

# INSPECTION REPORT

## **WEST CHILTINGTON COMMUNITY FIRST SCHOOL**

Pulborough

LEA area: West Sussex

Unique reference number: 125859

Headteacher: Mrs G M Vickers

Lead inspector: Peter Howlett

Dates of inspection: 16<sup>th</sup> –18<sup>th</sup> March 2004

Inspection number: 264592

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 category:	Community
Age range of pupils:	4 - 10
Gender of pupils:	Mixed
Number on roll:	169
School address:	East Street West Chiltington Pulborough West Sussex
Postcode:	RH20 2JY
Telephone number:	(01798) 813 319
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Appropriate authority:	The governing body
Name of chair of governors:	Mrs Alison Lerche
Date of previous inspection:	6 <sup>th</sup> July 1998

## **CHARACTERISTICS OF THE SCHOOL**

West Chiltington School is smaller than the average-sized primary school, with 169 pupils on roll aged four to 10. There are more boys than girls, particularly in Years 1 and 2. In Year 2, boys greatly outnumber girls, whilst in Reception, girls outnumber boys. The school has an intake of one class in each year group and is organised into six classes from Reception to Year 5. Children in Reception start full-time education in either the Autumn or Spring term. The school draws about half its pupils from the village of West Chiltington itself and the rest travel in from neighbouring villages. Pupils come from a range of socio-economic backgrounds but their backgrounds are generally very advantaged. Nearly all the pupils come from a white UK background, with very few from other ethnic backgrounds. Currently there are no pupils at an early stage of English language acquisition. The proportion of pupils known to be eligible for free school meals (two per cent) is well below the national average. The proportion of pupils identified as having special educational needs (less than seven per cent) is below the national average. Two pupils have statements of special educational needs. Attainment on entry is generally above that typically found nationally.

The school received an achievement award in 2003 for improvement in pupils' performance in the national tests at the end of Year 2, an Investor in People award and an Artsmark Gold Award in 2002, and a Basic Skills Award in 2001.

## INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
23744	Peter Howlett	Lead inspector	Mathematics Information and communication technology Physical education
9092	Ron Elam	Lay inspector	
12116	Kathryn Henry	Team inspector	English Science Art and design Design technology Special educational needs
8440	Stephen Beaumont	Team inspector	Foundation Stage Geography History Music Religious education

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## PART A: SUMMARY OF THE REPORT

### OVERALL EVALUATION

**This is a good school with very good features.** The key to the school's success lies in the high-quality leadership of the headteacher, very good teamwork and the very supportive governing body. The quality of teaching and learning is good and the school offers pupils a rich and stimulating curriculum. Pupils thrive in a very positive and supportive ethos so their achievement is good. Standards of attainment are above nationally-expected levels overall and well above in literacy and numeracy skills. Finances are managed well and the school gives good value for money.

#### The school's main strengths and weaknesses are:

- Standards are well above nationally expected levels in English, numeracy and music and are above expected levels in other aspects of mathematics, science, art and design, history and geography.
- Pupils achieve well because teaching is good overall and very good in Years 4 and 5 and the curriculum is rich and stimulating.
- Pupils' behaviour, relationships, attitudes to learning and attendance are very good.
- The headteacher provides very good leadership and is very well supported by the deputy headteacher.
- The governing body makes a very effective contribution to the work of the school.
- The school promotes very good links with parents.
- Assessment arrangements are very effective in English and mathematics but are not used well enough in science and ICT.
- Pupils do not use their ICT skills enough in other subjects.

**Improvement since the last inspection is good.** The key issues raised then have been dealt with effectively. Assessment arrangements in English and mathematics have improved. The school is much better at checking how well it is doing and teachers fulfil effectively their subject leadership roles. In addition, the school has systematically tackled other shortcomings identified in the inspection report. Other improvements, including the quality of teaching and curriculum provision, have led to improvements in pupils' achievement.

### STANDARDS ACHIEVED

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

*Key: A\* - very high; 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 achieve well.** Children in the Reception class settle well into school and make good progress. Almost all children are on course to achieve the goals expected nationally at the end of the Reception Year and a good proportion is likely to exceed these goals. Pupils achieve well overall in relation to their prior attainment in Years 2 and 5. Standards in English and mathematics are above the level expected nationally by Year 2 and this represents good achievement for this particular cohort. Standards in English are well above expected levels and in mathematics above expected levels by Year 5, whilst pupils' number work is well above expected levels. This represents very good achievement from their results in the national tests in Year 2. Standards in science are as expected nationally in Year 2 and above expectations in Year 5. Standards are well above the nationally-

expected level in music and above expected levels in art and design, history and geography. Standards in ICT, design and technology and religious education are as expected. No judgement is made on standards in physical education. Pupils with special educational needs and higher-attaining pupils achieve well.

**Pupils' personal development is good** as a result of the school's good provision for their spiritual, moral, social and cultural development. Pupils are happy at school and show real interest in their work. They behave very well in class and at playtimes and their relationships with one another are very good. Attendance is **very good** and punctuality good. These personal qualities make an effective contribution to pupils' learning.

## **QUALITY OF EDUCATION**

The school provides a **good quality education, including good teaching and learning** for its pupils. The very good curriculum is enhanced by a very good range of extra-curricular activities. The school carefully plans what is to be taught when, and at what level, and this helps pupils make good progress. The high proportion of good teaching is a significant improvement since the last inspection. There are many strengths in teaching that contribute well to pupils' learning. The school meets effectively the needs of pupils of different capabilities. Teachers have high expectations of pupils' behaviour, plan lessons very effectively and use other adults well to support pupils' learning. However, the use of ICT is not yet a natural part of pupils' learning. There are very effective systems for tracking pupils' progress in English and mathematics but there are shortcomings in the assessment arrangements in science and ICT. Resources, including staffing, are good. The school hall is inadequate and the ICT suite is too small for whole-class teaching. In other respects, the accommodation is good both inside and outside. The school provides good levels of care and support and parents support their children's education in a variety of ways.

## **LEADERSHIP AND MANAGEMENT**

**The leadership of the school is very good.** The headteacher has high aspirations for the school and this is a significant factor in promoting the very positive ethos of the school. The headteacher is supported very effectively by the deputy headteacher. Teamwork in the school is very good with staff and governors working well together for the benefit of the pupils. The school is managed very well and is well organised and runs efficiently. The governance of the school is very good. Governors give very good support, contribute effectively to shaping its future direction and ensure statutory requirements are met. Financial planning is prudent and the school uses its resources well.

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

Parents are very positive in their views of the school and most appreciate all that it offers their children. They have confidence in the leadership of the school. Pupils like their school. They feel very supported and feel that the school considers their views and ideas.

## **IMPROVEMENTS NEEDED**

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

- Improve assessment in science and ICT.
- Improve the use of ICT to support pupils' learning in other subjects.\*

*\*this is a current school priority*

## PART B: COMMENTARY ON THE INSPECTION FINDINGS

### STANDARDS ACHIEVED BY PUPILS

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

**Children achieve well** in the Reception class and continue to do so in Years 1 to 5. Standards are above the levels expected nationally in many subjects in Year 5 and are well above the nationally-expected level in English and music.

#### Main strengths and weaknesses

- Standards are well above the level expected nationally in English, numeracy and music and are above the level expected nationally in mathematics overall, science, art and design, history and geography.
- All pupils achieve well, including those who are most capable and those with special educational needs.
- Standards of literacy skills are good across the curriculum.
- Pupils do not apply their ICT skills well enough in other subjects.

#### Commentary

##### *Starting school*

1. Children enter school with a wide range of abilities and overall levels of attainment vary between different cohorts. As the number of children starting in Reception in each year is relatively small, there are some variations in overall standards year on year. Nevertheless, children mainly come from supportive homes with good standards of literacy and numeracy and when they start school, their attainment is generally above that normally found.

##### *School results in national tests*

2. The table below shows that, in the Year 2 tests in 2003, standards were well above average in reading, writing and mathematics. In relation to schools with similar intakes, results were well above average in reading and writing and above in mathematics. Results in the previous year's tests were similar to those in 2003, although the school's results for two successive years prior to 2002 were atypically low. The overall trend in test results over the past five years is better than found nationally. Teachers' assessments in science for 2003 indicate that standards were above average, although the proportion of pupils judged to have exceeded the nationally-expected level was close to average.
3. There are no national tests results available for pupils at the end of Year 5. However, other performance data indicates that pupils achieve well. The local education authority tracks the performances of the school's ex-pupils in the national tests at the end of Year 6. This analysis indicates that pupils at the end of Year 6 achieve standards above and often well above average in the three core subjects. The school's own assessments, supported by the results in optional national tests, indicate that standards in all junior classes are at least above average in English and mathematics.

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

Standards in:	School results	National results
reading	17.7 (18.3)	15.7 (15.8)
writing	17.0 (16.3)	14.6 (14.4)
mathematics	17.6 (19.3)	16.3 (16.5)



*Inspection findings*

4. Children in the Reception class achieve well because of the good provision and make good progress in all six areas of learning. Their skills and knowledge are above what is expected in children of this age nationally. They are in line to achieve or exceed the national recommended learning goals in personal, social and emotional development, communication, language and literacy, mathematical development, knowledge and understanding and in their physical and creative development.
5. Pupils' achievement is good overall by Years 2 and 5 because the school provides a good quality of education. Standards in English and mathematics are above the level expected nationally by Year 2 and this represents good achievement for this cohort which is predominately boys. Standards in literacy and numeracy are well above expected levels by Year 5. This represents very good achievement for this year group from their results in the national tests in Year 2.
6. Pupils achieve particularly well in English and standards in English are a strength of the school. Standards in all aspects are above those typically found nationally in Year 2 and are well above the expected level by Year 5. Listening skills are very well developed and junior-aged pupils' speaking and listening skills are very strong. Most pupils read very well for their ages because teachers provide good opportunities to read a range of quite challenging texts. By Year 5, pupils write confidently and make good language choices in a range of forms, including reports, descriptive accounts, letters and poems. Teachers provide good opportunities for pupils to use their literacy skills in other subjects and this helps pupils to achieve their high standards in English.
7. The achievement of pupils in mathematics is good and overall standards are above those expected nationally in Years 1, 2 and 5 and well above in Years 3 and 4. Differences in standards between year groups reflect differences in pupils' starting points. There is a good emphasis on teaching numeracy and these skills are particularly strong and are well above average. Pupils have a very good understanding of number, although standards in other aspects of mathematics are not as high. Pupils make satisfactory use of numeracy skills in other subjects. In science, the achievement of pupils in Years 1 and 2 is satisfactory and standards are as expected nationally. Pupils achieve well in the junior years because there are good opportunities for the development of their investigative skills. Standards are above the level expected nationally and by Year 5, pupils can make well-reasoned predictions before undertaking investigations and can record their observations using tables and charts.
8. The achievement of pupils in ICT is satisfactory and standards are as expected nationally across the school. Despite some good teaching and some good progress in specific lessons, pupils' learning is only satisfactory. This is in part due to the inadequacy of the computer suite which creates a barrier to learning because it is too small for whole-class teaching. In addition, there are insufficient opportunities for pupils to develop their ICT skills across the curriculum. Pupils achieve very well in music and reach standards that are well above the nationally expected level. Pupils achieve well in history, geography and art and design and achieve standards above those expected nationally. In design and technology, achievement is satisfactory and standards are in line with those expected nationally. In religious education, achievement is satisfactory and standards are as expected in the locally-agreed syllabus. No judgements were made on standards attained in physical education because not enough evidence was gathered.
9. Pupils with special educational needs and those who are gifted and talented achieve well in relation to their prior attainment because they are provided with an interesting range of activities that ensure that they work at their own level. There are no discernable differences in the achievement of boys and girls.

## Pupils' attitudes, values and other personal qualities

Pupils' personal development, including their spiritual, moral, social and cultural development, is **good**. Their attitudes, behaviour, relationships and attendance are **very good** and their punctuality is **good**. These personal qualities make an effective contribution to pupils' learning.

### Main strengths and weaknesses

- Pupils are enthusiastic about school and have very good attitudes towards their work.
- Behaviour in the school is very good and this contributes well to pupils' good progress.
- Pupils have very good relationships with one another and with adults in the school.
- The level of attendance is well above the national average.
- Pupils' personal development is good because the school's provision for their spiritual, moral, social and cultural development is good.

### Commentary

#### *Attitudes and behaviour*

10. Pupils have very good attitudes to learning. They behave well in lessons and respond positively to the expectations of their teachers. They settle quickly, show a high level of interest in their work and remain focused. They show respect for the views of others and listen attentively. The teaching strategies employed, which encourage pupils to think, co-operate and be responsive, are important in creating this positive environment. Pupils' enjoyment of school is evident in the large numbers who take part in the wide range of extra-curricular activities available to them.
11. Relationships throughout the school are very good. Pupils co-operate well, particularly when working together in groups. They share resources and show respect for the ideas and contributions of others. They play well together in the playground where good behaviour is recognised and encouraged. Pupils relate very well to their teachers and to the many other adults in the school. They are always polite and appreciative of the help they are given. Pupils come into assembly quietly, sit where directed and remain attentive throughout.

### Exclusions

#### *Ethnic background of pupils*

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

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

Number of pupils on roll	Number of fixed period exclusions	Number of permanent exclusions
125	0	0
2	0	0
2	0	0
1	0	0
39	0	0

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

#### *Personal development*

12. Pupils respond well to a good number of opportunities provided to show initiative and take on responsibilities. For example, each class has a number of monitors who undertake specific responsibilities. Older pupils support younger ones in swimming sessions and in the

playground, show visitors round and contribute to the running of some of the extra-curricular clubs. Pupils have opportunities to contribute to school council deliberations.

13. Provision for pupils' social and moral development is good. Pupils have a clear sense of right and wrong. They are encouraged to take responsibility for their actions and recognise the importance of being truthful. The staff work hard to develop good relationships, high levels of co-operation and pupils' willingness to listen carefully to the views and opinions of others. The school has undertaken many projects that involve pupils co-operating and working together, such as musical productions and whole-school 'art days'. These have helped pupils to recognise that they can often be more effective as a part of a team than as individuals.
14. Provision for pupils' spiritual development is good. It is fostered through a number of areas of the curriculum. Many literacy lessons have a spiritual dimension. Pupils are animated and are encouraged to empathise with the responses of characters in poems and stories. Pupils in Year 5 explored the thoughts and feelings of the main character in a piece of narrative poetry through drama and role-play. Background music playing in many lessons encourages a reflective environment and enriches learning experiences. During daily collective worship, pupils are given opportunities to reflect on their own experiences in relation to the values and beliefs of others, which contributes to the development of their self-knowledge.
15. Provision for pupils' cultural development is good. Pupils' knowledge of different cultures is developed effectively in religious education lessons and in assemblies. . Each year-group studies a different faith or culture. Celebration days in other cultures are linked to the headteacher's assemblies. Multicultural influences are evident in displays around the school. Pupils in Year 4 undertake a project about India and have an enrichment day when they explore all aspects of Indian life. Pupils have good opportunities to explore dance, art and music in other cultures during annual multicultural arts weeks.

## Attendance

16. The table below shows the attendance figures for the school. Since the last inspection, the school has maintained a level of attendance well above the national average. It ensures that parents are aware of the need to minimise absence and, in particular, has properly decided that holidays in term-time should be discouraged. Though punctuality is a problem for a few families, the great majority of pupils arrive on time. The very effective arrangements in the morning result in a pleasant, welcoming start to the day, resulting in a prompt start to lessons.

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

Authorised absence		Unauthorised absence	
School data	4.4	School data	0.1
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.*

## QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

The school provides a **good quality education** for its pupils because the curriculum is rich and stimulating and teaching is good. The support for pupils' personal and academic progress is good and is effective in meeting the learning needs of pupils of different abilities. The school works very well in partnership with parents. Resources are good but there are some shortcomings in the accommodation that impact on pupils' learning.

## Teaching and learning

The quality of **teaching and learning is good** overall. There are very effective systems for tracking pupils' progress in English and mathematics over time. There are shortcomings in the assessment arrangements in science and ICT.

### Main strengths and weaknesses

- The teaching of English, mathematics is good and in music is very good.
- Teaching is very good in Years 4 and 5.
- Teachers have very good relationships with their pupils and foster a positive ethos for learning.
- Teachers' lesson planning is very good and teachers evaluate their lessons well to plan the next steps in pupils' learning.
- Teaching assistants provide very good support to individual and small groups during lessons.
- Assessment arrangements are very good in English and mathematics.
- Procedures for checking and tracking pupils' progress over time in science are not well enough developed.
- Not enough is done to encourage pupils to assess their own progress in science and ICT.

### Commentary

17. The quality of teaching and learning is good. Nearly nine in every ten lessons seen were at least good, including nearly a quarter very good lessons. One lesson was judged to be excellent. The proportion of good teaching is a significant improvement since the last inspection as the school has successfully tackled the inconsistencies in teaching which were noted then. Teaching is good in English, mathematics and religious education. It is very good in music, and good in the junior classes in science. All teachers work well together and there are many strengths in teaching that contribute well to pupils' learning. The strong features of teaching throughout the school include the teachers' high expectations of pupils' behaviour, the effectiveness of their planning and the use they make of other adults to support pupils' learning. Both parents and pupils are positive about the teaching staff.

#### *Summary of teaching observed during the inspection in 38 lessons*

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very poor
1 (3%)	8 (21%)	25 (66%)	4 (11%)	0 (0%)	0 (0%)	0 (0%)

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

### Strengths in teaching

18. Teachers manage pupils' learning very well and create a good climate for learning. They have very good relationships with pupils so there is good rapport between teachers and their pupils. As a result, pupils feel confident about expressing their views and opinions. Teachers are quick to praise pupils' achievements and expect pupils to work hard and to enjoy their learning. Lessons usually proceed at a brisk pace, with pupils applying themselves and staying on task well. Pupils respond very well and are keen to discuss, listen and learn and help each other. Teachers in Years 4 and 5 in particular have very high expectations and promote a very productive and purposeful learning environment. Teachers and other staff ensure that all pupils are treated fairly.
19. Lessons are very well planned and there is good consistency across the school in planning lessons. Teachers evaluate well the outcomes of their lessons, assessing how effectively pupils have learnt and use this information in further planning. This means that pupils' new learning builds well upon what they have already learnt. Teachers plan work that takes good

account of the different learning needs of pupils. Work is generally well matched to pupils' prior levels of attainment so that the learning of pupils with special educational needs and the higher-attaining pupils is good. Teachers and other adults are sensitive to pupils' special educational needs. Learning support staff are well briefed by teachers and make a very valuable contribution to the quality of pupils' learning, particularly that of lower-attaining pupils. They work well alongside teachers and effectively interact with children. Teachers use a variety of ways to ensure that more able pupils are sufficiently challenged, particularly in English and mathematics lessons.

20. Teachers use a good variety of teaching methods to interest and stimulate pupils. Their clear explanations, instructions and demonstrations and effective questioning help pupils with their learning. Teachers encourage pupils well to work alone and co-operatively within a group. Thinking skills are positively taught, and exercises whereby pupils are made to stop, engage in quick physical or other mental activities and then refocus on their work, are used to very good effect, notably in Years 4 and 5. Teachers use a good range of learning resources. A very recent innovation has been the introduction of interactive whiteboards in some classes. Teachers are enthusiastic about their potential as a teaching aid and are developing confidence in their use. Teachers are good at linking learning in one subject to that of another to make learning more meaningful to pupils. Homework arrangements provide useful support to pupils' learning.

#### **Example of outstanding practice**

##### **Teaching for a group of higher-attaining pupils in English in Year 3.**

In a unit of lessons the teacher had prepared on poetry writing, the idea of metamorphosis was being considered. Pupils had been introduced to one of Kafka's poems and had worked at home on examples of gradual change. In this lesson, the teacher was helping them to construct their own poems. The teacher used a poem written about himself by a poet who had come to the school. The teacher's very high expectations of what pupils could do presented a real challenge that was met. The pupils worked exceptionally hard, were made to think, deepen their thinking and express themselves in speech and writing. They used their writing skills very well, using intriguing similes and apposite alliteration to very good effect. Progress was dramatic and they left the session changed themselves!

#### *Shortcomings in teaching*

21. Minor shortcomings relate to specific lessons rather to common features across the school. Occasionally the pace of learning slows, for example when pupils take too long to move between activities or they wait for help as sometimes happens in ICT lessons. Occasionally at the concluding part of science lessons, assessment opportunities are missed because teachers have a tendency to tell pupils what they have learnt rather than checking their learning through focused questioning. In design and technology lessons, teachers do not always give enough emphasis to ensuring pupils have clear understanding of health and safety issues.

#### *Assessing pupils' progress.*

22. Assessment arrangements are very good in English and mathematics. Procedures to check and track pupils' progress over the long term are very good. Individual progress is assessed against national benchmarks on a regular basis and the information is used well to set group and individual learning targets. Pupils have a clear understanding about how they can improve because group targets are clearly displayed in the classrooms. In addition, pupils have target booklets with individual targets for each half-term shared with their parents and monitored by their teachers. Senior management uses the information from assessments effectively to target support for pupils judged not to be making sufficient progress. This is a good improvement since the last inspection when assessment procedures were inconsistent. However, a weakness is that teachers' marking does not do enough to indicate to pupils how they might improve their work further.
23. In science and ICT, assessment arrangements are broadly satisfactory but are not nearly as well developed as in English and mathematics. In science, there are regular assessments but

these are not recorded in a way that provides an effective picture of pupils' ongoing progress. In ICT, there is a satisfactory system for monitoring pupils' progress against key objectives. In both subjects, the school does not do enough to involve pupils in assessing their own learning and pupils do not always have a clear understanding about how they can improve.

## **The curriculum**

The school provides **a very good curriculum** and a very good range of extra-curricular activities. Inclusion is very good and the school is effective in meeting the learning needs of pupils of different abilities. Resources are good. However, the school hall is inadequate and the ICT suite is too small for whole-class teaching. In other respects, the accommodation is good.

## **Main strengths and weaknesses**

- The school provides a wide range of learning opportunities.
- The overall planning of the curriculum is very good and the school continually keeps it under review, identifying and implementing improvements.
- Very good use of visits and visitors makes learning come alive.
- A wide range of activities provides additional learning for pupils outside of their lessons.
- Very good provision for higher-attaining pupils ensures that they are challenged and reach their potential.
- The provision for pupils with special educational needs is good.
- The deficiencies in the school hall have an adverse effect on provision, particularly in physical education.
- There are not enough planned opportunities for pupils to use their ICT skills in other subjects.

## *Planning*

24. The quality of the curriculum has improved since the last inspection and is very good. The school provides a wide range of teaching and learning opportunities which meet the requirements of the National Curriculum and the locally-agreed syllabus for religious education. The governors have agreed a curriculum policy which rightly gives emphasis to the teaching of literacy and numeracy, and also the arts, whilst ensuring that pupils have worthwhile learning opportunities in all other National Curriculum subjects. Personal, social, and health education is taught very well through other subjects, and citizenship is also taught in planned lessons and activities.
25. Teachers carefully plan what is to be taught when, and at what level, and this helps pupils make good progress and prepares them well for the next stage of education. Children's learning in the Foundation Stage is based on the national guidelines and adapted very well to their needs. The planning of work for pupils in Years 1 to 5 is very good, with work carefully staged to make sure that skills are built on in the right order. The school makes good use of national schemes for teaching, but adapts these appropriately to the needs of the school. There is a strong emphasis on making links between subjects through teaching in topics. Teachers make sure in their planning that pupils use the skills they have, notably in English, mathematics, music, dance, and art, in expressing themselves throughout the curriculum. There is a good emphasis on developing pupils' thinking skills. The curriculum is regularly audited to make sure that it reflects recent educational thinking. However, although there have been developments in using ICT, it is not yet a natural part of learning, and curriculum planning does not demand that pupils' ICT skills are used enough in other subjects.

## *Inclusion*

26. Teachers make sure that pupils of all abilities take an active part in all lessons and in their own learning. There is good provision for pupils with special educational needs. The school has clear guidelines for the identification of these pupils. The special educational needs co-

ordinator, teachers and support assistants work together to ensure that work is planned carefully to meet the learning needs identified in pupils' individual education plans. Targets are detailed and there is guidance on how they can best be achieved. Pupils receive support on an individual basis within the class or as part of a small group.

27. The curriculum provided for higher-attaining pupils is very good. The school identifies these pupils and keeps a register of their needs. Specific teaching and learning plans are created for them. The highest-attaining pupils in English are taught in small groups for one session a week. They are really challenged in these sessions, and further work to do at home comes from them. An excellent example of this was an enrichment session given to a Year 3 class in English. The school also makes very good use of the local education authority's Enrichment Programme. This allows higher-attaining pupils to work with pupils of similar abilities from other schools.

#### *Extra-curricular Activities*

28. The school provides a very wide range of activities for pupils outside of their lessons, and this is a strength of the school. Teachers also make very good use of visits out, and of visitors in, to enrich the quality of learning. Teachers of all classes use local and more distant visits to involve their pupils in their own learning. These visits are closely linked with what is being taught. A good example of this is in the visits to Pulborough as part of the study on rivers, and the younger pupils' use of the village to make their learning real. All pupils are taken to art galleries and local museums. Older pupils enjoy residential visits, and this enlivens their learning. Pupils have very good opportunities to take part in local events. Recently, pupils took part in the 'Schools' Dance Time' at the Pavilion Theatre in Worthing, and are currently planning for other events. Authors, artists, professional sportspeople and musicians come into the school to work with pupils, and this raises expectations and leads to work of high quality. There is a wide selection of sporting and other clubs, and these are very well organised and very well attended. Nearly half of the pupils in Years 1 and 2 attend an after school club, and over 80 per cent of pupils in Years 3 to 5.

#### *Accommodation and resources*

29. The match of teachers and support staff to the curriculum is good. Staff work very well together, and have a very positive effect in raising standards. There are good resources for all subjects, and these have been improved since the last inspection. There has been a notable increase in the number of computers and other resources for ICT.
30. The school accommodation is unsatisfactory because the hall is inadequate. It is not large enough nor high enough to allow for the proper teaching of indoor physical education. Because the school is of open-plan design, the hall needs to be used for most music and drama, and this puts high demands on its use. Its size also means that assemblies and performances become cramped. This was a finding from the last inspection, and despite pressure from the governors, no new building has begun. There are enough teaching and other spaces for most lessons and teachers turn rooms into very stimulating areas for learning. Outdoor facilities are good, and there is a very good environmental area. These facilities are used well.

#### **Care, guidance and support**

**The arrangements for pupils' care, welfare and health and safety are good** overall and support pupils' learning appropriately. The provision of support, advice and guidance based on monitoring is good. The school works well to involve pupils in its work and developments through seeking, valuing and acting on their views.

## **Main strengths and weaknesses**

- Pupils trust their teachers and other staff and know there is always someone to whom they can turn.
- The school provides a variety of opportunities for pupils to express opinions about life in the school.
- The school has effective procedures for ensuring a healthy and safe environment.
- The school has good arrangements to enable new pupils to settle in.

## **Commentary**

### *Pupils' care, welfare, health and safety*

31. The school provides a caring and supportive environment for its pupils as it did at the last inspection. The procedures for child protection and ensuring a safe school are good. The school follows the local procedures and staff have received guidance on how to deal with any concerns that may arise. The arrangements for first aid are good, with many trained staff, records kept of treatment and parents told if, for example, children bump their heads. Various risk assessments are in place for many of the different activities that the pupils undertake. For example, a school governor is actively involved with the headteacher in touring the school each term to identify any potential hazards. Teachers ensure that pupils are made aware of health and safety issues during lessons, such as in science and physical education, and guide them towards a healthy lifestyle.

### *Support, advice and guidance to pupils*

32. As at the time of the previous inspection, staff show good concern for the needs of pupils and provide good role-models to encourage development. Parents are pleased with the level of support in the school, seeing it as a caring community where staff are approachable if there are any problems. In particular, parents agreed that their children are well supported when they first come into the school, either into the Reception class or if they arrive in other years. This is because of the meetings in the pupils' homes with the Reception staff and the opportunities to visit the school several times before they start. Pupils starting in other years are welcomed and helped by their new classmates. Pupils consider that the staff support them very well and know whom they would go to if they needed help.
33. Assessment data is used well to identify and provide support for pupils with special educational needs and is being effectively used to track the progress of all pupils in English and mathematics. It is also used to help the more able pupils reach their potential. Arrangements to monitor pupils' personal development are less structured, although satisfactory. The staff have a good understanding of the pupils and may make formal notes about their personal qualities with more details if they have any concerns. At the end of the school year, staff complete a brief chart about, for example, how well pupils relate to others. Pupils' self-esteem is raised by the range of rewards such as praise and merits for effort and by the recognition of their efforts in assembly.

### *Pupils' involvement in the school's work*

34. Pupils consider that teachers listen to their ideas during lessons and, for example, in 'circle times' when pupils sit in a circle to discuss matters of importance to them. The school council meets regularly and has improved various facilities around the school, including activities for break and lunchtimes following their own survey of pupils generally.

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

**Links with parents are very good** overall. Links with the local community and other schools are good.



## **Main strengths and weaknesses**

- Parents hold the school in high regard and their support makes a very good contribution to pupils' achievement.
- The school provides an extensive range of information about school life and their children's progress.
- The contact with the community and other educational establishments extends experiences for pupils' personal, social and academic development.

## **Commentary**

### *Links with parents*

35. Parents are very positive in their views of the school. In their response to the pre-inspection questionnaire and at the meeting with inspectors prior to the inspection, parents showed that, as at the time of the last inspection, they are very pleased with what the school provides. In particular, parents consider that their children like school, the staff expect the children to work hard and they make good progress and develop mature attitudes. The inspectors support their positive views.
36. Communication with parents is very good. The school sends home regular news and other letters about general matters, outlining what is to be taught in each class and how parents can work with their children. The school provides a variety of leaflets about, for example, accelerated learning, the school's approach to attendance, homework, and behaviour. Teachers are readily available. In particular, they go into the playground at the end of the school day, so making themselves accessible. Parents of the Reception children come into the school with their children before the start of the school day. Parents are comfortable talking to the staff with relaxed and informal conversations taking place, for example at the end of the school day. More formal discussions take place at welcome and consultation meetings and reviews of pupils' individual education plans. The annual reports to parents on their children's progress provide a good summary of what the children know and can do in each subject. Nevertheless, apart from the national tests for Year 2 pupils, the reports usually make little reference to how well the children are doing in comparison with other children of that age.
37. Parents support the school and their children's education in a variety of ways. They generally ensure that pupils attend regularly and punctually and they ensure the homework is completed on time. They make useful comments in the reading records and the topic evaluations. All parents come to the consultation evenings with the teachers or meet them shortly afterwards. A number help regularly in classrooms and more help in one-off activities or accompany trips out. The Friends' of the School Association works hard to successfully organise both fund-raising and social events. The school is active in seeking parents' views. For example, it sends out questionnaires each year to enable parents to be actively involved in helping to formulate school policies.

### *Links with the local community*

38. Pupils are active in the local community, taking part in, for example, country dancing on Village Day and with the choir singing in the local churches and village hall. Their understanding of society is enhanced by the contact with local ministers, charitable organisations and staff from public bodies such as the police and fire brigade. Local firms and voluntary organisations support the school both financially and in kind, so contributing to pupils' learning.

### *Links with other schools*

39. There are strong links with the intermediate school to which pupils transfer for Year 6 and its other feeder primary schools. The intermediate school provides a number of opportunities to ease pupils' move to this stage of their education. As well as three days in the summer term, the pupils visit for a writers' workshop, mathematics work and an activities day. Similar curriculum enhancement and inter-school sports matches are provided by the good links with the other feeder schools nearby. These educational contacts develop the expertise of the staff with joint training days and opportunities for discussions between subject co-ordinators. However, the school recognises that the contacts with local nursery schools are less well developed.

## **LEADERSHIP AND MANAGEMENT**

The school is **very well led and managed**. The headteacher and deputy headteacher provide very good leadership. The governance of the school is very good. Teamwork is very good, with staff and governors working well together for the benefit of the pupils.

### **Main strengths and weaknesses**

- The headteacher provides very effective leadership.
- The deputy headteacher provides a very good role model both as a teacher and a leader.
- There is a very good sense of teamwork and mutual support.
- A very positive and supportive ethos fosters pupils' personal and academic progress.
- The school's commitment to inclusion is strong.
- The school makes very good use of its analysis of assessment data in English and mathematics but could extend this to other subjects.
- The governing body gives very good support to the school and provides effective challenge for senior staff.

## **Commentary**

### *Leadership*

40. The leadership of the headteacher is very good. She gives the school a very clear educational direction and has high aspirations for pupils in terms of both their personal and academic development. Her high expectations are a significant factor in promoting the very positive ethos of the school and pupils' good achievement. She is supported by a very able deputy who provides a very good role-model for other staff, both as a teacher and a leader. Parents and pupils appreciate the family atmosphere and the warm and harmonious relationships that pervade all aspects of the life of the school. All pupils are equally valued. The headteacher and staff know all the pupils individually and there is clear commitment to supporting and promoting the wellbeing of all, identifying and supporting the learning needs of different groups and ensuring that the more vulnerable are well looked after. Teamwork is a strong feature of the school. Staff work well together for the benefit of the pupils and support the aims of the school, ensuring a fully inclusive school.
41. The school is very focused on self-improvement. It systematically implemented its action plan from the last inspection and it has made good progress in addressing the key issues. In addition, the school has systematically tackled the other shortcomings identified in the inspection report. Development planning is good because it is based on thorough consultation and effective evaluation of what needs to be done. The headteacher consults and involves pupils, parents, staff and governors in determining the plans for the future. Consequently, the plan is a good tool for improvement, giving a clear set of priorities and planned actions. The headteacher leads the development of the whole curriculum very well and she and the deputy provide good support for co-ordinators who fulfil effectively their subject leadership roles.

## Management

42. The school is managed very well. It is well organised and runs smoothly. The administrative staff run the school office efficiently. Policies and procedures are clearly set out and communicated. Delegation of responsibilities and deployment of staff are handled well. Staff are well supported by effective procedures for reviewing their work. Performance management procedures are well established and conducted in a climate of support and development. There are secure links through this process with training, which is well organised and provided for all staff. Staff new to the school and to teaching are well supported.
43. Self-evaluation processes are good and the school has some effective systems for evaluating its own performance and checking how well it is doing. Procedures to monitor the performance of teachers are good. The school is very good at using the results of its analysis of assessment data in English and mathematics to set targets for improvement but it is less effective in doing this in science and ICT. The school adopts a sensible and manageable approach to monitoring provision in subjects. Because the school is small, most staff have multiple responsibilities as well as their class teacher role. The senior management team undertake many aspects of their monitoring role, for example monitoring teachers' planning and pupils' work, and have regular review meetings to discuss action points for the future.
44. Finances are managed well. There is good delegation of responsibilities and effective procedures in place to plan, manage and monitor the school budget. Financial planning is prudent and carefully takes into account the school's priorities. The senior management team and governing body consider carefully the impact of budgetary decisions on pupils' learning. The governors' finance committee oversees budget monitoring appropriately and is kept well informed by the school bursar on budget expenditure. The expertise of the chair of the governors' finance committee is very useful in ensuring that the finances are managed astutely and prudently. This good quality of financial management enables the school to provide good value for money. However, although best value principles are applied satisfactorily, a formal statement to guide practice has only recently been put in place. The school is forward looking in its budget planning. For example, it has a large budget surplus built up from its capital receipts over the last few years which it has appropriately earmarked for a major building project.

## Financial information

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

Income and expenditure (£)		Balances (£)	
Total income	373,131	Balance from previous year	24,033
Total expenditure	327,403	Balance carried forward to the next	69,761
Expenditure per pupil	2,046		

## Governance

45. The governance of the school is very good because governors make a very good contribution to the work of the school. They are committed, very supportive of the school and have very constructive and positive relationships with the staff. They know the school very well because they are frequent visitors and are kept well informed by the headteacher through very comprehensive reports. They have a very clear understanding of the school's strengths and weaknesses through regular formal visits supplemented by many informal visits. They closely monitor the work of the school, keeping a keen eye on progress towards the objectives in the school improvement plan. They ensure that all statutory requirements are met and are pressing hard for improvements in accommodation. Governors' involvement greatly supports

and contributes to the effectiveness and ethos of the school and helps shape its future direction.

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

### **AREAS OF LEARNING IN THE FOUNDATION STAGE**

46. Provision for children in the Foundation Stage is good. There have been improvements since the last inspection, notably in accommodation, outdoor apparatus, and the organisation of teaching. Children join the Reception class in September or January, according to their age. All have attended nurseries or other pre-school provision. Children enter with a wide range of skills and knowledge, but overall, these are above the level expected nationally for children of this age. Children make good progress in the Reception class because the quality of teaching is good. The teacher, nursery nurse and other adults work very well together as a team, make the children feel very secure and valued, and they know each child as an individual. Adults set very good examples for the children, and provide a very carefully selected range of activities to meet their needs. The Foundation Stage co-ordinator has a very good knowledge of how young children learn and she ensures, through careful checking on progress, that all are achieving to their potential. There is a good balance between activities that are led by teachers, and those which children choose for themselves. Children learn with a smile, and are keen to take part in their activities.
47. Leadership and management are good. The recently appointed co-ordinator has very good knowledge of how young children learn. She has revised the curriculum to ensure it is closely linked to the national recommendations. She has used County Advisers well, and has improved the indoor and outdoor areas which in turn has improved the quality of learning. Parents are given regular and good information as to what their children will be learning. There are very good links with Year 1 and with the total life of the school.

### **PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT**

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

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

- Teaching is good and adults form excellent relationships with the children.
- Children form very positive attitudes and are given good opportunities to take on responsibilities.

#### **Commentary**

48. Attainment is above the nationally-expected levels and achievement in this area of learning is good. Almost all the children are on course to reach the nationally-expected standards at the end of the Reception Year, and a good proportion are likely to exceed them. Teaching and learning is good. All adults who work with the children form excellent relationships with them. The children feel safe, valued and well cared for. Children learn to show their respect for the adults and for other children around them. Very positive attitudes are formed and children are given good opportunities to take on responsibilities. The chief helper of the week, 'The Top Banana', is given clear tasks, including ringing the bell, which he or she carries out with enthusiasm, and this contributes well to their self-esteem. All children learn to take turns, and to consider the needs and feelings of others. Children learn how to share, and co-operate with others, and they develop their listening and social skills well. They are carefully prepared for the more formal procedures in Year 1. The good balance of teacher-directed and child-selected activities helps children to grow in confidence and independence. Good foundations are laid for the development of standards of attitudes, behaviour and relationships in Years 1 to 5.

## **COMMUNICATION, LANGUAGE AND LITERACY**

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

### **Main strengths and weaknesses**

- Children's speaking and listening skills are extended well and they make good progress in developing their reading and writing skills.

### **Commentary**

49. Teaching in this area of learning is good so that the children achieve well in developing their communication skills. Teachers and support staff use a wide variety of techniques to improve children's communication skills. Children are put into exciting role-play activities and are encouraged to work in pairs or very small groups to extend their language. This helps them to grow in confidence and extend the words they use. Recent work centred around animals has included a visit from a veterinary surgeon and the children have set up a surgery of their own, contributing well to their learning. Children's discussions on growing things related to their seed planting have helped them to extend their vocabulary and express their ideas. Children handle books well because they have good opportunities to do so, and they can gain meaning from them. They recognise words and write them in various ways. They have a good knowledge of the initial and end sounds of words, and this early teaching of phonics helps them to achieve to their potential. The children have above average levels in literacy skills and are on course to meet or exceed the nationally-expected standards by the end of Reception.

## **MATHEMATICAL DEVELOPMENT**

Provision in mathematical development is **good**.

### **Main strengths and weaknesses**

- Teachers plan a good range of rich learning activities that result in children achieving well.

### **Commentary**

50. Teaching and learning are good and children achieve well as a result. The teacher and nursery nurse make many opportunities each day for children to count and look at shapes. They use singing games and role-play very well to reinforce numbers between one and 20. They are careful to use the correct vocabulary, and link their teaching to what the children can see and touch. For example, using the class topic as a starting point, they counted seeds to develop understanding of 'the most', 'the least', 'less', 'more', and 'zero' precisely. Children write numbers, and add and subtract them in real situations. Children are interested in the good range of activities and make good progress because of this. Nearly all children are in line to achieve or exceed the expected levels by the end of the Reception. By the time they enter Year 1, almost all children are likely to have started on National Curriculum work.

## **KNOWLEDGE AND UNDERSTANDING OF THE WORLD**

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

### **Main strengths and weaknesses**

- Good teaching and learning is based on providing children with many opportunities for first-hand observation and enquiry.

## **Commentary**

51. Good teaching helps children achieve well. Most children are on course to achieve the early learning goals across this wide area of learning. A good proportion are likely to exceed these standards. Teachers provide a rich variety of activities to get children to explore what is around them. They visit and look at their immediate surroundings and explore the local village. In one lesson, adults worked with children in clearing the ground in the garden and planting seeds. Children understand what plants need in order to grow and could explain this with confidence. They have good opportunities to use computers and are becoming skilled in using the mouse. Their skills in looking closely at things are good, and they learn appropriately about religious festivals.

## **PHYSICAL DEVELOPMENT**

Provision in physical development is **good**.

### **Main strengths and weaknesses**

- Teachers use the good facilities well, and plan indoor and outdoor activities to extend children's skills and increase their confidence.

## **Commentary**

Pupils' achievement is good because of good teaching and learning. Physical activities are very carefully planned to ensure that children have opportunities to develop their balancing, climbing, and moving skills. The children have very good opportunities to use wheeled toys and to use their new climbing and adventure apparatus. Children move, jump, balance, and climb with well-developed skills for their age and with confidence. Children use writing and drawing instruments and small tools with skills appropriate to their age. They make good progress, and when they start Year 1, their physical skills are above what is expected of children of this age nationally.

## **CREATIVE DEVELOPMENT**

Provision in creative development is **good**.

### **Main strengths and weaknesses**

- Teachers plan for a wide range of creative experiences for children, and all staff support the children in extending their skills.

## **Commentary**

52. Children have well-developed skills when they start in the Reception class. They build on these and make good progress, and when they begin in Year 1, their skills and knowledge are above what is expected in children of this age nationally. Teaching and learning is good. Teachers give children good opportunities and provide a series of well-chosen and carefully-organised activities to help the children learn. These include painting, printing, making, and working with many different materials. Some very skilful drawings of implements used in washing clothes a hundred years ago were noted. Self-portraits were painted boldly, and were of amazing self-likeness. Role-play is used well and children develop their imagination through this. They are given good opportunities to listen to and to make music. Children sing well and often. Singing games are used regularly to reinforce number facts to good effect.

## SUBJECTS IN KEY STAGES 1 AND 2

### English

Provision for English is **very good**.

#### Main strengths and weaknesses

- Standards in English are well above the level expected nationally by the time pupils leave the school.
- Teaching is good overall and very good in Years 4 and 5. Lesson planning is detailed and reflects a thorough knowledge of the children.
- There is good provision for pupils of differing abilities.
- Leadership and management are very good.
- Assessment arrangements are very good.
- The use of ICT in English is underdeveloped.

#### Commentary

53. Standards are well above the level expected nationally in all aspects of English by the end of Year 5 and have improved since the last inspection. At the end of Year 2, attainment is above the nationally expected level as it was at the last inspection. The achievement of all groups is good in the infant classes and very good overall in the junior years. No differences in the performances of boys and girls were noted.
54. Results in the Year 2 tests in 2003 and 2002 were well above the national average in reading and writing. In relation to schools with similar intakes, results were also well above average. However, in the two years prior to 2002, results were below average overall. The overall trend in test results over the past five years is better than that found nationally.
55. By the end of Year 2, pupils' speaking and listening skills are above those typically found nationally. However, opportunities for pupils to speak at length and with confidence to the whole class need further development to raise standards further. Listening is very well developed throughout the school and has improved since the last inspection. Pupils' speaking and listening skills are very strong in the junior classes. They express themselves clearly, using a good range of vocabulary. This can be attributed in part to the high emphasis on drama and role-play in the English curriculum. Pupils are often organised into pairs or small groups to consider ideas and discuss texts. For example, the key features of quality narrative poetry were discussed in a Year 5 lesson to good effect.
56. By the time they leave the school in Year 5, most pupils read very well for their age. Teachers have high expectations and give pupils opportunities to read a range of material, including some quite challenging texts. From Year 2 onwards, pupils keep detailed reading journals in which they reflect on the books they have read. They undertake a task of their choice from a range of possibilities listed in the front of the journal. During the literacy hour, pupils are often involved in reading aloud. Well-structured questioning at regular intervals checks pupils' understanding and develops their evaluative skills.
57. By the end of Year 2, standards in writing are above the expected level. Pupils write detailed instructions, simple poetry and short descriptive accounts of their experiences. In a Year 2 lesson, pupils worked collaboratively to structure the beginning of a story. They were able to choose appropriate, and sometimes adventurous, vocabulary to create the setting. Standards in writing are well above average by the end of Year 5. Pupils write confidently in a range of forms, including reports, descriptive accounts, letters and poems. They make good language choices to convey mood and to give impact to their writing. Higher-attaining pupils use complex sentences, spell accurately and regularly include the use of commas and speech marks in their work.

58. The quality of teaching and learning is good overall and very good in Years 4 and 5. Teachers have high expectations of pupils, particularly in Years 4 and 5. Lessons are planned to incorporate a range of strategies to ensure that pupils remain focused and motivated. In a group lesson for higher-attaining pupils in Year 3, excellent teaching was observed when the teacher's very high expectations resulted in dramatic progress being made in the lesson. Throughout the school, pupils of differing abilities are challenged at the appropriate level and teaching assistants are deployed effectively to support less able pupils. Very good relationships are evident in all classes. Teachers are quick to praise pupils' achievements and encourage them to take the next step in their learning. Good use is made of interactive whiteboards to recap on previous work and provide clear examples. However, teachers do not make sufficient use of ICT to support pupils' learning.
59. Assessment arrangements are very good and information from assessments is used effectively in planning appropriate work for pupils. Day-to-day evaluations of literacy lessons are made and lesson planning modified if necessary. Pupils also have individual targets for their learning in English, which are reviewed regularly. However, although teachers mark pupils' work regularly, there are few 'day-to-day' comments to suggest how their work can be improved.
60. Leadership and management are very good. The subject is led by a very knowledgeable and enthusiastic co-ordinator. His recent review of the English programme of study has led to the identification of good cross-curricular links with other subject areas. Each year there is a whole school writing assessment to monitor standards and progress. From this, whole-school targets are identified and incorporated into future planning. Improvement since the last inspection is good.

### **Language and literacy across the curriculum**

61. The development of pupils' language and literacy skills across the curriculum is well planned. For example, in science, pupils in Year 2 use well-structured sentences to describe their observations of different habitats. Pupils in Year 3 successfully use their literacy skills to write detailed and evocative accounts of life during World War II. In Year 5, pupils researching the functions of the heart used advanced reading skills to find the required information from a range of sources. Working in groups, they made notes and then presented their findings in an informative and entertaining manner to the remainder of the class.

## **MATHEMATICS**

Provision in mathematics is **good**.

### **Main strengths and weaknesses**

- Standards are above the expected level nationally in Year 5 and well above in Years 3 and 4.
- Pupils' numeracy skills are particularly strong and well above the nationally-expected level.
- Teaching and learning are good, with good account taken of pupils' differing abilities.
- Assessment arrangements are very good.
- Teachers' marking does not provide much guidance to pupils as to how they might improve.

### **Commentary**

62. Standards are above the expected level nationally in Years 2 and 5 as they were at the time of the last inspection. The achievement of pupils is good overall. Higher-attaining pupils receive work appropriate to their capabilities and achieve well. Pupils with special educational needs and lower attaining pupils are well supported and achieve well. No differences in the performances of boys and girls were noted.



63. Results in the national tests for Year 2 pupils in 2003 were well above the national average in mathematics. In relation to schools with similar intakes, results were also above average. Results in 2002 were similar to those in 2003, although in the two years prior to 2002, results were below average. Standards of work in Years 1 and 2 are above those typically found nationally. Pupils in Year 2 can order and sequence numbers to 100 and most can add and subtract two-digit numbers. Many can work in hundreds, tens and units and use a wide range of vocabulary to explain addition and subtraction. Many confidently multiply two single-digit numbers together. They measure using centimetres and metres and recognise two- and three-dimensional shapes.
64. Standards are above the expected level nationally in Year 5 and well above in Years 3 and 4. Differences in standards between year groups reflect differences in the standards on entry and the results in tests at the end of Year 2. In relation to these tests, the standards achieved by the current Year 5 represent very good achievement. Pupils have a very good understanding of numbers and by Year 4 are generally secure in deciding which operation is needed in problem-solving and in using precise mathematical language when describing a method used to solve a word problem. Pupils in Year 5 are competent in completing written calculations with decimals and fractions accurately. Their understanding of properties of shape and their skills with measures are good. For example, most pupils can estimate and measure angles accurately. Standards of presentation are good across the school, except in Year 2.
65. The quality of teaching and learning is good. Teachers have high expectations of what pupils can do and pupils respond well to these expectations. Lessons are well planned; learning intentions are clearly identified and this helps the pupils understand exactly what they are learning. Pupils are grouped by ability and this means that work is planned to meet their individual needs. Additional activities are planned for the more capable pupils, which result in them achieving well. This is an improvement since the last inspection. Teachers make good use of support assistants who make a valuable contribution to pupils' learning, particularly for the lower-attaining pupils. Teachers use a variety of teaching methods and resources to develop pupils' understanding. There is good consistency across the school in encouraging pupils to use the correct mathematical vocabulary. This is an improvement since the last inspection.
66. Assessment procedures are very good. Teachers undertake regular assessments of pupils' achievements and there is a very effective system for tracking pupils' performance and monitoring their progress. The school uses information from assessments very effectively to set targets for individual improvement. Teachers use the information from their evaluations of lessons effectively when planning future lessons. However, teachers' marking does not provide much guidance to pupils as to how they might improve further.
67. The subject is well led. The co-ordinator is well supported by the management team and manages the subject well. For example, the co-ordinator undertakes joint monitoring with the headteacher and this helps ensure consistency of teaching and learning in lessons throughout the school. Monitoring of teachers' planning ensures that skills are progressively taught. Improvement since the last inspection is good as weaknesses identified then have been rectified.

### **Mathematics across the curriculum**

68. Mathematics is used satisfactorily in other subjects; for example, tables and graphs are used in science and geography and mathematical programs are used on occasions in ICT lessons. However, opportunities to use and apply mathematical skills in other subjects are not always systematically planned.

## SCIENCE

Provision in science is **good**.

### Main strengths and weaknesses

- Teachers make very good use of the school's environmental area to support and develop pupils' learning.
- There is a good emphasis on learning through first-hand experience.
- Teaching is good in Years 3 to 5 because teachers have high expectations of pupils.
- There are good links with other subjects, particularly with design and technology and literacy.
- Assessment procedures are not used well enough to meet pupils' individual needs.

### Commentary

69. Standards are as expected in Year 2 and are above the expected level nationally by Year 5. Although standards seen were not as high as those at the last inspection, pupils' achievement is satisfactory by Year 2 and good by Year 5.
70. Results of teachers' assessments in 2003 at the end of Year 2 were above the national average, although the proportion of pupils judged to have exceeded the nationally-expected level was close to average.
71. There is a clear emphasis throughout the school on learning science by first hand experience and as a result, pupils are very keen to learn. Pupils in Year 1 and Year 2 have successfully grown a range of plants from seeds and observed their development. An investigation by pupils in Year 1 to discover the contribution of light in plant growth involved all of them sowing cress seeds and making decisions about where to site them. The environmental area provides good opportunities for pupils to explore the world around them. Pupils in Year 2 were able to consider the habitats of different plants and animals and present a table to record the conditions that enable them to thrive in particular areas. Good links are made with work in other subjects such as design and technology, for instance when Year 4 pupils design torches while studying electricity. Pupils in Year 5 use advanced reading skills well to find out about the function of the heart.
72. Teaching and learning are satisfactory in the infant classes and good in the junior classes. Teachers manage pupils well, and encourage and guide them to think and to apply their skills. Lesson planning builds in a review of prior learning and appropriate expectations for pupils of differing abilities. Teachers encourage the use of key scientific vocabulary in lessons and create opportunities for pupils to discuss their observations and ideas in small groups. Teaching assistants are deployed effectively to support some of these groups.
73. Assessment arrangements are satisfactory but there are shortcomings. Whilst there are regular assessments made of pupils' achievement, there is no effective system to record and track pupils' ongoing progress. In addition, the quality of day-to-day assessment is not consistent throughout the school. This is an area that needs improvement so that pupils have a clearer understanding of their own learning and the targets they need to work towards.
74. The science co-ordinator leads the subject well. She monitors planning and gives good support to colleagues. She has addressed the issue of progression in the development of investigative skills raised in the previous inspection. By the time they reach Year 5, pupils understand that scientific ideas are based on evidence. They are beginning to make well-reasoned predictions before undertaking investigations and they are able to record their observations using tables and charts.

## INFORMATION AND COMMUNICATION TECHNOLOGY

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

### Main strengths and weaknesses

- There is some good teaching in the junior classes.
- Opportunities are often missed to use ICT to support pupils' learning in other subjects.
- There are shortcomings in the use of assessment to raise pupils' attainment.
- The computer suite is inadequate for whole-class teaching.

### Commentary

75. Standards are as expected in Year 5. No lessons were seen in Year 2 but the indications are that standards are similar to those typically found nationally. These judgements are similar to those at the last inspection.
76. Pupils' achievement is satisfactory. Pupils experience the expected range of opportunities to develop their ICT skills in word-processing, graphics, using the e-mail, spreadsheets, the Internet, data-handling and control and modelling. Their skills are broadly in line with those expected by Year 5. For example, Year 5 pupils use appropriate software to present previously gathered data in graphical forms.
77. Pupils' learning is satisfactory overall. Although there is a sufficient number of computers across the school to meet the needs of the curriculum, the computer suite is inadequate for whole-class teaching because the limited space available can only accommodate ten computers. This means that skills need to be taught in groups comprising about half the class and consequently, this is a barrier to higher achievement. Nevertheless, the school plans to address this with an interactive whiteboard in every class and teachers manage the existing facility well.
78. No lessons were seen in the infant classes. Good teaching was seen in the junior years, although the effectiveness of teaching and learning over time is only satisfactory because of weaknesses in accommodation. Teachers are confident in their use of software and can give clear instructions that pupils follow sensibly. However, when introducing new procedures, the lack of prompt sheets to remind pupils of the sequence of steps slows the learning of some pupils. Lessons are well planned and build appropriately on pupils' prior learning. Sometimes teachers organise their teaching groups by pupils' levels of attainment. This can be effective in meeting the learning needs of different pupils. For example, a lower-attaining group in Year 3 send and receive emails by following the teacher's careful instructions and clear demonstrations. The teacher was careful not to rush the pace of the lesson so that pupils made steady progress building upon what they already knew and understood. A higher-attaining group in Year 4 made rapid progress in giving instructions to an on-screen turtle because work was very well matched to their needs and, by the end of the lesson, nearly all were able to write a program to draw different polygons. The gains made by one girl in particular were impressive as she achieved results in line with those expected of a Year 6 pupil.
79. Assessment is satisfactory but there are shortcomings. Procedures to record pupils' attainment through teachers' evaluation against key objectives are adequate. However, the limited range of work saved makes it difficult to gain an accurate picture of individual achievement or for the school to accurately moderate teacher assessments. In addition, more could be done to involve pupils in assessing their own achievements and to help them know what they need to improve upon. The subject is managed satisfactorily.

## **Information and communication technology across the curriculum**

80. The school recognises the need for further development in the use of ICT to support pupils' learning in other subjects. Word-processing and Internet research skills are used occasionally in several subjects such as English, science and history. Teachers make good use of ICT in geography when pupils prepare PowerPoint presentations on their work from their residential trip and make graphs of the effects of exercise on the pulse rate. There are some examples of the use of ICT in mathematics, for example in reinforcing pupils' number skills in Year 2 and knowledge of shape in Year 4. Nevertheless, opportunities are often missed to use ICT to support pupils' learning in other subjects.

## **HUMANITIES**

It is not possible to report in detail on all subjects within this curriculum area. A total of five lessons were observed in humanities subjects: four in religious education, one in geography and none in history. Evidence was gained from teachers' records and planning and from discussions with subject co-ordinators. The analysis of pupils' work provides additional evidence of standards in all three subjects. However, a judgement on the quality of provision, teaching and learning in history and geography is not possible because not enough evidence was gathered.

### **History**

81. From the work in pupils' books, in the subject portfolio, and in the classrooms and around the school, standards are above those expected nationally at the end of Years 2 and 5. This maintains the situation at the last inspection. Pupils' achievement is good.
82. The National Curriculum is being covered fully. Teachers are careful to set imaginative tasks for the pupils, making sure that they discover things for themselves, and write their accounts in their own words. Pupils present and illustrate their work very well, and take real pride in their topic books. Current assessment practices do not provide sufficient information on pupil progress. However, pupils evaluate what they have learned at the end of each topic and note the sections that they have most enjoyed. This is good practice. The use of writing in history is helping to raise standards in English. There is some use of ICT in history, but not enough. Teachers arrange visits to places of local historical interest such as the Amberley museum. These are closely related to what is being studied in classroom lessons, and help pupils to understand what it was like to live in the past.

### **Geography**

83. Standards are above those expected at the end of Year 2 and Year 5. This is an improvement since the last inspection. As inspectors were able to see the work of the same selected pupils from Year 1 to Year 5, it was possible to see the good progress they made as they moved through the school, and to recognise that achievement is good.
84. The curriculum has been adapted to make very good use of local features as well as studying more distant places. Skills in using maps are developed well, and the school is looking to improve this further through using Ordnance Survey computer programs. As yet, computers are not used enough by pupils in their learning of geography. Photographs, videos and aerial pictures are used to good effect but the real basis for learning is first-hand experience. Very good use is made of visits out, closely linked with what is being studied. A good example of this is the visit to Pulborough related to the unit on rivers. The residential visit to the Isle of Wight gives extended opportunities for pupils to learn through looking and touching, as well as extending their social development. The curriculum also draws out the need for people to be responsible for their environment and pupils respond well to this. Pupils were preparing a presentation for parents on this, showed strong feelings on this issue. Pupils evaluate their work at the end of units of study but assessment procedures do not provide sufficient information on pupils' progress and attainment. Work is very well presented, and because

writing is always in pupils' own words, often stemming from their research, their skills in English are developed well.

## **Religious education**

Provision in religious education is **satisfactory**.

### **Main strengths and weaknesses**

- The curriculum co-ordinator gives good leadership and manages the subject well.
- Teaching in lessons seen was good.

### **Commentary**

85. Pupils' knowledge and their understanding of how beliefs affect their own and other people's lives are in line with those expected in the locally-agreed syllabus at the end of Year 2 and Year 5. Pupils' achievement is satisfactory. This is as found in the last inspection.
86. Teaching and learning in the lessons inspected was good. Teachers prepare lessons carefully, and present them in a lively manner. Very good teaching was noted in a Year 1 class, taken by a visiting group from local churches, based on the draft of fishes. Role-play was used to very good effect, making pupils fish for themselves in the depths of the hall. There is some good use of art to support pupils' learning in religious education, especially in a Year 4 class studying Hinduism, with some Indian art being studied and reproduced. Pupils are given interesting tasks to allow them to record their knowledge. Good examples of this include the use of model-making to describe Jewish worship in a Year 2 class. In all classes pupils are required to write imaginatively, and in their own words. Although the school visits the local church and there are regular visitors from Christians, there are no realistic opportunities for the school to visit places of worship for other faith communities, or for members of other faiths to come into the school. This is a barrier to learning, and despite good efforts to provide videos and objects for pupils to look at, means that the overall effectiveness of learning over time is only satisfactory. No pupils are withdrawn from religious education.
87. Leadership and management are good. The co-ordinator has very good knowledge of the subject and has worked with staff in introducing the new locally-agreed syllabus. The curriculum is very well planned and covers all requirements. The co-ordinator has made sure that there are strong links with other subjects, notably art and personal and social education. There are also good connections made with the planning of assemblies. During the inspection, assemblies were centred around the resurrection of Christ. Two were led, in very dramatic form, by a group from local churches and gained a very positive response from the pupils. Assessment is satisfactory, and is based on the expectations listed in the new Agreed Syllabus. This is an improvement since the last inspection.

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

It is not possible to report in detail on all subjects within this curriculum area. A total of eight lessons were observed: two in design and technology, three in music, one in art and design and two in physical education. A judgement on the quality of provision, teaching and learning in art and design and physical education is not therefore possible.

### **Art and design**

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

- Teachers make very good use of the environmental area to support pupils' learning.
- Good planning ensures that pupils have a full range of experiences and that their skills are progressively built upon.

- Pupils' attitudes to learning are very good.

### **Commentary**

88. Standards in art and design are above those expected nationally for pupils in Years 2 and 5. This is an improvement since the last inspection. Evidence from a scrutiny of pupils' sketchbooks, displays, planning and records of previous work indicates that in their sketchbooks, pupils use different materials to explore line, texture and colour. These books are used well as a tool for reflection and exploration and as a record of the progress made in the development of skills and ideas.
89. The school environment is used well to support the development of pupils' ideas in art and design. For example, one of the termly 'art days' took water as its theme. Pupils of all ages worked together to produce a large mural of the bridge over the water in the Environmental Area. During the inspection, pupils in Year 1 used empty cereal boxes and different materials effectively to create small environmental settings.
90. Leadership of the subject is good. The co-ordinator is enthusiastic and strongly committed to reviewing and enhancing the curriculum. She has drawn together an excellent portfolio of pupils' work from the Foundation Stage to Year 5 showing the progression of skills and ideas in art and design. Each example details the key areas of development and the expectations of the area of study. The subject makes a good contribution to pupils' cultural development. For example, the co-ordinator organises an art day each term; Indian and African art was the focus of one of the most recent days. The activities, which were as diverse as batik and African mask-making, gave pupils experience of a wide range of materials and techniques.

### **Physical education**

91. This subject was not a focus of the inspection. There was insufficient evidence to make secure judgement about standards or about the overall provision the school makes. Standards seen in a dance lesson in Year 1 were above those normally found at this age. Standards in games in Year 5 were at the level expected nationally. In both lessons, the quality of teaching and learning was good. Standards in dance as performed by a group of talented Year 4 and 5 pupils practising for an event with other schools were above those normally found. The school offers a broad and balanced curriculum, enhanced by a good range of extra-curricular activities. Good links with local sports clubs offer a range of opportunities for pupils with particular interests or proficiency. The school offers a broad and balanced curriculum but the lack of an adequate hall limits pupils' learning in physical education.

### **Design and technology**

Provision in design and technology is **satisfactory**.

### **Main strengths and weaknesses**

- Teachers make good links with other subjects, such as literacy and science.
- There is a good scheme of work in place, which ensures that pupils' skills are progressively built upon.
- Pupils show a high level of involvement and enthusiasm.

### **Commentary**

92. Standards meet national expectations by the end of Years 2 and 5. Pupils' achievement is satisfactory. This is an improvement since the last inspection.

93. Pupils plan work carefully, setting out the steps they need to follow to complete their designs successfully. They use tools appropriately and are aware of the health and safety considerations. There is a high level of involvement and very positive attitudes to the subject. Pupils are very supportive of one another and willing to discuss ideas.
94. Teaching of the subject is satisfactory. There is a suitable level of challenge in lessons. Pupils in Year 1 were able to design a fruit salad, identifying the main ingredients and the method of preparation, because the activity was satisfactorily organised. In a Year 5 lesson, pupils were in the process of designing and making musical instruments. They made good links with their scientific investigations into sound. In the light of their understanding, pupils were encouraged to evaluate their designs and modify them when necessary. Teachers' planning is based on a commercial scheme of work which outlines the progression of skills and ideas very clearly. In some year groups, units of study have been successfully adapted to fit more closely with the topics that are being covered in other subjects.
95. Leadership and management are satisfactory. The co-ordinator monitors the subject closely. Scrutiny of the planning shows the development of appropriate links with other subjects such as science, music and literacy. She has compiled a folder of work which gives well-annotated examples to illustrate the level of knowledge and understanding required for pupils to achieve at their expected level. This gives satisfactory guidance to teachers about the level at which work should be pitched. However, arrangements to monitor the progress of pupils over time are underdeveloped.

## **Music**

Provision in music is **very good**.

### **Main strengths and weaknesses**

- Teaching is very good.
- Standards are well above those expected nationally, and pupils have well developed skills, notably in singing and being able to read music.
- There is good leadership and management.

### **Commentary**

96. Pupils have high standards for their age and achieve very well. They sing with great sensitivity and skill. They are confident in their performances, and singing or playing solo presents no problem. All pupils in Year 2 learn to play the ocarina and, in Year 3, the recorder. This means that all pupils are able to read from a musical score, and have good ideas of pitch and rhythm. They use these skills to good effect in composing, as was noted in a Year 5 class working on using repetition in song and tune-writing. Many pupils also have additional tuition on the clarinet, violin, trumpet or flute. The skills they gain from this are used to give performances in assemblies and in school productions.
97. Teaching and learning are very good. All teachers teach music, and an additional teacher with good musical skills takes a series of lessons and leads the choir. Teachers are clear about what to teach. They use an up-to-date and imaginative scheme which they have adapted to meet the needs of pupils in this school. Teachers have high expectations of what pupils should be able to do, to which pupils respond positively. Lessons are very well planned; teachers require pupils to take part in a variety of activities and also make sure that learning is enjoyable. Teachers have good knowledge of music and they use this well in their teaching. They also use their own singing voices well.
98. The curriculum co-ordinator, assisted by the part-time music teacher, gives very good leadership and manages the resources well. They have made sure that what is taught is interesting and that skills are developed in a logical planned manner. Good arrangements are

made for visiting musicians to come into the school, and the pupils often perform at local events, sometimes linked to dance. Music is central to the school's own productions, as was noted in the rehearsals for a concert centred around caring for the environment. A music week is held regularly, and the school co-operates very effectively with local schools to make best use of resources. There has been good improvement since the last inspection.

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

99. No specific lessons were inspected in this area of the school's work and so no judgements can be made about overall provision. However, inspectors noted many elements of these areas being developed in other lessons, assemblies, and in the general running of the school. There is a recent, very good policy and a syllabus, and these help teachers know which skills are to be developed and when. This syllabus has been jointly planned with local schools in association with the intermediate school, which helps to make sure there is continuity of learning. The school recognises that personal development comes through the total curriculum, but has carefully audited what is provided and added specific teaching programmes, based on a national scheme, to 'fill in the gaps'.
100. Good use is made of visitors from such agencies as the police, fire brigade, RSPCA, and the school nurse to give direct teaching. This helps pupils to understand issues and recognise where help can be gained. Teaching about sex and the dangers of drugs is appropriate and is related to other subjects being taught. The good school council helps pupils understand about democracy and citizenship. The ethos of the school, the responsibilities given to pupils, and the respect given by all who work in the school to each other have a very positive effect in ensuring that pupils grow as citizens and learn to live healthy lives.



## PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

### *Inspection judgement*

### *Grade*

<b>The overall effectiveness of the school</b>	<b>3</b>
How inclusive the school is	2
How the school's effectiveness has changed since its last inspection	3
Value for money provided by the school	3

<b>Overall standards achieved</b>	<b>3</b>
Pupils' achievement	3

<b>Pupils' attitudes, values and other personal qualities</b>	<b>2</b>
Attendance	2
Attitudes	2
Behaviour, including the extent of exclusions	2
Pupils' spiritual, moral, social and cultural development	3

<b>The quality of education provided by the school</b>	<b>3</b>
The quality of teaching	3
How well pupils learn	3
The quality of assessment	3
How well the curriculum meets pupils' needs	2
Enrichment of the curriculum, including out-of-school activities	2
Accommodation and resources	4
Pupils' care, welfare, health and safety	3
Support, advice and guidance for pupils	3
How well the school seeks and acts on pupils' views	3
The effectiveness of the school's links with parents	2
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>2</b>
The governance of the school	2
The leadership of the headteacher	2
The leadership of other key staff	3
The effectiveness of management	2

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