

INSPECTION REPORT

DOWNVIEW PRIMARY SCHOOL

Felpham, Bognor Regis

LEA area: West Sussex

Unique reference number: 125924

Headteacher: Mrs M Williams

Lead inspector: Mrs H Bonser

Dates of inspection: January 24th – 27th 2005

Inspection number: 266749

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

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INFORMATION ABOUT THE SCHOOL

Type of school:	Primary
School category:	Community
Age range of pupils:	4 - 11
Gender of pupils:	Mixed
Number on roll:	475
School address:	Wroxham Way Felpham Bognor Regis West Sussex
Postcode:	PO22 8ER
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Appropriate authority:	The Governing Body
Name of chair of governors:	Mr P Stemp
Date of previous inspection:	April 26 th - 29 th 1999

CHARACTERISTICS OF THE SCHOOL

The school draws most of its pupils from the neighbourhood of Felpham, on the outskirts of Bognor Regis. They come from a wide variety of backgrounds. Children's attainment on entry to the school is average overall. Fourteen per cent of the pupils are identified as having special educational needs, mainly as a result of learning difficulties. This is below the national average. At present, just over one percent has a Statement of Special Educational Needs, which is average. Very few pupils come from ethnic minority groups or speak English as an additional language. The movement of pupils in and out of the school during the year is about average. The headteacher took up her post on January 1st 2005, following the retirement of the previous headteacher. The school received the Investors in People Award in 2002 and a School Achievement Award in 2003.

INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
22870	Hilary Bonser	Lead inspector	English; history.
11575	Catherine Fish	Lay inspector	
12367	Anthony Green	Team inspector	Mathematics; information and communication technology; design and technology; physical education; special educational needs; English as an additional language.
30705	Graham Stephens	Team inspector	Foundation Stage; science; religious education; music.

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PART A: SUMMARY OF THE REPORT

OVERALL EVALUATION

This is an effective school, poised and determined to improve still further. Standards overall are above average and pupils achieve well as a result of good teaching. Although it is too soon to judge the impact of the new headteacher, she has already established a very positive climate and enthusiasm for continuing improvement. The school provides good value for money.

The school's main strengths and weaknesses are:

- Standards in Year 6 are above average in the core subjects of English, mathematics and science because teaching is good in these subjects.
- Achievement is good overall, although at present it is only satisfactory in the Foundation Stage.
- The headteacher has made a good start in identifying with staff immediate and longer-term priorities for ongoing school development.
- The lack of rigorous monitoring and evaluation of classroom practice leads to inconsistencies in some aspects of teaching and learning and variations in pupils' achievement.
- Very good care for pupils and the good provision for their personal development are reflected in the very good relationships throughout the school and very positive attitudes of the pupils.
- Very good links with parents, who support the school very well, as well as good links with the local community and other schools, contribute significantly to pupils' learning and enthusiasm for school.
- Little use is made of performance and assessment information to help pupils to do even better.

Improvement since the last inspection in 1999 has been satisfactory. The school has responded satisfactorily to the main issues identified then. The management of pupils' behaviour has improved and all statutory requirements are now met but the role of the co-ordinators and use of information and communication technology across the curriculum are not yet fully developed. However, there has been further improvement in pupils' attendance, attitudes and personal development. Standards and achievement have also been sustained except in the Foundation Stage.

STANDARDS ACHIEVED

Results in National Curriculum tests at the end of Year 6, compared with:	all schools			similar schools
	2002	2003	2004	2004
English	A	A	B	B
mathematics	B	A	B	A
science	A*	A*	A	A

Key: A-in the top 5% of schools; A-well above average; B-above average; C-average; D-below average; E-well below average*

Similar schools are those whose pupils attained similarly at the end of Year 2.

Results were slightly lower in 2004 mainly due to variations in the range of ability in different year groups. Most pupils did very well overall in comparison with their Year 2 results.

Achievement is good overall. Children achieve satisfactorily overall in the Foundation Stage in relation to their attainment on entry. Standards are broadly average in relation to the goals children are expected to reach by the end of their reception year, with strengths in their personal development, but below average standards in reading. The lower achievement in the Foundation Stage is largely due to weaknesses in the planning and organisation of the curriculum and in the deployment of staff. In Year 2, standards are average in reading and science and above average in writing and mathematics. Pupils are achieving well. Standards in the current Year 6 are above

average in English, mathematics and science. Boys and girls alike achieve well. Standards in religious education and in information and communication technology are average and achievement in these subjects is satisfactory, largely because tasks do not take enough account of pupils' differing levels of attainment.

Pupils' personal qualities, including their spiritual, moral, social and cultural development, are good overall. Pupils' attitudes are very good and their behaviour is good. The school helps pupils to show a good level of maturity by the end of Year 6. Attendance is now above average.

QUALITY OF EDUCATION

The quality of education provided by the school is good.

Teaching and learning are good overall. They are satisfactory in the reception classes. They are good in Years 1 to 6 with a significant amount that is very good, especially in Years 2 and 6. Teachers use a good variety of methods to provide interesting lessons. In the core subjects, they generally take good account of pupils' differing needs. This encourages pupils to try hard and learn well, despite the distractions of noise and movement in some parts of the building. However, examples of very good practice are not identified and shared across the school, which leads to some inconsistencies in approach. The curriculum is enriched well, especially through the good links with the community and other schools and good extra-curricular opportunities, especially in sport. This helps to make pupils keen to learn.

LEADERSHIP AND MANAGEMENT

Leadership and management are satisfactory. The headteacher has a clear view of what is needed to take the school forward. The deputy headteacher provides very good support. The role of key staff, including co-ordinators, is only satisfactory as their overview is limited by the lack of opportunity to monitor and evaluate teaching and learning. The day to day management of the school promotes a positive learning environment, where all pupils and staff are valued. The work of the governing body is satisfactory and all statutory requirements are met. Governors are beginning to be more actively involved in decision-making.

PARENTS' AND PUPILS' VIEWS OF THE SCHOOL

Parents: parents are very satisfied. For example, they feel their children enjoy school, are helped to settle in very well, are taught well and have a good range of additional activities.

Pupils: pupils also expressed very positive views about the school. They know who they can go to if they are worried and feel that teachers listen to them and are fair to them. They feel that other children do not always behave well. The inspection team found that behaviour was good overall.

IMPROVEMENTS NEEDED

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

- Establish rigorous systems for monitoring and evaluation to reduce inconsistencies in teaching and learning and the variation in achievement across the school and between subjects.
- Review the planning and organisation of the curriculum in the Foundation Stage in order to raise achievement.
- Raise standards and achievement further through the effective use of performance and assessment information.

PART B: COMMENTARY ON THE INSPECTION FINDINGS

STANDARDS ACHIEVED BY PUPILS

Standards achieved in areas of learning, subjects and courses

Achievement is now good overall. It is satisfactory in the Foundation Stage and good in Years 1 and 2 and Years 3 to 6. This year, standards are above average in English, mathematics and science in Year 6.

Main strengths and weaknesses

- Pupils in Years 1 to 6 achieve well in English and mathematics and older pupils achieve well in science.
- In the Foundation Stage, children do well in their personal, social and emotional development but unsatisfactorily in reading.
- Boys now achieve equally as well as girls overall and this is an improvement since the last inspection.

Commentary

Standards in national tests at the end of Year 2 – average point scores in 2004

Standards in:	School results	National results
reading	16.4 (16.9)	15.8 (15.7)
writing	15.7 (16.4)	14.6 (14.6)
mathematics	17.5 (17.9)	16.2 (16.3)

There were 87 pupils in the year group. Figures in brackets are for the previous year

Standards in national tests at the end of Year 6 – average point scores in 2004

Standards in:	School results	National results
English	27.6 (28.3)	26.9 (26.8)
mathematics	28.3 (28.4)	27.0 (26.8)
science	30.2 (31.6)	28.6 (26.6)

There were 59 pupils in the year group. Figures in brackets are for the previous year

1. Results in the 2004 National Curriculum tests at the end of Year 6 were above the national average overall, with little difference in the performance of boys and girls. Performance fell back to some extent in all three subjects from the previous year, mainly due to differences in ability between the two groups of pupils. Nevertheless, pupils in 2004 achieved very well overall in relation to their performance in the Year 2 national tests. Over the last 5 years, results have kept pace with those nationally, remaining above them. Results at the end of Year 2 in 2004 were above the national average overall, but average compared to similar schools because relatively few pupils reached the higher Level 3 in writing and especially in reading. Results in Year 2 were lower than in the previous year, mainly because there were more pupils with special educational needs in the 2004 year group. Nevertheless, results showed good achievement overall compared to pupils' attainment on entry to the school.
2. In the current reception classes, children are likely to exceed the expected standards in their personal, social and emotional development by the end of the year and to meet them in all other areas of their learning except in reading, where standards are below those expected. In Year 2, standards are above average in speaking and listening, writing and mathematics. They

are average in reading, where pupils are coming from a lower base at the end of their reception year, and in science. In the current Year 6, standards remain above average in English, mathematics and science, as at the time of the last inspection.

3. At the time of the last inspection, attainment on entry was judged to be below average and achievement was good by the end the reception year. Scrutiny of baseline assessments and discussions with staff show that standards on entry to the school are now broadly average. Children currently in their reception year are achieving satisfactorily in most areas of their learning. Although they achieve well in their personal, social and emotional development as a result of good teaching in this area, they are not doing as well as might be expected in reading. This is mainly because there is not enough focused teaching of reading for children of differing levels of attainment and teachers' expectations are not high enough. The difference in achievement between the Foundation Stage and the rest of the school arises largely from shortcomings in planning and the organisation of the curriculum and in the way staff have been deployed as national initiatives have been introduced in the last few years. This has impacted on the quality of teaching and learning, which is satisfactory overall. The lack of systematic monitoring and evaluation across the school means that these weaknesses have not been identified and addressed quickly enough.
4. Results from national tests, together with national and county data, past work and lesson observations, show that achievement in Years 1 and 2 is good in reading, writing, and mathematics, because they are all taught well. It is satisfactory in science. In Years 3 to 6, where teaching is again good in the core subjects, pupils achieve well in English, mathematics and science, as at the time of the last inspection. Pupils do particularly well in Year 6, where there is a high proportion of very good teaching in these subjects. Younger pupils in science and all pupils in information and communication technology and religious education achieve satisfactorily. One of the main reasons for this is that work is not matched consistently to pupils' needs.
5. Standards and achievement in the rest of the school have been sustained in the core subjects in spite of the lack of focused monitoring and evaluation on which to base whole school development in recent years. This has been largely the result of teachers' hard work and commitment to high standards, good team-work among them and the introduction of some initiatives by individual teachers as a result of their participation in external courses. One such example has been a focus on strategies to improve writing and, in particular, boys' motivation for writing. The improvement in national test results in writing in Year 2 and Year 6 over the last two years shows the impact of this. However, other developments, such as those related to assessment and target-setting, have been less effective in raising standards due to the inconsistency of their implementation. Other positive factors contributing to the maintenance of standards and achievement include the setting of pupils for English and mathematics and the provision, more recently, of opportunities for higher attaining pupils in Years 5 and 6 to work with similar groups from other schools. There is good support for pupils with special educational needs, helping them to do well. The good behaviour and very positive attitudes that most boys and girls have towards their work also contribute to their good achievement.

Pupils' attitudes, values and other personal qualities

The pupils' attitudes are very good and they behave well. Pupils' personal development, including their spiritual, moral, social and cultural development, is good. Attendance and punctuality are both good.

Main strengths and weaknesses

- The pupils relate to and support each other very well at work and play.
- The pupils' very positive attitudes contribute very effectively to their learning.
- Behaviour is good, although there is some low level disruption in a few classes.
- Attendance has improved since the previous inspection.

- Pupil' spiritual development has improved, but preparing them for life in a multi-cultural society still needs more work.

Commentary

6. Very good relationships across the whole school community make this a good place to be. Very high levels of trust and respect develop between adults and pupils so the atmosphere is friendly and purposeful. In classes, the youngest children begin to play well together and as they get older, pupils work in pairs and small groups co-operating very successfully with each other. There are good opportunities for older pupils to support younger pupils, such as in paired reading sessions. At break times, pupils from across the whole age range play together very well, making these times relaxed and pleasant. Very good provision through a 'Buddy System' helps to ensure that all pupils are fully included.
7. Both pupils and their parents say they enjoy coming to school. From the time they start school, they are happy to come in and settle quickly. Most pupils say they expect to enjoy their learning and to have fun as well. In some lessons, it was evident that they can become so engrossed in their work that they do not want to stop. The pupils happily volunteer to undertake jobs in class and around the school. Outside the classroom, they take full advantage of the good range of activities offered. Around school they are polite, considerate and keen to make others feel welcome, initiating and engaging in conversation readily.
8. Parents have very few concerns about bullying, saying it is well handled if the school is told about it; pupils agree with this. No signs of harassment or bullying were seen during the inspection. Although parents say that behaviour is good, pupils are not so sure. The behaviour seen during the inspection was judged to be good most of the time. Around school, pupils take care of their own and each other's property and keep the school free from litter. In nearly all lessons seen, the behaviour was good and often it was very good. However, in the reception classes, behaviour was only satisfactory, mainly because it is not handled firmly enough. There was also some low level disruption in a few classes by a few older pupils, usually boys, showing a lack of fully established self-control. These occasions were often where the pace of the lesson was slow and behaviour was not managed well. There were a very small number of exclusions made last year. The correct procedures were followed, and where needed, good systems are in place to support them on their return to school.

Ethnic background of pupils

Exclusions in the last school year

Categories used in the Annual School Census	No of pupils on roll	Number of fixed period exclusions	Number of permanent exclusions
White – British	471	3	0
Mixed – White and Black Caribbean	1	0	0
Mixed – White and Black African	1	0	0
Asian or Asian British – Bangladeshi	1	0	0
Chinese	1	0	0

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

9. Attendance is above average and has improved since the previous inspection. Any absences not appropriately explained are followed up quickly, although parents are generally conscientious about giving an acceptable reason for their child's absence. The school is particularly rigorous about authorising holiday absences of up to ten days only; it regularly reminds parents of the disruption to a child's education that such absences can cause. Punctuality is good throughout the day.

Attendance in the latest complete reporting year 2003/4 (%)

Authorised absence		Unauthorised absence	
School data	4.4%	School data	0.2%
National data	5.1%	National data	0.4%

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

10. The school has worked hard to improve the pupils' spiritual development since the previous inspection and this is now good. All assemblies now meet statutory requirements and give the pupils good opportunities for reflection. They are encouraged to listen to and respect each other's views and the good listening seen in the lack of repeated answers show they do this well. Moral and social development is very good and is evident in the good behaviour and very good relationships that exist. Moral development is supported by the very good role models provided by all staff and a set of rules based on rights, responsibilities and the need to respect others. Social development is enhanced through residential trips for older pupils, giving them first hand experience of living in a community. Pupils are encouraged to negotiate between themselves. A very good example of older pupils working together towards consensus was seen in a Year 6 lesson relating to tobacco and smoking. Pupils develop a good understanding of their own culture through visits to museums and local churches and from the local clergy and theatre groups. The school has undertaken some work in developing the pupils' understanding of cultural diversity, for example, through the use of texts set in other countries, looking at art from other countries and food related to specific celebrations in different faiths. However, less attention has been given to preparing the pupils for living in a diverse society. The children in the Foundation Stage are likely to exceed the goals set in their personal, social and emotional development, because they are made to feel very welcome and the staff get to know them well and provide them with effective support.

QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

The quality of education is good overall. It is good in teaching and learning and the curricular provision is satisfactory overall, although the level of extra-curricular activities is good. The attention given to the care and welfare of pupils and the partnership with parents is very good.

Teaching and learning

Teaching and learning are good overall. They are satisfactory in the Foundation Stage and good in Years 1 to 6. The assessment of pupils' work is satisfactory overall.

Main strengths and weaknesses

- Teaching in the core subjects of English, mathematics and science is good, helping pupils to do well.
- There are some variations in the quality of teaching across the school and some inconsistencies of approach that hinder pupils from improving their rate of learning further.
- Teachers use a very good variety of methods and interesting contexts for learning, which contribute to pupils' very positive attitudes.
- Pupils generally concentrate very well and try hard and this helps them to learn well.

Commentary

Summary of teaching observed during the inspection in 49 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0	12 (24%)	21 (43%)	16 (33%)	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.

11. The overall good quality of teaching and learning has improved further since the last inspection. There have been some changes in the teaching staff. In the lessons seen, there was no unsatisfactory teaching and the amount of good and very good teaching has increased both in Years 1 and 2 and in Years 3 to 6. Teaching in the reception classes, however, is now satisfactory overall with some that is good. There has been an improvement in the consistency of the management of pupils' behaviour, an area criticised in the last report.
12. The improvement in the quality of teaching and learning has depended on the expertise and high expectations of individual teachers rather than on focused school action, as there has been no systematic, rigorous monitoring and evaluation of classroom practice on which to base this. The variation in the quality of teaching and learning between the Foundation Stage and the rest of the school is a result of this. There are also variations between subjects which affect pupils' rate of learning and their achievement. While teaching and learning in the core subjects are good overall, with a significant amount that is very good, they are satisfactory in the other subjects where judgements were made, mainly because the same task is usually given to the whole class irrespective of pupils' differing levels of attainment.
13. There are a number of strengths within teaching and learning that have helped to sustain achievement and standards by the end of Year 2 and Year 6 in spite of the inconsistencies. The quality of teaching of pupils with special educational needs and of those pupils withdrawn for additional support in English and mathematics is good and often very good, helping them to do well. Class teachers liaise well with teaching assistants and special educational needs teachers, helping them to provide effective support for pupils' learning. Teachers use the good links with the local community and other schools, visits and visitors very well to make learning interesting and relevant to pupils. The recent emphasis on linking learning across subjects, especially with English, makes a significant contribution to pupils' motivation and very positive attitudes to learning. Teachers make very good use of role-play and drama techniques to deepen pupils' understanding of what they are learning. This also contributes well to pupils' enjoyment of their work and to their good speaking and listening skills.
14. The very good relationships between staff and pupils throughout the school help to motivate pupils well and to meet the high expectations teachers have of their behaviour and concentration. This is particularly the case in some year group areas, where the nature of the accommodation makes extraneous noise intrusive. Parents agree with their children that they are expected to work hard. There was also considerable agreement among pupils in the questionnaire and in talking to them that teachers listen to them and value their ideas. This was evident in lessons throughout the school and helps pupils to develop their confidence in expressing their ideas. Good examples were seen of teachers using good subject knowledge and questioning skills in whole class sessions and in group work to extend pupils' thinking, reflecting high expectations of their skills and understanding. They take care to include and involve boys and girls of all levels of attainment in their questioning.
15. There are some inconsistencies of approach within the overall good quality of teaching, as the many examples of good practice have not been identified and shared across the school. This affects the continuity of pupils' learning as they move through the school and prevents them from achieving even better than at present. For example, in many lessons the pace and level

of challenge was such that pupils remained fully engrossed throughout, but in others the pace was not always well judged. Consequently, these lessons lacked a sense of purpose and pupils did not learn effectively. In a small minority of lessons, this led to some off task chatter and disturbance.

16. There were good examples of teachers sharing the learning intentions of lessons very clearly with pupils initially and during the lesson, so that they knew precisely what they should be learning. However, this was not consistent. Teachers use their assessments of pupils' work to set individual curricular targets in English and mathematics, but there were few examples of teachers focusing pupils' attention on these as they worked. There is also some variation in the effectiveness with which teachers review and assess pupils' learning at the end of lessons and involve pupils in this. Some very good examples were seen of teachers making useful comments when marking work so that pupils knew exactly what to do to improve it. However, although all work is marked, there are still considerable variations in its usefulness to support pupils' learning.

The curriculum

The quality and range of learning opportunities of the curriculum is satisfactory overall. Opportunities for the enrichment of the curriculum and extra-curricular provision are good. The quality of accommodation and resources is satisfactory overall.

Main strengths and weaknesses

- The organisation of the curriculum for the Foundation Stage is unsatisfactory.
- The enrichment of the curriculum is good. Extra-curricular provision for sporting activities is very good.
- Pupils with special educational needs are well supported in lessons, group and individual activities.
- Background sound and movement often disturb teaching and learning in some areas of the school.

Commentary

17. The curriculum is broad and balanced and meets statutory requirements. However, the school recognises that the good links being established between English and other subjects, which enhance pupils' writing skills, need to be extended further across the curriculum. Although the curriculum for the Foundation Stage is broad, weaknesses in its organisation, planning and the deployment of staff limit children's opportunities for focused learning and, consequently, their achievement to satisfactory.
18. Good use is made of visits and visitors to give all pupils first hand experiences in many subjects. Pupils in Years 4, 5 and 6 have the opportunity to take part in annual residential visits. These not only support their learning well but also contribute effectively to the personal and social development of pupils. Staff give generously of their time to provide a good range of extra-curricular activities, which includes a very good number of sports clubs and teams. Clubs and sporting activities are well attended by boys and girls and also support their moral, social and cultural development well.
19. The provision for pupils with special educational needs is satisfactory overall and complies with the Code of Practice. The day-to-day support for pupils in lessons is good, and often very good, and enables them to access the curriculum as well as other groups of pupils. They are supported well in lessons, especially those where pupils are grouped by prior attainment, and they are generally given well-matched work. However, individual education plans vary in quality and the targets on them are not always specific or measurable. Some are not updated regularly enough. The monitoring and support for pupils with a Statement of Special Educational Needs is good. Their annual reviews show good progress towards their targets. A

register of gifted and talented pupils identifies a range of subjects where individual pupils excel. However, these pupils are not always identified on teachers' planning and work is not always sufficiently matched or challenging. Local authority initiatives to support gifted or talented pupils are used well.

20. The accommodation is satisfactory overall. Outdoor space is good with a large field and hard areas, which contribute well to the range of outdoor activities and physical education. Since the previous inspection, the hall has been extended to provide extra, well-used space for music, drama and physical education. The majority of classrooms are generally adequate in size but some rooms are too small for a comfortable teaching and learning environment. Sound travelling between classrooms and the shared areas also results in some pupils having difficulty hearing their teacher and other pupils in their own teaching area. The unavoidable movement of adults and pupils through and past teaching areas also makes it difficult for some pupils to concentrate on their learning as well as they might.

Care, guidance and support

The school has very good systems and procedures in place to ensure the pupils' health, safety and welfare. It provides them with good quality support, advice and guidance overall. Good systems are in place to take the pupils' views into account.

Main strengths and weaknesses

- The pupils have very good relationships with the adults in school.
- A safe, welcoming and caring environment is provided for the pupils.
- Effective measures are in place to give pupils a voice in the life of the school.
- Children settle quickly into school and move smoothly from year to year.

Commentary

21. Adults in school all show high levels of genuine concern for the pupils. Nearly all pupils say there is an adult in school to whom they can go if they have concerns and very good levels of trust are built. Pupils feel confident to raise concerns because they know they are important to the adults and their problems are taken and handled seriously, leaving them free to get on with their learning. All staff have a very good understanding of the pupils' personal development. Whilst this is monitored informally, staff use this knowledge to provide pupils with very good support, advice and guidance. Academic monitoring is satisfactory, but is not yet rigorous enough to provide high quality advice for pupils. Individual targets are set in some areas, but are not always known by the pupils, nor are they used effectively and systematically to help them focus on what they need to do to improve. Satisfactory use is made of academic assessment information to target support in lessons where it is needed. Pupils with more specific difficulties are very well supported because the school holds regular meetings at which provision and progress are discussed.
22. The pupils' overall well-being is of paramount importance to the school. To ensure this, very good systems and procedures are in place for health and safety, risk assessment, the testing of equipment and appliances and ensuring that these cover activities on and off the school site. First aid is carried out efficiently and sympathetically. Child protection is very good because the staff are regularly reminded of their responsibilities in this area and what they must do. The head teacher, although new, has a very good understanding of the local procedures and plans to retrain staff after she has received further training.
23. The recently introduced school council gives the pupils a good opportunity to say what they would like in school. Currently not all year groups are covered but this is to be extended. Plans are in place to discuss improvements to the quiet area of the playground with them, giving them a further say in the school's development. More focused, but less formal, consultation of

pupils has led, for example, to a different format for one assembly each week for pupils in Years 5 and 6.

24. Nearly every parent said how pleased they were with the way their child was introduced to the school. They like the system of visits, the booklets they receive after their child starts to help them and the way the staff greet and settle them each day. Pupils already in school are given a good opportunity to meet in their new classes in the previous term; parents feel this is good at allaying any fears their children might have.

Partnership with parents, other schools and the community

The school's links with its parents are very good. Those with the community and with other schools are good.

Main strengths and weaknesses

- Parents hold the school in high regard.
- Good quality information is provided for parents.
- The school uses the community well to make better provision for its pupils.
- The pupils make a smooth transfer to their next school.

Commentary

25. The parents spoken to during the inspection confirmed the very positive comments made at the pre-inspection meeting and by the good number of parents who responded through the Ofsted questionnaire. From this, parents are most pleased with the arrangements to settle their children into school and the fact that they are happy here. The high quality of teaching, the expectations that their children will try hard and be treated fairly are also very much appreciated. Minor concerns raised cover information and how the school does not consult with them. Whilst they have been consulted about homework, the school crossing warden and walking to school, the school knows it needs to consult them on a more regular and systematic basis.
26. The quality of information on how their children are doing concerns some parents. The information in the annual reports was good, giving details of what has been covered together with the skills and knowledge learnt. However, they do not follow up the targets set in the mid year report. Other information of very good quality is provided through letters about trips and events, newsletters and on the school's website. The prospectus and the governors' annual report to parents together now provide the statutory information needed. Parents all speak highly of the opportunities to talk to staff about their children's progress both formally and informally. The Downview School Association also fosters this, as well as providing an active and successful forum for raising money to help the school in its provision for the pupils. A good number of parents show their commitment to the school and to the pupils' education by giving valued support in school time.
27. A range of visitors from the community enables the school to provide good first hand experiences for pupils, such as music from a specialist for arts week, a local resident talking about life in World War II to older children and the local vicar taking assemblies. Visits to the local and wider community contribute well to the pupils' learning such as those to museums for history and the local beach to inspire poetry. The on-site nursery, after school and holiday clubs are open to the local community and help to build good relationships for the benefit of all. These good opportunities all help promote pupils' personal and social development.
28. Good links with local secondary schools help to smooth the transfer of pupils when they start the next stage of their education. The pupils are already familiar with the size and atmosphere of a secondary school because they have made visits to and attended after school activities at Felpham Community College. Expertise from two local schools with specialist status has

helped in the development of information technology, design and technology and physical education. Links with other primary schools are currently satisfactory.

LEADERSHIP AND MANAGEMENT

The leadership and management of the school are satisfactory overall. The new headteacher took up her post shortly before the inspection. It is too soon to judge the impact of her initiatives and consequently no judgement on the quality of her leadership could be made. The leadership of other key staff, the governance and the management of the school are satisfactory overall.

Main strengths and weaknesses

- The headteacher has a very clear vision for the future development of the school.
- The current lack of opportunities for systematic monitoring and evaluation make it difficult for co-ordinators to establish priorities and plan strategically.
- Not enough use is made of performance and assessment information to further improve pupils' learning.
- Governors are beginning to take a more active role in the life of the school.

Commentary

29. The headteacher has an enthusiastic, focused and inclusive approach and works closely with the effective deputy headteacher. She has already enthused and involved all staff in establishing priorities and setting up teams to carry the work of the school forward towards the agreed vision. Key co-ordinators are knowledgeable about their subjects and are good role models to both pupils and staff. They are reviewing their action plans in the light of priorities being established with the headteacher. However, their leadership of teaching is a weakness because at present there are neither the systems to share good practice, other than by planning with colleagues in their own year groups, nor the opportunities to observe, evaluate and further improve the quality of teaching and learning.
30. Governors are very supportive of the school and carry out their statutory duties satisfactorily. In the last few months, to coincide with the new headteacher taking up her post, the governing body has begun a full review of its procedures, roles and responsibilities. This is to enable all members to take a pro-active part in the management of the school by developing some aspects of their role, such as strategic planning and monitoring and evaluation, in a more structured way. Several members already have particular expertise, in areas such as finance and premises. Governors are welcome visitors in school and they have begun to receive reports from co-ordinators, helping to inform their sound understanding of the strengths and weaknesses of the school. Training, for example, in the interpretation of performance data, is being planned to enable the governing body to become less reliant on the headteacher and chair of governors for its information and decision making. At present, although governors are willing to challenge and discuss issues with senior staff in the school, they do not always have the experience or information they need to do this effectively.
31. The new headteacher has already carried out a perceptive school self-evaluation with staff to identify current strengths and key priorities for raising standards and achievement further, although it is too soon for formal processes to have been established. There has been no recent, systematic monitoring and evaluation of the curriculum, classroom practice or pupils' learning to promote consistency and ongoing improvements. This has meant, for example, that variations in achievement, teaching and learning between year groups and subjects have not been identified or supported. The senior management team is already planning to address this.
32. A wide range of performance and assessment data is collected in the core subjects. Although a few recent good examples were seen, its use generally to track the progress of individual pupils through the school and to identify and support any who are not making the expected

progress is at a very early stage of development. The information is not used consistently by teachers to set appropriately challenging targets or to analyse weaknesses in the curriculum. Consequently, opportunities to further improve pupils' learning are lost.

33. Although the performance management of teachers is in place, its effectiveness, and, to some extent, that of staff training, has been limited as they have not been clearly linked to whole school priorities. This also makes some aspects of strategic financial planning difficult, although due account is taken of issues such as the anticipated fall in the number of pupils in decisions about staffing and other resources. The day to day management of the budget is very good and the highly efficient bursar makes a significant contribution to this. The governing body is clear about obtaining value for money, but does not yet formally monitor the effectiveness of spending decisions.

Financial information for the year April 2003 to March 2004

Income and expenditure (£)		Balances (£)	
Total income	1067323	Balance from previous year (included in total income)	22986
Total expenditure	1008185	Balance carried forward to the next	59137
Expenditure per pupil	2113		

The carry forward includes funds to complete payments for the hall extension.

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

AREAS OF LEARNING IN THE FOUNDATION STAGE

34. Children's skills on entry to the reception classes are broadly average. Staff have worked hard to implement new national initiatives since the time of the last inspection, but systems to monitor and evaluate the impact of these changes, or of teaching, on learning are not yet in place. This affects the quality of leadership and management, which is satisfactory overall. Children reach the expected goals in all areas of learning by the time they enter Year 1, except in personal, social and emotional development and speaking, which are above and reading, which is below the level expected. Standards are similar to those at the time of the last inspection except in reading. Children's achievement, which was judged to be good in the last report, is satisfactory.
35. All staff work well together and everybody's views are valued. Staff meet weekly to review and then plan the activities for the week ahead. However, planning tends to be focused on activities rather than precise learning objectives. All staff, including the teaching assistants, are engaged with both groups and individuals in separate areas for most of the time. This makes communication with each other difficult and presents no opportunities to monitor and improve the quality of teaching and learning that takes place. This aspect of management is unsatisfactory because, although children are presented with a broad curriculum, they often spend too long engaged in activities of their own choosing and, consequently, concepts that have been taught earlier are often not consolidated. Opportunities to question, challenge and engage the children in purposeful activity are not always seized and again learning opportunities are lost. This slows the rate of learning overall leading to satisfactory rather than good achievement.
36. The role-play area is based just inside the entrance to the classrooms. This is an unsatisfactory use of space. It is poorly resourced and activities are interrupted either by children visiting the toilets and cloakrooms from the outdoor activity area or by visitors. In all other areas, space is exploited appropriately throughout the day but there are few interactive displays to interest the children and stimulate their curiosity.

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

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

Main strength and weaknesses

- All staff are good role models for children.
- Good links with parents ensure that children's needs are understood and met.
- Children co-operate and play well together.
- A minority of children are slow to respond to the intervention of adults.

Commentary

37. Teaching is good because of the way that staff encourage children consistently to co-operate, help each other and play sensibly together, and most do. Most children achieve well and are likely to exceed the early learning goals by the time they enter Year 1. They are developing positive attitudes to learning and gaining a good understanding of school routines. Some children, particularly the younger ones, are still learning to play fairly and take turns. Children enter their classrooms sensibly, many accompanied by their parents and quickly settle to the activities set out for them. Staff are quick to praise positive behaviour and most children respond well. They are happy and secure and move confidently from area to area. They support each other well, as observed when a tall boy reached up for a towel to give to his shorter friend, and they share equipment sensibly. They join older pupils for school

assemblies and sit quietly for up to twenty minutes in the school hall. The on-going weekly sessions for 'shared reading' with 'partners' from Year 5, together with mixing with older pupils during breaks gives them the confidence to relate to pupils of all ages.

COMMUNICATION, LANGUAGE AND LITERACY

Provision for communication, language and literacy is **satisfactory**.

Main strengths and weaknesses

- Time allocated to the teaching of reading is not used to best effect.
- Most children speak confidently and express themselves well.
- Children have many opportunities to write using a variety of implements and for a variety of purposes.
- A significant minority of children are still learning to listen appropriately.

Commentary

38. Most children are in line to meet the expected goals, except in reading, by the end of their reception year. This represents satisfactory achievement overall that reflects satisfactory teaching in most aspects of this area of learning. The children are confident speakers and are keen to engage both adults and other pupils in conversation, although adults miss some opportunities to talk to them about what they are doing. As a result, children do not always have the chance to reflect and explain what they are doing and consequently opportunities to consolidate learning through speaking and listening are sometimes lost. A significant minority of pupils are still developing their listening skills but the majority listen well to descriptions, explanations and instructions.
39. Routines for the teaching of reading are well established but too little time is dedicated to focused group teaching of reading when children's knowledge and understanding of the names of letters and the sounds that they make can be applied and consolidated at an appropriately challenging level. Consequently, children's achievement is unsatisfactory and the majority do not reach the expected goals by the time they enter Year 1, although a significant minority do and a few exceed them. Books are not displayed to best effect to encourage the children to use them and even the 'Fairy Tale Library', established in one classroom, contains few books. Comments by staff in children's reading record books are too general and rarely indicate either next steps in learning or words that need to be practised and reinforced.
40. Children have many opportunities to write, draw and paint using a variety of implements. Again, too often the exercise is an end in itself and children are rarely challenged to try and improve upon what they have done. Most children, however, are in line to reach the expected goals in writing by the time they enter Year 1.

MATHEMATICAL DEVELOPMENT

Provision in mathematical development is **satisfactory**.

Main strengths and weaknesses

- Children learn to count well.
- Well-organised activities to support and consolidate learning are not always planned other than as part of the mathematics lesson.

Commentary

41. Teaching is satisfactory. The achievement of the majority of the children is satisfactory. Most are in line to reach the expected goals by the time they enter Year 1 and a significant minority are likely to exceed them. There is a very good focus on counting and number recognition. Number lines displayed around the walls support children well as appropriate references to them are often made. Children recognise both two and three-dimensional shapes and opportunities to consolidate this understanding were provided as children dug for buried shapes in the sand-pit. Several children have a very good understanding of number. They respond quickly and accurately to teacher's questions, holding up number fans that enable the teacher to assess how quickly and accurately they can calculate. However, several children do not concentrate well during these sessions and learn little. Teachers sometimes miss opportunities to question effectively and thereby challenge children to both apply and extend their mathematical understanding. For example, when children were asked to 'add one more,' the challenge for more able children was represented by the numbers getting bigger, rather than by asking children to add two or more or indeed to find 'one less.'

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

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

Main strengths and weaknesses

- Teachers provide a variety of experiences to develop children's knowledge and understanding of the world.
- Learning opportunities are not always fully exploited.

Commentary

42. Teaching is satisfactory and this is reflected in the children's achievement. Most are likely to reach the expected goals by the time the end of their reception year. All staff work hard to provide a wide range of experiences. During the year, for example, children work within the local environment, visit the local church and also the nearby coast where photographic evidence shows them searching in rock pools. During the inspection, children walked around the school and matched photographs to locations. Although indicated in the planning, the opportunity afterwards to introduce the concept of mapping was not used. Instead, children were asked to identify two-dimensional shapes and practice their co-ordination and manipulative control by painting around the outline – not challenging for the majority. In contrast, children were able to describe how to make 'gingerbread men,' explain the importance of clean hands and how the biscuits changed after they were cooked. Few examples were seen of the computer being used to support children's learning. Staff have identified the need to improve the range of programs available.

PHYSICAL DEVELOPMENT

Provision in physical development is **satisfactory**.

Main strengths and weaknesses

- All children have regular access to outdoor play and a wide range of appropriate resources.
- Children are not always challenged to extend their skills.

Commentary

43. Teaching is satisfactory. Children's achievement is satisfactory and most are in line to reach the expected goals by the time they enter Year 1. They enjoy the action songs and games that are sung and played regularly. They play very confidently on the wheeled vehicles. Children

enjoy physical activity but their energies are not always focused on developing and improving skills. For example, during a session on the playground whilst their skills in rolling and controlling hoops and balls were enhanced, rolling them accurately at the targets provided was rarely mentioned and praise was used to encourage activity rather than rewarding improvement in skills being taught.

CREATIVE DEVELOPMENT

Provision for creative development is **satisfactory**.

Main strengths and weaknesses

- Children are developing a good knowledge of instruments and the sounds that they make.
- Classrooms reflect too much work that is directed by the teacher.

Commentary

44. Both teaching and children's achievement are satisfactory. The majority of children are in line to reach the expected goals by the time they enter Year 1. Children are given time and freedom to develop their ideas but the quality of the resources available to stimulate their curiosity and allow them to express themselves in a variety of ways needs to be reviewed. This applies particularly to the role-play area and both classrooms, where there are few interactive displays or areas for children to exercise their imagination. A good session led by a teacher stimulated the children's interest in percussion instruments and she built well on their knowledge and understanding. Similarly, the good range of costumes in the outdoor area and the photographic evidence showing children dressed in costumes from different cultures form a strong foundation for further development.

SUBJECTS IN KEY STAGES 1 and 2

ENGLISH

Provision in English is **good**.

Main strengths and weaknesses

- Standards overall are above average in Year 2 and Year 6 and pupils achieve well because they are very keen to learn and teaching is good.
- Pupils' speaking and listening skills are well above average by the end of Year 6.
- Good use is made of drama and links with other subjects for pupils to practise and extend their literacy and language skills.
- Not enough use of systematic monitoring and evaluation of teaching or of performance data to further improve learning.

Commentary

45. Standards are above average by Year 6 in reading and writing and well above average in speaking and listening. By the time they leave the school, boys and girls of all levels of attainment achieve well. By Year 2, standards are above average in writing and speaking and listening, but average in reading. This is because pupils are making up ground from the below average standards reached in reading at the end of their reception year and relatively few higher attaining pupils reach the higher Level 3. The introduction this year of a more consistent approach to guided reading is helping teachers to provide higher attaining pupils in particular with a greater level of challenge across the school. Older, able readers also have their skills extended very effectively through participation in initiatives such as the West Sussex Reading Challenge.

46. There are several reasons for the high standards pupils reach in speaking and listening by the time they leave the school. Teachers across the school make very good use of opportunities for drama, role-play and discussion in groups of varying sizes to help pupils to develop and express their ideas very well. They extend pupils' vocabulary very effectively through their own use of specific terminology and challenging vocabulary while ensuring pupils' understanding of this. The way that teachers value pupils' responses and often question them well to help them to develop their initial thoughts also contributes to pupils' confidence in speaking. In a very well taught lesson for Year 6 pupils about preparing a balanced argument, the teacher structured the lesson very well. Her clear explanations of the purpose of each activity and how it linked to previous and subsequent learning meant that pupils knew exactly what they needed to do and this helped them to discuss their work very effectively in groups. The teacher's skilful questioning moved them on from identifying information to support their particular point of view, to agreeing how to prioritise these and then to present a convincing argument to the rest of the class.
47. Drama and role-play are frequently and effectively used as a springboard into writing and contributes well to the good achievement of both boys and girls in this area. This is enhanced by the skilful way that teachers use pupils' learning in other subjects as a context for teaching and extending pupils' writing skills. This motivates pupils well, provides a good purpose for writing and means that boys and girls of all ages settle quickly and confidently to writing tasks. A very good example of this was seen in Year 2. Here pupils' current literacy work is set within the context of the life and work of Florence Nightingale. Staff led role-play, in which all pupils took part and enjoyed thoroughly, that helped them understand the hospital conditions that Florence Nightingale found in Scutari. The impact of this on the quality of pupils' descriptive letters that they wrote subsequently was clear, as well as the enthusiasm with which they tackled their task. Higher attaining pupils included sentences such as, 'The soldiers are dying of infection and not there wounds' and similes such as, 'as foul as a pigsty', while lower attaining pupils wrote, for example, 'They don't hav eny beds not even one.'
48. The good quality of teaching makes a strong contribution to pupils' good achievement. It is often very good. Teachers expect pupils to work hard and help them to respond well to this by the effective and consistent way they manage their pupils, usually keeping up a brisk pace in lessons. As a result, pupils listen and concentrate very well and try hard to do their best. This helps them to learn effectively. Teachers work closely with their teaching assistants, helping them to provide effective support in lessons, especially for lower attaining pupils and those with special educational needs. Learning support teachers work very effectively with individuals or small groups of pupils who have particular language difficulties. The way in which teaching groups are organised also contributes to pupils' good achievement as it helps teachers to match work appropriately to their needs, although there is some variation in the effectiveness with which teachers do this within these groups.
49. This illustrates one of the inconsistencies within the overall good quality of teaching that prevent pupils from making even better progress through the school. There are also inconsistencies in how well learning objectives, individual curricular targets and marking are used to help pupils improve their work as well as in the expectations over the neatness of pupils' handwriting and presentation of work. It reflects the lack of whole school agreement and focus on some aspects of teaching. These have arisen largely because the co-ordinator has not had sufficient opportunity to monitor and evaluate classroom practice or the implementation of some effective initiatives she has introduced such as the emphases on improving boys' writing and the use of a cross-curricular approach. This limits her overview across the school, making her leadership and management satisfactory overall. It also means also that existing good - often very good practice - is not shared through the school.
50. There are a few examples this year of the use of performance information to identify pupils who are not making the expected progress so that they can receive additional support and focused teaching in, for example, booster classes. However, generally, throughout the school, not enough use is made of this information to set realistically challenging individual targets or

to identify and address relatively weaker areas of the curriculum to further improve standards and achievement.

Language and literacy across the curriculum

51. Teachers make good use of links with other areas of the curriculum for pupils both to learn and to apply the literacy skills they are learning. This interests and motivates pupils well and provides good support for their learning in other subjects. Examples include older pupils writing recounts and letters in role as evacuees in the Second World War and younger pupils developing mapping skills as they describe the route taken in the book, 'We're going on a Bear Hunt'.

MATHEMATICS

Provision in mathematics is **good**.

Main strengths and weaknesses

- Standards are above average and pupils achieve well.
- Teaching is good and results in good learning.
- Marking of pupils' work is not consistent.
- Movement and sound impact on pupils' learning in some classes.

Commentary

52. Standards in Year 2 and Year 6 are above average and have been maintained since the previous inspection. All pupils, including those with special educational needs, achieve well because of good teaching. The grouping of pupils by prior attainment also contributes to pupils' good achievement. Teaching assistants provide effective support in lessons and the deputy headteacher teaches small groups of Year 5 and Year 6 pupils in need of additional support or challenge very well. This helps them to do well. No differences were observed in the achievement of boys and girls.
53. Teaching and learning are good overall, with some that is very good or occasionally satisfactory. This is an improvement since the previous inspection when teaching ranged from satisfactory to good. From Year 2 to Year 6, pupils are grouped by prior attainment to help teachers to match work more closely to their needs. This has a positive impact on their learning, as can be seen in the above average results in the Year 2 and Year 6 national tests. However, some teachers do not take enough account of the range of attainment that remains in these groups and pupils are given similar work. Teaching assistants give good, often very good, support for lower attaining pupils, which contributes to their good achievement. The school has identified problem solving as a relative weakness in mathematics. Throughout the inspection week, good examples were observed of pupils being encouraged to solve mental and written problems using a variety of strategies. Teachers use pupils' errors and misconceptions well as teaching points to share with the class and to encourage pupils to explain their strategies. This also contributes well to their speaking and listening skills. Teachers manage their pupils very well. All of this contributes to the very good attitudes and good behaviour of pupils, who want to learn, enjoy their work and who co-operate well together.
54. The marking of pupils' work is not consistent. The best marking includes comments and targets to move pupils forward in their learning but, in the majority of classes, marking mainly consists of ticks to show the work has been seen and is correct. Although targets are set for groups and some individuals, these are not regularly referred to in lessons and few pupils have a clear understanding of their targets for improvement. In the very good lessons, teachers share the objectives with their pupils so that they know what is to be learnt and why, but this does not happen in the majority of lessons. Few teachers use time at the end of lessons to

return to the objectives to review learning or for pupils to assess whether they have achieved what was intended or to increase their awareness of what they need to improve.

55. Where classrooms are open to other areas of the school, sound travelling from one room to another can make it difficult for pupils to hear fully what is being said. Other pupils and adults unavoidably use some rooms as thoroughfares by during lessons. Although pupils generally cope very well with this, a number of them spoken to confirmed that there are times when they find it hard to concentrate on the tasks set because of the distractions.
56. The two co-ordinators work well together and ensure that pupils make good progress. They monitor planning and have begun to analyse school and national results to identify relative weaknesses in the subject, for example, problem solving. They manage the subject well on a small budget and have used sponsored events to raise funds for improving the quantity and quality of resources, which are now satisfactory. Leadership is satisfactory overall as the co-ordinators have been given no time yet to monitor teaching and learning to inform their overview of the subject across the school.

Mathematics across the curriculum

57. The use of mathematics and numeracy across the curriculum is satisfactory. Teachers plan some activities in subjects such as science, information technology and history, which consolidate and develop pupils' use of mathematics. For example, in ICT, pupils produce simple graphs, in cookery, they weigh ingredients and in history, time lines are used to develop an understanding of chronology. These have a positive impact on the good achievement of pupils but such opportunities are not fully utilised.

SCIENCE

Provision in science is **good**.

Main strengths and weaknesses

- Standards are above average in Year 6 and pupils achieve well because the quality of teaching is good overall.
- No systems are in place to regularly monitor the quality of teaching and learning.
- Standards in investigative science are improving but are not as strong as the knowledge and understanding elements.
- Pupils have very positive attitudes to the subject by the time they leave the school.
- Resources are used effectively to promote learning.

Commentary

58. Standards in Year 2 are average but in Year 6 they are above average, with a significant minority of pupils reaching the higher Level 5. This represents good achievement overall and is a similar outcome to the findings of the last inspection.
59. No teaching was observed in either Years 1 or 2 because a three-week block of work had been completed and an on-going experiment was due to be reviewed the week after the inspection. However, scrutiny of work for these year groups showed that teachers generally give the same task to all pupils irrespective of their level of attainment. This contributes to the difference in standards in Year 2 and Year 6. The presentation of pupils' work in topic books, mixed with work from other subjects, also make it difficult to monitor pupils' progress.
60. Teaching in Years 3 to 6 was good overall and in Year 6 it was very good. Pupils are beginning to think scientifically and in Year 6 applied their knowledge and understanding very well as, together with the teacher, they planned a 'fair' experiment to test the impact of air resistance. They were alert and well focused as they responded well to the teacher's skilled questioning.

This encouraged them to reflect, explain and justify their thinking. The most successful lessons proceeded at a good pace, maintaining the pupils' interest, including those with special educational needs, and built well on what the pupils had already learnt.

61. Resources were well prepared enabling all pupils to be included by having access to enough equipment of good quality to ensure that teacher's learning intentions were supported well. For example, in Year 5, the teacher used video clips very well to help the pupils recall previous learning about how day and night are related to the spin of the earth. Scrutiny of work indicates that teachers throughout the school are beginning to include more opportunities for pupils to be engaged in investigative science. All pay due regard to health and safety requirements, as observed in Year 3, when an investigation into insulation materials was carried out under the very close supervision of the teacher. Currently, teachers are inclined to direct investigative science too closely, giving pupils too few opportunities to initiate their own investigations and follow their own lines of enquiry.
62. Leadership and management of the subject are satisfactory. At present, no systems exist for the co-ordinator to monitor the quality of teaching and learning either through lesson observations, interviews with pupils or scrutiny of work. In addition, tracking procedures are limited. Consequently, the co-ordinator has to rely on incidental observations and discussions with staff to judge standards and decide on priorities for future developments. The co-ordinator is well aware of how her role needs to develop. She is knowledgeable and leads well through example. She has managed her budget well and ensured that the school is well resourced for science, particularly the investigative aspects.

INFORMATION AND COMMUNICATION TECHNOLOGY

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

Main strengths and weaknesses

- Although resources have improved since the last inspection, the lack of computers in a number of classrooms limits pupils' opportunities to reinforce skills and learning in ICT and other subjects.
- New interactive whiteboards are already being used effectively to promote learning.
- Pupils' very positive attitudes meant that they are keen to learn and generally concentrate well in spite of the shortcomings of the accommodation.
- Assessment of pupils' skills is not used sufficiently when planning tasks.

Commentary

63. By Year 2 and Year 6 standards are average and have been maintained since the previous inspection. Achievement is satisfactory overall. A minor issue for improvement from the previous inspection was the limited use of ICT to support other subjects and the insufficient number of computers in classrooms. Since the last inspection, a new computer suite has been established which allows for whole class lessons to be taught on a weekly time-tabled basis. This ensures that all pupils get their allocated amount of time to develop their ICT skills. However, a number of classrooms do not have instant access to computers to support the curriculum throughout the week. Five weeks before the inspection five interactive whiteboards were installed. The new technology is being embraced well and is already making a positive impact on teaching and learning. The whiteboards give teachers the opportunity to prepare slides, questions and video clips, for the subject being taught. This engages pupils fully and the boards also give them the opportunity to interact with presentations. This helps them to develop their computer skills as well as their learning in the particular subject being taught.
64. The quality of teaching in the computer suite is satisfactory overall, with some that is good and at times very good. Teachers set tasks that interest pupils. However, they do not always share or review the objectives of the lesson so that pupils know what is to be learnt and how well

they have done. Assessment of pupils' skills is not used sufficiently to match work to the different groupings within a class. Higher attainers, especially, are unable to make better than satisfactory progress because they are unable to work at their own pace. This is the main reason why achievement of pupils is only satisfactory and standards have not risen since the previous inspection.

65. The co-ordinator is a very good role model for the teaching of ICT and has ensured the subject has a high profile in school. However, he has not had the opportunities to observe colleagues or work alongside them and consequently leadership is satisfactory overall. Access to the Internet is monitored and filtered to ensure that only appropriate sites are accessed. Part of the computer suite is used for cookery and part as a base for the deputy headteacher. This has reduced the space for teaching. Although pupils co-operate very well together, some are squashed when using a computer with a partner and do not have enough room on the worktops to use the mouse or exercise books comfortably. The room gets uncomfortably hot when the oven is on. The suite is also used as a thoroughfare, which can be a distraction to some pupils and reduces their concentration.

Information and communication technology across the curriculum

66. ICT is used satisfactorily overall to support learning in other subjects of the curriculum, especially English, mathematics and history. Good use of the interactive whiteboards is beginning to improve this further learning. However, the lack of access to computers in classrooms means that teachers and pupils often have to wait until their allocated period in the suite before being able to complement or extend class work with a computer assisted activity.

HUMANITIES

Religious education was inspected in full and is reported below. History was sampled. Geography was not inspected.

67. In a satisfactory **history** lesson for pupils in Year 5, the pupils showed an appropriate knowledge of the aspects of life in Ancient Greece they had studied. During the group activities, good questioning both by the teacher and the teaching assistant helped pupils to develop their skills of close observation and interpretation of information when using pictures of artefacts from Ancient Greece as evidence of features of their warfare. However, lack of subject knowledge hindered the teacher from using pupils' responses to extending their learning further. Scrutiny of pupils' work and planning across the school shows that the weaknesses described in the previous report have been addressed well. The work covered by pupils in Years 3 to 6 indicates that sufficient time is spent on the subject to enable steady progress. However, the scrutiny also showed that the same task was usually given to all pupils, limiting the achievement of higher attaining pupils in particular. The recent emphasis on developing cross-curricular links with English is helping to reinforce pupils' knowledge and understanding of the topics they study.
68. The curriculum is enriched very well with a good variety of visits and visiting theatre groups, the use of drama and a good range of learning resources, which support a good balance between the development of historical knowledge and skills. The new subject manager is enthusiastic and has a clear view of how to develop the subject further.

Religious education

Provision in religious education is **satisfactory**.

Main strengths and weaknesses

- The overall curriculum is well planned and balanced and is based securely on the West Sussex Agreed Syllabus.
- There are no systems to monitor the quality of teaching and learning

- Good links with the local church contribute well to the pupils' understanding of Christianity.

Commentary

69. Standards in Year 2 and Year 6 meet the expectations of the locally agreed syllabus and achievement is satisfactory as at the time of the last inspection. There is a good balance between the study of Christianity, Islam, Judaism and Hinduism but few opportunities for pupils to visit synagogues, temples or mosques or to meet people of different faiths other than Christianity. Much of the work in Year 6 is based on discussion and role-play. Whilst this does draw well on pupils' knowledge and understanding and enables them to reflect and compare religious beliefs and traditions, it is too dependent on the skills, knowledge and understanding of individual teachers. The lack of recorded work in Year 6 not only makes it difficult to monitor the progress of individual pupils but also restricts the opportunities for them to consolidate understanding.
70. Teaching is satisfactory overall and this is reflected in pupils' achievement. In a Year 2 lesson, pupils learnt that Eid Ul Fitr is a major Muslim religious festival and, well supported by the teaching assistant, the pupils made Eid cards for their parents. In a well-taught Year 6 lesson, the teacher led a discussion well on how different religions explain creation. She fully engaged all the pupils through very skilled questioning that involved all the pupils well, including those with special educational needs. In general however, teachers do not plan well enough to take into account the needs of individual pupils and often set similar tasks for the whole class thereby not challenging some pupils and making the work too demanding for others. Teachers arrange visits to the local church that help pupils to consolidate their understanding of Christianity and the role of the church in the community. Visitors, such as the mother with her very young baby, help pupils understand aspects of care, family and responsibility.
71. Leadership of the subject is satisfactory overall. The enthusiastic and knowledgeable co-ordinator has a clear and appropriate view for the future development of the subject. However, there are currently no systems in place to monitor, evaluate and improve the quality of teaching and learning and this is a weakness that was also reported at the time of the last inspection. Discussions with the new headteacher have already taken place to address this need.

CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

Design and technology, music and physical education were sampled. Art and design was not inspected.

72. In **design and technology**, satisfactory use is made of a published scheme to teach the curriculum for design and technology. Good use is made of design and evaluation sheets for pupils to write about and sketch their designs and to evaluate their final products. For example, in the one lesson observed, Year 5 pupils used a planning sheet well to consider the ingredients and specifications, such as texture, taste and appearance, for making bread, which was to be the follow-up lesson. The sheet focused pupils well on what makes bread attractive to the purchaser and also heightened their anticipation for when they were to actually make the bread. At the time of the last inspection, there was no co-ordinator for the subject. This has now been addressed. The new co-ordinator has established good links with the local community college to use their facilities for design and technology and for teachers from the community college to share their expertise by visiting Downview School to teach.
73. In **music**, two lessons were sampled. In one, Year 3 pupils composed a short piece of rhythmic African music. A very good range of resources was deployed well and the teacher's enthusiastic and energetic approach successfully motivated the pupils. A teaching assistant and two parents supported the pupils very well and as a result they succeeded in combining African rhythms in a crescendo of sound, responding well to the teacher's direction. The focus of the other lesson was exploring different ways to describe sounds and Year 1 pupils listened well as the teacher demonstrated a steady beat. Pupils then demonstrated their understanding

by performing a steady beat using a wide range of percussion instruments. Scrutiny of a portfolio of work indicates that an appropriate curriculum is in place and that pupils have many opportunities to perform to an audience, for example, the choir sang carols in Arundel Cathedral and musical performances for parents are regularly planned. Peripatetic teachers visit and teach groups of pupils the trumpet, keyboard, violin and guitar. Two teachers share responsibility for the subject. They have successfully addressed issues raised at the time of the last inspection and ensured that a good range of resources is available. However, there are no systems for the co-ordinators to systematically monitor the quality of teaching to improve pupils' skills and learning.

74. In two lessons seen in **physical education**, all pupils and the teachers were appropriately dressed and safety issues were well considered. In a very well taught lesson, the teacher's enthusiastic approach, very good subject knowledge and very good organisation, motivated the pupils to work together in a very purposeful way. Pupils from Years 3 to 6 use the swimming pool at the nearby leisure centre, which results in many pupils being able to swim well above the expected minimum expectation of 25 metres. Teachers give generously of their time to enrich the curriculum with a wide range of after school sports activities. These include an 'Elite' club for those pupils who do not succeed as well as others in lessons or in other after-school clubs. There has been regular success by sports teams when competing against other schools in, for example, swimming, netball, football, cricket and athletics. Pupils have successfully performed in dance festivals to audiences of up to 600. Residential visits also include sports and team activities, which support the physical education curriculum. The co-ordinator has maintained the high profile of physical education well since the previous inspection and is a very good role model for the teaching of the subject. The introduction of lunchtime playground games and activities is bringing the allocation of time for physical education close to the government's proposal of two hours a week.

PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP

This area of the curriculum was sampled.

75. The school's caring ethos supports pupils' personal development well. The policy for personal, social and health education has been reviewed recently but the scheme of work that the school has in place also needs updating. Drugs, sex and health education are taught through PSHE lessons and other areas of the curriculum, including science and physical education. Lessons seen during the inspection covered valuable topics such as the effects of smoking on our bodies and, in circle games for younger pupils, working as a group and respecting the ideas of others. In these lessons, the pupils were given good opportunities to share their thoughts and express their opinions. PSHE has a positive impact on pupils' behaviour and personal development and contributes to the very good attitudes and relationships throughout the school.

PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

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

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