

INSPECTION REPORT

PETWORTH CE PRIMARY SCHOOL

Petworth

LEA area: West Sussex

Unique reference number: 125990

Acting Headteacher: Mrs J. Everard

Lead inspector: Mrs J Catlin

Dates of inspection: 26–28 April 2004

Inspection number: 257188

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

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INFORMATION ABOUT THE SCHOOL

Type of school:	Primary
School category:	Voluntary controlled
Age range of pupils:	4–10
Gender of pupils:	Mixed
Number on roll:	103
School address:	Dawtrey Road Petworth West Sussex
Postcode:	GU28 0EA
Telephone number:	01798 342369
Fax number:	01798 343228
Appropriate authority:	The governing body
Name of chair of governors:	Canon D. Pollard
Date of previous inspection:	December 1998

CHARACTERISTICS OF THE SCHOOL

The school is a smaller than average primary school and takes in pupils from the ages of four to ten. It is situated near the town centre of Petworth in the heart of a mixed local authority housing estate with some privately owned houses. The socio-economic circumstances of the families are varied but are deemed slightly below average overall. Currently, there are 103 pupils on roll, with the majority from a white English background. Children enter the school in the September before their fifth birthday, although the youngest children attend part-time in the autumn term. The proportion of pupils entitled to free school meals is about average. The percentage of pupils with special educational needs is well above average and the proportion with a Statement of Special Educational Needs is above average. The disabilities include speech and communication difficulties and emotional and behavioural difficulties. There is one child for whom English is not her first language. The attainment on entry to Year 1 is slightly below average. Pupil mobility is above average.

INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
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32475	Nick Butt	Team inspector	Information and communication technology Foundation Stage
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REPORT CONTENTS

	Page
PART A: SUMMARY OF THE REPORT	6
PART B: COMMENTARY ON THE MAIN INSPECTION FINDINGS	
STANDARDS ACHIEVED BY PUPILS	8
Standards achieved in areas of learning and subjects	
Pupils' attitudes, values and other personal qualities	
QUALITY OF EDUCATION PROVIDED BY THE SCHOOL	12
Teaching and learning	
The curriculum	
Care, guidance and support	
Partnership with parents, other schools and the community	
LEADERSHIP AND MANAGEMENT	17
PART C: THE QUALITY OF EDUCATION IN AREAS OF LEARNING AND SUBJECTS	20
AREAS OF LEARNING IN THE FOUNDATION STAGE	
SUBJECTS IN KEY STAGES 1 AND 2	
PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS	31

PART A: SUMMARY OF THE REPORT

OVERALL EVALUATION

This is a very caring school, whose current effectiveness is satisfactory. Over the past two years, despite numerous changes of staff, the acting headteacher has improved a number of aspects of the school's work and improved standards in reading and writing. Teaching is satisfactory with some good and very good features and teachers promote an enthusiasm for learning. The leadership of the school encourages pupils to do their best. The friendly, purposeful atmosphere supports pupils' learning well. There are no significant differences between the achievements of any groups of pupils.

The school's main strengths and weaknesses are:

- The provision for pupils with special educational needs (SEN) is very good.
- Leadership and management of the acting headteacher are good.
- The school's partnership with parents and the community is strong.
- The school provides a good climate for learning, in and beyond the classroom.
- Current achievement in literacy and numeracy is good.
- Standards in music are above average by the end of Year 5.
- The provision for pupils' spiritual, moral, social and cultural development is very good.
- The school develops confidence in pupils, caring extremely well for each individual.
- The learning environment for the youngest children is not yet fully developed.
- Provision for and standards in information and communication technology (ICT) at the end of Year 2 are unsatisfactory.

There has been satisfactory improvement since the last inspection, although recent progress has been much more rapid. Standards in reading have improved and standards in writing for the current Year 2 pupils match those found nationally. The school has maintained good teaching in literacy and numeracy. The curriculum has been developed and is now broad and balanced with good opportunities for enrichment. The school's development plan is of good quality and is regularly reviewed to ensure that pupils make as much progress as possible. The school is thorough in reviewing its performance with the intention of improving it further. As a result, the quality of self-evaluation is good. These strengths of the school are significant aids to raising achievement. The school is aware that the many changes in staff, particularly senior staff, have provided significant challenges to maintaining the ethos and the culture of the school. Curriculum developments and consistency have also been a challenge. Nevertheless, the school has coped well and the potential for further improvement is good.

STANDARDS ACHIEVED

Pupils' overall achievement is satisfactory, although in Years 1 to 5 it is good in literacy and numeracy. On entry to Year 1, standards in writing are well below expectations and in reading, speaking and listening they are below. Children's standards in communication, language and literacy and in mathematical development are slightly below expectations, but in knowledge and understanding of the world they match that usually found. Children achieve well in their personal and social development and are likely to meet expected standards in this area by the end of the Reception Year. No overall judgement was made in children's creative development or physical development. In the current Years 1 and 2, standards are average in reading, writing and mathematics. In 2002, pupils attained standards in writing in national tests that were in the lowest 5 per cent nationally. Since then standards have improved and pupils' achievement is now good in literacy and numeracy. Overall, standards in Years 3 to 5 are average and pupils are achieving well in English and mathematics, building on their prior attainment. They are achieving satisfactorily in science. Standards in information and communication technology are unsatisfactory at the end of Year 2 but improve as the pupils move through the school, reaching expected standards by the end

of Year 5. Pupils with special educational needs and the few who speak English as an additional language achieve as well as their peers. Pupils' personal qualities, including their spiritual, moral, social and cultural development, are very good. They have very good attitudes to school and behave particularly well. Attendance is satisfactory.

Results in National Curriculum tests at the end of Year 2, compared with:	all schools			similar schools
	2001	2002	2003	2003
reading	E	E	C	C
writing	E	E*	D	D
mathematics	B	E	C	C

*Key: A - well above average; B – above average; C – average; D – below average; E – well below average
Similar schools are those with similar percentages of pupils eligible for free school meals*

QUALITY OF EDUCATION

The quality of education provided by the school is satisfactory. It provides a broad curriculum, cultivating pupils' all-round skills both in and beyond the classroom. The teaching is satisfactory, with some good and very good features. Teachers' knowledge and enjoyment of their work are reflected in pupils' confidence and interest in learning. Pupils learn well because skills are taught thoroughly, ensuring that they understand. Children in the Reception class make a satisfactory start to their education. However, the curriculum for these young children does not sufficiently take into account their learning needs. Throughout the school pupils enjoy and learn from the well-designed outside environment and gain much from the wide range of clubs and special events. The school is a central focus within the life of the community. Parents are very actively involved with the school, and the strength of the home-school partnership is very beneficial to pupils.

LEADERSHIP AND MANAGEMENT

The quality of leadership and management is good and is effectively supported by the school's good evaluation strategies. The governing body is effective in shaping its character, setting its sights high and meeting all statutory requirements. The headteacher provides highly skilled leadership and shares her vision for the school with her staff. Subject managers are all helping to lead the school forward. The school is effectively managed to achieve the best for pupils.

PARENTS' AND PUPILS' VIEWS OF THE SCHOOL

Overall, parents are highly satisfied with the school. They are pleased with the teaching and praise the high quality of leadership and management. They value the breadth of education the school provides and the welcoming atmosphere, which helps pupils to settle in rapidly. Pupils are proud of the school and appreciate their teachers. The school is very responsive to the views of parents and pupils, which reinforce the sense of community.

IMPROVEMENTS NEEDED

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

- Improve the curriculum provision for children in Reception.
- Improve teachers' subject knowledge in ICT in order to raise standards by the end of Year 2.

PART B: COMMENTARY ON THE INSPECTION FINDINGS

STANDARDS ACHIEVED BY PUPILS

Standards achieved in areas of learning and subjects

Overall, achievement is satisfactory across the school. Standards in literacy, numeracy and science are average but in information and communication technology (ICT) standards are below average. National test results in literacy and numeracy are improving.

Main strengths and weaknesses

- Results in the national tests at the end of Year 2 in 2003 improved considerably in reading, writing and mathematics due to a greater focus on these subjects.
- Pupils with special educational needs (SEN) achieve well as a result of the good support they receive from learning support assistants.
- Standards in music are above those expected.
- Standards in ICT are below average at the end of Year 2.

Commentary

1. Attainment in the school is average. The standards attained in national tests in 2003 at the end of Year 2 were average in reading and mathematics, although they were below in writing, as shown in the table below. The school's analysis of the reading tests and tasks for 2003 indicates below average comprehension skills for a significant minority of these pupils.

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

Standards in:	School results	National results
Reading	16.2 (13.5)	15.7 (15.8)
Writing	14.4 (11.3)	14.6 (14.4)
Mathematics	16.4 (14.5)	16.3 (16.5)

There were 13 pupils in the year group. Figures in brackets are for the previous year

2. On entry to Year 1, standards in writing are well below expectations and in reading, speaking and listening they are below. In mathematical development, standards are slightly below expectations but in knowledge and understanding of the world they match those usually found. Children achieve well in personal and social education and are likely to meet expected standards in this area by the end of the Reception Year. Very few sessions were observed on children's physical development or creative development and therefore no overall judgements can be made on standards or provision.
3. Results in national tests vary from year to year due mainly because of the proportion of pupils with SEN, but also the small numbers of pupils taking these tests has a significant impact on results. When the current Year 2 entered the Reception class, their attainment was slightly below that expected for this age. This is because there was, and still is, an above average proportion of pupils with SEN in the class. Attainment on entry for other year groups was also slightly below average. The significant proportion of pupils with special educational needs achieve well. About half attain standards that are below expected levels but the remainder make such good progress that they attain expected levels. They receive good support from teachers, teaching assistants and the special educational needs co-ordinator (SENCO) and this enables them to make good progress towards their targets. In relation to their prior attainments they achieve well and a small proportion very well. Their achievement is well supported by the school's arrangements for in-class support and in sessions when they are

withdrawn for specific help on tasks planned carefully to meet their individual needs. In the 2003 national tests, there is a difference between the attainment of boys and girls, with girls outperforming boys. There was a higher proportion of boys with SEN in this group. However, there is no significant difference between the achievement of boys and girls.

4. Current standards for pupils in Year 2 and Year 5 are average in reading, writing and mathematics. Attainment in science and religious education also meets expectations. Standards in ICT by the end of Year 2 have not improved since the last inspection and remain below expected levels. However, standards by the end of Year 5 have improved recently and match those found in most schools. National test results for 2003 show that the attainment of pupils matches that found in similar schools. Overall, the school's performance is rising faster than the national trend but standards in writing in the 2003 tests were below average. In music, pupils achieve well and standards are above expected levels by the end of Year 2 and Year 5.
5. Pupils use their literacy skills appropriately in subjects such as science, history and design and technology. Numeracy skills are used in other areas of the curriculum, for example, in design and technology and science, but teachers do not always provide enough opportunities to develop these because they are not included in their lesson planning.

Subjects	National assessments at the time of the last report in 1998	2003 national assessments	Achievement for the 2003 cohort of Year 2 pupils, who are now in Year 3	Attainment and achievement of current cohort of Year 2 pupils
Reading	Well below average.	Average owing to a greater proportion of pupils gaining the higher level 3.	Achievement is satisfactory as the majority of these pupils have made sound progress since entry into Year 1.	The attainment of the current pupils matches that found nationally. Pupils are now achieving well.
Writing	Below average.	Below average owing to an above average proportion of pupils not attaining the expected Level 2. This represents one pupil.	Achievement is satisfactory as the majority of these pupils have made sound progress since entry into Year 1 when standards were below those expected.	The attainment of the current pupils matches that found nationally. Pupils are now achieving well.
Mathematics	Average.	Average owing to all pupils attaining at the expected Level 2.	Achievement is satisfactory as the majority of these pupils have made sound progress since entry into Year 1.	The attainment of the current pupils matches that found nationally. Pupils achieve well and standards rose last year.
Science	Not applicable but the report judged standards by the end of Year 2 to be average.	Not applicable, but teachers assessed standards as average, although no pupils were judged to be attaining the higher Level 3.	Achievement is satisfactory because the majority of these pupils have made sound progress since entry into Year 1.	The attainment of the current pupils meets expectations and they achieve satisfactorily. Standards have been maintained since the last inspection.

ICT	Not applicable but the report judged standards by the end of Year 2 to be below average.	Not applicable.	Achievement is unsatisfactory because the majority of these pupils have made insufficient progress since entry into Year 1.	The attainment of the current pupils is below average and achievement is unsatisfactory. Standards have not improved since the last inspection.
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Subjects	National assessments at the time of the last report in 1998	2001 national assessments for the current Year 5 when they were in Year 2	Achievement of the current cohort of Year 5 pupils at the end of Year 2	Attainment and achievement of current cohort of the Year 5 pupils
Reading	Standards were well below the national average.	Average point score was 14.3, which was well below the national average.	Achievement was satisfactory as the majority of these pupils made sound progress since entry into Year 1.	The attainment of the current pupils matches that expected for pupils of this age and their achievement is good.
Writing	Standards were below the national average.	Average point score was 12.0, which was well below the national average.	Achievement was satisfactory as the majority of these pupils made sound progress since entry into Year 1.	The attainment of the current pupils matches that expected for pupils of this age and their achievement is good.
Mathematics	Standards were in line with the national average.	Average point score was 17.1, which was above the national average.	Achievement was satisfactory as the majority of these pupils made sound progress since entry into Year 1.	The attainment of the current pupils matches that expected for pupils of this age and their achievement is satisfactory.
Science	Not applicable but the report stated that by the end of Year 5 standards were average.	Not applicable, but teachers assessed standards as average.	Achievement was satisfactory as the majority of these pupils made sound progress since entry into Year 1.	The attainment of the current pupils meets expectations and they achieve satisfactorily. Standards have been maintained since the last inspection.
ICT	Not applicable but the report stated that by the end of Year 5 standards were below average.	Not applicable.	Achievement was unsatisfactory as the majority of these pupils made little progress since entry into Year 1.	The attainment of the current pupils meets expectations and they achieve satisfactorily. Standards have improved since the last inspection.

6. Although only a few lessons were observed in other subjects, a sample of pupils' work was scrutinised, which indicates that attainment is average and matches that expected for pupils at age seven and ten. The majority of pupils' literacy and numeracy skills are sufficient to enable pupils to make progress in other areas of the curriculum.

Pupils' attitudes, values and other personal qualities

Pupils' attitudes to learning and their behaviour are very good. The school makes very good provision for pupils' spiritual, moral, social and cultural development. The level of attendance matches the national average and is satisfactory. Pupils' punctuality is good.

Main strengths and weaknesses

- Pupils are enthusiastic about school and are very keen to learn.
- The relationship between teachers and pupils is very good.
- Children's behaviour and attitudes to learning are good in the Reception class and very good elsewhere.

Commentary

7. Most pupils like coming to school and, as at the time of the last inspection, have very positive attitudes to learning. Their behaviour is very good overall and there is no evidence of bullying or other anti-social behaviour. In the Reception class, children's attitudes to learning and behaviour are good. By the time they enter Year 1; most children will meet expected standards in their personal, social and emotional development.
8. Behaviour in and outside the classroom is very good. Pupils play games vigorously and happily in the playgrounds and can self-regulate their play, for example in the complicated skipping games which many children enjoy. There were no exclusions during the last school year.
9. When teaching is very good, pupils' minds are engaged on the task and their attitudes to work are very good. They co-operate well in groups and their discussion about work shows that they have enquiring minds and are supportive of each other. Their high attendance at after-school clubs, such as the impressive drumming workshop, illustrates their enthusiasm for school life.
10. Pupils understand the school's systems for rewards and sanctions and are keen to receive praise and certificates for hard work and achievement. All staff work hard to ensure that pupils who have SEN enjoy the same very good relationships with adults and each other as all other pupils. As a result, most have very positive attitudes to their work and are keen to do well. Pupils respect and care for each other and this encourages those who are less confident and raises their self-esteem. A small minority of these pupils also have behaviour problems. However, skilful and sensitive handling by teachers, teaching assistants and the special educational needs co-ordinator (SENCO) helps these pupils to concentrate positively.
11. The personal development of pupils is very good. It was good at the last inspection. The very good spiritual, moral, social and cultural awareness has helped develop the very good relationships between teachers and pupils. Pupils' spiritual development is very good. Assemblies, which are well planned and of a Christian nature, are used well to raise pupils' awareness of other people's lives. Extra-curricular activities such as clog dancing, the art club, choir and percussion group all contribute very positively to this area of children's development.
12. Pupils show a strong sense of right and wrong, which is developed through close guidance by adults on what is, or is not, acceptable behaviour. In the main, the approach is gentle, as a light hand is all that is usually needed.
13. The provision for pupils' social development is very good. Pupils are at ease with each other and with adults. At lunchtime, pupils chat to each other and are happy to talk to visitors about school life. Teachers encourage pupils to look after new entrants and include everyone in all aspects of school life. This develops respect for others. The strong School Council, which

has its own budget, gives an opportunity for pupils to show responsibility towards the school community and to express their views about the running of the school. It's most obvious recent success was the transformation of the pupils' lavatories to innovative design, by decorating them with highly imaginative pupil-led designs.

14. Pupils' cultural awareness is developed very well through subjects such as music and art. Pupils have relatively few opportunities to communicate on a day-to-day basis with children and adults representing other cultures. However, to widen pupils' outlooks, the school has developed close links with a school in the Ukraine and is involved through the church with the Ugandan "Send a Cow" initiative.

Attendance in the latest complete reporting year (%)

Authorised absence	
School data	4.9
National data	5.4

Unauthorised absence	
School data	1.0
National data	0.4

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

15. Attendance matches the national average and is therefore satisfactory. It was good at the last inspection. The level of unauthorised absence is above the national average because of the unsatisfactory level of absence of pupils from a few families. The school's system for chasing up absence is good as it insists on explanations for non-attendance. There have been effective interventions by the education welfare officer resulting in improved attendance. Punctuality is good. Most pupils arrive on time at the start of the school day.

QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

The quality of education provided by the school is satisfactory. Teaching and learning are satisfactory overall but there are some considerable strengths within this. The curriculum is broad and balanced and provides an appropriate range of learning experiences. The opportunities provided by the school for enriching the curriculum are good. Pupils have very good relationships both with one another and with adults and there are very good links with parents and other schools. Links with the community are good.

Teaching and learning

Across the school teaching and learning are satisfactory overall with pockets of strong teaching, particularly in literacy and numeracy. In the infant and junior classes the quality of teaching varies between very good and satisfactory. Progress through the school has improved in the past eighteen months owing to improved teaching. Pupils who have SEN are supported well and make good progress. Procedures for assessing pupils' attainment and monitoring their progress are satisfactory.

Main strengths and weaknesses

- Teachers encourage good attitudes to learning and high standards of behaviour.
- In many lessons learning is interesting, which motivates pupils to work hard.
- Plans for lessons make it clear what pupils should learn.
- Recent assessment systems are in place but are not always used consistently.
- The learning needs of the youngest children are not always fully met.

Commentary

Summary of teaching observed during the inspection in 22 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0	1	12	8	1	0	0

he table gives the number of lessons observed in each of the seven categories used to make judgements about lessons seen.

16. Teaching across the school is satisfactory with some strong features. Teachers and support staff are conscientious and seek to improve their skills through advice and training. The teachers work together as a team and support each other well. They plan lessons carefully, including what skills are to be taught. The warm relationships in each class and pupils' eagerness to please result from the high levels of care that staff provide for each individual. Teaching is particularly effective where teachers maintain high expectations of pupils' performance and set high standards. It is especially good where teachers have a profound knowledge of the subjects they teach or are particularly enthusiastic about particular areas of the curriculum. This was especially evident in literacy and numeracy.
17. Teachers explain the plan of the lesson clearly to pupils and tell them what they are expected to learn and how they are to conduct activities. Such clear explanations are coupled by a brisk pace that promotes rapid learning. A great deal of learning is packed into most lessons. Teaching is particularly effective when opportunities are grasped to make links with other subjects, as in investigative reports in science and mathematics, which give pupils opportunities to further their literacy skills in a variety of ways.
18. Pupils with SEN receive good support in classes and very good extra support from the SENCO. This support helps them to improve their understanding of basic skills, to complete the tasks set and to make good and sometimes very good progress. Teaching is carefully matched to the particular needs of these pupils, helping them to meet their individual targets. A strength of the teaching is the use of teaching assistants, who provide good support for the pupils with whom they work. Teachers and teaching assistants are calm and patient and are clearly aware of the range of pupils' emotional and physical needs while supporting them academically. Good support is provided individually and in class groups. Very good extra support from the SENCO is also provided in class and in withdrawal sessions. The support given in withdrawal sessions is very good and her excellent knowledge of each pupil helps her to provide very sensitive challenge to help them improve and gain in confidence.
19. The assessment of pupils with SEN is good. Over one third of pupils are on the school's register and have a wide range of needs, including moderate and specific learning difficulties, behavioural problems, physical disabilities and hearing impairment. The SENCO provides a very detailed programme of specific activities and tracks pupils' progress regularly in response to these. Very close links are made with class teachers and teaching assistants to make sure that everyone is aware of the range of targets to be met and the strategies and resources to support these. The SENCO's skilled and thorough analysis of data and its use are having a positive impact on the progress that these pupils make and the standards attained. Challenging but realistic targets are shared by all those involved and there is a shared commitment to achieve them.
20. Teaching and learning in the mixed Reception and Year 1 class are satisfactory and contribute to the sound start these children have to their education. It also provides a range of tasks which help children to take the next steps in learning. Whatever the activities, adults provide positive support for learning, gently guiding children or questioning them to extend their thinking. However, although the school has developed the curriculum for these young children, it does not always address fully the areas of learning recommended for this age group. As a

result, the activities these young children are asked to complete do not consistently address their learning needs.

21. In the classes where teaching is good, or in one instance very good, the teachers have very good relationships with the pupils and are very caring and supportive. Hence, pupils feel secure in school and are eager to please, to work hard and to achieve more highly. The brisk pace of these lessons ensures that no time is wasted, the activities offered to pupils are interesting and challenging and pupils are enthusiastic. There is an assumption that pupils will always behave well, and consequently they live up to these high expectations. All pupils' successes are celebrated and there is an industrious and calm atmosphere throughout the school, which has a positive effect on their learning.
22. In the lesson that was unsatisfactory, or in satisfactory lessons where there were weaknesses, it was often the pace and structure of the lesson that did not support pupils' learning effectively. The whole-class part of the lesson lasted too long, which resulted in pupils not having enough time to complete their independent task. In some cases, the whole-class part of the lesson, pitched to meet the needs of all the pupils, did not challenge the higher-attaining pupils sufficiently. These pupils were not encouraged to make an early start on their independent activities, which would have provided a greater challenge. The management of the school is well aware, through its own monitoring, that there are some areas for further development in teaching and is tackling them through its performance management systems.
23. During the past year the school has considerably improved the assessment of pupils' attainment and the monitoring of their progress, but the new systems have yet to be implemented consistently. At whole-school level there are good procedures which help the school to monitor the progress of individual pupils. For example, by looking at pupils' results in national tests and internal assessments, the school can now predict the standard they should reach by the time they leave the school. At classroom level, assessment procedures are less secure. Teachers mark pupils' work, but the quality of this varies. In some classes marking includes teachers comments about the effort the pupil has shown, and indicates how they can do better. In other classes, ticks are the norm. Where work is not well matched to pupils' existing attainment, it is because information from assessment has not been used effectively to ensure that all pupils are given tasks appropriate to their ability. The various types of target-setting used by teachers have yet to become a tried and tested part of the school's assessment strategies for all subjects.

The curriculum

The school offers an appropriately broad and balanced curriculum with satisfactory curricular opportunities. Opportunities for enrichment, and the quality and quantity of accommodation and resources, are good.

Main strengths and weaknesses

- The provision for pupils with SEN is very good.
- There are very good links with the local cluster of schools.
- Provision for PSHE is very good and a strong feature of the school's work.
- The school offers a good range of extra-curricular opportunities.
- The school takes account of the views of pupils in improving its environment.
- Aspects of curricular provision in the Reception class are unsatisfactory.

Commentary

24. All schemes of work are now in place, with a carefully structured curriculum framework. Statutory requirements are met. Each subject receives a suitable amount of time. School development has focused on raising standards in the core subjects of English and mathematics, with success. Links with other subjects are evident in mathematics, where

pupils' speaking and listening skills are being developed. Drama is also used effectively to bring the history topic on the Second World War to life. There is an appropriate level of teaching and support staff, who all work together well. Frequent staff changes have led to a slower development in ICT with the consequence that provision is currently unsatisfactory. A mixed-age Reception and Year 1 class has caused difficulties in planning for the needs of the youngest children. There are weaknesses in provision for the youngest children in this class; for example, the early introduction of the National Curriculum is inappropriate for the age and ability of these children.

25. The curriculum is enriched by a good range of additional opportunities outside school hours. Clubs include art, choir, drums, clog-dancing and gardening. There is a good range of visits, including those to a herb farm, Bignor Roman Villa and a Victorian day at Petworth House. The Year 5 pupils have the opportunity to develop their self-confidence on a residential activity trip. Very strong links with the local cluster of primary schools ensure that pupils take part in joint events. These include the annual Petworth Festival and a musical evening at the local grammar school. Collaboration between schools is very well developed, with links at every level of the school community and a joint development plan. This means good practice and resources can be shared, as in the provision of a cluster computer technician. Pupils are very well prepared for transfer to the next school.
26. Provision and planning for supporting pupils with SEN are very good and fully comply with the Code of Practice. Teachers and teaching assistants carefully adapt work to meet the specific needs of individuals, including their academic, personal, social and physical needs. Very good liaison is planned by the SENCO, who works very closely with staff and pupils. She regularly adjusts learning provision to provide very sensitive and very effective support. This support follows the pupils' learning in their respective classes and enables them to achieve well in relation to their set targets. Such is the level of success of provision that about half of these pupils attain the same expected levels as average-attaining pupils in.
27. The school provides an inclusive curriculum taking into account the needs of pupils. Pupils' views are taken into account through the School Council. A very good example is the excellent and innovative decoration of all toilets, with every last space treated in a thematic way, whether as an underwater world or a dinosaur landscape. The school places a high priority on pupils' personal development and social learning and the teaching of personal, social and health education is an integral part of the life of the school. Consequently, pupils are confident to express their feelings in a trusting and secure environment. Sex education and relationships education is taught through science and the police liaison officer helps with drugs and citizenship education. The curriculum includes a wide range of relevant topics that are planned to build pupils' skills and knowledge as they move through the school.
28. Accommodation is spacious and attractive, with a specialist resources room and a dedicated library. The computer suite only has five computers and is in a cramped area upstairs. This makes it difficult to teach ICT. Outside, the Reception class's play area is used well, with a useful canopy for inclement weather. There is ample playground space with quiet areas. The old swimming pool site has been converted into a delightful millennium garden. Parents are very supportive in raising money. Overall, the school is well resourced.

Care, guidance and support

Arrangements for ensuring pupils' care, welfare, health and safety are very good. The school provides pupils with satisfactory support, advice and guidance and involves them very well in its work and development.

Main strengths and weaknesses

- The school looks after its pupils very well and ensures that they work in a healthy and safe environment.

- Pupils have a trusting and very good relationship with teachers.
- The tracking of pupils' progress across the school is in its infancy.

Commentary

29. The school, as at the time of the last inspection, is a safe and secure place where very good attention to welfare, health and safety ensures that pupils are able to concentrate on their learning. The youngest children are looked after well with suitable arrangements in place prior to their starting at the school. Regular risk assessments and inspections of buildings and equipment are undertaken and appropriate records maintained.
30. Parents feel that their children are treated fairly and helped to overcome difficulties. A minority of parents expressed concern in the questionnaires about bullying, but when questioned, pupils expressed few concerns and were confident that teachers were approachable and would resolve difficulties. The relationship between pupils and adults is very good. Child protection procedures are good and members of staff are aware what to do if they have concerns about children in their care.
31. Teachers know how their pupils develop well. They monitor their pastoral development well, but the tracking of pupils' progress across years is in its infancy. The information teachers gather about pupils' academic achievement is not always used consistently to plan and predict their future achievement. The headteacher and staff are very aware of the needs of individuals and three individual targets, which are shared with parents, are set for each pupil in the pupil's end of year report. Pupils with SEN are identified early in their school lives. This is reflected in the very good provision made for them, once identified, and ensures that they continue to receive good levels of support throughout the school. Individual education plans are of very good quality and are very detailed. They are reviewed and updated regularly and teachers and support staff keep a close eye on progress. Pupils with Statements of SEN have their needs met very well and annual reviews are shared with parents. Very good liaison takes place between teachers and the SENCO. All adults know these pupils well and have a clear awareness of their strengths and weaknesses. Effective use is made of outside agencies and support services. Particularly good support is provided for pupils with physical disabilities. The school's gifted and talented pupils have been clearly identified throughout the school and accelerated mathematics sessions are provided for them.
32. The school has a very effective School Council, to which all ages contribute. Pupils had complained through the council about the state of the school's lavatories had been asked to design their dream decorations and have had them implemented. The toilets are now exotic and range from striped beach huts or dinosaur land to a farmyard with ants scurrying across the floor and a horse looking out of his stable door.

Partnership with parents, other schools and the community

The partnership with parents is very good and contributes well to pupils' learning. Links with the community are good and links with other schools are very good.

Main strengths and weaknesses

- There is a very good partnership with parents based upon parents' confidence in the school.
- Parental involvement makes a very good contribution to children's learning and achievement.
- Information for parents about their children's progress is very good.

Commentary

33. Since the last inspection the partnership with parents has remained very good. The school responds effectively to parental concerns and therefore parents have a high regard for the school and feel that they and their children are welcome. The three annual consultation sessions are highly valued as a time when parents can look at their child's work and talk

about progress to teachers. Parents are also welcome to come in to class to see work and to attend class assemblies. These sessions are beneficial because they help develop parental interest and a good understanding of their children's work.

34. The school communicates very well with parents through a good range of information about the school, children's progress and the curriculum. Parents are clear about the importance of homework and most ensure that it is done on time, thereby contributing well to their children's learning. Parents of children in the Reception Year are welcomed into the classroom to settle new children. The school's good links with outside agencies and health professionals strengthen the support for children.
35. Annual written reports are very good and are written clearly to show the progress made during the year. Parents of pupils with SEN receive good information about progress through the regular review and target setting programme.
36. The school uses local resources well to widen children's learning. There is a programme of visitors to the school and children visit local places, such as Petworth House, to enrich their curriculum. The school has very good curriculum and after-school links with other schools and these contribute well to the very good arrangements in place when pupils transfer to the adjacent Herbert Shiner Intermediate School and with other primary schools in the area. The playgroup adjacent to the school is the source of one third of children entering the Reception class.
37. The school draws upon parents' expertise when it can. A dedicated group of volunteers works in the classroom and parents help with class outings. The Petworth Parent School Association is very active and most parents support its family or adult-based activities, such as discos or race nights, well.

LEADERSHIP AND MANAGEMENT

The leadership and management of the school are good. Governance is also good and all statutory requirements are met. Overall, the role of subject managers is satisfactory.

Main strengths and weaknesses

- There have been recent improvements in the standards of literacy and numeracy.
- There are improved procedures in place to monitor pupils' progress.
- The leadership and management of special educational needs are very good.
- The governing body's role in monitoring the school development plan is not clear.

Commentary

38. The acting headteacher is a caring leader who, since her appointment in November 2002, has had a clear view about what needs to be done to improve the work of the school. The quality of the school's self-evaluation is good and some improvements have had a positive effect on standards. For example, owing to performance management of staff there have been improvements in teaching and learning and a greater focus on what pupils already know and what they need to learn next. This has begun to contribute to higher standards in literacy and numeracy. The headteacher ensures, through her good leadership, that the aim of being an inclusive school is translated into effective action on a daily basis.
39. The school has been through a considerable amount of insecurity since the last inspection. There has been a succession of headteachers and difficulties in appointing suitably qualified and experienced staff. These changes in teaching staff have prevented the school from making as much progress as it would have liked since the last inspection; they have been external barriers to raising achievement, which, though beyond the control of the school have

compounded the difficulties faced by the acting headteacher in moving the school forward. As a result of the local education authority's own Ofsted inspection, there has been considerable debate focused on the different ages of transfer within the county. In order to sustain the three-tier education system in the local area a strategy of collaboration was agreed. This has involved the appointment of a headteacher, from September 2004, to oversee both Petworth Primary and its feeder school, Herbert Shiner Intermediate. It is intended that each school will remain distinct but will share and build on their strengths within this joint leadership.

40. The school is part of the Petworth Area Schools family group of eight schools. The family group works very closely together on a number of initiatives, including curriculum development and joint ventures such as pupil enrichment activities, sporting fixtures and in-service training for all staff. Teaching assistant, governor, school bursar and premises officer training are all included on the development plan for this group of schools. Consequently, pupils in the school benefit from the opportunity to meet with other children from the same age groups and to share activities that enhance their development socially, culturally, spiritually, physically, academically and emotionally. Links with the transfer school are given a high priority and provide continuity and progression for children transferring at the end of Year 5. An effective induction programme is provided, which is being further developed to include transitional activities in English, mathematics and science to ensure an easy and confident transition between schools.
41. The introduction of a system to track pupils' progress across the school, although in its early stages, ensures that teachers now have a clearer understanding of pupils' achievements. As a result, this has enabled teachers to identify pupils who are not achieving as well as they could and to provide extra support. This is currently having most impact on literacy and numeracy standards and where these procedures and systems are fully understood and are used consistently pupils make good progress and achieve well.
42. The leadership and management of the school's arrangements for pupils with SEN are very good. This is an improvement from the good levels identified in the previous inspection. The SENCO is an experienced teacher, who has a very good view of the whole-school picture and is committed to continued improvement of the school's provision. This includes continuing to refine teachers' and teaching assistants' expertise. Her skilled and thorough analysis of data and its use for guiding the planning of work for groups of different capabilities and different needs are having a positive impact on standards and achievement.
43. There are a number of recently appointed governors who are still developing their role and have yet to develop a long-term view of the school's work. However, they are beginning to make an increasing contribution to the management of the school, carrying out their statutory duties well, and are aware of, and respond to, changes in legislation. Some governors, particularly those who are more experienced in the role, know the school well. Governors meet with teachers in governors' sub committees to discuss school policies. Governors, with the support of the acting headteacher, have a developing understanding of standards in the school. Collectively, the governing body has yet to develop a good grasp of the school's strengths and the areas in which it needs to improve. They are not yet all confident enough in their role of providing a balance of support and challenge so that the school is accountable for the standard of education it provides.
44. The school runs smoothly. Procedures are clear and they are generally followed. The school improvement plan outlines the school's priorities for development appropriately: for example, the role of subject managers has priorities that are clearly set out and have specific targets. It correctly identifies the raising of standards in literacy and numeracy as a priority resulting from analysis of national test results. The acting headteacher has involved the governors in reviewing plans, but they are not sufficiently involved in formulating them. Their monitoring role is not clearly identified in the plan itself, which makes it difficult to see where their

responsibilities lie in tracking improvements. There is also little evaluation of the cost-effectiveness of the spending decisions against standards of work produced by the pupils. For example, there has been no evaluation of the money spent on computers against the standards pupils attain.

Financial information for the year April 2002 to March 2003

Income and expenditure (£)	
Total income	333, 962
Total expenditure	348, 929
Expenditure per pupil	2, 726

Balances (£)	
Balance from previous year	19, 914
Balance carried forward to the next	4, 947

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

AREAS OF LEARNING IN THE FOUNDATION STAGE

Children enter the school with standards below what is expected nationally, especially in the areas of speaking and listening and personal and social education. The youngest children attend part-time in the autumn term. Standards in writing are well below expectations and in reading and speaking and listening they are below. In mathematical development standards are slightly below expectations but in line in knowledge and understanding of the world. All children achieve well, including those with SEN and the one child who speaks English as an additional language, in personal and social education and are likely to meet the Early Learning Goals in this area by the end of the Reception Year. In general, provision is not as good as it was at the time of the last inspection, when teaching was often very good, with strengths in the development of language and mathematics skills.

Teaching is satisfactory overall, with aspects that are unsatisfactory in communication, language and literacy, and mathematical development. This stems from the problem of a mixed age class and planning that is more attuned to the needs of the minority of Year 1 pupils. The curriculum does not take into account sufficiently the needs of the youngest children in these areas of learning. In knowledge and understanding of the world planning is well adapted, and pupils make good progress. Assessment of pupils' development is also confused, with two systems being adopted, one of which is unhelpful for the Reception children.

Leadership is unsatisfactory, because the co-ordinator lacks experience and training in the Foundation Stage curriculum, but the areas of learning are soundly managed. The action plan is detailed but does not focus on raising the quality of teaching and learning, or assessment procedures. Insufficient monitoring takes place. The co-ordinator has worked hard to become familiar with all that is required, and has had support in developing the outside and inside areas, which are an effective learning environment.

Good use is made of visits and visitors to enrich the curriculum. The one class computer is not used often enough to develop children's ICT skills.

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

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

Main strengths and weaknesses

- Children co-operate well together.
- Expectations are made clear and classroom routines are well established.

Commentary

45. The personal, social and emotional development of the children is a high priority for staff, and they ensure that all children feel happy and secure in class. By the time they enter Year 1 children are on course to meet the Early Learning Goals in this area. For most children this is good achievement, as they come in with skills that are below expectations.
46. The teacher and classroom assistant provide positive role models for children, giving them plenty of praise. This builds strong, caring relationships. Teaching is satisfactory. There are appropriate expectations of behaviour and the class is managed well. For example, when sitting in a circle together children listen to one another with consideration and are happy to

participate in discussion. They are keen to learn and show increasing levels of independence,

especially when tasks are well matched to their abilities. If work is too easy or too hard they can become bored or restless, particularly if they have to sit on the carpet for too long.

47. The outdoor area is well used to develop children's skills, with a variety of interesting activities provided, including a role-play area currently set up as a garden centre. The manager of the local garden centre came to talk to the children, and they have also visited a farm. These experiences give them opportunities to work together co-operatively and enrich their learning. Limited records are kept of their achievements. For example, there are no photograph albums of some of the things they have done. At the time of the last inspection provision in this area was judged very good, but there have been many changes since then.

COMMUNICATION, LANGUAGE AND LITERACY

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

Main strengths and weaknesses

- Standards are well below average in writing.
- Children do not achieve as well as they should because work is not always well matched to their abilities.
- Planning is not sufficiently adapted to the Foundation Stage curriculum.
- Progress in speaking and listening is satisfactory.

Commentary

48. Most children are unlikely to reach the Early Learning Goals in this area of learning by the end of the Reception Year. Standards in writing are well below expectations and achievement is unsatisfactory. This is because work is not well planned for the youngest children and does not take account sufficiently of their differing needs. In one unsatisfactory lesson observed, children were expected to sit on the carpet for most of the lesson, which was inappropriate.
49. The mixed age class has led to a focus on the National Literacy Hour although lesson planning does not take into account the wide range of abilities within the class. Assessment is imprecise, with two systems being used simultaneously, but neither appearing that reliable. Work in books is disappointing, with letters poorly formed, even for the higher-attaining children. In many cases expectations are too low, but for some children with particular needs appropriate support is not always forthcoming. For these reasons teaching overall is unsatisfactory. It is more successful when targeted at small groups, as in guided reading. The class enjoys stories together, and recent work on 'Jack and the Beanstalk' has proven very popular. The outdoor area is well used to develop early writing skills.

MATHEMATICAL DEVELOPMENT

Provision in mathematical development is **satisfactory** overall, with some weaknesses.

Main strengths and weaknesses

- Tasks are not always well matched to children's abilities.
- There is too much focus on number at the expense of other aspects of mathematical development.
- There are effective links with other areas of learning.

Commentary

50. Standards by the time children enter Year 1 are slightly below expectations overall but in line with work on number. Pupils can count up to ten objects and recognise the numerals one to nine. There is little evidence of work on shape and space and data handling. Achievement is satisfactory overall. When pupils are not being directly supervised they sometimes lose interest in tasks. This is particularly true when the activity is not well matched to their prior ability. Planning is sound but treats learning in very general terms and does not take account of the small steps necessary to ensure effective progress. Opportunities to assess pupils while they are doing tasks are sometimes missed, especially when there is no adult immediately to hand. A weakness observed is for the adults to focus so much on the group they are working with that they are not sufficiently aware of how other groups are getting on.
51. Groups of children are well supported by the classroom assistant, who works in co-operation with the class teacher. Links are made with other areas of learning, such as counting money in the role-play garden centre and café.
52. Leadership is unsatisfactory because there is not enough monitoring of the quality of teaching and learning or the effectiveness of assessment. Provision is not as strong as it was at the time of the last inspection.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

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

Main strengths and weaknesses

- Children are given a wide range of interesting learning experiences.
- Good use is made of visits and visitors to enrich the curriculum.
- There is not enough access to modern computers.

Commentary

53. Standards are in line with the Early Learning Goals for this area of learning. Achievement is good because work is well planned, and children are given stimulating activities to do. The topic on growth has been successful and covered many aspects. Children have planted different types of seed and watched their plants grow. Role-play areas both inside and out have provided a rich source of learning, with helpful prompts and good resources. The classroom assistant provides effective support to groups of pupils, and develops their understanding. One little girl said she was afraid to plant her bean in case it was magic, obviously strongly influenced by 'Jack and the Beanstalk'! A visit from the local garden centre manager and a trip to a farm park has enhanced pupils' experiences. Barnaby Bear is employed to bring awareness of other parts of the world as he accompanies children on their holidays. Sometimes groups of children working independently are not monitored often enough and assessment opportunities are missed. There is one class computer, which is inadequate for today's needs. In this area of learning improvement since the last inspection is good, as standards were below average at that time.

PHYSICAL DEVELOPMENT

54. This was not a focus of the inspection. There are no judgements made on provision or standards. Children have opportunities to practise fine motor skills through jigsaws and playing with small world toys. Their handwriting is poor. The outdoor area is well used to develop physical abilities with a range of apparatus available. Planning shows that the hall is used for more formal PE lessons. Informal observations are made of progress.

CREATIVE DEVELOPMENT

55. This was not a focus of the inspection. There are no judgements made on provision or standards. Children enjoy opportunities for imaginative play in the class garden centre and are able to use a range of materials in their artwork. In many cases their drawings show considerable immaturity. They experience a paint program on the computer. Assessment is sporadic rather than systematic.

SUBJECTS IN KEY STAGES 1 and 2

ENGLISH

Provision in English is **good**.

Main strengths and weaknesses

- Improved provision in the past year has led to better achievement by pupils.
- Planning for the teaching of literacy skills makes good links with other curriculum subjects.
- The subject manager provides good leadership and management.
- Links with ICT are limited.

Commentary

56. By the end of Year 2 and Year 5, standards are at expected levels in reading, writing, speaking and listening. These judgements are similar to those made at the time of the previous inspection. However, results in the national tests for pupils in Year 2 had been consistently well below the national average for three years, until 2003, when those in reading were in line with the national average and those in writing were just below average.
57. Inspection evidence confirms that standards are within the expected range. Given that pupils in most year groups enter the school with below average literacy skills overall for their age, this reflects good achievement, resulting from improved planning and teaching over the past eighteen months.
58. The school's procedures for implementing and adapting the National Literacy Strategy have improved. Having identified the need to raise standards following the low results over the previous three years, the school introduced new planning and teaching strategies which focus on developing reading and writing skills.
59. The quality of teaching is good. Teachers plan a good range of interesting activities and adjust the pace of learning in relation to the rate of achievement by pupils. Lessons are well structured and have a clear sense of purpose. All teachers use questions and prompts skilfully to promote further understanding of tasks and to stimulate different ways of thinking. Effective direct teaching of small groups takes place alongside worthwhile activities for the rest of the class, with good support provided by teaching assistants. Teachers mark work regularly and constructively and fully involve pupils in the evaluation of their own work. As a result of these effective strategies, all pupils achieve well. Within the relatively small numbers of pupils in each year group, over one third is identified as having SEN. These pupils also make good progress and most from Year 2 are on track to achieve the expected Level 2 in 2004, a small minority the higher Level 3.
60. Standards in writing are at expected levels. Most pupils in Year 2 write clear, recognisable sentences with capital letters and full stops. Some, on the other hand, need regular help from teaching assistants or their teachers to space words correctly and build sentences in order to achieve the expected standards of writing. Older pupils effectively demonstrate different styles of writing. Good links are made to all aspects of learning in language and communication as

observed in Year 5 when pupils empathised with characters in *Goodnight Mr. Tom*, linked to work about the Second World War. Pupils wrote with great sensitivity about how evacuees and their new carers felt upon meeting and in the first few days of being together.

61. Speaking and listening skills are at expected levels overall. By Year 2, most pupils listen closely to what others are saying and express their own ideas clearly and confidently. This was demonstrated in Years 1 and 2, when they discussed characters in their story book. By Year 5, most pupils listen with understanding and are confident about talking to adults and the rest of their class during the regular opportunities provided by teachers. All pupils, including higher-attainers and those with SEN, are suitably challenged at their different levels of capability to gain in confidence and achieve their full potential.
62. All pupils have good attitudes towards reading and enjoy small group sessions, sharing the enjoyment of stories together. Guided reading sessions for younger pupils in Years 1 and 2 are used effectively to focus on key elements such as vocabulary, letter sounds and sentence structure. Most pupils in Year 2 confidently read familiar stories without help. A small minority need regular help from adults because they do not have sufficient skills to tackle new words. Older pupils in Years 3, 4 and 5 gain better understanding of increasingly challenging texts and ideas contained within them. The range of standards within reading is at expected levels and shows good improvement over time from their original assessments.
63. The new subject manager provides good leadership and management and has supported colleagues well in improving the school's development of literacy. Her approach to the management of the subject has successfully addressed the low standards of the previous three years and is improving the quality of teaching and learning throughout the school. Assessment procedures are now in place and are being used effectively to track pupils' progress and meet the needs of all pupils with the very good support of the SENCO. Resources are of good quantity and quality and good use is now made of classroom resources to support pupils' learning more effectively.

Language and literacy across the curriculum

64. Teachers plan interesting activities in other curriculum subjects, such as history and science, to consolidate and extend pupils' literacy skills. There are limited links with ICT. Teachers encourage all pupils to share and discuss how they have used their knowledge and skills to complete tasks successfully. These experiences later help pupils to develop their own ideas and views relating to the different subjects involved.

MATHEMATICS

Provision in mathematics is **good**.

Main strengths and weaknesses

- Standards rose last year from well below average to match those found in most schools. This is because teachers have worked hard to improve the provision.
- There are improved systems for assessment and tracking of pupils' progress.
- The quality of teaching ensures that all pupils make consistent progress and achieve as well as possible.
- There are not enough planned opportunities for the development of pupils' ICT skills.

Commentary

65. The national test results at the end of Year 2 in 2003 were average. The major factor that has enabled the school to raise standards is the use of the National Numeracy Strategy, which has resulted overall in better teaching. This, coupled with improved systems for assessment and tracking of pupils' progress, has enabled teachers to focus specific teaching and support

where it is most needed. Pupils are set useful and realistic subject specific targets to encourage them to improve. The school has also developed its marking policy to ensure that marking is consistent and tells the pupils what they are doing well and how to improve their work. This has contributed well not only to pupils' independent learning skills but has also given them a good understanding of their own learning.

66. By the end of Year 2, most pupils reach average standards and are confident with numbers up to 100, with more able pupils confident to 1,000. Less able pupils are mainly secure in their understanding of tens and units. Many can recognise right angles and identify which shapes contain them, such as a square. All pupils recognise different coins and understand their relative values. They make sensible decisions when deciding which coins to use to pay for different items. By the end of Year 5, attainment is close to average and progress and achievement since these pupils entered the school is good. Pupils with SEN also make good progress and achieve well.
67. The quality of teaching is good, with one very good lesson observed. Teachers share the learning intentions with the pupils. During good quality class discussion sessions at the end of these lessons the teachers check what pupils have learned and assess what they need to learn next in order to extend further their mathematical knowledge, understanding and skills. Also, teachers have high expectations which challenge the pupils effectively. At the time of the last inspection, the solving of number problems and the pupils' confidence in carrying out mathematical investigations were the weakest part of the curriculum and this situation still exists. This has a noticeable impact on the progress of pupils by the end of Year 5 because they lack the confidence to use their mathematical knowledge in everyday situations.
68. The subject manager has good subject knowledge and teachers' lesson planning and pupils' work are monitored. In order to raise standards of attainment, test results are analysed in order to help the school focus on areas of underachievement and to provide suitable future targets for individual pupils. This analysis and evaluation of the data has highlighted groups of pupils, such as those not making the expected progress, or those making better progress than anticipated. The outcomes of tests have been analysed suitably in order to identify key strengths and weaknesses within the subject and these are now being tackled through teachers' planning of lessons. There has been some monitoring of teaching and learning. The overall improvement since the last inspection has been good.

Mathematics across the curriculum

69. Pupils do use their developing numeracy skills in other areas of the curriculum, for example, in geography and science. However, there are missed opportunities to develop pupils' skills in other areas of the curriculum, for example ICT, because they are not always considered effectively in teachers' lesson planning.

SCIENCE

Provision in science is **satisfactory**.

Main strengths and weaknesses

- The subject manager is new to the school and is still developing her role.
- Pupils lack experience in investigative aspects of the subject.
- There is limited use of ICT to support the subject.

Commentary

70. Lesson observations and an analysis of work undertaken during the current school year indicate that standards in science are average at the end of Year 2 and Year 5 and pupils achieve satisfactorily in relation to their prior attainment on entry to the school. No significant differences were observed between the achievements of boys and girls, and pupils with SEN are well supported and achieve well in terms of their learning targets owing to the good quality of support provided. However, lessons were observed where all pupils undertook the same tasks and this restricts opportunities, particularly for the more-able.
71. Pupils talk about their work in science with confidence and enthusiasm, indicating a sound understanding of the work they have completed this year. The work in their books indicates this also. Year 2 pupils have a weakness identified for the satisfactory understanding of forces and their properties. They have some understanding about fair testing and can predict the results. By the end of Year 5 pupils are developing their understanding of planning and fair testing and discuss their findings on conductors and insulators when trying to light a bulb. The school plans work on a two-year cycle and so pupils in Year 3 and 4 are covering the same topics, but the work is appropriately differentiated. The pupils are keen to learn and develop ideas.
72. The quality of teaching and learning in science overall is satisfactory in both key stages, although two good lessons were observed as well as one satisfactory lesson. In all lessons the teachers had very good relationships with the pupils, demonstrated good subject knowledge, and moved the lessons along at a good pace, with the result that pupils learned well, showed a high level of enthusiasm for the subject and concentrated hard. In the one lesson where teaching was satisfactory, the introduction was too long and this resulted in a slower pace to pupils' learning. Analysis of pupils' work indicates that there is not always sufficient focus on investigative tasks where pupils are expected to plan their own investigations.
73. The quality of co-ordination for the subject is underdeveloped. A whole-school system for recording individual pupils' attainment in each 'unit of work' undertaken has been recently introduced, although there has been no monitoring of teaching and learning by the subject's manager. No evidence was obtained of the use of ICT in science lessons, suggesting a lack of the use of ICT to support learning in the subject.

INFORMATION AND COMMUNICATION TECHNOLOGY

Provision is **unsatisfactory**.

Main strengths and weaknesses

- There are significant gaps in teachers' subject knowledge.
- Pupils' work is not formally assessed.
- Links with other subjects are at an early stage.
- The new co-ordinator has worked hard to raise standards.

Commentary

74. Standards remain below average. The subject has been developed effectively over time owing to rapid staff turnover. In particular, teachers did not benefit from the national training for which funding was provided, and several lack confidence. This has meant pupils do not learn as well as they should and therefore achievement for the majority of pupils by the end of Year 2 is unsatisfactory. The achievement of pupils by the end of Year 5 is satisfactory. Whilst the time allocation is now consistent, what pupils are required to learn varies. Tasks

are often insufficiently demanding for the younger pupils. In Years 4 and 5 the teacher's good subject knowledge has led to an improvement and the present Year 5 are likely to meet national standards by the time they leave the school.

75. A comprehensive scheme of work is in place but is not being applied consistently. Many younger pupils are not doing enough work. There is no assessment system (a criticism six years ago at the time of the last inspection). This means it is not possible to monitor pupils' progress, or gauge how much support they need. Teaching is inhibited by the cramped and inadequate computer suite, which is sited inconveniently upstairs. The number of computers in the school is insufficient for the number of pupils. The one lesson observed was satisfactory but pupils had to stand to share the computers and required much adult support.
76. Pupils are enthusiastic about the subject. Many have computers at home, which they use to support work at school. They particularly enjoy helping to compile the school's website with an expert from outside. This is a strong feature, with attractive and animated graphics. They also benefit from the school's shared technician, who runs a computer club at lunchtimes. She is helping to train support staff, who play an increasingly beneficial role in helping pupils to achieve. An assistant working with pupils in Years 3 and 4, for example, was able to give technical advice on designing a web page to support the class topic on the Second World War.
77. The subject manager is newly appointed but has done much to raise the profile of the subject. She has run workshops for staff and purchased new resources, including a data projector. This makes teaching a class of pupils easier. Time restraints mean little monitoring takes place. Work has begun on improving the quality of provision through better planning and developing an assessment scheme. At present it is too soon for any of these initiatives to have made an impact on standards.

Information and communication technology across the curriculum

78. There are some links with other subjects, particularly in history and music, but this is not embedded in the work of the school. Wall displays rarely celebrate pupils' work. Recorded work focuses on word processing. The subject manager has plans to improve the situation, but has not been in post long enough for this to make a difference yet.

HUMANITIES

79. There was insufficient evidence to make a secure judgement of provision in **humanities** in all classes across the school. However, the work that was seen indicates that the school is providing an interesting and relevant curriculum.

Religious education

80. Only one lesson was observed in **religious education**, in which pupils were learning about the life of Abraham. However, there was a wide range of previous work which indicates that standards are average and that the school is providing an interesting and relevant curriculum. In Years 1 and 2, pupils are clear about what is important to them and know that the Bible contains stories about Jesus. Work shows that the curriculum is appropriately focused on developing pupils' understanding of the Christian faith and is well-matched to the requirements of the local authority's agreed syllabus. There are examples of pupils being introduced to other faiths and they learn that churches are places of worship. By the end of Year 5, pupils have a basic understanding of the symbolism of bread and wine. Additionally, they have a basic understanding of Islamic rules and customs. School assemblies were well planned and led; they included well-presented stories from the Bible and gave pupils periods of reflection.

Geography

81. Only one lesson was observed in **geography**. It is therefore not possible to make an overall judgement about provision or teaching and learning. An analysis of a small amount of work in pupils' books indicates that pupils make satisfactory progress but it is not possible to make any judgments about standards. The work seen in Years 4 and 5 on the formation of mountain ranges is of satisfactory quality. Pupils in Years 1 and 2 have tracked their journey to school and followed this up by drawing and illustrating their route.

History

82. Only one lesson was observed in **history**. It is therefore not possible to make an overall judgement about provision. An analysis of work in pupils' books indicates that pupils make satisfactory progress. Standards are in line with expectations. Because only one lesson was observed, no judgements are made about teaching and learning. In Years 4 and 5, pupils' work on Ancient Greece shows they have a sound grasp of the way of life at that time. In Years 1 and 2, pupils have looked at toys and compared them with those in the past.

CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

83. It was not possible to observe any lessons in art and design and design and technology; consequently, no judgement can be made about the quality of teaching and learning or provision in these subjects. Evidence was obtained from discussion with the subject co-ordinators, analysis of the school's planning and a scrutiny of pupils' work on display in classes and public areas of the school. It was possible to observe three lessons in music and two lessons in physical education.
84. In **art and design**, work on display indicates that standards are at least at expected levels. Work for pupils in Years 1 and 2 is closely linked to other subjects such as geography and history and involves visits in the locality, such as a farm and the town centre. Resulting tasks clearly inspired pupils' creativity and involved the use of a good range of different media. Older pupils in Years 3 to 5 extend the good links to incorporate work of the Tudor period and the Second World War. One notable success was the involvement of local schools, including Petworth Primary, in an exhibition of Tudor art at the local National Trust property. The co-ordinator is enthusiastic and has given the subject a higher profile by identifying close links to curriculum topics. As a result, teachers plan learning experiences which link closely with relevant current work in other subjects, including cultural development when designing Indian-style fabrics.
85. In **design and technology**, the work seen on display and the designs in pupils' books indicate that the school is providing a suitable range of interesting activities. Throughout the school, teachers are adopting the right approach to the subject by providing opportunities for pupils to plan, make and evaluate their models, including suggestions for improvement. This was clearly reflected, for example, in the quality of the sliding mechanisms in Year 2 and the Easter egg packaging produced in Year 5. Completed work indicates that standards are at expected levels.

Music

Provision in music is **good**.

Main strengths and weaknesses

- Pupils achieve well and standards are above expected levels by the end of Year 2 and Year 5.
- Teachers make good use of an adequate range of resources.
- Pupils show good levels of interest and enthusiasm in the subject.
- Good leadership and management involve all teachers and pupils in the subject.

Commentary

86. All pupils achieve well from relatively low starting points and, by the end of Year 2 and Year 5, attain above expected levels. This maintains the standards observed during the previous inspection. The quality of teaching and learning is good overall and pupils benefit from the skills of the part-time subject co-ordinator. The high proportion of pupils with special educational needs also enjoy the subject greatly and make good progress in developing a good range of performing and appraising skills to at least expected levels. Boys and girls achieve equally well and with the same good level of interest.
87. Pupils in all year groups sing tunefully and with good expression, often accompanying their singing with imaginative body movements and rhythms. This is demonstrated particularly well in school assemblies when pupils show their enthusiasm for singing. Pupils also enjoy using a range of instruments. In a Year 2 lesson, pupils worked well in small groups to create sounds and rhythms, using percussion instruments, to accompany different parts of the poem *Two Little Boats*. Groups later came together for the full performance, which was of good quality, particularly contrasting the different effects of strong winds on the waves and the calmer moments. Very good relationships were evident as the pupils listened appreciatively to each other. Pupils were all involved in evaluating each other's compositions. Older pupils in Years 4 and 5 extend their skills by improvising patterns of music within the pentatonic (five note) scale. As they practise, they combine the sounds to perform the musical phrases effectively in response to the good prompts and praise by the teacher, whose good subject knowledge encourages pupils to attain above expected levels. The teacher records the performances for further evaluation and later use.
88. The quality of teaching and learning is good overall. Teaching ranges from satisfactory to very good and involves class teachers, the subject manager, a teacher from the nearby intermediate school, and visiting specialist teachers. In addition to class lessons, many pupils are given opportunities to learn to play individual instruments from Year 3 onwards. They are encouraged to play a wide range of instruments, including flutes, guitars, trombones, keyboards and percussion. They respond well in these sessions with high levels of commitment and enjoyment. This was demonstrated particularly well in a challenging drumming session when pupils responded very well, keeping their own rhythmic patterns accurately within the overall performance and adding dynamic contrasts. The subject makes good contributions to pupils' cultural development by introducing them to the music of different countries of the world, such as India and Uganda. Assessment procedures are adequate and help teachers match activities more accurately to the individual needs of the pupils. Resources are of satisfactory quantity and quality and are used regularly by pupils of all ages and capabilities.
89. The new subject manager provides good leadership and management. She is developing a programme of learning which is broad and enriched with good, relevant links to other subjects. Pupils also benefit from a good range of enriching activities, including visiting musicians and dancers and music workshops. These activities also recently involved Year 4 pupils in visiting the Minerva Theatre in Chichester and performing with professional singers and musicians in excerpts from *The Marriage of Figaro*.

Physical education

Provision for physical education is **satisfactory**.

Main strengths and weaknesses

- A good range of learning opportunities is planned.

- Pupils of all capabilities, including those with particular needs and disabilities, participate with enjoyment.
- A system of monitoring and assessment has still to be implemented.

Commentary

90. Pupils' standards are at expected levels in gymnastics and games by the end of Year 2 and in dance, games and gymnastics by the end of Year 5 and they achieve satisfactorily. Records also show that, although the teaching of swimming is not compulsory at this age, pupils participate in swimming at a nearby school pool and about half of the current Year 5 pupils have learnt to swim. The subject manager has developed the subject regularly, taking advantage of every opportunity to broaden the range of learning activities that is provided, particularly through extra-curricular sessions. These activities include cricket, gymnastics, football, basketball, judo and clog dancing.
91. All pupils in Years 1 and 2 respond with good levels of enthusiasm. Pupils with SEN are supported well to enable them to participate at expected levels in individual and team activities. In gymnastics, pupils show good awareness of space and each other when moving around the hall. They explore basic skills of moving and balancing and vary their actions to improve control and co-ordination. In games, pupils develop skills in sending and receiving a ball and other small equipment.
92. Older pupils in Years 3 to 5 are taught to consider the need for rules and to develop skills of attacking and defending in games. In gymnastics, pupils improve their co-ordination over time and develop sequences of movement involving different speeds, levels and directions. In dance, Year 5 pupils make good links with history and the ancient Greeks. They develop movements to music and percussion, exploring and communicating ideas, using gestures and expressions. In one particular lesson the focus was on Hermes, messenger of the gods. Pupils performed the different elements effectively. Good cultural links are made at relevant times of the year when work focuses on Indian dance. Pupils also develop satisfactory skills levels in athletics, focusing on key body actions in running and jumping.
93. Teaching and learning are satisfactory overall. Suitably planned lessons provide a good variety of activities in which pupils' learning builds successfully on past experiences. Pupils work well together in collaborative activities and, when required, evaluate one another's performances constructively. Pupils with SEN are supported effectively and participate willingly with others. The very small proportion of pupils with physical disabilities is supported very well with individual programmes of development aimed at particular needs. Resources are satisfactory in quantity and quality and are used effectively to support the learning of skills. As yet, there are no procedures for assessment but the subject manager is preparing these for use by teachers.

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	4
Value for money provided by the school	3
Overall standards achieved	4
Pupils' achievement	4
Pupils' attitudes, values and personal qualities	2
Attendance	4
Attitudes	2
Behaviour, including the extent of exclusions	2
Pupils' spiritual, moral, social and cultural development	2
The quality of education provided by the school	4
The quality of teaching	4
How well pupils learn	4
The quality of assessment	4
How well the curriculum meets pupils' needs	4
Enrichment of the curriculum, including out-of-school activities	3
Accommodation and resources	3
Pupils' care, welfare, health and safety	2
Support, advice and guidance for pupils	4
How well the school seeks and acts of pupils' views	2
The effectiveness of the school's links with parents	2
The quality of the school's links with the community	3
The school's links with other schools and colleges	2
The leadership and management of the school	3
The governance of the school	3
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).

