

# INSPECTION REPORT

## **AMBERLEY C OF E FIRST SCHOOL**

Amberley

LEA area: West Sussex

Unique reference number: 125970

Acting headteacher: Mrs Gail McNay

Lead inspector: Mrs Sheila Browning

Dates of inspection: 13 – 14 January 2004

Inspection number: 260568

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

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## INFORMATION ABOUT THE SCHOOL

Type of school:	First School
School category:	Voluntary Controlled
Age range of pupils:	5 – 10
Gender of pupils:	Mixed
Number on roll:	38
School address:	Amberley C of E First School Mount Road Arundel West Sussex
Postcode:	BN18 9NB
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Appropriate authority:	Governing body
Name of chair of governors:	Mr Martin Carter
Date of previous inspection:	13 September 1999

## CHARACTERISTICS OF THE SCHOOL

Amberley Church of England First School, with 16 boys and 22 girls aged five to ten, is much smaller than other primary schools nationally. There are few children in the village and the school roll is reducing, reflecting the demographic profile of the local community. Most of the pupils come from a wide area. On entry, the pupils' attainment is in line with national expectations. The percentage of pupils having special learning needs, at 34 per cent, is well above the national average. The proportion of pupils with statements of special educational need is also well above the national average. The proportion of pupils eligible for free school meals, at two per cent, is below the national average. There are no pupils drawn from minority ethnic backgrounds and none with English as an additional language. Pupils come from homes that are socio-economically diverse. There have been significant staffing changes since the last inspection.

## INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
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9472	John Edmond	Lay inspector	
23036	Jennifer Nicholson	Team inspector	Mathematics Science Geography History Foundation Stage
23056	Teresa Manzi	Team inspector	English Information and communication technology Design and technology Physical education Religious education Special educational needs

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## PART A: SUMMARY OF THE REPORT

### OVERALL EVALUATION

**The overall effectiveness of the school is satisfactory.** Standards are now broadly average by Year 2 and are at expected levels by Year 5. Achievement is satisfactory overall. The school provides a sound education for all its pupils and it gives satisfactory value for money because the quality of teaching and learning is satisfactory. The quality of leadership and management is satisfactory but staffing changes, since the last inspection, have limited school development.

The school's main strengths and weaknesses are:

- Pupils' achievement is now satisfactory overall even though results in national tests for seven-year-olds in 2003 were well below average in reading and writing.
- Standards in writing are barely satisfactory and standards in information and communication technology (ICT) are unsatisfactory because of gaps in the curriculum for this subject.
- The school does not provide enough opportunities for children in the Foundation Stage to engage in structured play, make choices or learn outdoors.
- The school provides well for pupils with special educational needs.
- Pupils' behaviour and attitudes are good, and sometimes very good, relationships are very good, reflecting the high standards expected and the school's inclusive nature. Provision for pupils' spiritual, social, moral and cultural development is good.
- Assessment is not developed sufficiently in science and in the foundation subjects.
- Links with parents and the community are good.
- Not all statutory procedures are in place.

Significant changes within the school since the last inspection in September 1998 affected the rate of improvement which until very recently has been slow. Results in national tests declined in reading and writing and have remained the same for mathematics since the last inspection. However, judgements about standards now broadly reflect those found at the time of the last inspection. Pupils' behaviour and relationships are still good; they were very good at the time of the last inspection. The school has recently responded appropriately to key issues raised at the last inspection, so that improvements in the curriculum can be seen. Assessment has improved in English and mathematics but is not yet well enough developed in most other subjects. Clear learning tasks focus on developing skills in the core subjects. Planning in all areas of the school has improved. Improving writing is a key focus. Staff development, linked to the school development plan, is a priority. Defining the co-ordinators' roles and updating training in child protection procedures have still not been dealt with.

### STANDARDS ACHIEVED

Results in National Curriculum tests at the end of Year 2, compared with:	all schools			similar schools
	2001	2002	2003	2003
Reading	E*	E*	E	E*
Writing	E*	E*	E	E*
Mathematics	E	E*	C	D

*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*

**Pupils' achievement is satisfactory overall.** National Curriculum test results for seven-year-olds have been poor (E\* signifies in the bottom five per cent nationally), but comparisons with other schools must be treated with great caution because of wide fluctuations in the school's small cohorts. Current standards in speaking, listening, reading, mathematics and science are much

better and meet expectations in Year 2 and also in Year 5. Standards in writing barely meet national expectations. Because pupils do not cover all aspects of information and communication technology, standards overall do not meet expectations. Standards in religious education are in line with those for the locally agreed syllabus. Sampling in other subjects indicates that standards meet expectations. Higher-attaining pupils are at times capable of achieving better standards of work than they do. Pupils with special educational needs achieve well.

**Provision for pupils' personal qualities including their spiritual, moral, social and cultural development is good.** Pupils have good attitudes to work and school. Behaviour is good and sometimes very good. Relationships are very good and attendance is satisfactory. Pupils enjoy school. They are well motivated and work hard.

## **QUALITY OF EDUCATION PROVIDED**

**The quality of education provided by the school is satisfactory and improving. Teaching is satisfactory.** Pupils with special educational needs receive good teaching and support. Marking and assessment are improving. Teachers match work suitably to the different capabilities within the class and have a clear focus on improving skills but they do not always challenge higher-attaining pupils sufficiently. They manage and control their classes well and ensure that all pupils join in. The teaching of literacy is integrated well into the rest of the curriculum, and the teaching of numeracy is appropriate.

The curriculum is satisfactory. Nevertheless, there are some weaknesses. The Foundation Stage does not include enough planned opportunities for outdoor learning and structured play or for children to make choices and explore. In ICT, not all aspects of the National Curriculum are covered. Pupils enrich their learning through participation in a range of activities including drama and discussion time and a suitable range of out-of-class activities. They receive appropriate support and guidance. Good links with the community support learning effectively.

## **LEADERSHIP AND MANAGEMENT**

**Leadership and management are satisfactory.** The very good leadership by the acting headteacher gives a purposeful direction for the school's further improvement. All staff are good role models and work with strong commitment. As a result, the school is building on its strengths and improvements are evident. Much of the work of the governing body is good, but governance, overall, is less than satisfactory because the school does not meet the full National Curriculum requirements for ICT and several other statutory requirements. Governors achieve a good balance between supporting the school and questioning its performance. The acting headteacher, senior staff and governors know the school's strengths and weaknesses very well and set realistic targets for improvement.

## **PARENTS' AND PUPILS' VIEWS OF THE SCHOOL**

Parents support the school strongly and generally view it very positively. Some have a concern about the reports they receive about their children's progress. This is not justified. Pupils are overwhelmingly positive. They enjoy school and find lessons fun.

## **IMPROVEMENTS NEEDED**

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

- Raise standards in reading and writing, particularly for higher-attaining pupils.
- Raise standards in ICT throughout the school.
- Improve the curriculum provision for the Foundation Stage, and also for ICT across the school.
- Improve assessment in science, ICT, the foundation subjects and religious education.
- Develop the role of subject co-ordinators.

and, to meet statutory requirements:

- Ensure that the full curriculum for ICT is in place.
- Formalise procedures for pupils' health and safety.
- Ensure that risks are assessed and staff are properly trained in assessing them.
- Ensure that the annual report for parents and the school prospectus has the information required by statute.



## **PART B: COMMENTARY ON THE MAIN INSPECTION FINDINGS**

### **STANDARDS ACHIEVED BY PUPILS**

#### **Standards achieved in areas of learning and subjects**

Standards are broadly average but writing skills are not good enough. Achievement is satisfactory overall across the school.

#### **Main strengths and weaknesses**

- In national tests in 2003, reading and writing results were well below national averages.
- The school did well in that all pupils reached the expected Level 2 in science although none achieved the higher Level 3.
- Unsatisfactory writing skills restrict the achievement of many pupils.
- Pupils are not developing skills in all areas of ICT because of gaps in the curriculum for this subject.
- Children in the Foundation Stage do not have sufficient opportunities to develop their skills in structured play, make choices, or learn outdoors.

#### **Commentary**

1. Pupils' attainment on entry to the school varies from year to year. The very small size of groups means that the attainment levels of a few pupils have a significant effect on the overall profile. Current baseline assessment indicates that pupils enter the school with attainments that are broadly in line with national expectations. The few children in the Foundation Stage achieve satisfactorily and by the end of reception they are likely to reach the Early Learning Goals in personal, social and emotional development, communication, language and literacy, and mathematical development and also in aspects seen in knowledge and understanding of the world, physical development, and creative development. At the time of the last inspection judgements were made against Desirable Learning Outcomes; these are different from the Early Learning Goals. Standards are not as good as at the time of the last inspection in 1999, but they are in line with lower starting points on entry to the school and reflect the increased number of pupils with special educational needs.
2. Only seven pupils took the national tests for seven-year-olds in 2003. The small number of pupils and the high proportion of pupils with special educational needs in the cohort make comparisons with other schools unreliable. Test results were broadly average in mathematics, but were well below average in reading and writing. Teacher assessments for science were that all pupils reached the expected Level 2 but none the higher level 3. The overall trend of improvement in test results over the last five years is below the national trend. However, in 2003, there was an improvement in test results compared to 2002. Results vary year on year, as is to be expected when year groups are very small. Consequently, scores need to be interpreted very carefully, as each pupil represents a significant percentage measure.
3. The school set realistic targets for raising standards in 2003, which were exceeded in mathematics but were not met in reading and writing. Boys achieved less well than girls, reflecting the national picture. The school recognises that there is scope for greater achievement at the higher levels.
4. By Year 5, pupils' skills in English have improved. Their speaking skills are satisfactory and they are more confident and competent in discussing new work and understanding new ideas. The main contributory factors in these improvements are good teaching, good attitudes and assessment which shows pupils how to improve. When given opportunities, pupils develop good skills of independent learning.

5. Standards seen in lessons and in the sampling of pupils' work in Years 2 and 5 indicate that standards of current pupils are at expected levels. Boys and girls make similar rates of progress overall. Standards in speaking and listening, reading, mathematics and science meet expectations in Year 2 and also in Year 5. Because pupils do not cover all aspects of ICT, standards do not, overall, meet expectations. Standards in religious education are in line with the expectations of the locally agreed syllabus in Years 2 and 5. Sampling in other subjects indicates that standards meet expectations. Achievement is currently satisfactory overall because pupils generally achieve about as well as similar individuals in other schools, and they make satisfactory progress. Broadly similar judgements were made at the last inspection.
6. The emphasis the school has recently placed on improving pupils' writing, both in English lessons and in other subjects across the curriculum, has contributed positively to the improvement seen in pupils' writing. Standards in writing are still not high enough, however. There are too few opportunities for pupils to complete long pieces of work to extend their writing. Joined handwriting has recently been introduced but this skill is not embedded across the school; Year 2 pupils are not yet using cursive script regularly. Inspectors note an improvement in pupils' reading, reflecting the findings of the school. Some older pupils have difficulty in working out new words, as they do not have a good understanding of sounds in words. The development of pupils' literacy skills is integrated well so that pupils are consolidating their achievement across the curriculum. Numeracy skills are developed appropriately.
7. Pupils with special educational needs are supported well and included very well in all activities. In literacy especially, pupils are keen to take part, for instance by taking photographs. Their contributions to discussions are valued. As a result of the support they receive from teachers and learning support assistants, they make good progress and achieve well.
8. The school has a few higher-attaining pupils; they are usually supported appropriately. Nevertheless, higher-attaining pupils are at times capable of achieving better standards of work and would benefit from being challenged more consistently. Too few pupils achieve the higher levels, as demonstrated in the 2003 National Curriculum test results for seven-year-olds.

### **Pupils' attitudes, values and other personal qualities**

Attendance is slightly below the national median, but punctuality is good. Pupils have positive attitudes and behaviour is good. The school makes good provision overall for pupils' spiritual, moral, social and cultural development.

### **Main strengths and weaknesses**

- Pupils' attitudes and behaviour are good, sometimes very good.
- Pupils' very good relationships.
- Systems for monitoring attendance are very good, and most parents make an effort to ensure their children attend school regularly and are on time.
- The school makes very good provision for pupils' moral and social development.

## Commentary

### Attendance in the latest complete reporting year (%)

Authorised absence		Unauthorised absence	
School data	6.0	School data	0.4
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.*

9. Attendance fell last year to slightly below the national median. Punctuality is good. Registers are properly completed at the required times. The school keeps very close contact with the families of the few persistent absentees.
10. The attitudes of most pupils are good, though those of pupils in the Foundation Stage are only satisfactory because at times they have to sit too long at an adult-led group or whole-class activity so they become tired, and their interest and attention wane. Boys and girls equally take an interest in lessons and in school activities, such as the sports clubs, where take-up is high. They willingly undertake the small classroom duties allocated and are happy to help in the library and elsewhere round the school. Pupils appreciate the school's measures for encouraging effort and good work, which help develop their achievement. One pupil interviewed said: 'We try to be proud of our work', and the rest agreed. Relationships throughout the school are very good. The school is effective in ensuring that pupils are free from bullying and that all ages mix well together. In particular, pupils are tolerant towards, and look after, those with special educational needs, who are well integrated into the school's social life. Teachers and learning support assistants work effectively to support those who have difficulty in conforming to normal standards of behaviour.
11. Most pupils meet the school's high expectations for good behaviour, and all help develop the code of conduct. Behaviour in the classroom and around the school is well supervised and, as a result, in the majority of lessons seen it was good or very good. However, pupils' answers to the questionnaire indicate some disagreement, and those interviewed reported bad behaviour in lessons, but that it disrupts learning only in one class. It is due to the school's strong ethos that there were no exclusions last year despite the presence of some very challenging behaviour.
12. Pupils are overwhelmingly positive about the school. They enjoy life and find lessons fun. Their contemporaries are friendly and teachers are fair and listen to their ideas. Most feel they have to work hard and that teachers trust them. Their self-esteem is high and those selected for interview chatted confidently.
13. Moral teaching is firmly in place and the school nurtures pupils' social development effectively, particularly through the personal, social and health education (PSHE) programme. Pupils are clear about the difference between right and wrong and about the importance of respecting other people's feelings, values and beliefs. Cultural development is quite strong, with visits to places of interest and a varied library, with good multi-cultural content. However, there is not enough emphasis on preparing pupils for life in a multi-cultural society. Pupils in the Foundation Stage are likely to achieve the Early Learning Goals in this area.

### **Ethnic background of pupils**

Categories used in the Annual School Census
White – British

### **Exclusions in the last school year**

No of pupils on roll	Number of fixed period exclusions	Number of permanent exclusions
38	0	0

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

## **QUALITY OF EDUCATION PROVIDED BY THE SCHOOL**

The quality of education provided by the school is satisfactory overall. The difficulties caused by an extended period of instability and organisational changes are now resolved.

### **Teaching and learning**

Overall the quality of teaching and learning is satisfactory. Teachers manage the mixed-age classes well. They ensure that pupils are fully integrated and that work suitably matches their abilities. All staff know the pupils well, a very positive feature of this school.

### **Main strengths and weaknesses**

- Pupils' speaking skills are being developed well, although teachers do not give pupils enough opportunities to talk mathematically.
- Marking is often good, helping pupils to improve, but assessment is not developed in all subjects.
- Outdoor learning is limited and there are insufficient opportunities to make choices and to learn outdoors in the Foundation Stage.
- ICT is not fully taught.
- Teachers' expertise in developing drama is good.

### **Commentary**

#### **Summary of teaching observed during the inspection in 10 lessons**

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
1	1	2	6	0	0	0

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

14. Teaching and learning are satisfactory overall, as in the last inspection. No unsatisfactory lessons were seen. In well over a third of lessons, teaching was good, very good or excellent. There were more instances of good teaching in Years 3, 4 and 5 than elsewhere. Teaching in the Foundation Stage was satisfactory; it was found to be generally good in the last inspection. At the start of lessons, teachers make learning points clear to pupils and they constantly revisit them to reinforce learning. Teachers generally use good questioning techniques and subject-specific vocabulary, to recall pupils' prior learning as a link with current work and to help them consolidate learning. Teaching is particularly successful when an investigative approach is used and pupils are encouraged to find answers for themselves, and when they are encouraged to work collaboratively as, for example, in science and drama.
15. The curriculum has been revised and lesson planning is much improved. It is made clear what pupils are expected to learn in their lessons. Lesson plans identify and usually provide appropriately different tasks for the three year-groups in each class and for pupils of differing ability levels. Teachers manage the mixed age classes well. They ensure that pupils are fully integrated and that work generally matches their abilities. Nevertheless, the tasks are not

always challenging enough especially for higher-attaining pupils. Some of the younger pupils in class 2 are benefiting from the challenging work set, however. Useful links are made between different subjects across the curriculum. Pupils' work is celebrated and is displayed throughout the school. Attractive classrooms and display are used well, as an interactive learning resource.

16. In lessons, pupils with special educational needs are very well included and receive good support from their teaching assistants. Teachers and support assistants have such good relationships with the pupils that they skilfully focus their attention. They manage pupils' individual needs well.
17. On occasions, lesson introductions are lengthy with too much teacher talk. As a result, pupils' independent working time is reduced. Teachers insist on high standards of behaviour and manage pupils well. Consequently, pupils almost always behave well and work purposefully. Pupils are well motivated and keen to learn, particularly when lessons are practically based.
18. An important shortcoming in teaching is the lack of ICT to support learning in most subjects, and particularly in mathematics, for example, handling data. It is, however, used well in English, history and topic work.
19. Assessment is comprehensive and constructive in English and mathematics. The findings are informing teaching, an improvement since the last inspection. Teachers' good knowledge of individual pupils allows scope for tracking progress on an individual basis. Teachers have also marked writing samples together to share their expertise. Assessment is not developed well enough and is unsatisfactory in science, ICT, the foundation subjects and religious education. Marking is informative with useful comments to help pupils improve; this is an improvement since the last inspection. Pupils are aware of targets or attainment levels. Homework is set where appropriate and it contributes appropriately to pupils' achievement.

## **The curriculum**

The curriculum is satisfactory overall but legal requirements are not fully met.

### **Main strengths and weaknesses**

- The provision for pupils with special educational needs is good.
- The provision for personal, social, health and citizenship education is good.
- Not all statutory requirements are met as the National Curriculum for ICT is not fully in place.
- Provision in the Foundation Stage has some weaknesses.

### **Commentary**

20. The curriculum for the Foundation Stage, although satisfactory, has some weaknesses. Opportunities for children to engage in learning, make choices, and learn outdoors are limited. In Years 1 to 5 the curriculum is broad and includes all subjects of the National Curriculum and religious education, which follows the locally agreed syllabus. The school has a daily act of collective worship. However, statutory requirements are not met because aspects of ICT are not fully in place. There are no opportunities for pupils to learn skills in aspects of control and recording and organising data. Personal, social, health and citizenship education provision is good. Provision for raising awareness and education about the misuse of drugs is satisfactory. Provision for sex education is not in place. Pupils are well prepared for their next stage of education. Links established with local schools are good.
21. On appointment, the acting headteacher with staff and governors reviewed the curriculum to ensure that it was more balanced than before. They have extended curriculum provision.

22. The curriculum is appropriately enriched by a variety of visits and visitors to school, and a residential visit to the New Forest in alternate years. The school is successfully extending the curriculum by incorporating links with a local working museum. All pupils have access to the whole curriculum and to enrichment activities. Sports are very popular and, to compensate for the limited indoor accommodation for physical education, the school has linked with the local leisure centre to provide some support within the curriculum and after school.
23. The school has adapted curriculum planning well for the current year during interim management, focusing on this year alone. Consequently, planning for the longer term to ensure progression of mixed-age classes has yet to be fully addressed. Subject guidelines produced by the Qualifications and Curriculum Authority and teachers' own plans are balanced to underpin medium-and short-term planning. The literacy and numeracy strategies are established. Pupils have appropriate access to ICT and use their word processing skills to enhance their learning in other subjects. Good links are made between subjects across the curriculum.
24. Pupils with special educational needs have good access to the whole curriculum and their needs are met. Teachers plan the curriculum for the wide age ranges in their classes. Teachers usually ensure that work is carefully matched to individual targets. Targets are appropriate and precise to enable pupils to achieve and experience success. The school fully meets the Code of Practice for special educational needs and monitors its effectiveness.
25. The school's staffing levels are satisfactory, following an unsettled period since the last inspection. Job share arrangements appear to work well. Learning support assistants are well deployed to support pupils and are highly valued by the school. The recently appointed administrative staff are efficient.
26. The school is very well maintained and organised. It has been reduced from three to two classes as a result of falling rolls. The spare classroom is used well as an extra teaching space and library. The classroom for the Foundation Stage has undergone much reorganisation to provide a more active learning area; despite this it is still cramped for physical and creative activities and the outside area is under-used. Classrooms provide an attractive and stimulating learning environment. The hall is too small and restricted for older pupils to use for indoor physical education. The stunning external school grounds are well equipped. Refurbished reception and office areas provide a welcoming entrance. The school is appropriately resourced. The learning resources available for pupils with special educational needs are good.

## **Care, guidance and support**

The quality of pupils' care, health and safety are satisfactory overall, but there are some unsatisfactory aspects to the school's procedures for ensuring pupils work in a safe and healthy environment.

### **Main strengths and weaknesses**

- Procedures for pupil's health and safety are not yet formalised.
- Induction arrangements for new pupils are good.
- Pupils are well known by all adults.
- Support for pupils with special educational needs is good.
- Pupils have very good trusting relationships with adults.

### **Commentary**

27. Generally effective and sensible child protection practices are in place and staff are aware of the requirements laid down by the local education authority and of the needs of children at risk,

and they have a recent formal policy to follow. There has been no recent formal training, though a course is planned for senior staff.

28. The school is a very clean and pleasant place. Governors are properly involved in termly health and safety checks. Playtime is well supervised and there are appropriate first-aid and medical arrangements. Access to the Internet is strictly controlled. However:
- risks have not been assessed, nor staff properly trained in assessing them;
  - the health and safety policy is thin, with no indication as to when it was last reviewed and staff have not yet received formal health and safety training.
29. Pupils are highly valued. The school pays great attention to every pupil's personal support and in such a small school staff know pupils really well, creating a pleasant atmosphere that fosters achievement. The systems for documenting pupils' academic achievements and personal needs are not strong enough to promote high standards and achievement. Staff provide extra personal support for the more vulnerable or when personal circumstances demand. All pupils appreciate that they can always turn to at least one member of staff, often more. Pupils consider that staff treat them fairly and help the few who have difficulty in conforming. Pupils with special educational needs are known very well and their needs are met. As a result, this is a very happy school, where boys and girls of all abilities are valued equally.
30. Pupils are encouraged to contribute their own ideas during circle time and to take a full part in personal, health and social education (PHSCE) training. In the absence of a school council, pupils' ideas are sometimes sought, for example, in assembly. Most pupils consider that the teachers do listen to their views. The school is sensitive in respecting the religious or cultural needs of minority families. It does not yet do enough to promote healthy eating habits. Induction arrangements for the few new pupils are good because there is a strong personal element in welcoming new pupils, whom the staff soon get to know well.

### **Partnership with parents, other schools and the community**

Links with parents, the local community and other schools are good and parents are very supportive.

### **Main strengths and weaknesses**

- Reports about pupils' progress are good.
- The school is successful at involving parents in their children's education and in seeking their views.
- Links with the local community are varied and of value to pupils.
- The mechanisms for transferring pupils to the intermediate school are comprehensive.
- The school deals effectively with parents' concerns and complaints.

## Commentary

31. The annual reports on pupils meet statutory requirements and are of very high quality. They contain plenty of pertinent information on progress over the academic year, stressing what a pupil knows, understands or can do. Newsletters are frequent and informative, and the school keeps the local community up to date with its own page on the village website and a column in the parish newsletter. However, neither the school prospectus nor the last governors' annual report to parents meet statutory requirements. The prospectus is bright and appealing, but rather short, and it omits the required attendance figures. The governors' report to parents is of poor quality - thin and meagre. It omits a large proportion of the information required by statute, and is prepared a year in arrears. The school is on the point of reintroducing an outline curriculum for parents.
32. The school is good at seeking the views of parents. It provides a formal progress meeting each term and parents are encouraged to meet staff whenever they wish. Most pupils benefit from the way the school encourages parents to involve themselves in promoting their child's learning at home, both in reading and other homework.
33. The school has good links with parents of children with special educational needs. They are invited to reviews of their child's progress and at the parents meeting they stated that they were very happy with the school. The support offered by outside agencies is good and is valued by the school. The school also provides several opportunities for parents to join their children at the school's own social events, which are well supported. An energetic Friends Association runs several social and fund-raising events, which greatly benefit the school community. However, only a very small number of outside volunteers work in the school, though the school is working on introducing helpers from the village to run clubs.
34. The school deals effectively with the few concerns and complaints and the acting headteacher always takes up any problems with the pupils concerned. She is seen by parents, governors and the community in general as open and approachable, and has done much to build up their confidence in the school. Parents at the meeting with the registered inspector were supportive of the school and commended the current leadership. Their response to the parent questionnaire was largely positive, though a minority had some concerns, particularly on not being well informed on their children's progress. Given the quality of the reports on pupils and the possible daily access to staff, the inspection did not bear out this concern.
35. Links with the local community, particularly the village church and the press, are strong and effective. Pupils make real gains from their walks around the village and from the school's cultural and sporting connections. Their sense of service to others is enhanced by charitable contributions and by their connections with old people. They do not, however, benefit from commercial sponsorship or visits to local commercial organisations.
36. Transfer arrangements for pupils moving on to the intermediate school are effective, both at the personal and the academic level. The school works closely and effectively with all schools in the local STARS (Storrington area of rural school) group both for the pupils' direct benefit and to reduce costs.

## LEADERSHIP AND MANAGEMENT

Leadership and management are satisfactory. The calm and purposeful leadership by the acting headteacher is very good. The overall management of the school is satisfactory. The governors are concerned with major issues affecting the school and generally fulfil their role well but the school does not meet some statutory requirements and therefore governance is less than satisfactory.

## Main strengths and weaknesses



- Leadership by the acting headteacher is very effective and has moved the school forward.
- Training, support and professional development for staff is bringing about improvement in many aspects of the school's work.
- The role of co-ordinators is not fully developed, and nor is assessment in all subjects.

## Commentary

37. The Chair of Governors and other key governors have a very clear understanding of the school's strengths and weaknesses. The governing body is informed of school developments by the acting headteacher and, through their direct knowledge and experience of the school, they are critical friends. Their commitment to raising standards and improving the quality of provision is evident. However, some statutory requirements are not met. In particular, the non-compliance with the National Curriculum for ICT inhibits pupils' progress. This shortcoming means that governance, overall, is unsatisfactory.
38. Leadership, overall, is satisfactory. The leadership of the acting headteacher is very good. She, staff and governors have a sharp and keen sense of purpose. They are strongly committed to ensuring that the school is inclusive. The acting headteacher is a very good communicator and shares with the staff the determination for whole school improvement. She has quickly focused on and led educational priorities, and is well supported by the senior teacher and key staff. They work together effectively as a team. The priorities for development are good, such as raising standards and, particularly, improving the standards of pupils' writing, and steady progress has been made. The school is increasingly self-evaluating and uses the findings to improve provision and raise standards.
39. Management is satisfactory. The acting headteacher, with the staff, has used data to evaluate the school's effectiveness and to inform the development process well. Pupil tracking, using the results of end of key stage tests and the optional tests to identify potentially underachieving pupils in relation to their prior attainment, is a good development. Teaching and learning are systematically monitored as part of the performance management cycle. With such a small staff the school is facing the increasing challenges and responsibilities positively and with energy. Despite this, although co-ordinators plan together, they have not yet monitored directly. The school recognises that there have been several significant changes in the school in a short period and there is a need for some stability. The acting headteacher leads special educational needs well. The Code of Conduct is met. Educational plans are specific and helpful to teachers. The leader of the subject is aware of areas for improvement, for instance involving teachers more in the design of pupils' plans. Despite a prolonged period of staffing difficulties the key issues raised in the last inspection have been largely addressed.
40. The school has good procedures and systems for financial planning, and monitors and controls spending efficiently. The financial effect of a fall in pupil numbers has been managed appropriately. The principles of best value are clearly understood and funding is allocated to educational priorities well. Day-to-day financial control and administration are efficient. Expenditure per pupil is well above the national average for primary schools, as is common for very small schools. Nevertheless, given the satisfactory standards now being achieved and its prudent financial management, the school provides satisfactory value for money for a school of its size.

*Financial information for the year April 2002 to March 2003*

Income and expenditure (£)	
Total income	£205,547
Total expenditure	£168,184
Expenditure per pupil	£4,517

Balances (£)	
Balance from previous year	£12,840
Balance carried forward to the next	£50,203

## PART C: THE QUALITY OF EDUCATION IN SUBJECTS

### AREAS OF LEARNING IN THE FOUNDATION STAGE

Provision in the Foundation Stage is **satisfactory**.

#### Main strengths and weaknesses

- Four-year-olds are settled and enjoy coming to school.
- Four-year-olds mix well with the older pupils in the class.
- Structured play does not have a high enough profile.
- Four-year-olds do not have enough opportunities to make choices and explore.
- Outdoor learning is not planned for frequently enough.

#### Commentary

41. The three four-year-old children in the Foundation Stage attend full time. Two teachers, who job-share, teach these children, in a mixed-age class alongside Year 1 and Year 2 pupils. One or, sometimes, two teaching assistants, as well as occasional volunteer helpers, also support the class throughout the day. Attainment on entry to the school is broadly in line with what is to be expected nationally. Children achieve satisfactorily. By the end of the reception year they are likely to reach the Early Learning Goals in personal, social and emotional development, communication, language and literacy, mathematical development and also in aspects of knowledge and understanding of the world, physical development, and creative development. Standards are less good than at the time of the last inspection in 1999, however, in line with the lower starting points of the current pupils. Overall, the Foundation Stage has declined since that time, when it was found to be good. The school has rightly identified this area of its work as a priority for development. The acting headteacher is using her experience and expertise effectively to improve the provision for four-year-olds.
42. Teaching is satisfactory. Teachers work hard, together and with the acting headteacher, to provide a curriculum that meets the needs of the four-year-olds within the mixed-age class. They have a reasonable understanding of the active way that young children learn and provide an appropriately organised (albeit small) classroom. On balance, however, they do not give structured play a high enough profile, with activities that the children can select for themselves as well as those that are supported by an adult. Too often, four-year-olds are sitting for too long at an adult-led group or whole-class activity so that they become tired, and their interest and attention wane.
43. Strengths of the teaching lie in the area of **personal, social and emotional development**. They include the teachers' and teaching assistants' warm and welcoming approach and the positive, encouraging and kindly way that they help the four-year-olds to settle and feel comfortable in school. Teachers set clear guidelines for behaviour with regular reminders, for example about 'good sitting', so that the children know what is expected and behave sensibly. They mix well with the older children and move about the classroom confidently.
44. Other teaching strengths occur in **communication, language and literacy** where the teachers pay particular attention to extending children's vocabulary. The high adult / child ratio enables staff to work closely with the four-year-olds as part of a small group, as when teaching letter names and sounds. Staff speak clearly, encouraging the children to build up simple words other than their names, in early reading and writing activities. They do not, however, give a high enough profile to talk, for spontaneous and planned conversations, for example, or for supporting imaginative play in the role-play area. In **mathematical development**, teachers use number rhymes and simple games appropriately, for counting and early computation. They

provide suitable practical activities to help the children learn about 'longer' and 'shorter', and experience different basic geometric shapes.

45. In **knowledge and understanding of the world**, teachers provide appropriate activities to encourage careful observation skills such as examining different materials or looking at pictures of Samuel Pepys and King Charles II. They provide worthwhile, but limited, opportunities for children to make things, for example with construction and other materials. These activities often occur for a short time at the beginning of the morning session, contributing effectively to a smooth start to the school day.
46. In **physical development**, teachers provide appropriate opportunities for four-year-olds to exercise and develop hand and finger muscles through a variety of equipment such as pens, pencils and crayons, paintbrushes, scissors and interlocking shapes. As a result, children hold such implements effectively as they write, draw, paint or fit small bricks together, for example. Although, there are two sessions in the hall each week, overall there are not enough times for the children to exploit physical skills, such as climbing and balancing, or to be energetic and explore. The good quality outside environment, the enclosed garden area (complete with cockerel and hens!) and also the extensive adventure play area are under-used, not only to support physical development but also other areas of learning. The one observed outdoor activity, ably led by a teaching assistant, as part of learning in knowledge and understanding of the world, motivated the four-year-olds effectively. With enthusiasm they identified and drew things made from different materials, such as paving stones and the fence. Learning outdoors overall, however, is not yet embedded securely enough within the Foundation Stage curriculum.
47. Little was seen in **creative development**. Children are clearly learning a range of familiar action rhymes and songs in class, but whole-school singing sessions do not best meet their needs. Displays indicate suitable painting and drawing activities. The small role-play area, imaginatively linked to the story 'Where The Wild Things Are' by Maurice Sendac, is under-used.

## **SUBJECTS IN KEY STAGES 1 and 2**

### **ENGLISH**

Provision in English is **satisfactory**.

#### **Main strengths and weaknesses**

- Teachers' subject expertise is satisfactory and in developing drama it is good.
- Occasionally teaching is excellent.
- Pupils' speaking skills are being developed well.
- Pupils with special educational needs are well included in lessons.
- The school has rightly prioritised writing as an area for improvement.
- Pupils often do not use the sounds of letters to help them read new words.
- There are too few opportunities for pupils to write extended pieces of work.
- Too few pupils attain the higher standards in tests and in their work.
- Good links are made with history.

## Commentary

48. Standards are broadly average at the ends of Year 2 and Year 5. Year 2 test results have improved significantly over the past two years but still too few pupils achieve the higher Level 3 in either reading or writing. Pupils make satisfactory progress across the school.
49. Pupils' speaking and listening skills are average but are developing well across the school. This is particularly the case in the class of older pupils where drama is used to good effect. In this class, pupils are involved and interested so that their comments become more descriptive and imaginative, for example a phrase used was 'fragrant, fluttering jewels'. Throughout the school, pupils with special educational needs are given confidence so that they are included very well in question and answer sessions and achieve well.
50. The standard of reading is average in Year 2 and Year 5. Pupils enjoy reading and retell stories sensibly. They use picture and context clues well to help them understand. Throughout the school, most pupils read words accurately with some expression. However, even the older pupils have difficulty in working out new words as they do not have a good understanding of sounds in words, 'phonics'. Phonic teaching, a programme for teaching the sounds of letters, has recently been introduced into the school. Pupils know how to use the contents page and index, but find it difficult to find books in the library, as currently no codes are displayed.
51. Writing has rightly been identified as an area for improvement throughout the school as standards barely meet national expectations. Pupils' work is neat but joined handwriting has been introduced only recently in Year 2. They do not yet use this style consistently in their work but older pupils do. Across the school, pupils have regular spelling homework and, as a consequence, spelling is improving. Pupils have too few opportunities to complete long pieces of work to extend their writing. They write reports linked to history topics but these are generally in note form.
52. Leadership is underdeveloped. The subject co-ordinator is given no time to examine standards of work or the quality of teaching and learning. Consequently, strategies for improving standards have not been identified until recently. However, since the last inspection marking has improved and teachers are keen to improve standards by working with other schools.

## Language and literacy across the curriculum

53. Good links are made with other subjects such as history and information and communication technology. These are planned in the new curriculum map. Too few opportunities are provided for extended pieces of writing.

## MATHEMATICS

Provision in mathematics is **satisfactory**.

### Main strengths and weaknesses

- Teachers do not give pupils enough opportunities to talk about mathematics using the appropriate terminology.
- Information and communication technology is not used enough to support learning in mathematics.

## Commentary

54. Standards in mathematics at ages seven and ten meet national expectations, as at the time of the last inspection, reflecting also, for seven-year-olds, results in national testing in 2003. Pupils achieve satisfactorily overall, although on occasion, older higher-attaining pupils do not achieve as well as they could. Through using practical apparatus, seven-year-olds are beginning to understand the value of each digit in a two-digit number.
55. The quality of teaching and learning is satisfactory. Teachers make learning points clear to pupils. Through snappy and sometimes lively oral questioning, they gain pupils' attention and interest effectively, particularly at the beginning of lessons. Teachers are positive and want the pupils to succeed. As a result, pupils are keen and enjoy answering quickly. However, teachers do not provide enough opportunities for them to talk about mathematics or to explain how they have arrived at answers to a partner or to a larger group. Consequently, pupils talk hesitantly about what they are doing. A further important shortcoming in the teaching is the lack of ICT to support mathematical learning, for handling data in particular. Otherwise all aspects of the subject are suitably covered, although the main thrust is on number work.
56. Teachers use games effectively to motivate pupils' mathematical thinking, and all pupils are keen to take part, even the youngest and those with special educational needs. Teachers use an appropriately practical approach and set different tasks to meet the needs of the mixed ages and abilities in each class. However, the tasks are not always challenging enough, especially for higher-attaining pupils. Teachers are well organised. They set clear and consistent guidelines for behaviour and, as a result, pupils almost always behave well. Only when the task is too easy or the pace flags does their attention wander.
57. Leadership and management are satisfactory. Information gained from improved assessment procedures and from the analysis of national test results is used appropriately to inform priorities for future teaching, for example, the need to improve the achievement of higher-attaining pupils. The co-ordinator is aware of the lack of the use of ICT in the subject and of the need to increase the level of pupils' talk. Overall the curriculum, whilst remaining broadly satisfactory, is narrower than at the time of the last inspection, with less data handling and also less problem solving evident.

## Mathematics across the curriculum

58. Mathematics is used in science, for measurements for example, or to record information on charts and tables. Timelines in history help pupils develop a sense of chronology. Overall, however, mathematics is not used widely enough to support learning in other subjects, especially ICT.

## SCIENCE

Provision in science is **satisfactory**.

### Main strengths and weaknesses

- Teachers make science lessons as practical as possible.

## Commentary

59. Standards are broadly satisfactory at ages seven and ten, reflecting teacher assessments in 2003 when all pupils in Year 2 reached the expected Level 2 although none achieved the higher Level 3. The findings were broadly similar to those of the last inspection report when the attainments of most pupils were in line with or above national expectations. They learn through

research and their senses about different things. As part of a healthy living topic, ten-year-olds investigate the different levels of salt in a variety of foods and begin to understand the effect of the earth's movement round the sun.

60. The quality of teaching and learning is at least satisfactory. Strengths of the teaching include the way teachers make their lessons as practical as possible, to motivate pupils and make them keen to learn. Teachers' explanations and questions are clear so that pupils understand. Teachers encourage pupils to observe carefully and talk about their findings. They emphasise new vocabulary effectively, such as 'spherical', 'orbit' and 'man-made'. They make useful cross-curricular links, as in poems about autumn fruits and colourful sun paintings. They use ICT as a research tool but not enough for other purposes, such as handling data. Teachers manage the mixed ages and abilities by providing appropriately different tasks. They include pupils with special educational needs well in lessons and harness particular interests to good effect. Teaching assistants effectively support learning across the wide age ranges in each class. The broad curriculum noted at the time of the last inspection has been suitably maintained.
61. Leadership and management are sound. Through her senior role, the co-ordinator, the acting headteacher, provides good leadership especially in improving planning to meet the needs of the mixed-age classes. She has a secure view of the future development of the subject. Assessment procedures, however, are informal and need further attention.

## **INFORMATION AND COMMUNICATION TECHNOLOGY**

62. No lessons were timetabled during the inspection. Samples of pupils' work were examined, as was the overall curriculum plan. Provision was discussed with the subject leader.

### **Main strengths and weaknesses**

- Pupils use word processing skills well to support their English and history work.
  - The computer is used satisfactorily to enhance artwork and support aspects of mathematics.
  - There is no evidence of pupils using the aspects of control and recording and organising data.
63. The school is aware that this subject is an urgent area for improvement. Consequently training is planned and a 'technician' is to be employed in order to help teachers cover the full curriculum that is currently not in place.
64. The aspects of the curriculum that are covered ensure that pupils reach average standards in word processing and research. Older pupils make symmetrical designs. However, pupils do not create charts or graphs or control 'roamers' which are in school. Younger pupils research and use art programs to design their own fire engines.
65. Leadership and management are satisfactory. The leader of this subject has a good understanding of the school's strengths and weaknesses and has taken appropriate steps to remedy the latter.

## **HUMANITIES**

### **Geography and history**

66. In humanities, work was sampled in geography and history, with only one lesson seen in history and none in geography. It is not possible, therefore, to make overall judgements about provision in these subjects.
67. Indications are, from pupils' work and the one lesson observed, that standards in history at least meet national expectations. History enjoys a high profile. The curriculum is wide and

approached in considerable depth, as shown by the variety of older pupils' work about evacuees in World War 2. These pupils, in Years 3, 4 and 5, were clearly curious about what happened, and drew up such questions as 'Who went with the children?' to ask elderly members of the village community. Through research and looking at secondary artefacts, pupils in Years 1 and 2 learn about The Great Fire of London. They look carefully at pictures of Samuel Pepys and King Charles II and talk about how their appearance and dress differ from that of men today. They and the older pupils find out about the past from a wide variety of sources such as videos, photographs, CD ROMs and books, as well as from talking to older people.

68. Work sampling in geography, indicates satisfactory standards. Teachers make effective use of the local area, for example through village walks and trips further afield, to look at contrasting localities such as the beach and town of Bognor Regis. Pupils in Years 1 and 2 draw pictorial maps of Amberley. They make appropriate brochures depicting different shops and the range of attractions in Bognor. Older pupils find out about erosion and how it affects a beach environment.
69. Cross-curricular links are clearly embedded to support learning in these subjects. Art especially enlivens the work, through for example, careful drawings, of houses in Pudding Lane and the band-stand in Bognor, the small detailed pencil portraits of a Victorian family and the colourful abstract paintings, in the style of Paul Klee, of pupils' journeys to school. Pupils' pride in their work is evident.

## Religious education

Provision in religious education is **satisfactory**.

### Main strengths and weaknesses

- There are good links with the local church.
- There is a good ethos of mutual care and respect related to religious beliefs.
- The new curriculum plan ensures that the locally agreed syllabus is covered.
- Pupils learn about Christianity and other faiths.
- Good use is made of visitors to lead assemblies.

### Commentary

70. Standards are satisfactory, as during the last inspection. Improvements have been made in that the school now follows the locally agreed syllabus and has recently created a system to ensure that all elements are covered. Planning has improved.
71. Older pupils talk about Christianity and other faiths. In assembly, all learn Bible stories such as the feeding of the five thousand. Visitors led this assembly. Other cultures are valued in that there is a display of Japanese symbols of peace and calm. All pupils are valued and those with special educational needs are well accepted by their classmates. Teachers, who intervene appropriately, encourage this aspect.
72. The quality of teaching and learning seen was satisfactory. The lesson was challenging in that it asked pupils to 'visualise the deity'. The ideas of pupils with special educational needs were used very well but generally pupils found this difficult. There were too few pictures or general support materials to help them. However, the teacher's enthusiasm helped pupils to understand that we all have different pictures in our minds.
73. The curriculum has been strengthened and is now regularly checked to see that it covers requirements. Links with other subjects, such as history, are being developed through visits to the local Church, both to celebrate festivals and to study artefacts.



## **CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS**

74. In creative, aesthetic, practical and physical subjects, work was sampled in art and design and design and technology. One lesson was seen in music for the whole school and singing was heard in assembly. The scrutiny of work and evidence of teachers' planning support the judgements that follow. No lessons were observed in physical education.

### **Art and music**

#### **Commentary**

75. In art and design, standards at ages seven and ten are in line with expectations. Pupils achieve satisfactorily and there is some work on display that indicates good achievement. Years 1 and 2 pupils explore paint and learn about mixing and blending hot colours. Pupils' artwork supports their learning in other subjects very well; for example, they create detailed and accurate drawings of Elizabethan houses to support their Great Fire of London history focus. They have studied portraits and use their observational skills to good effect to draw self-portraits.
76. Pupils in Years 3, 4 and 5 use a range of media and colour-mixing skills and study different artists such as Paul Klee. Linking with geography and history, they are aware of the art of the Aztecs and are familiar with some of the artefacts and symbols used. In discussions with pupils, they enjoy art and take a pride in their work. They learn about the work of different artists from different cultural backgrounds and traditions and experience different media such as printing, weaving and fabric collage. There is very limited evidence of using ICT apart from research-based studies. Work is well displayed and effectively celebrates pupils' achievement. The issues raised in the last inspection have been addressed and there is now evidence of progression across the years.

### **Music**

#### **Commentary**

77. Standards at ages seven and ten are in line with expectations. Pupils achieve satisfactorily. In assembly, pupils enjoy singing particularly when actions are required. Pupils learn the words quickly, follow instructions and generally sing in unison with clear diction. They listen quietly to classical music and then sing 'The whole world in his hands', thereby adding to their musical knowledge and experience.
78. In the whole-school lesson observed, pupils built on skills when creating music using traditional tales, such as 'The three little pigs'. They listened attentively to instructions and enjoyed singing together. One pupil kept the pulse going and they understood that tempo and duration could be combined. They readily suggested and described the different characteristics of the pigs and the big bad wolf and considered how they might interpret them when singing in role, which they did with good humour. The majority enjoyed singing whilst others accompanied, playing to the beat using a range of musical instruments. The musicians appropriately combined and organised their musical ideas and practised playing together. They successfully produced sounds in a controlled way and worked as part of a group.
79. As a result of the good teaching, they learn and understand musical terms and the names of different instruments. Teaching is secure, enthusiastic and encourages an enjoyment of music. Both teachers work well together and ensure musical understanding. Pupils with special educational needs are totally involved and participate well due to the focus and encouragement of teachers.

### **Design and technology**

80. No lessons were timetabled during the inspection. Pupils' work was sampled and discussed with them.

### **Commentary**

81. Pupils undertake a variety of interesting tasks. They plan their work and select suitable materials. They sometimes use the computer for research. Progress is satisfactory throughout the school as the older pupils make complex working models using winding mechanisms. This links well with their science project on materials. However, there is no written evidence of pupils evaluating their work and suggesting improvements.

## **PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP**

82. This area was sampled. One short session was observed.

### **Commentary**

83. There was insufficient evidence during the inspection to form a secure judgement about pupils' standards, their achievements or the quality of teaching and learning. Limited evidence from pupils' work, teachers' planning and discussions with pupils suggests that provision is at least good.
84. Pupils' personal, social, health and citizenship education (PSHCE) is promoted well through subjects of the curriculum, and especially through discussion time and drama. A range of well planned topics and themes is explored and discussed, and pupils learn appropriately about issues ranging from trust and consideration for others to school rules. Pupils in Years 1 and 2 can identify needs for life and for essential well-being. They work well together to produce a Charter for Rights of a Child. They understand that other charters exist such as the United Nations Charter. Pupils in Years 3, 4 and 5 discuss their feelings after playing trust games – how it felt to be blind and responsibilities as a leader.
85. As yet there is no formal forum for pupils to express their views, but pupils told inspectors that they have plenty of opportunities to express their views and they feel listened to and valued. Pupils are given responsibilities such as reviewing school rules, looking after one another, helping tidy up and returning registers and helping in assemblies.
86. In the session observed, pupils discussed quite effectively making choices, the right things and the wrong things to do, and such topics as graffiti, litter and stealing. Teaching involved the pupils well and they responded appropriately. The session had a strong moral message that the pupils related well to and understood.
87. The headteacher co-ordinates PSHCE well, and she ensures that staff are well prepared and informed.

## PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

### *Inspection judgement*

### *Grade*

<b>The overall effectiveness of the school</b>	<b>4</b>
How inclusive the school is	2
How the school's effectiveness has changed since its last inspection	4
Value for money provided by the school	4

<b>Overall standards achieved</b>	<b>4</b>
Pupils' achievement	4

<b>Pupils' attitudes, values and other personal qualities</b>	<b>3</b>
Attendance	4
Attitudes	3
Behaviour, including the extent of exclusions	3
Pupils' spiritual, moral, social and cultural development	3

<b>The quality of education provided by the school</b>	<b>4</b>
The quality of teaching	4
How well pupils learn	4
The quality of assessment	5
How well the curriculum meets pupils needs	4
Enrichment of the curriculum, including out-of-school activities	4
Accommodation and resources	4
Pupils' care, welfare, health and safety	4
Support, advice and guidance for pupils	4
How well the school seeks and acts on pupils' views	4
The effectiveness of the school's links with parents	3
The quality of the school's links with the community	3
The school's links with other schools and colleges	3

<b>The leadership and management of the school</b>	<b>4</b>
The governance of the school	5
The leadership of the headteacher	2
The leadership of other key staff	4
The effectiveness of management	4

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