusion will be in place shortly.
23. Overall the school's equality of access is consistently good for the great majority of pupils. Occasionally though, higher-attaining pupils are not challenged sufficiently. There is satisfactory provision for gifted and talented pupils, which is co-ordinated well. An example of this is available in art, where a special course has been devised by the art co-ordinator for a few selected pupils in the school, who have been successful in reaching high levels of achievement. Higher-achieving pupils, on the other hand have been less well served particularly in science and mathematics through extended activities. Teachers are increasingly becoming aware of the need to improve their planning in this regard.
24. Personal, social and health education is taught in all classes using 'circle time', although the planned activities lack progression. A more structured programme is planned from the next term, which builds in the element of progression; a draft policy is in place. There are opportunities for pupils to learn the qualities of good citizenship. The school council meets frequently and is successful in taking into account the pupils' views. The headteacher is keen on strengthening this to include wider representation from all classes. The school gives due importance to developing healthy eating habits at an early age through work in science.
25. Opportunities for curricular enrichment are good through a wide range of activities, clubs and educational visits, for pupils of all ages. Residential visits are a strength of the school's provision, and are productive in extending the curriculum, particularly in science and geography. Visitors make a good contribution to the curriculum through whole school events, such as the 'Victorian School Day' and 'Egyptian Day'. Teachers make good use of visits to museums, art galleries and theatres to enhance the pupils' learning. School displays are attractive and useful in reinforcing newly learnt ideas and experiences.
26. Provision for pupils with special educational needs is very good and pupils are very well supported. The work of the school's special educational needs co-ordinator and the head of the special support unit on the school site is instrumental in this high quality provision. There are now very good links between the school and the unit leader and this has a very positive impact on the school's work with these pupils. The special educational needs co-ordinator works very closely with teachers in the drawing up of pupils' individual education plans to ensure targets are well matched to the pupils' needs and measurable. Teaching assistants are very well used, particularly in pupils' speech and language development. All assistants are very well qualified and their work is particularly effective with these pupils. The curriculum for the very small number of pupils in the unit is also very good and enables them to make good progress in meeting their carefully planned targets. Particularly good use is made of ICT.

27. Provision for children in the reception class is very good and a strength of the school. The curriculum is very well planned and very good use is made of the regular assessments to ensure it meets the developing needs of the children. Particularly effective is the work in developing the children's communication, language and literacy skills and this leads to the children making very good progress in this area.
28. Staffing, accommodation and learning resources are satisfactory to match the demands of the National Curriculum and in meeting the needs of the school. There is a good level of staffing, accommodation and learning resources in the Foundation Stage to support children's learning. Resources have improved in music, religious education, science and geography. However, the school is rightly aware of the need to develop the number and range of reading and reference books. Accommodation in the Foundation Stage is satisfactory, but there is no discrete outside area for the use of large equipment and toys. The Year 1 and 2 classes are very cramped and, because of the semi-open-plan layout of the school, noise from adjacent classes frequently disturbs pupils' learning. Outdoor resources are good. Resources are satisfactory overall, except in art and the Foundation Stage, where they are good, and for special educational needs, where they are very good.

Care, guidance and support

The provision for pupils' care, welfare, health and safety is good overall. The provision of support, advice and guidance based on the monitoring of pupils' achievement is good. The involvement of pupils through seeking and acting on their views is good.

Main strengths and weaknesses

- The induction arrangements for pupils in reception are very good.
- There are effective procedures for health and safety, child protection and first aid.
- Despite staff mobility, adults know pupils well and provide good levels of care.
- Systems for monitoring pupils' academic standards and progress are good.
- Arrangements for monitoring pupils' personal development are good.
- The involvement of pupils in the school's work is good.
- Support for pupils with special educational needs is very good.

Commentary

29. There are very good arrangements for children when they start at the school. The arrangements include preliminary visits to the school by both children and parents and a high quality and attractive 'reference book', as well as a very helpful information pack. Parents and children felt well prepared for their new experience. Pupils who enter the school during the year are well supported by the informal 'Buddy' system.
30. The school has good health and safety procedures. Child protection procedures are securely in place. The headteacher is the designated person for child protection and has been recently trained and has updated guidelines and procedures. The new policy is to be ratified next term, when all staff are to be given formal training. Support from police is good and links with social services are good. There are currently no pupils in public care. Arrangements for the administration of first aid and for monitoring pupils' medical conditions are good. Security and supervision at lunch and playtimes are well carried out. Risk assessments are regular and thorough, and health and safety practice is good throughout the school.
31. Despite recent staffing difficulties, there is a strong bond of trust between pupils and all adults who work in the school. Most pupils who responded to the inspection questionnaire felt there was at least one adult to whom they could turn for advice. Adults in the school know pupils well. Pupils' personal development is monitored systematically through class files and reports. Parents felt strongly that their children were well supported and cared for. Academic monitoring has improved considerably this year and is now good. Pupils' progress is now measured against targets and pupils are increasingly involved in the assessment of their own achievement. However, marking is not yet consistent across the school. Throughout the school, pupils with special educational needs are very well supported by their teachers and also by the very well trained teaching assistants who regularly work with these pupils in small groups. The small number of pupils in the special support unit are particularly well supported by the knowledgeable staff.

32. Pupils' views are sought consistently through the school council, which meets regularly and whose minutes are displayed in the school. Class councils are planned for next term. Pupils in their questionnaire felt confident that their views are heard and acted on. This was clearly seen in pupils' involvement in the appointment of the new deputy headteacher and in the redesign of the playground.

Partnership with parents, other schools and the community

The school's links with parents are good. Links with the community and with other schools are satisfactory.

Main strengths and weaknesses

- Parents have positive views of the school in most areas.
- The school provides parents with good information.
- There are good links with other local schools through sport.
- The Friends' Association is very supportive.
- A significant minority of parents are dissatisfied with extra-curricular activities and with the information they receive about their children's progress and have concerns about behaviour.

Commentary

33. In response to the questionnaire, parents and carers expressed positive views on most aspects of the work of the school. They were particularly pleased with the new leadership, with the quality of teaching and with the way pupils were welcomed into the school. They felt that staff treated their children fairly, expected them to work hard and helped them to become mature and responsible. Significant numbers, both in response to the questionnaire and at the meeting, felt that staffing difficulties had led to a lack of consistency in homework and providing information about children's progress. The inspectors support parents' positive views. Information provided for parents is generally good, but staffing difficulties have meant that communication with parents of pupils with special educational needs has not always been consistent over the last year. Extra-curricular activities were judged to be good.
34. Information provided for parents is good. The prospectus and the governors' annual report to parents are well presented and clearly written. Reading diaries are used well. The support given by parents to their children's learning at home is good. Reports have been revised so that they now give clear information to parents about children's progress against national standards, together with targets for improvement. Some parents expressed dissatisfaction with the short notice of changes to class structures; this occurred because the school itself received short notice of a staff change and had to act quickly in the best interests of a group of pupils. Links with parents of children with special educational needs, which were disrupted because of staff illness, are now consistently good. Parents of children with special educational needs, both in the school and the special support unit, are kept well informed about their children's progress and are well involved in the evaluation and target setting process for the individual education plans. The annual reviews of pupils with statements of special educational needs are particularly well carried out, with good support from outside agencies.
35. Attendance by parents at consultation meetings and performances is good. The school now involves parents very well through seeking and acting on their views. The new headteacher has instituted parents' surveys and three have been held since her appointment earlier this year. As a direct result, the behaviour policy has been revised and parent's comments taken into account. Parents are involved early in any behavioural issues.
36. There are satisfactory links with local primary schools through sports. Links between the Foundation Stage and local playgroups and nurseries are very good. Links with secondary schools are satisfactory and improving, through transition projects in science, sports and ICT.
37. The school Friends' Association runs a good range of social and fund-raising activities and raises good sums to buy equipment to support children's learning. A good number of parents help in school on a regular basis. Parent governors are very well involved in the life of the school. The school has satisfactory links with the local community: for example, local clergy regularly take services and representatives from the library service and the local museum visit classes. Pupils sing to local elderly people at Christmas. The school makes good use of the local area, such as Fishbourne Palace and local supermarkets, as a resource.

LEADERSHIP AND MANAGEMENT

Leadership and management of the school are good. The leadership and management of the headteacher and other key staff are good. The governance of the school is satisfactory.

Main strengths and weaknesses

- The headteacher provides good and thoughtful leadership for the school and has successfully led the school through a difficult period, resulting in significant improvements in the school's provision.
- The school's overall effectiveness has declined since the last inspection.
- The school now has very good self-evaluation procedures and tracks pupils' progress very carefully.
- The monitoring role of the key co-ordinators has developed very well in the last year and has led to good improvements in the quality of education provided by the school.
- The leadership and management of the Foundation Stage and the special educational needs provision are particularly effective.
- Teaching and non-teaching staff are a closely-knit team and work effectively in the day-to-day management of the school.
- Governors work hard, have given good support to the school's new headteacher, and now have a much clearer understanding of the school's strengths and weaknesses and of their statutory duties.

Commentary

38. Governors have been very supportive of the new headteacher since she was appointed in January. It became evident, in the term before the new headteacher was appointed, that the role of governors had been unsatisfactory and that not all statutory requirements were being met by the school. Under the guidance of the acting headteacher, the new headteacher and a very supportive local education authority, the role of the governors has been transformed in the last six months. Until this intervention, the role of the governing body had been unsatisfactory, particularly in the areas of monitoring the school's performance and ensuring statutory requirements were in place. The work of the governing body is now satisfactory. Statutory policies have been put in place and governors have worked far more closely with the headteacher in analysing the school's strengths and weaknesses and setting an agenda for school improvement. However, from next term, the governing body will be without their experienced chairman and vice-chairman. Their replacement will be an important priority for the school if the present improvement momentum is to be maintained.
39. The headteacher has worked particularly hard and effectively to improve the school's provision. Her appointment came at a critical time in the school's development. Priorities were identified and incorporated into a well-focused, short-term school improvement plan. Staff training and good support by a consultant headteacher enabled the school to make vital improvements in important areas of the school's provision. A rigorous programme of classroom visits was started. Weaknesses in teaching were addressed by support and targets for improvement. Challenging individual targets for pupils in mathematics and English gave a clear focus to teachers' work in the classroom. Policies were rewritten and the curriculum for all subjects revised. The views of parents and pupils were sought and ideas from the questionnaires incorporated into the school's planning. As a result, the school's provision has improved markedly in a very short time. However, the impact of these improvements will not be evident in the present standards at the end of Year 2 and Year 6, which have also been affected by long-term teacher absence. The headteacher has been a lynchpin for the improvements that the inspection team observed and, with the present high staff morale and strong team work, the school is in a very strong position to consolidate and continue these improvements. However, despite these very real improvements, the school's overall effectiveness is still not as good as at the time of the last inspection.
40. The leadership and management of the school's special educational needs have improved considerably since the last inspection and are now very good. There is now very good liaison between the special support unit and the school and resources are shared particularly effectively to the great benefit of these pupils.
41. The management of the school is good. Staff now have a much clearer understanding of how the school is expected to run from day to day and they carry out this policy in a consistent

fashion. The role of the co-ordinator, particularly in English, the Foundation Stage, mathematics and special educational needs, has been carefully developed, thus successfully addressing a key issue from the last inspection. Co-ordinators are now having an increasing impact on standards and the provision in their subjects. The planned joint monitoring by a co-ordinator and associated governor is a good initiative, making good use of time and deepening the individual governor's knowledge, which will be shared with the full governing body. As a result, governors will have more first hand information to inform their role of critical friend.

42. The school's new and very good self-evaluation procedures are being used most effectively to draw up well focused improvement plan priorities that will have maximum impact on improving the school's provision. The views of governors, staff, parents and pupils are now carefully considered. These, together with information from the school's effective monitoring systems, enable the school to set very specific targets in its improvement plan. The present priorities should have a direct impact on improving pupils' achievement for next year. Teachers' performance management is well implemented and effectively linked to developments in the improvement plan. The school's induction for teachers new to the profession is very good enabling newly qualified teachers to play a valuable part in the school's provision.

Financial information for the year April 2003 to March 2004

Income and expenditure (£)		Balances (£)	
Total income	500 614	Balance from previous year	5 120
Total expenditure	509 190	Balance carried forward to the next	(3 456)
Expenditure per pupil	2 749		

43. The governors manage the budget carefully to ensure enough money is available to finance developments. Although the 2003/04 budget ended the year with a deficit, this was due to unexpected staffing costs including the long-term absence of two teachers. The budget for 2004/05 which has been drawn up with guidance from the local education authority finance officer, is not in deficit. The school applies best value principles satisfactorily overall but well in the areas of comparison and consultation.

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

AREAS OF LEARNING IN THE FOUNDATION STAGE

At the time of the inspection there were 24 children in the reception class, many of whom had attended local playgroups and nurseries. Children's attainment on entry is average and all children are achieving well, with the great majority on course to reach the nationally expected early learning goals by the end of reception. A significant minority of pupils will exceed these goals, particularly in the area of communication, language and literacy where pupils' progress is very good. The quality of teaching is good overall and often very good. This is because all staff use the very good assessment procedures very well to measure pupils' progress during each lesson and to adjust future planning. This means that all teaching builds consistently on the children's previous learning. The curriculum is very good and particularly well matched to the different abilities in the class. Procedures for identifying pupils with special educational needs are very good and these children are particularly well supported. At the time of the last inspection, the Foundation Stage had no significant weaknesses. Since then the provision has improved further and pupils are now making good progress in all areas of learning, which was not the case at the time of the last inspection.

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

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

Main strengths and weaknesses

- Relationships are very good among children and between adults and children.
- Children are interested, hard working and thoroughly enjoy their learning.
- The teacher and teaching assistant work very effectively together and carefully plan a range of innovative opportunities for pupils to develop both independently and collaboratively.
- Standards exceed expectations.

Commentary

44. Children are very happy and enthusiastic learners. They have developed very good relationships and benefit greatly from working together. Pupils have a thorough understanding of classroom routines and the expectations of behaviour. As a result, the 'free-choice' activity sessions are extremely ordered and give children real opportunities to make decisions about aspects of their learning activities. The consistent reinforcement of classroom conventions is leading to a very secure and ordered environment. The classroom is very carefully planned to provide a colourful and stimulating workplace. Consequently, children are enthusiastic and motivated learners and are developing very good relationships with each other and all other adults who work or help in the classroom.
45. The teaching and learning in this area are consistently good and pupils are achieving well. As a result, the great majority of children will achieve the early learning goals and a significant number will exceed them. The teacher and teaching assistant plan a wide range of activities to ensure the children work in different settings and in different groups. As a result, they have good collaborative skills and show good confidence in making new friends, sharing equipment and listening to the views of others. The mix of activities enables children to develop their independence by making choices in activities and in the way they use resources. As a result children's work often sparkles with innovation and imagination. The behaviour in the classroom is consistently good with staff providing very good role models and setting clear guidelines for the children to follow. This is an extremely happy classroom where laughter and learning go hand in hand.

COMMUNICATION, LANGUAGE AND LITERACY

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

Main strengths and weaknesses

- Children are making particularly good progress in the development of their early reading and writing skills.
- The classroom is a very rich environment for the development of children's language.
- Very good teaching enables pupils to make very good gains in all areas of their language development and attain standards that are well above expectations.

Commentary

46. The quality of teaching and learning in this area is consistently very good, leading to children's very good achievement and high standards in this area. The majority of children will exceed the early learning goals by the end of the reception year. The teacher's planning is highly innovative and well planned and leads to a range of stimulating activities to develop the children's language skills. Children's speaking and listening skills are very successfully developed in a wide and stimulating range of settings. All staff frame their questions very carefully and this gives children good opportunities to develop their speaking and listening skills. This was clearly seen when children were discussing the techniques they would use to make their clay troll. There are many opportunities for informal talk during the school day, particularly when children move around the range of free-choice activities. The work in the role-play area is particularly effective. During the inspection this had been transformed in a vet's surgery. Children took a lively interest in its organisation, shared out the responsibilities and treated all the animals in their care with genuine kindness.
47. Children enjoy the challenges of their early reading activities. They have developed a real love for stories and books. Regular story time sessions are particularly popular with the teacher building a range of activities round individual stories. *The Three Billy Goats Gruff* during the inspection week was the centre of many high-class language activities which captured the children's imagination. The teaching of phonics is particularly effective using a popular commercial programme and, as a result, children's reading and writing skills have developed very well since the beginning of the year. Children have a fascination with words. This was clearly shown when one child wrote 'the mean, green, fat, scary, horrible, ugly troll would not let the goats across the rickety bridge'. Children regularly look at books individually and in groups, with all making significant progress in developing their understanding of how the text connects with the illustrations and in their recognition of common words. Good links with parents encourage a joint approach to the development of these skills.

MATHEMATICAL DEVELOPMENT

Provision in mathematical development is **good**.

Main strengths and weaknesses

- Innovative teaching successfully reinforces basic numeracy skills and language.
- Standards are above expectations.

Commentary

48. All children are achieving well in their mathematical development, with the great majority on course to reach the early learning goals by the end of the reception year and a significant number of children to exceed these. The teaching and learning are consistently good because the teacher plans imaginative activities that build successfully on children's prior learning. Well-focused teaching sessions successfully develop children's counting skills, such as when children use an abacus to count in twos and then in tens up to 100. Counting skills are consistently reinforced during the school day when staff create opportunities in all activities to reinforce children's confidence in using numbers. The range of good quality resources allows children to develop their understanding of counting and ordering further. Children are excited and enthusiastic learners because the teacher uses a range of techniques to reinforce basic concepts. Particularly effective work by the teaching assistant enabled a lower ability group to

count in tens up to 200. Higher-attaining children are particularly well challenged, with some attaining standards that are expected of Year 1 pupils.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Provision in knowledge and understanding of the world is **very good**.

Main strengths and weaknesses

- A range of imaginative activities develops children's excitement in the world around them.
- Children regularly use computers to consolidate and extend their learning.
- Standards are above expectations.

Commentary

49. Careful planning and good quality teaching enable children to achieve well in this area, with the great majority attaining the early learning goals by the end of the reception year and a significant number exceeding these. Children's achievement has improved in this area since the last inspection. Adults give particularly good support in the planned group activities. A wide range of visits and visitors broadens the children's understanding of their world. Innovative follow-up activities help children to make sense of the wider world, such as when they tasted the different cakes they had made and drew graphs to show which ones they liked the best. It is because of stimulating sessions such as this that pupils make good progress in this area and are inquisitive about the world around them. Children have access to a good range of building materials which they join creatively, such as when building a bridge for the three Billy Goats Gruff to use. Children have regular access to computers, where the good range of programs successfully consolidates and develops their learning in a range of different contexts.

PHYSICAL DEVELOPMENT

Provision in physical development is **good**.

Main strengths and weaknesses

- Good quality teaching successfully develops children's confidence, co-ordination and collaborative skills.
- The school compensates well for the lack of a discrete outside play area.
- Children are enthusiastic about physical activities.

Commentary

50. The quality of teaching for children's physical development is good, with the great majority of children achieving the early learning goals by the end of the reception year. A lack of a separate play area, where children can use large play equipment and apparatus, is a downside in the present provision but this is well compensated for by the effective use of the hall, playing field and courtyard. Physical education lessons have good pace and are successfully developing children's co-ordination and collaborative skills. Children are particularly enthusiastic about these lessons as was clearly seen in their practice for sports day. Children handle tools, construction and malleable materials safely because their use is well taught and a good range of creative opportunities is planned. Development of children's control of small objects, such as a pencil or paintbrush, is particularly good, with many children showing above average skills in their painting and handwriting.

CREATIVE DEVELOPMENT

Provision in creative development is **good**.

Main strengths and weaknesses

- Very good planning enables the children to experience a wide range of creative opportunities.
- The role-play area is well equipped and stimulates the children's imagination.
- Standards are above expectations.

Commentary

51. Good quality teaching and careful planning enable children to achieve well in this area, with a significant minority of children exceeding the early learning goals. The planning for children's creative development is particularly innovative and leads to children being able to take part in a wide range of creative activities. Many of these are well supported by adults who play a significant part through questioning and in helping the children to communicate their thoughts and feelings about the activities they are engaged in. Other activities enable children to work in unsupported groups where they choose from a good range of resources. The role-play vet's surgery was a particularly popular and productive area for the development of children's imaginative play. Children regularly sing songs and have access to a good range of musical instruments.

SUBJECTS IN KEY STAGES 1 and 2

ENGLISH

Provision in English is **satisfactory**.

Main strengths and weaknesses

- Standards of attainment at the end of Year 2 and Year 6 are below average, though pupils are now achieving satisfactorily by the end of Year 6.
- Provision for pupils with special educational needs is very good and these pupils achieve well.
- Pupils listen well and their good attitudes towards the subject contribute positively to their learning.
- Teaching and learning observed during the inspection were good overall although teaching and learning in Years 1 and 2 have been unsatisfactory over time.
- The subject is well led and managed.
- Assessment procedures are good, and good use is made of data obtained.
- The needs of higher-attaining pupils are not always sufficiently or consistently considered.

Commentary

52. Standards over the last four years and in the national tests of 2003 have been below average overall except in writing in Year 2 where a focus on improvement made a significant difference to the pupils' attainment in the 2002 and 2003 results. However, apart from writing in Year 2, too little has happened to develop the subject since the last inspection and improvement has been unsatisfactory. Though the carefully-planned strategies put in place recently by the new headteacher and the subject leader are designed to raise standards, they have not yet had time to take effect in all years. The pupils in Years 2 and 6 have been disadvantaged by a curriculum that needed improving and have also been disadvantaged significantly by the large number of supply teachers who have taken their classes due to long-term staff absence. This undoubtedly has had a negative effect on standards achieved in the latest national tests, and despite these good new practices, early indications are that standards remain below average in reading and writing in the present Year 2 and Year 6.
53. However, from lesson observations and from the analysis of pupils' work in Years 4 and 5 it is clear that standards are rising noticeably. Teaching and learning seen during the inspection were good overall. The quality of teaching from teachers who will be permanent members of staff in September was also good, and there is every reason to believe that future staffing and teaching quality will enable standards to rise quickly. Pupils' achievement in recent years has been unsatisfactory and achievement at the end of Year 2 is still unsatisfactory overall, but by the end of Year 6 pupils are achieving satisfactorily. However, too few pupils are reaching the higher levels. Pupils with special educational needs achieve well across the school due to the very good provision made for them.
54. By the end of Year 2 pupils' standards of speaking and listening are average, and they are achieving satisfactorily, but by the time pupils leave the school they are above average, and achievement is good. Teachers regularly provide opportunities for pupils to discuss elements of the lesson with partners and by the use of skilful, open-ended questions, encourage replies in well-considered, full sentences. Pupils in the Year 2/ 3 class responded well to role-play when being "hot-seated" to present arguments why hunters should give up their occupation to become elephant guards. Year 6 pupils spoke articulately and politely when being interviewed

by inspectors. Pupils' good listening skills contribute positively to their learning, and they are keen to answer questions and talk about what they know to the class. Teachers manage these class discussions well so that all pupils can concentrate and feel confident to contribute.

55. Standards in reading are improving, and though still below average at the end of Year 2 are now average by the end of Year 6. Reading journals are effective records of reading, but teachers do not always have a good knowledge of pupils' abilities nor consistently check what pupils are reading or whether the text is sufficiently challenging. Year 2 pupils have a good understanding of the terms *author* and *illustrator*, were clear about the difference between fiction and non-fiction books, and used their knowledge of letter sounds, breaking long words down into syllables, and using picture clues to help read new words correctly. Higher-attaining pupils talk knowledgeably about the characters, plot and development of their stories and older pupils make good use of 'blurbs' to assist their selection of books. In Year 2 due to staffing problems there has been too little consideration given to the progressive development of reading skills. By the end of Year 6 most pupils are competent readers, but the proportion attaining the higher Level 5 is below average. The school has an attractive, central library area but teachers' use of this to develop pupils' retrieval skills is inconsistent. It is a priority for the school to improve the range and number of group readers, graded individual reading books and further reference books.
56. Standards of writing at the end of Year 2 have been above average for the last two years, but early indications for this year are that they have fallen, for reasons already given, and achievement has been unsatisfactory. At the end of Year 6, pupils have achieved satisfactorily over time and an above average proportion of pupils are attaining the expected Level 4, but too few pupils attain the higher Level 5 and this is bringing down the overall standard attained. Standards of spelling are improving but the quality of handwriting and overall presentation of work is inconsistent.
57. Teaching was judged good at the time of the previous inspection. Since then standards have fallen because teaching and learning have not been so effective. Overall, teaching is satisfactory but has been unsatisfactory over time in Years 1 and 2. However, during the inspection, nothing less than good teaching was observed, some of which was very good. Analysis of pupils' work clearly shows that teaching standards have improved noticeably in the last two terms. This is due to effective monitoring of teaching and learning in the classroom, good in-service training and the introduction of other focused strategies for assessing and tracking pupils' work. In the best teaching observed, the teacher had considered carefully the needs of pupils of all levels of ability and moved the lesson on at a good pace, setting small, achievable targets and challenging pupils to go further with extension tasks. However, teachers do not always consider sufficiently the needs of pupils of different levels of abilities, especially the potentially higher attainers. As a result, not enough are reaching the higher levels. Teachers make good use of teaching assistants in the learning process and relationships with them and with pupils are good.
58. Since the arrival of the new headteacher there has been a more positive drive towards the raising of standards. Supporting her, the subject leader has provided good leadership and management to the subject. She has worked hard implementing the setting of targets, monitoring teachers' plans and lessons and organising focused in-service training in areas of improving pupils' writing and assessing their progress. It is still too early for these initiatives to have had much impact on the standards of pupils' work. Work is assessed more regularly now, but there are still no portfolios of pupils' graded work to assist teachers in assessing standards. There is a good awareness of the subject round the school, with high quality displays of informative, grammatical and literacy details, such as word trees, and "How to build a complex sentence" and celebration of pupils' work. The curriculum for English is carefully planned. The full literacy hour strategy has been implemented since the last inspection and this is helping to raise standards. Good timetable provision is made for reading, handwriting and spelling. The recent improvements noted during the inspection clearly show that the school's provision is progressing well and that the school's capacity for further improvement is very good.

Language and literacy across the curriculum

59. This is satisfactory overall. Across the school, teachers use good open-ended questions to help develop pupils' speaking skills, and plan opportunities for discussion and exchange of ideas. However, there is less awareness of the need to plan development of writing. In design and technology, science and geography there is good use of literacy across the curriculum but in history and religious education insufficient opportunities are planned to develop pupils' writing skills through empathic or factual, extended writing tasks. In both subjects there is too little recorded written work from pupils, across the school. Information and communication technology is used in all classes for word-processing, but too few opportunities are planned for computers in classrooms to be used to extend the writing skills taught and learned in the ICT suite.

MATHEMATICS

Provision in mathematics is **satisfactory**.

Main strengths and weaknesses

- Pupils' achievement is satisfactory by Year 6, but standards of attainment are below average by the end of Year 2 and Year 6.
- The quality of teaching and learning is satisfactory overall, but there are some weaknesses in teaching in Year 2.
- Assessment and tracking procedures are good and used well to inform the action plan for improvement.
- Pupils with special educational needs achieve well as a result of the very good support systems in the school.

Commentary

60. In the 2003 national tests for Year 6 pupils, standards were average compared with schools nationally and when compared with similar schools. In the tests for Year 2 pupils, standards were below the national average for all schools and similar schools. The proportion of pupils attaining the higher levels was below average in both year groups. Results have fallen since the last inspection when results were average at the end of both key stages. Gender differences are evident from the last year's results, compared to similar gender, boys did less well in Year 2, but girls did significantly less well in Year 6.
61. Standards in mathematics are below average at the end of present Year 2 and Year 6. The long-term achievement of pupils in Year 2 is unsatisfactory. This is mainly due to staff changes which have led to more disruption to pupils' learning in Year 2 than in Year 6 - where achievement is satisfactory. In lessons seen, boys and girls showed similar rates of progress and achieved satisfactorily. Standards are broadly as expected for pupils' ages in all other year groups. Pupils' numeracy skills are generally not well developed across the school.
62. Pupils' work samples show that by Year 2, attainment in number and in shape, space and measures is below average. In the lesson seen, pupils' understanding of data handling was satisfactory, but their recording skills were below expectations. In general, pupils' ability to use and apply mathematics is below average. Many pupils add single and two-digit numbers and mentally recall number facts to 20, but only a few can apply this knowledge to problem solving. Pupils solve simple word problems which mostly involve addition but they are not yet familiar with division. Teaching and learning are mostly good in Year 1, leading to average standards and sound achievement. There is a good variety in pupils' work folders. In the lesson seen, pupils made good progress in telling the time using clock faces. Work samples show good examples of pupils drawing a graph to present information in a variety of ways.
63. By Year 6, there is sound progress in pupils' problem solving skills. Work samples show good progress up to the start of the second term in all elements of their mathematics work. Progress has been disrupted, particularly for the higher-attaining pupils, when supply teachers took over the class on a temporary basis. Pupils' progress has increased again during the present term. More able pupils in class handle large numbers with confidence, indicating a good understanding of place value, equivalent fractions, and the link between fractions, decimals and percentages. In the lesson seen, the majority understood the term 'factors' and used those of given numbers to solve simple word problems. Most pupils remained on task

and enjoyed the open-ended nature of the activities, but the work was not sufficiently challenging for the few higher-attaining pupils in the class.

64. The quality of teaching and learning is satisfactory overall although over time, teaching and learning have been unsatisfactory in Years 1 and 2. Teaching is now strongest in Years 4 and 5 and in Year 1. Where teaching is good, strengths include good planning, systematic teaching of new strategies, good level of differentiation, better demands of the higher-attaining pupils and good support from teachers and teaching assistants for the lower-attaining pupils and pupils with special educational needs. In these lessons, teachers give a confident demonstration, ask open-ended questions to encourage thinking and reasoning, explanations are clear and resources used productively. Teachers make good use of 'key objectives' in planning tasks and supporting assessments. Pupils are increasingly involved in self-assessment to indicate how well they have achieved by the end of a lesson. There is good intervention by the teacher which helps to correct pupils' misconceptions, for example, by giving alternative strategies for calculation. Pupils are well motivated to learn and enjoy their lessons. Behaviour is good at all times and pupils show positive attitudes to their work. Some weaknesses noted in lessons were slow pace and lack of rigour which resulted in lower expectation for the higher-attaining pupils. Time was not always used effectively, with some lessons leaving too little time for consolidating the pupils' learning and assessing their understanding. Teachers' marking is satisfactory but the practice is inconsistent. Often, there is good use of praise but not enough guidance on what pupils should do next, to improve. Teachers plan work for three ability levels, but there is not always sufficient challenge for the few higher-attaining pupils in class. The school is planning to set by ability for numeracy next term, and the narrower ability range in each class is intended to ensure more consistent challenge for the different abilities than at present.
65. Pupils with special educational needs make good progress towards their individual education plans and targets that are set for them. Specialist teaching is good for pupils who are withdrawn for additional support. Planning is detailed, indicating good knowledge of the pupils' individual needs. Resources are well organised and used to support understanding. Teaching assistants make good contribution in lessons to ensure that individual needs of pupils are met.
66. Extra help, such as booster classes for pupils in Year 6 and 'springboard maths' for pupils in Years 3, 4 and 5, are used to good effect to boost standards, and to target support where it is most needed. Teachers successfully promote pupils' literacy skills through whole class discussions, and a focused use of mathematical vocabulary. Resources are satisfactory and well used, but there is a limited variety in the school to make work more interesting and enjoyable, and to aid understanding. Homework is used satisfactorily to reinforce learning. The curriculum is broad but there are fewer opportunities for problem solving at a more complex level.
67. Mathematics is led and managed satisfactorily by the subject co-ordinator, who is well supported by the headteacher and outside consultants. Monitoring has much improved in the last two terms and strengthened the role of the co-ordinator. Overall, there is unsatisfactory improvement in the subject since the previous inspection, as standards have not improved over time. There is much evidence now of rapid improvement in addressing issues. Mathematics is now a priority area and there is a focused action plan for improvement. Whole school subject-evaluation is very good and the subject co-ordinator is now more involved in leading the subject, showing a good awareness of where more energy and resources should be targeted. Assessment and tracking procedures and their use in planning and teaching are good. The use of the past test papers has been productive in identifying strengths and areas of weakness.

Mathematics across the curriculum

68. Pupils are increasingly using mathematics in other subjects and developing a sound understanding of the value of using mathematics in real life. There are good examples of pupils measuring and presenting data in graphs, tables and charts in subjects such as science and geography. Younger pupils apply mathematics well in their day-to-day activities, to count, sort, order and to compare the size of numbers. There is limited use of ICT to support work in mathematics. This is an identified area for improvement. Some use of the computer was seen during the inspection to support work on symmetry and in data handling.

SCIENCE

Provision in science is **satisfactory**.

Main strengths and weaknesses

- Standards at the end of Year 2 and 6 are well below average.
- There is a good focus on teaching the skills of scientific investigation and enquiry through a range of practical activities.
- Pupils are enthusiastic about their work and are eager to do well.
- The subject is well led and managed.
- Assessment is not used well to plan suitably challenging work for more able pupils.

Commentary

69. In the 2003 national tests, the attainment at the end of Year 6 was well above average compared to all schools and also similar schools. A high proportion of pupils also attained the higher Level 5. These pupils had made very good progress since being in Year 2. The 2003 teacher assessments for the end of Year 2 showed that whilst the proportion of pupils gaining the expected standard was average, the proportion working at the higher level was well above average. Inspection evidence confirms that standards of attainment in science are now well below average at the end of Year 2 and Year 6. Standards have dropped considerably from the previous year and are lower at present than they were at the time of the last inspection. This is mainly because Year 2 and Year 6 classes have had several staff changes due to the long-term absence of permanent staff. Although teachers have worked hard to inspire and motivate pupils, the long-term staff absence has had a marked effect on the science test results in 2004. Higher-attaining pupils have done less well than others in the class. In the lessons observed, most pupils achieved satisfactorily as a result of the sound teaching seen. Taking into account pupils' attainment on entry, achievement over time is unsatisfactory by the end of Year 2, but satisfactory by the end of Year 6. Pupils with special educational needs make good progress in day-to-day activities, and achieve satisfactorily over the long-term.
70. Only a few lessons were observed during the inspection. In Year 1 pupils' work samples show that they have carried out a series of investigations and achieved well over time. For example, they have tested which material is best for making an umbrella, and why. They have used tables and graphs confidently to record their findings. The quality of the recorded work is more variable in Year 2. These pupils have a sound understanding of a healthy diet. They use their mathematical skills appropriately when presenting their findings in tally charts, pictograms or in a block graph, and learn to interpret the information. Through their scientific investigations, pupils are developing a sound understanding of what is needed to carry out a fair test.
71. In Year 6, there have been many opportunities for pupils to carry out their investigations and to undertake and record their observations and measurements using correct scientific lines of enquiry and scientific vocabulary. However, the standard of their recorded work does not match the expectations for their age. Often, the pupils' recordings are too simple. Pupils plan their investigations fairly well and record their predictions and methods, but have difficulties in recording their conclusions, and communicating their findings using correct scientific vocabulary. At times, the conclusions are supported by their teachers and copied into their books. The work samples indicate that the majority achieve satisfactorily over time in all the science elements, but more able pupils underachieve. By comparison, learning is better in Year 5, where work is more accurately pitched and higher-attaining pupils achieve better. These pupils' work is well presented and marked, showing better scientific skills and a greater depth in their knowledge and understanding. They plan, predict and carry out investigations accurately. For example, when experimenting with different sounds, they learn that sounds can be made by air vibrating and suggest how they could alter the pitch of a sound.
72. The quality of teaching is satisfactory overall, although teaching is better for pupils in Years 3 to 6 than for pupils in Years 1 and 2. Teachers demonstrate good subject knowledge and understanding and their lessons are generally planned carefully. Teachers place good emphasis on teaching pupils how to plan a fair test and why it is important to test more than once. Measuring and recording strategies are taught well and pupils are given writing frames, where necessary, to record their experiments systematically. In Year 2/3, for example, work was well planned and suitably differentiated for all ability groups. Lessons, generally, cater well to the needs of most pupils. There is some scope, however, for providing more challenging work for higher-attaining pupils. This was evident in some lessons and in pupils' work samples. During lessons, teachers and teaching assistants encourage and support the lower-attaining pupils well. Teaching assistants make useful contributions in lessons to ensure that

their pupils' needs are fully met. Teachers use a range of strategies to promote good behaviour and responsible attitudes. Pupils behave well and show favourable attitudes towards their work. While carrying out scientific investigations, they work well on their own and show a good capacity to work collaboratively and this makes a good contribution to their social development. They appreciate the challenge given in their work and older pupils enjoy science lessons that are shared with their local secondary schools.

73. Pupils' literacy skills are promoted satisfactorily through their recorded work in science, and planned activities designed to enhance speaking and listening skills. In Year 4, for example, pupils were encouraged to write in persuasive ways about the cause and effect of pollution and consider ways in which living things and environment need protection. There are good opportunities for practising numeracy skills through measuring in a range of situations, and using tally charts, graphs and tables to record pupils' findings - with or without using the computer. During inspection, good use was made of the computer in Year 5 to investigate the benefits of collecting data on a computer and to study variations in sound waves. There is evidence of pupils' using CD-ROM and spreadsheets in their science investigations, although not all teachers make equally good use of the computer in science lessons.
74. Leadership and management of the subject are good, even though the co-ordinator has taken over the responsibility during this academic year. She provides a good role model for her colleagues and there is good potential to improve standards and teaching through guidance and support. The co-ordinator monitors teachers' planning and has reviewed pupils' work across the school. As a result, she has a good awareness of the subject's strengths and weaknesses. The curriculum is sound and there is a good balance of all the essential elements in science, with a clear focus on scientific investigation and enquiry. Some good curricular links have been established with local secondary schools. Pupils' progress is tracked, although tracking and target setting are not rigorous enough to help raise standards in science. Overall, there is unsatisfactory improvement in standards and teaching from the previous inspection. Assessment procedures have improved and teachers' assessments are now more accurate. Additional equipment and science based software are now available to support pupils' work, and resources are used well.

INFORMATION AND COMMUNICATION TECHNOLOGY

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

Main strengths and weaknesses

- Standards have risen throughout the school since the last inspection.
- There is some good use of ICT to support pupils' learning in other subjects.
- Standards in certain aspects of the subject are above average at the end of Year 6.
- Teachers in the special support unit make good use of ICT to support the learning of pupils with special educational needs.

Commentary

75. There has been a good overall improvement in the subject since the last inspection. Standards are now in line with national expectations at the end of Year 2 and Year 6 and in the area of multi-media, Year 6 pupils' work is of high quality. Well-focused training has improved the confidence and expertise of teachers and has helped to improve pupils' achievement. The development of pupils' word-processing skills is good throughout the school. This was particularly evident in the Year 4 geography display which highlighted elements of a recent residential field trip. The school has recently acquired a projector for use in class lessons. This was used very effectively by the Year 6 teacher when teaching the use of PowerPoint. However, at present, this projector cannot be used in the suite itself.
76. The quality of teaching is now satisfactory. Teachers have a greater confidence and sufficient subject knowledge to teach the subject successfully. Teachers' questioning challenges pupils' learning and shows good subject knowledge. The development of an ICT suite has been fundamental in the improvement in pupils' ICT skills. Whole class lessons are timetabled regularly and pupils use their new skills effectively to support their learning in other subjects. There are some examples of good planning to enable pupils to use computers to consolidate and extend pupils' learning in other subjects. Some good use of external monitoring devices allowed Year 5 pupils to study sound wave patterns on a computer screen as part of their

science project. A significant proportion of pupils has their own computers at home and some higher-achieving pupils share the skills they have developed with their teacher and peers. As a result, older pupils have developed some above average skills, particularly in the area of multi-media. Because of careful planning and improved teaching, pupils are now achieving satisfactorily through the school. The use of computers in the special support unit for pupils with special educational needs is particularly effective, with a wide variety of programs carefully tailored to meet the needs of these pupils. As a result, they are well motivated, developing confidence in the use of computers whilst consolidating their new language and numeracy skills.

77. Pupils are enthusiastic about the subject because they enjoy working together and can understand clearly how it can help their learning. Pupils are developing particularly good evaluative skills in Year 6, where for example, perceptive comments, sensitively made, enabled their peers to improve the quality of their work. Pupils are developing good subject vocabulary, with Year 6 pupils using technical terms such as 'nodes' and 'slide transition' confidently to describe their work. The present subject co-ordinator is on long-term sick leave and the subject is being led by two other teachers in the interim period. Whilst it is not possible to make a judgement on the present leadership and management of the subject, improvements that have taken place indicate that the co-ordinator's role has been effectively carried out since the last inspection. Resources for the subject are satisfactory but the present ICT suite is cramped for whole class lessons. There is also nowhere suitable for the use of the projector which is essential for much of the teaching of skills .

Information and communication technology across the curriculum

78. There has been a noticeable improvement in the use of ICT to support pupils' learning across the curriculum. This is now satisfactory overall but with some particularly good use seen in design and technology, science and art. The school is rightly extending the range of programs to meet the needs of its new curriculum, which comes into force at the beginning of next term.

HUMANITIES

79. It is not possible to make judgements about the school's provision in history and geography as only one lesson was observed during the inspection in these two subjects.
80. **History** was not being taught during the inspection. There is currently no evidence of the subject in displays around the school, and insufficient evidence in pupils' exercise books from which to make accurate judgements on pupils' achievement. Discussions were held with the subject leader, staff and pupils, and pupils' work was scrutinised. Topics are taught in reverse chronological order from World War Two in Year 1 to ancient Greece in Year 6, helping pupils to develop a sense of chronology and sequencing. The subject is well enhanced by arranged visits such as to Preston Manor, the Roman villa at Fishbourne and the nearby Singleton Weald and Downland Museum, and also through theme days for which pupils dress up and experience life as Tudors, Victorians and Invaders. Resources for the subject are satisfactory and this is a good improvement since the last inspection. Overall, improvement since the previous inspection is satisfactory.
81. Work was sampled in **geography**. Standards match expectations for pupils at the end of Years 2 and 6. Pupils from Years 4, 5 and 6 have benefited a great deal from their residential visits to Sayers Croft and Minstead Study Centre, and Wales. Teachers make good use of the visits to develop pupils' fieldwork skills. They carry out the follow-up work in class to a greater depth, to extend pupils' knowledge and understanding, and make useful links with other subjects. This is helping pupils to make more sense of their learning and become more aware of the environmental issues.
82. It is not possible to give a judgement on teaching overall as only one lesson was observed during the inspection. Teaching was very good in this lesson. Pupils in Year 4 have made a good use of their day visit to West Wittering beach, and learnt a great deal about the local geography and scientific facts. Pupils show responsible attitudes towards their environment and caring attitudes towards animals and their habitats. Pupils are learning to form their own views of what is right and wrong and of how to make judicious decisions, taking account of how their decisions might affect others. Good quality discussions took place about the proposal to build a hotel on the field next to the beach, with pupils giving reasons for and against the proposal. Pupils' persuasive writing showed some good evidence of their developing geographical vocabulary, skills and knowledge and understanding of how people

both damage and improve the environment. Lessons lay a good foundation for developing the qualities of citizenship and for understanding changes over time to the coastal areas.

83. There is satisfactory improvement in the subject since the last inspection. Teachers' planning now provides for studies at a range of scales, where pupils learn to compare and contrast their own lives with that of others. Resources have improved to support learning of places at different scales. The co-ordinator leads and manages the subject well, monitoring the teachers' planning and sampling pupils' work to check coverage and continuity in learning. The curriculum coverage is patchy in year groups owing to the flexibility offered to staff in the past. There is a good potential in the school to improve standards and the subject leader is well placed to develop the subject when it appears on the school improvement plan.

RELIGIOUS EDUCATION

Provision for religious education (RE) is **unsatisfactory**.

Main strengths and weaknesses

- Standards at the end of Year 2 and Year 6 are below those expected in the local agreed syllabus and have not improved from the last inspection.
- Leadership and management are good and the new subject leader has already started to move the subject forward.
- Insufficient opportunities are provided for pupils to use their writing skills, resulting in too little recorded written work.
- There are good links with the local churches.
- Teachers do not plan sufficiently for the needs of pupils of differing abilities.
- Assessment procedures are unsatisfactory.

Commentary

84. The previous inspection made the need to raise standards in religious education a key issue. However, little has been done in the interim period, and pupils' knowledge and understanding at the end of Year 2 and Year 6 still remain below expectations overall, and pupils' achievement across the school is unsatisfactory. More recently, since the arrival of the new headteacher, who is the new subject leader, areas of need and ways of taking the subject forward have been identified and already a new policy for the subject, and improved curriculum time have been established. A new agreed syllabus has recently been published by the local authority and a new scheme of work to implement this is being prepared by the school. In the past there has been insufficient curriculum coverage, and insufficient awareness of the need for the progressive development and acquisition of skills. New initiatives introduced by the co-ordinator have not yet had time to have sufficient impact on raising standards. Some good work in religious education was observed during the inspection but the practice of 'blocking' the whole term's work into one intensive week is leading to an unsatisfactory development of pupils' skills and knowledge. Of the two attainment targets identified in the new syllabus, pupils show a greater awareness of learning *about* religion rather than learning *from* it.
85. Improvement since the last inspection is unsatisfactory, although standards are already beginning to improve as a result of the new initiatives and the school's capacity to improve the school's provision and raise pupils' standards is good. Teaching and learning over time have been unsatisfactory, with evidence in some exercise books of dictated notes and unmarked work, and no planning for different groups of pupils. However, during the inspection teaching and learning were at least satisfactory although planning is not consistently challenging for the needs of pupils of different abilities, particularly higher-attaining pupils.
86. Very good use is made of local churches to enhance the quality of pupils' learning. Provision for pupils to experience other religious buildings such as a temple, mosque or synagogue is less well used, but some very good in-service training for teachers was provided earlier with a whole staff visit to London, to experience worship arrangements for Muslims, Hindus and Jews. Pupils' attitudes towards religious education are good overall and they listen well. On a visit to a local church the attitudes and behaviour shown by Year 1 pupils were excellent, and a real credit to the school.
87. There is appropriate coverage of study of other religions, and artefacts to resource the subject have been improved since the previous inspection. No formal assessment is in place to

identify areas for development or ascertain standards, though teachers have begun to scrutinise pupils' work. A recent audit concluded that "where there was work to be found it was of the right level." The school recognises the need to develop assessment, teachers' subject knowledge, cross-curricular links with other subjects, and to monitor work in classrooms. Displays round the school are few but are of good quality. There is a strong focus on Christianity within the school. Awareness of other religions and cultures has improved since the previous inspection and the subject supports pupils' spiritual, moral, social and cultural development well.

CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

In design and technology, music and physical education no judgement could be made on provision in these subjects as too few lessons were observed. Although no lessons were observed in art and design, careful analysis of work and discussions with pupils and teachers made it possible to make judgements on pupils' achievement, standards and the quality of learning.

Art and design

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

Main strengths and weaknesses

- Standards are above average by the end of Year 6.
- Teaching is good, leading to good achievement and progress in pupils' skills.
- The curriculum is imaginative and provides a rich experience for pupils.
- The subject is very well led and managed.

Commentary

88. Direct teaching was not observed in art and design. Through looking at pupils' sketchbooks, photographic evidence and displays across the school, it is evident that the provision is good and a strength of the school's curriculum. Discussion with the co-ordinator about the work and an examination of the school documents provide additional evidence to support this judgement. Teaching is at least good, leading to pupils achieving well. Standards are above national expectations. Pupils are developing good visual perceptions and skills of investigating and making. There is clear evidence of good improvement from the previous inspection.
89. Teachers' planning and the whole school two- and three-dimensional displays show that work in art and design is both varied and interesting, making a significant contribution to the pleasant ethos and learning environment of the school. Teamwork in art is clearly evident through the photographic evidence seen, linked to a number of art projects, in which the school has been involved recently. These projects have been successful in involving visiting artists, craftsmen, dance specialists, drama teachers and actors, and generating a great deal of interest and enjoyment in the school community. There has been a wider recognition of the good quality of art work throughout the school.
90. Pupils in Year 6 make good use sketchbooks to develop ideas and to explore techniques used by artists from different periods in history, particularly in drawing, painting and collage. They use a good range of techniques of shading in pencil and are beginning to understand how to get accurate proportions. Pupils' work on perspectives shows good standards. Some of the very good work seen in pupils' sketchbooks was inspired by the work of artists, such as Henri Rousseau and Aelbert Cuyp. Pupils identify how to use the visual elements of shape, tone, texture and line to improve a piece of work, and they evaluate their work accurately, comparing it with the work of Dave McKean. Some of the school displays incorporate papier-mâché masks, showing the use of a range of techniques of designing and making, and using a variety of media. An able pupils' programme, devised in the previous year, enabled a number of selected pupils from different year groups to gain additional skills at a higher level. Pupils' progress, enjoyment and involvement have been significant and they have produced work of high quality.
91. The subject benefits from the very good leadership provided by the subject leader. Art has a high profile in the school. Monitoring and evaluation of the subject are good, although monitoring of teaching is informal. Expectations are high and there is a clear view of strengths and areas for development. An ambitious plan has been devised recently to improve

progression in skills, particularly in drawing, painting, print making and textiles. Assessment and target setting for improvement are identified as the main priorities for future development. A series of workshops has been led by the co-ordinator to prepare staff and pupils to take part in whole school projects. This has given staff more confidence and expertise in teaching drawing, painting and printmaking. The co-ordinator runs an art club on a regular basis, which is well attended, thus enriching the curriculum significantly. Art is making very good contribution in promoting pupils' spiritual, moral, social and cultural development.

92. In **design and technology**, the scrutiny of pupils' work and discussion with teachers show that there has been a good improvement since the last inspection in the way that pupils evaluate their work. This also involves good use of their literacy skills when writing these evaluations. Teaching is satisfactory overall and teachers make good use of focused tasks to develop pupils' skills. This was clearly seen in the work of Year 4 pupils who were making individual pop-up books and had a very good understanding of the four different types of mechanism they could use for this type of work. Pupils with special educational needs, in the one lesson observed, were very well supported by the teaching assistant. The development of food technology skills has also improved since the last inspection with the school making use of the resources room, which is well equipped for these lessons. The co-ordinator gives satisfactory leadership and management. Whilst she has not had formal release time from her classroom to monitor teaching and learning, she does regularly evaluate pupils' finished work and also ensures the school is well stocked with materials for the different topics. The school has rightly identified the greater integration of design and technology into the curriculum as its next priority. Pupils are enthusiastic about the subject, particularly enjoying the collaborative elements.
93. **Music** was not a focus of the inspection. However, discussions with pupils and the temporary co-ordinator show that there has been an improvement in the provision of musical instruments from other cultures since the last inspection and the number of pupils learning instruments such as the bassoon, violin and brass, has also increased. Pupils sing enthusiastically and clearly in assembly, but in the absence of the subject leader the school choir no longer meets. Opportunities for developing pupils' understanding of music in assemblies are missed as the recorded music played is chosen at random by pupils, and not identified or discussed.
94. Although three lessons were seen in **physical education**, all three were in Years 3 to 6 and therefore it is not possible to make a judgement on the school's provision. All three lessons observed were in preparation for the school's sports day which was due to take place the following week. All elements of the curriculum are taught. Pupils swim regularly and standards are in line with national expectations by the end of Year 6. Teaching and learning are satisfactory and have addressed the weakness identified at the time of the last inspection and now make good use of exemplars to raise the quality of pupils' performance. Pupils achieve satisfactorily overall, with higher-achieving pupils having particularly good athletic skills. The curriculum at present is satisfactory but is very well enhanced by a wide range of very popular sporting clubs. Pupils also take part in a wide range of inter-school competitions. The subject makes a good contribution to pupils' social development and pupils show good collaborative skills when working together. The co-ordinator gives satisfactory leadership to the subject and rightly sees the greater formalisation of record-keeping, particularly in swimming, as a way of ensuring that pupils are meeting their full potential. The subject benefits from a good-size hall and large playing field. Resources are satisfactory but used well.

PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP

95. Only one lesson was seen in personal, social and health education and citizenship and therefore it is not possible to make an overall judgement on the quality of provision. However, the available evidence and the way that the school integrates the subject into aspects of the school's work, indicate that the provision is at present satisfactory overall. A new personal, social and health education policy will be in place from the beginning of next term to help ensure that progression is more carefully planned through each year. Teachers work hard to give pupils a clear understanding of the need for rules and the importance of maintaining them well. There are well planned opportunities for them to take part in discussions and to develop social skills, such as learning to take turns, share, work and play together, and help each other. Through science and physical education lessons, pupils learn about the importance of personal hygiene, diet and exercise. The school also takes part in the 'safety is me' project

which is run by the local education authority support services. Sex education and awareness of drug and alcohol abuse are dealt with in science lessons with direct contributions from the school nurse. Pupils have circle time to discuss issues which are important to them and some also take part in a school council, which enables them to play a more active part in the life of the school. The school's plan to establish class councils which will feed information into the school council meetings is a good initiative and is intended to widen pupils' opportunities to work together whilst deepening their understanding of citizenship.

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	3
How the school's effectiveness has changed since its last inspection	5
Value for money provided by the school	4
Overall standards achieved	4
Pupils' achievement	4
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	3
How well the curriculum meets pupils needs	4
Enrichment of the curriculum, including out-of-school activities	3
Accommodation and resources	4
Pupils' care, welfare, health and safety	3
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	4
The school's links with other schools and colleges	4
The leadership and management of the school	3
The governance of the school	4
The leadership of the headteacher	3
The leadership of other key staff	3
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).

