

INSPECTION REPORT

ST MARGARET'S C OF E PRIMARY SCHOOL

Angmering

LEA area: West Sussex

Unique reference number: 126018

Headteacher: Mr D J Boreham

Lead inspector: David Westall

Dates of inspection: 7th - 9th March 2005

Inspection number: 267854

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

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INFORMATION ABOUT THE SCHOOL

Type of school: Primary
School category: Voluntary aided
Age range of pupils: 4-11
Gender of pupils: Mixed
Number on roll: 456

School address: Arundel Road
Angmering
Nr Littlehampton
West Sussex
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Appropriate authority: The Governing body
Name of chair of governors: Mr S West

Date of previous inspection: 11th January 1999

CHARACTERISTICS OF THE SCHOOL

There are 456 pupils on roll, aged between four and 11 years, and they are taught in 16 classes. The percentage of pupils known to be eligible for free school meals is below the national average. However, hot meals are not provided at the school and this results in some parents choosing not to apply for free sandwich meals for their children although they are eligible to do so. The percentage of pupils identified as having special educational needs is below the national average, and there are six pupils with statements of special educational need. There are very few pupils from minority ethnic backgrounds and no pupils who speak English as an additional language and are at an early stage of English language acquisition. The school serves a growing community, with 660 new houses recently built. On entry to the Reception classes, there is a wide variation in children's standards but, overall, they are broadly average.

INFORMATION ABOUT THE INSPECTION TEAM

| Members of the inspection team | | | Subject responsibilities |
|--------------------------------|-------------------|----------------|---|
| 2414 | David Westall | Lead inspector | Science Art and design Design and technology Music |
| 1333 | Elizabeth Forster | Lay inspector | |
| 3856 | Sandy Wellsted | Team inspector | English History Personal, social, and health education and citizenship |
| 2420 | Brian McCutcheon | Team inspector | Mathematics Geography Physical education |
| 12870 | Angela Jensen | Team inspector | Foundation Stage Information and communication technology |

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PART A: SUMMARY OF THE REPORT

OVERALL EVALUATION

This is a good school which has some very good features. It benefits from a highly effective headteacher, from an able, committed staff and from an astute governing body. The quality of teaching is good and pupils do well, as a result. Pupils' personal as well as academic development is fostered strongly, and the school is a very caring community where everyone matters. The school provides good value for money.

The school's main strengths and weaknesses are:

- Pupils' standards are above national expectations in English, mathematics and art and design in Years 2 and 6.
- Pupils also achieve well in all areas of learning in the Reception classes (the Foundation Stage), in their personal, social and health education and citizenship (PSHEC) in Years 2 and 6, and in science, geography and history in Year 6.
- The quality of teaching is good and pupils make good overall progress in their learning as a result.
- The leadership and management of the school are good.
- Very good provision is made for pupils with special educational needs.
- Pupils' attitudes and behaviour are very good, and the school provides well for their spiritual and cultural development and very well for their moral and social development.
- The curriculum is rich and broad, and pupils benefit from a good range of additional learning opportunities, including through clubs, visits and visitors.
- In Year 2, the most capable pupils sometimes mark time in science and information and communication technology (ICT) because their work is too easy, and teachers' planning in geography does not always ensure that pupils' needs are met well enough in Years 1 and 2.

The school has made good progress since its last inspection, in 1999. More time is now appropriately allocated for subjects other than English, mathematics and science; provision for pupils' spiritual and cultural development has improved; and the links between financial planning and the school improvement plan have been strengthened. In addition, the percentage of lessons which demonstrate good or better teaching is now 25 per cent higher than at the time of the last inspection.

STANDARDS ACHIEVED

Pupils' achievement is **good**. From average starting points on entry to the Reception classes, pupils make good progress to reach overall standards which are above national expectations in Year 6.

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

Key: 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.

The table above shows the Year 6 results over the last three years. The school believes that the results dipped in 2003 because the Year 6 classes included relatively few very capable pupils. The trend in the school's results over the last five years is above the national trend.

Inspection findings show that current standards in Year 6 are above national expectations in English and mathematics, and are a little above national expectations in science. These standards reflect pupils' good achievement. They are not quite as high as in 2004 but this is understandable since there is now a smaller proportion of very capable pupils in the Year 6 classes. In ICT, pupils' standards in Year 6 are in line with national expectations but are beginning to rise, as a result of improvements to teachers' expertise and the resources for the subject.

Pupils' standards are above national expectations in reading and writing in Year 2, in art and design in Years 2 and 6 and in history in Year 6. They are a little above national expectations in geography in Year 6. These standards reflect pupils' good achievement. In addition, pupils do well in all areas of learning in the Foundation Stage and in PSHEC in Years 1 to 6. In design and technology in Years 2 and 6, and in science, ICT and geography in Year 2, standards are in line with national expectations and reflect pupils' satisfactory achievement. Across the school, pupils with special educational needs achieve well in relation to the targets in their individual education plans. The achievement of the most capable pupils is generally good, including in the key subjects of English and mathematics. However, they sometimes mark time in science and ICT lessons in Year 2.

Pupils' attitudes, values and behaviour are very good; and the school makes good provision for their spiritual and cultural development and very good provision for their moral and social development. Relationships between pupils and between adults and pupils are very positive. The attendance rate is in line with the national median.

QUALITY OF EDUCATION

The school provides a good quality of education for its pupils. The teaching is good, overall, and means that pupils make mainly good progress in their learning. During the inspection, no unsatisfactory teaching was observed, and nine out of every ten lessons demonstrated good, and sometimes very good, teaching. This level of consistency is impressive. The curriculum provides a wide range of worthwhile learning opportunities and is considerably enriched by visits, visitors and after-school clubs. Teachers' planning is generally good but does not ensure that the most capable pupils are sufficiently challenged in science and ICT in Year 2, or that geographical topics are well enough matched and resourced to meet pupils' learning needs in Years 1 and 2. The pupils are very well cared for and are given good support and guidance. The school's good links with parents, the community and other schools benefit pupils' learning.

LEADERSHIP AND MANAGEMENT

The leadership and management of the school are good. The headteacher has very good leadership and management skills, provides the school with a clear sense of direction and evaluates its performance rigorously. His high expectations, energy and clear thinking contribute significantly to the school's success. The contribution made by other key staff is good, and the governors fulfil their roles well.

PARENTS' AND PUPILS' VIEWS OF THE SCHOOL

Pupils enjoy school and parents have positive views about its work.

IMPROVEMENTS NEEDED

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

- Improve teachers' planning so that the most capable pupils are sufficiently challenged in science and ICT in Year 2, and ensure that geographical studies in Years 1 and 2 are always relevant and well enough resourced to meet pupils' needs.

PART B: COMMENTARY ON THE MAIN INSPECTION FINDINGS

STANDARDS ACHIEVED BY PUPILS

Standards achieved in areas of learning, subjects and courses

Pupils' achievement is **good**. From average starting points on entry to the Reception classes, pupils make good progress to demonstrate overall standards which are above national expectations in Year 6.

MAIN STRENGTHS AND WEAKNESSES

- Pupils' standards are above national expectations in English, mathematics and art and design in Years 2 and 6.
- Pupils also achieve well in all areas of learning in the Reception classes (the Foundation Stage), in their personal, social and health education and citizenship (PSHEC) in Years 2 and 6, and in science, geography and history in Year 6.
- Pupils with special educational needs make good progress across the school.
- The most capable pupils sometimes mark time in science and information and communication technology (ICT) in Year 2, because their work is too easy.

Commentary

Standards on entry to the school

1. On entry to the Reception classes, there is considerable variation in children's standards but, overall, they are broadly average.

The school's results in national tests

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

| Standards in: | School results | National results |
|---------------|----------------|------------------|
| reading | 16.6 (17.0) | 15.8 (15.7) |
| writing | 16.2 (16.5) | 14.6 (14.6) |
| mathematics | 17.7 (17.5) | 16.2 (16.3) |

There were 62 pupils in the year group. Figures in brackets are for the previous year.

2. The table above shows that the results of the national tests in Year 2 in 2004 were above the national average in reading, and well above the national average in writing and mathematics. When these results were compared with those reached by similar schools, they were also above average in reading and well above average in writing and mathematics. The results of the statutory teacher assessments in science in Year 2 in 2004 were in line with the national average in relation to the percentage of pupils reaching the expected level but were well above the national average in relation to the percentage doing better. The results in 2003 were also above the national average in reading and well above the national average in writing and mathematics; and the trend

in the school's overall results in Year 2, over the last five years, was above the national trend.

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

| Standards in: | School results | National results |
|---------------|----------------|------------------|
| English | 28.6 (27.5) | 26.9 (26.8) |
| mathematics | 28.8 (27.5) | 27.0 (26.8) |
| science | 29.8 (29.9) | 28.6 (28.6) |

There were 64 pupils in the year group. Figures in brackets are for the previous year.

- The table above shows that the results of the national tests in Year 6 in 2004 were well above the national average in English and mathematics, and were above the national average in science. When these results were compared with those from schools where pupils achieved similarly when in Year 2, they were average in all three subjects. The school believes that the results were lower in 2003 because there were relatively few very capable pupils in the Year 6 classes. The school narrowly missed its statutory target in English in 2004 in relation to the percentage of Year 6 pupils reaching the expected standard. This was because two pupils with statements of special educational need joined the classes after the target was set. However, the school met its statutory target in mathematics in Year 6. The trend in the school's overall results in Year 6, over the last five years, was above the national trend.

Standards at the time of the last inspection

- When the school was last inspected, in 1999, standards were above national expectations in reading and writing in Year 2, in English in Year 6 and in mathematics and science in Years 2 and 6. In all other subjects of the National Curriculum, pupils' standards were in line with national expectations in Years 2 and 6.

Inspection findings

Foundation Stage (the Reception classes)

- Children's achievement is good in the Foundation Stage as a result of effective teaching. Children do well in all aspects of their work and development. As a consequence, nearly all are on course to meet the expected standards in all areas of learning by the end of the Reception year. Indeed, a significant minority will exceed these standards in their personal, social and emotional development, in communication, language and literacy, in their mathematical development and in their knowledge and understanding of the world.

Years 1 to 6

- Pupils' overall achievement is good in these year groups and results from good teaching. However, in a minority of subjects, the achievement of some pupils in Years 1 and 2 is constrained by weaknesses in teachers' planning.
- Pupils achieve well in the key subjects of English and mathematics. This is reflected in standards which are above national expectations in reading and writing in Year 2, in English in Year 6 and in mathematics in Years 2 and 6. Current standards in Years 2 and 6 are not quite as high as in the last academic year, but this is understandable since there is now a smaller proportion of very capable pupils in these year groups. In science, pupils' standards are in line with national expectations in Year 2 and are a little above national expectations in Year 6. These standards represent satisfactory

achievement for pupils in Year 2 and good achievement for pupils in Year 6. In Year 2, weaknesses in teachers' planning are sometimes restricting the progress of lower attaining pupils in Year 1 and, more frequently, the standards reached by the most capable pupils in Year 2. In ICT, standards are in line with national expectations in Years 2 and 6, and represent pupils' satisfactory achievement. However, recent improvements in resources for the subject and teachers' expertise mean that pupils are now making good progress in Years 3 to 6, and that their standards are rising. In Years 1 and 2, in common with the situation in science, weaknesses in teachers' planning are limiting the achievements of some pupils, particularly the most capable in Year 2.

8. In geography, standards are in line with national expectations in Year 2 and are a little above national expectations in Year 6. These standards reflect pupils' satisfactory achievement in Year 2 and good achievement in Year 6. Again, pupils do best in the older classes where teachers' planning is generally more effective. In history, insufficient evidence was available to judge pupils' standards in Year 2. However, it is clear that older pupils achieve well in the subject, and this is demonstrated in standards which are above national expectations in Year 6. In design and technology, pupils' standards are in line with national expectations in Years 2 and 6, and represent satisfactory achievement. Art and design is a strength across the school, and pupils' good achievement is evident in standards which are above national expectations in Years 2 and 6. Personal, social and health education and citizenship permeates much of the school's work and enables pupils to achieve well in Years 1 to 6 in this important element of their development. Insufficient evidence was available to judge pupils' standards in physical education and music. However, pupils' singing skills are good across the school.

The achievement of different groups

9. Pupils with special educational needs achieve well in relation to the targets in their individual education plans, and it is not unusual for some pupils to make up lost ground and to attain the expected standards in the national tests. The achievement of the most capable pupils is mainly good, including in the Foundation Stage and in the key subjects of English and mathematics in Years 3 to 6. However, these pupils sometimes mark time in lessons in science and ICT in Year 2 because their work is too easy. There are no significant differences between the standards reached by boys and girls, and the small number of pupils from ethnic minority backgrounds achieve as well as their peers.

Pupils' attitudes, values and other personal qualities

Pupils' attitudes, behaviour, values and other personal qualities are **very good**. **Very good** provision is made for their moral and social development, and provision for their spiritual and cultural development is **good**.

Main strengths and weaknesses

- Pupils have very good attitudes to learning and to other aspects of school life.
- Behaviour and relationships are very good.
- Very good provision is made for pupils' moral and social development, and the provision for their spiritual and cultural development is good.

Commentary

Attitudes and behaviour

10. Pupils enjoy school and have very positive attitudes towards learning across the curriculum. They are also enthusiastic about the clubs and enrichment opportunities that the school provides for them. Pupils listen intently to teachers and to their peers, and almost all are eager to answer questions and engage in discussions about their work. They apply themselves well to tasks where they have to work on their own, and they work constructively with others when required. When able to do so, they willingly help those who may be experiencing temporary difficulties. They take pride in their written work and, for the most part, present it neatly. Effective teaching has developed a love of language in most pupils, and it is clear that they enjoy writing. Most work with fierce concentration when they write, trying hard to apply the skills and knowledge they have learned in earlier years and earlier lessons. Most pupils invest the same degree of effort to their homework: spellings are learned and assignments completed. Irrespective of ability, all pupils do their best. Pupils with special educational needs approach each fresh challenge with a very positive attitude. They value the help they are given by their teachers and by teaching assistants, and they persevere until they have mastered the skills they need.
11. All the pupils are party to the rules that govern daily life and, with rare exceptions, abide by them. Well-established routines are followed and, overall, behaviour is very good. As a result, the school is a very calm and orderly place which is conducive to learning. Pupils are helpful and polite, and they establish very good relationships at all levels. They thrive on responsibility and take their duties seriously, whether simply distributing resources in the classroom or representing their peers as school councillors. Incidents involving bullying and other forms of harassment are very rare indeed, although frustrations arising in the context of playground games sometimes give rise to friction. Any such incident is dealt with swiftly and appropriately. There were no exclusions in the last academic year but one pupil has recently been excluded for a fixed period. Pupils' attitudes and behaviour were also very good when the school was last inspected.
12. The pupils' interest in, and respect for, others is the norm. It characterises their relationships with their peers and adults. Evidence from their work in subjects such as English, history, geography, art and design and PSHEC reveals a response to others' cultures, beliefs, feelings and opinions that is both perceptive and mature.

Attendance

13. Pupils' attendance is broadly in line with the national median and their punctuality is good. Registers are carefully monitored and reasons for absence are followed up quickly. There were no unauthorised absences in the last academic year. School sessions start very promptly.

Attendance in the latest complete reporting year (%)

| Authorised absence | | Unauthorised absence | |
|--------------------|-----|----------------------|-----|
| School data | 4.9 | School data | 0.0 |
| 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.

Spiritual, moral, social and cultural development

14. Very good provision is made for pupils' moral and social development, and good provision is made for their spiritual and cultural development. Provision was also very

good for pupils' moral and social development when the school was last inspected. However, the provision for their spiritual and cultural development was satisfactory in 1999 and has improved significantly.

15. The high expectations held by all members of the staff in regard to pupils' behaviour, and the very good relationships that exist at all levels, underpin provision for pupils' moral and social development. Class rules and school rules agreed by the pupils give them ownership of the codes of conduct that govern their daily lives and their relationships with others. Assembly themes promote strong Christian values and, together with the moral and social themes addressed in PSHEC lessons, are used to very good effect by staff to encourage pupils to reflect on their values and behaviour. When studying issues such as the pollution of the sea, and when involved in fund raising for various national and local charities, pupils are made aware of the choices that must be made if people are to fulfil their moral responsibility by caring for those less fortunate than themselves and by taking care of the environment. School-based projects such as the imaginative development of the school grounds help the pupils to see that, through their own efforts, they can make a difference to the world in which they live.
16. Many other activities provide pupils with direct opportunities for social interaction. Pupils have opportunities to take part in drama productions, and there are clubs, musical and sporting activities which give them the chance to develop the co-operative skills necessary for successful teamwork. Residential visits undertaken by pupils in Years 4 and 6 present them with good opportunities to develop independence and to learn to live with others. Pupils of all ages undertake routine duties in their classes, whilst older pupils assume wider responsibilities, for example as head boy and head girl, school captains, librarians and lunch monitors. In their role as 'book buddies' or 'playground buddies', some older pupils learn to care for younger pupils. Planned activities such as the annual rectory tea party and other church events, public performances by the handbell group and the choir develop pupils' links within the wider community. During lessons, pupils are accustomed to working constructively with a partner and in small groups.
17. Provision for pupils' spiritual development is good. Strong spiritual themes are promoted in assemblies and pupils are encouraged to reflect on the relevance of these to their own lives. They learn how religious faith has inspired some individuals to lead exemplary lives and to achieve extraordinary feats, as in the case of Mother Teresa of Calcutta or Martin Luther King. Teachers ensure that opportunities to develop pupils' spiritual awareness are provided during class work. For example, pupils are encouraged to identify with others' feelings, to respond with awe to the wonders and the beauty of the natural world and to seek meaning and purpose in the events and the human experiences that unfold in stories.
18. Good provision is made for pupils' cultural development. A rich programme of visits and visitors supports pupils' work, particularly in history, geography, music, art and design and English. In literacy lessons, pupils are introduced to fiction and poetry of good quality, although the literature chosen by many pupils for their personal reading is not always as inspiring as it might be. Role play is used to good effect to enhance pupils' understanding, most significantly in literacy and in history, and pupils take part in a drama production and visit the pantomime once a year. Each year, too, the school organises the village May Day celebrations. Since the last inspection, the school has significantly improved its provision for pupils' multicultural education. The reading

materials used in the school, and pupils' work in art and design, music, literacy and geography, in particular, now reflect many different cultures. The visit of a Caribbean storyteller has had a strong impact on the work of younger pupils. Following visits by members of staff to South Africa this year, links have been established with pupils in schools there, and links also exist with schools in Spain and Sierra Leone. In addition, pupils visit a mosque and a synagogue to develop their awareness of the multicultural and multifaith dimensions of British society.

QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

The school provides a **good** quality of education for its pupils. The teaching is good, overall, and means that pupils make mainly good progress in their learning. The curriculum provides a wide range of worthwhile learning opportunities and is considerably enriched by visits, visitors and after-school clubs. The pupils are very well cared for and are provided with good support and guidance. The school's links with parents, other schools and the community are good, and benefit pupils' learning.

Teaching and learning

The teaching is **good** and pupils make good progress in their learning. Assessment procedures are mainly good.

Main strengths and weaknesses

- The teaching is good, including in the Foundation Stage and in the key subjects of English and mathematics in Years 1 to 6.
- The teaching is also enabling pupils to make good progress in their learning in science, ICT, geography and history in Years 3 to 6, and in art and design and PSHEC in Years 1 to 6.
- Pupils with special educational needs are taught well, including by effective teaching assistants.
- Teachers do not always meet the needs of all pupils in Years 1 and 2 in science, ICT and geography.

Commentary

Summary of teaching observed during the inspection in 60 lessons

| Excellent | Very good | Good | Satisfactory | Unsatisfactory | Poor | Very poor |
|-----------|-----------|----------|--------------|----------------|------|-----------|
| 0 | 13 (22%) | 39 (65%) | 8 (13%) | 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.

19. The table above shows that the teaching observed during the inspection was never less than satisfactory and was mainly good. Indeed, nine out of every ten lessons seen were good or very good. This level of consistency is impressive, and means that pupils make good overall progress in their learning throughout the school. The teaching was also good when the school was last inspected. However, good or better teaching is now more widespread, and has increased by 25 per cent since 1999.
20. Across the school, teaching is characterised by very good relationships between teachers and pupils. Pupils like and respect their teachers and it is obvious that these feelings are reciprocated. All teachers have high expectations of pupils' behaviour, and pupils respond well by demonstrating very positive attitudes and concentrating on their tasks. Teachers' knowledge about the subjects they teach is good, and this is

particularly evident in the key subjects of English and mathematics. In the most effective lessons, teachers make very good use of questions to probe pupils' understanding and to challenge their thinking. In these lessons, very good use is made of time and many pupils are working at the edge of their current capabilities. Across the school, teachers are making effective use of the recently installed interactive whiteboards to enhance the quality of teaching and learning. All teachers plan their lessons conscientiously, and the overall quality of their planning is good. However, weaknesses in planning in science, ICT and geography are inhibiting the progress of some pupils in Years 1 and 2.

21. In the Foundation Stage, children make a good start as a result of the effective teaching they receive. The teachers have a good understanding of the needs of very young children and work well as a team. Activities are stimulating and skilfully structured so that all children can take part at the level they need for their all-round development. Clear routines and procedures are established at an early stage and this ensures that all children have a good understanding of what is expected of them. As a result of teaching which is mainly good and sometimes very good, children in the Reception class make good progress in all areas of learning and are well prepared for their work in Year 1.
22. In Years 1 to 6, the teaching is good in English and mathematics and enables pupils to make good progress in these key subjects. In science, it is not possible to judge the quality of teaching in Years 1 and 2 because no lessons were taught during the inspection. An analysis of pupils' completed work in these year groups shows that the teaching is enabling most pupils to make satisfactory progress in science but results in the most capable underachieving in Year 2. In Years 3 to 6, science teaching is good which leads to all pupils doing well. In ICT, teachers' knowledge and expertise have been increased through recent training. The quality of teaching in the subject is mainly good across the school, but is strongest in Years 3 to 6 where some lessons are very well taught. Lessons are accurately matched to the learning needs of all pupils in Years 3 to 6 so that pupils in these year groups are making good progress in ICT. However, tasks are sometimes too difficult for the lower attaining pupils in Year 1, and the most capable pupils in Year 2 sometimes mark time because they have already mastered the skills which are being taught. As a result, pupils' overall progress in ICT in Years 1 and 2 is slower than in Years 3 to 6, and is satisfactory, rather than better.
23. In geography, the teaching is satisfactory in Years 1 and 2 and enables pupils to make satisfactory progress in the subject. However, in these year groups, the school's current focus on Bangladesh is not sufficiently supported by resources to deepen pupils' understanding and to make the work fully relevant, especially for the youngest pupils. In PSHEC, the teaching is good in Years 1 to 6, and means that pupils make good progress. Insufficient evidence was available to judge the quality of teaching in other subjects. However, an analysis of pupils' completed work shows that the teaching is enabling them to make satisfactory progress in design and technology and good progress in art and design in Years 1 to 6, and good progress in history in Years 3 to 6.
24. Pupils with special educational needs are taught well. The special needs co-ordinator and a team of skilled and well-trained teaching assistants teach some individuals and small groups of pupils out of class for short periods of time on work specifically related to the targets in their individual education plans. These sessions are tailored precisely to the pupils' needs and enable the pupils concerned to make good progress. During

class lessons, teaching assistants are well informed about what the pupils are expected to learn. They play a key role in ensuring that all pupils play a full part in lessons, and provide effective support for pupils with special educational needs. Class teachers routinely provide these pupils with tasks and resources at appropriate levels during group work. In most lessons, the teaching of the most capable pupils is good. However, these pupils are not sufficiently challenged by their work in science and ICT in Year 2.

Assessing pupils' progress

25. Assessment procedures were good when the school was last inspected, and this remains the case. Effective procedures have been developed to enable the school to identify and track strengths and weaknesses in pupils' achievement, particularly in the Foundation Stage, in English and mathematics and for pupils with special educational needs. Teachers find the systems manageable and they have a good understanding of the purposes and usefulness of the process. As a consequence, assessment procedures are implemented consistently across the school. In most instances, teachers effectively use the information they gather to group pupils within their classes, to identify those who need extra support and to challenge the most capable. They plan carefully for groups and individuals, use good questioning skills to check pupils' understanding and are clear about what they have to do to improve. However, in Years 1 and 2 there are some weaknesses in the assessment of pupils' learning needs in science, ICT and geography and, as a consequence, the work set for pupils is not always well matched to their requirements.
26. In English and mathematics, teachers set pupils pertinent targets for improvement and these provide a clear focus for teaching and learning. These targets are also appropriately shared with parents, through the use of a homework book. In most lessons, teachers share the learning objectives with pupils as sessions commence and, when summarising at the end of the lesson, provide opportunities for them to evaluate their own learning. This good practice supports day-to-day teacher assessment and involves pupils effectively in judging their own achievements. The quality of teachers' marking is good. Pupils' work is regularly marked and teachers provide helpful and encouraging feedback.

THE CURRICULUM

Curricular provision is **good** overall and pupils benefit from a wide range of additional opportunities which enrich their learning. Staffing and learning resources are good, and the school's accommodation is very good.

MAIN STRENGTHS AND WEAKNESSES

- Reception children benefit from a rich curriculum, and the school provides a wide range of worthwhile learning experiences for pupils in Years 1 to 6.
- Pupils' personal development is strongly emphasised.
- Very good provision is made for pupils with special educational needs.
- A good range of extra-curricular activities, visits and other events enriches pupils' learning.
- The school's accommodation is very good and learning resources are good.
- Although the curriculum for pupils in Years 1 and 2 meets statutory requirements, it does not always address the needs of all pupils in science, ICT and geography.

COMMENTARY

27. Children in the Reception classes benefit from a rich curriculum that is well matched to their learning needs. Planning is thorough and a good range of interesting activities is provided, with many opportunities for children to learn through practical tasks. The curriculum in the Foundation Stage prepares children well for their work in Year 1.
28. In Years 1 to 6, curricular provision is mainly good, and the curriculum is broadly based and meets statutory requirements. The last inspection identified the need to increase the emphasis on subjects other than English, mathematics and science, and the school has successfully rectified this weakness. The amount of teaching time for pupils in Years 3 to 6 has been increased, better use is now made of the overall time available and the profile of other subjects has been raised. The balance between subjects is now well managed and the curriculum provides pupils with a range of worthwhile learning experiences including relevant programmes to deal with safety, sex education and drugs awareness. However, for pupils in Years 1 and 2, the curriculum does not consistently meet the needs of all pupils in science, ICT and geography.
29. Ample attention is given to the promotion of pupils' literacy and numeracy skills and these are used to good effect to support their learning across the curriculum. The use of ICT to support pupils' work in other subjects is satisfactory and is increasing. The provision made for pupils' personal development is a key strength and underpins much of the school's work. More opportunities are now provided than at the time of the last inspection to develop pupils' spiritual and multicultural awareness.
30. The provision made for pupils with special educational needs is very good. A strong inclusion policy is upheld by all members of staff, and every effort is made to ensure that every pupil has access to the curriculum and to all extra-curricular enrichment activities. For example, some pupils with quite complex special educational needs have performed in the school orchestra and in drama productions and have joined in residential visits. Some pupils with particular gifts and talents have benefited from attending weekend courses run by the local education authority and by joining sports and science activities at Angmering Secondary School.
31. In line with its intention to provide for the all-round development of pupils, the school offers a wide range of interesting opportunities in sport, the arts and in other activities. There is also a good programme of educational visits, including residential trips for pupils in Years 4 and 6. A good range of visitors enrich pupils' learning and make a valuable contribution to pupils' personal development as well as their academic learning.
32. The level of staffing is good. The dedicated team of teachers have a secure, and often good, knowledge of the subjects they teach. The two members of staff designated as leading teachers for literacy and numeracy are very effective in their roles and have modelled lessons for their colleagues. Teachers are very well supported by well-trained teaching assistants who are an integral part of the teaching team and make an important and valued contribution to pupils' learning. Overall, learning resources are plentiful, of good quality and are used well to support pupils' learning. However, those to support the geographical study of distant localities, particularly for Years 1 and 2, need to be updated and improved.
33. The accommodation is spacious, well maintained and attractive. There has been considerable new building during the last year, resulting in new classrooms, an attractive library area and ICT suite. Staff make the most of the generous space which

is available and, throughout the school, attractive displays of pupils' work enhance the learning environment. Children in the Foundation Stage and Year 1 have access to their own secure outside play areas, and there is sufficient playground space and extensive grounds for all pupils. Staff, pupils and parents have recently been involved in re-designing a large nature study area which now provides the stimulus for work in a number of subjects. Willow structures, woodland walkways, a vegetable plot, a sensory garden, log piles, meadow areas, a bog garden and pond are just some of the interesting features which pupils now enjoy.

Care, guidance and support

The provision for pupils' care, welfare, health and safety is **very good**. The school provides **good** support and guidance and gives pupils **good** opportunities to express their views and contribute to school improvement.

MAIN STRENGTHS AND WEAKNESSES

- All adults play their part in providing very good pastoral care.
- Child protection arrangements are very good.
- Health and safety matters are very well managed.
- Pupils have trusting relationships with adults.

COMMENTARY

34. The headteacher and staff make every effort to get to know each pupil individually. There is a clear understanding that pupils become effective learners if their particular medical, social or emotional needs are recognised and appropriate support is given. Because relationships between staff and parents are constructive, they work as effective partners to ensure that pupils' needs are met. Teaching assistants play a significant role in pastoral care and willingly undertake training to help them give specific support to pupils with particular physical or developmental conditions. This leads to sensitive and appropriate support being provided. When necessary, pupils have the chance to join small groups where tasks are designed to build up their self-esteem or to give them the opportunity to talk informally about their concerns. The consistency of care and the sensitivity of support provided by all adults in the school ensures that pupils feel they can trust them, and that staff have their best interests at heart.
35. Child protection issues are very well handled. All adults receive annual reminders about the guidelines on awareness and reporting concerns. Attendance at child protection case conferences is given top priority by the headteacher to ensure that decisions on pupils' welfare are made in the light of full information. All adults who help in school or with activities with the pupils are appropriately vetted. Pupils are given regular reminders about the need to keep safe, and the very good and trusting relationships they have with adults in the school mean that they are confident to raise

any issue that might be worrying them. The school hopes to repeat the recent course on 'Family Learning' which was highly praised by those involved.

36. Induction arrangements are well planned, and new entrants to the Reception class are given sensitive support. The well-established school council has regular meetings and is given appropriate time to seek and feedback ideas about improving the school. Their recent questionnaire to pupils included the topic of bullying and answers clearly showed that the occasional incidents were resolved to the pupils' satisfaction.
37. Health and safety matters are very well handled. Appropriate risk assessments are in place and the day-to-day monitoring of the buildings and grounds is carried out meticulously. New developments, such as the nature area, include safety considerations at the planning stage. Clear procedures are followed for the administration of medicines and for recording minor accidents. Most adults in the school are trained in first aid. The recently completed travel plan, the redesigning of the school car park and the regular sessions for pupils on road safety contribute to the efficient and safe passage of pupils to and from school.

Partnership with parents, other schools and the community

The school's partnership with parents, other schools and the community is **good**.

MAIN STRENGTHS AND WEAKNESSES

- Parents give good support to the school and to their children's learning.
- Relationships with parents are open and effective.
- Parents' views are sought.
- Links with the community enhance the richness of the curriculum.
- Links with other schools make a positive contribution to teachers' expertise.

COMMENTARY

38. Parents rightly hold St Margaret's School in high regard and have positive views about all aspects of school life. New parents are welcomed by staff and existing parents, and this helps them understand not only what is expected of them but also what they can contribute to the school community. Parents feel that staff are easy to talk to and that any concerns will be listened to sympathetically. They value the regular weekly presence of the headteacher on the playground which enables them to speak informally to him. Consequently, complaints are extremely rare.
39. Parents receive a sound range of information about school activities and what is to be taught, including guidance about how to support children with their homework tasks. Parents have sufficient opportunities to discuss their children's progress during times when all teachers make themselves available for consultations, and teachers readily respond to any requests from parents for meetings at other times. Annual written reports provide clear summaries of pupils' capabilities and achievements. Parents'

views are sought about many aspects of school life and its development and high responses to questionnaires are generally achieved. A large number of parents give freely of their time to help in classes, to accompany trips or undertake other tasks around the school, including organising fundraising and social events for the Friends' Association. They have a beneficial impact on the quality of education provided by the school.

40. The school works well with the parents and carers of pupils with special educational needs. Parents are kept fully informed when their child's needs are first identified and, where relevant, at every subsequent stage of the Code of Practice. With very rare exceptions, parents value the school's efforts on their child's behalf, and often record their thanks in writing. Good arrangements with Angmering Secondary School ensure that pupils with special educational needs are prepared well for transfer to secondary school.
41. The school fully exploits opportunities to use the local area as a resource in the curriculum and uses a wide range of visitors to share their knowledge and expertise with the pupils. The school is seen as an integral part of the village, plays its full part in village celebrations, such as May Day, and has strong links with the church. The recent travel plan has involved the whole village and school facilities are used out of hours. Pupils learn how to make their own contributions to the community through fundraising activities for charities and performances by the hand-bell team and choir at local events.
42. Good links have been established with feeder playgroups, with staff from the Foundation Stage visiting to meet children in their settings before they start in Reception. The school is a member of an active family of local schools which promotes common training for staff and networks for teachers with management responsibilities to share good practice. This has a positive impact on teachers' professional development and expertise. In physical education, specialist teachers from Angmering Secondary School provide valuable support and guidance for the teachers at St Margaret's Primary School. Pupils meet others through sporting fixtures and participation in other events such as music festivals. Nearly all pupils transfer to the nearby secondary school and arrangements for a smooth transfer are well established.

LEADERSHIP AND MANAGEMENT

Leadership and management are **good**, overall. The headteacher has very good leadership and management skills and is a major strength in the school. The contribution made by other key staff is good, and the governors fulfil their roles well.

Main strengths and weaknesses

- The headteacher provides the school with a clear sense of direction and evaluates its performance rigorously.
- The senior management team fulfils its role well.
- The work of the subject co-ordinators is very good in English and mathematics, and is good in art and design, music and PSHEC.
- The leadership and management of provision for pupils with special educational needs are very good.
- The governors are highly committed and make a valuable contribution to the leadership and management of the school.

Commentary

43. The leadership and management of the school were good when the school was last inspected, and this is still the case. The headteacher has high expectations for pupils' personal and academic achievement and communicates these clearly to all those in the school community. He leads by example and provides a positive role model through his tenacious work to secure school improvement. Teamwork is promoted strongly, and all staff have a firm commitment to agreed school priorities. The headteacher knows the staff well and works with them very effectively, recognising and praising their achievements and providing well-focused advice and support when these are required. As a result, morale is good and each staff member knows that they have an important and valued role to play in the school's development. The headteacher is firmly committed to running a school where each individual matters, and this is evident in the care which is taken to support pupils and staff. The headteacher is held in high regard by staff, governors, pupils and parents.
44. The headteacher keeps his finger firmly on the pulse of the school through rigorous monitoring and evaluation procedures, as well as by teaching groups of pupils on most days. He analyses the results of statutory and non-statutory testing very carefully, and ensures that staff are aware of areas for improvement as well as good achievement. As a result, any pupils who are making slower than expected progress are identified and remedial action is taken. The headteacher very regularly observes lessons and provides teachers with detailed and pertinent feedback which has a beneficial effect on their professional development.
45. The headteacher has worked closely with staff and governors to formulate a school improvement plan which builds on the evaluation of completed initiatives in the previous year, and clearly reflects the school's ambitions and goals. The plan is thorough, and individual initiatives are planned in detail so that all staff and governors know what is to be done, when and by whom. The links between financial planning and the improvement plan have been strengthened since the last inspection, and are good. The improvement plan is an effective management tool which is having a beneficial impact on the school's work. For example, the key priority in the current plan – to ensure that teachers make good use of the school's recent investment in interactive whiteboards – is clearly being addressed successfully.
46. Whilst maintaining a firm steer to the school's work, the headteacher delegates responsibility wisely to the staff. This contributes well to the breadth of quality in the leadership and management and to the unity of purpose which characterises the school's work. The senior management team meets regularly and plays a prominent role in the school's strategic planning and monitoring and evaluation procedures. These key staff also make important contributions to the implementation of the school's policy for performance management. The subject co-ordinators for English and mathematics fulfil their roles very well, including by teaching demonstration lessons for their colleagues, observing teaching and learning and analysing assessment results and examples of pupils' work. In addition, good leadership and management are provided by the co-ordinators for art and design, music and PSHEC. The thorough monitoring and evaluation procedures used by these co-ordinators mean that they formulate particularly well-focused action plans for their subjects. The monitoring roles of other subject co-ordinators are a little less well developed, but are satisfactory.
47. The leadership and management of special needs provision are very effective. Well supported by the headteacher and the special needs governor, the special needs co-ordinator's day-to-day management of provision is very good. The pupils represent a

very diverse range of needs, and every effort is made to secure the resources and help they require. The special educational needs co-ordinator has established very good working relationships with a considerable number of external agencies and specialists, all of whom make a significant contribution to the pupils' welfare and progress. School-based support staff are well trained for their role and for the range of pupils' needs, and they are deployed effectively so that best use is made of their skills and time.

48. The school's policy for performance management is being implemented effectively. Targets properly reflect both whole school priorities and individual needs and all staff, including teaching assistants, have ample opportunities to benefit from training courses. Provision for the induction of staff is good, including for newly qualified teachers, and reflects the caring and supportive ethos of the school.
49. Financial planning is good. The school improvement plan is carefully costed, the annual budget is debated rigorously at governors' meetings and the principles of best value are applied well when financial decisions are made. Overall, the school makes efficient use of its resources and provides good value for money.

Financial information for the year April 2003 to March 2004

| Income and expenditure (£) | | Balances (£) | |
|----------------------------|---------|--|--------|
| Total income | 919,930 | Balance from previous year | 40,547 |
| Total expenditure | 913,613 | Balance carried forward to the next year | 46,864 |
| Expenditure per pupil | 2,273 | | |

Governance

50. The governance of the school is good. The governors are highly committed and make a valuable contribution to the leadership and management of the school. The results of statutory testing are debated thoroughly, and the governors help to guide the school's work through strategic planning which takes careful account of its policies and aims. The governors have been resolute in their determination to extend and improve the school building to cope with increasing pupil numbers, and have been effective. The chair of governors visits frequently and has a clear view of the school's strengths and areas for development as a result of his regular discussions with the headteacher. All governors visit the school to observe it in operation at least twice yearly, and some governors help in classrooms. The committee structure works well, and co-ordinators regularly attend governors' meetings to provide briefings about provision in their subjects. The relationship between the governors and the headteacher is very positive, and issues are debated openly and frankly. The governors are astute and, whilst being very supportive of the school, are able to ask the headteacher challenging questions to hold him to account. Statutory requirements are fully met.

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

AREAS OF LEARNING IN THE FOUNDATION STAGE

51. The overall quality of provision in the Foundation Stage is **good**.

52. Most children enter the Reception classes full-time at the start of the year in which they are five. After a thorough induction period, which enables children to settle in well, all attend full-time by January. Children enter school with a range of capabilities but, overall, their standards are broadly average. Children benefit from a rich curriculum that is well matched to their needs. A wide range of interesting activities is provided with many opportunities for children to learn through practical tasks. The teaching is good, and teachers' planning is thorough and effective. Teachers ensure that there is an appropriate balance between teacher-directed tasks and opportunities for children to learn through purposeful play. The Foundation Stage co-ordinator fulfils her role well, and teachers and teaching assistants form an effective team. Assessment procedures are good and are used efficiently. As a result of the good provision which is made for them, all children in the Reception classes achieve well, including those with special educational needs, the most capable and the few from ethnic minority backgrounds. Nearly all are on track to meet the expected standards at the end of the Foundation Stage in all six areas of learning, and a significant minority should exceed these standards. The overall provision for children in the Foundation Stage was also good when the school was last inspected.

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

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

Main strengths and weaknesses

- Children feel secure and make good progress as a result of good teaching.
- Relationships are very good.

Commentary

53. By establishing regular routines from when children start at school, and making clear their expectations, staff bring a sense of purpose to children's experience of school. Children are confident and happy, and demonstrate good social skills. They have positive attitudes towards learning, listen to adults and each other and interact in a kind and constructive way, for example when working together at a computer. Their developing independence is shown when they change for physical education and tidy up after painting, as well as when they choose their own activities. Most children stay on task even when not directly supervised. Teachers and teaching assistants take every opportunity to develop children's personal, social and emotional development. As a result of good teaching, children achieve well in this key area of learning. Consequently, nearly all are on course to meet the standards expected at the end of the Foundation Stage in relation to their personal, social and emotional development. Indeed, a significant minority should exceed these standards.

COMMUNICATION, LANGUAGE AND LITERACY

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

Main strengths and weaknesses

- Children progress well in the key skills of communication, language and literacy as a result of good teaching.
- Assessment procedures are good and are used effectively to enhance the quality of teaching and learning.

COMMENTARY

54. Communication, language and literacy skills are taught well. Teachers provide a variety of imaginative opportunities for children to practise their speaking, listening and early literacy skills. Effective assessment procedures are used by teachers and support staff, and these have a beneficial impact on children's progress. Children listen attentively to adults and to their peers. During the inspection, they spoke clearly and asked appropriate questions when a vet came to talk to them about caring for animals. Children make good attempts to form their letters correctly and almost all are beginning to understand the conventions of writing. Some can already write simple sentences and understand how full stops are used. Children are developing well as readers, as a result of the effective teaching of sounds and words. During the inspection, a computer program was used well to build children's knowledge of initial sounds and key words, and the children were very enthusiastic about using the program. Teachers make good use of enlarged texts to teach reading skills, including prediction and word building. A few pupils can read simple stories fluently, and confidently read to the rest of the class. Children are enthusiastic about books, read on a regular basis with teachers, teaching assistants and volunteer parent helpers and take books home frequently. Children achieve well in this important area of learning. Nearly all are on course to meet the expected standards at the end of the Foundation Stage, and a significant minority should do better.

MATHEMATICAL DEVELOPMENT

Provision for mathematics is **good**.

Main strengths and weaknesses

- Children's mathematical development is fostered well by good teaching.
- Practical activities are used effectively to stimulate children's interest and involvement.

COMMENTARY

55. Teaching and learning are mainly good and sometimes very good. Teachers motivate the children well and provide a range of interesting activities to promote their mathematical development. For example, during the inspection, children enjoyed using individual sets of number cards to develop their confidence in using numbers up to 20;

used the interactive whiteboards well to describe the position of an object in relation to the position of others; talked avidly about the patterns on a series of plates; and were strongly motivated when lining themselves up to show repeating patterns, based on what they were wearing. Teachers use questions skilfully to probe children's understanding, and understand the importance of providing practical activities to foster children's skills. Children achieve well in their mathematical development. Nearly all are on course to reach the standards expected by the end of the Foundation Stage, and some are already exceeding these standards.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Provision for the children's knowledge and understanding of the world is **good**.

Main strengths and weaknesses

- Children benefit from a well-planned, wide range of opportunities to develop their knowledge and understanding of the world.
- Children achieve well as a result of good teaching.

COMMENTARY

56. TEACHER'S THOROUGH PLANNING PROVIDES A WELL-BALANCED RANGE OF TOPICS TO EXPLORE AND EXTEND CHILDREN'S UNDERSTANDING OF THE WORLD, INCLUDING THEIR EARLY SCIENTIFIC, HISTORICAL AND GEOGRAPHICAL AWARENESS, THEIR KNOWLEDGE ABOUT KEY RELIGIOUS FESTIVALS, THEIR COMPUTER SKILLS AND THEIR ABILITY TO CUT AND JOIN MATERIALS SAFELY AND EFFECTIVELY. FOR EXAMPLE, THE CURRENT TOPIC ON ANIMALS IS HELPING CHILDREN TO LEARN HOW TO CARE FOR ANIMALS, AND THEIR CONSTRUCTION SKILLS ARE FOSTERED WELL WHEN THEY DESIGN AND MAKE ANIMAL CARRYING CASES. CHILDREN PERFORM SIMPLE FUNCTIONS ON THE COMPUTER AND MOST ARE CONFIDENT WHEN USING THE MOUSE. THEY CO-OPERATE WELL WHEN SHARING A COMPUTER.
57. Teachers plan a wide range of visits and visitors to capture children's interest and to develop their understanding. For example, during the inspection, a local vet demonstrated some of the equipment he used, including an X-ray machine. Good teaching and a variety of well-planned activities make learning relevant and fun. As a result, children achieve well in the development of their knowledge and understanding of the world. Nearly all are on course to meet the expected standards at the end of the Foundation Stage, and a significant minority should exceed these standards.

PHYSICAL DEVELOPMENT

Provision for children's physical development is **good**.

Main strengths and weaknesses

- Children benefit from a good range of opportunities for their physical development.
- Physical education lessons in the hall are taught well.

COMMENTARY

58. The children have good opportunities for physical development, including in physical education lessons in the hall, during outdoor activities and at playtime. There is a good range of equipment, including wheeled toys, for children to use in the secure outside

area. Teaching and learning are good. Children achieve well and nearly all are on course to reach the expected standards by the end of the Foundation Stage.

59. In a well-taught physical education lesson, children showed an awareness of space and good control as they moved about the hall, using big and small movements. The children thoroughly enjoy the opportunities they are given, and adults are sensitive to particular needs, giving individual assistance when required so that each child can succeed. Children handle physical education equipment safely and appropriately. They demonstrate good dexterity when using scissors, pencils and brushes.

CREATIVE DEVELOPMENT

Provision for children's creative development is **good**.

Main strengths and weaknesses

- Good opportunities are provided for role-play.
- Children have many opportunities to express their imagination through music, movement and artwork.

Commentary

60. Children's creative development is fostered well and they make good progress. They are given many opportunities to develop their imagination through role play. The staff stimulate pupils' creativity by involving themselves in the role play, for example by acting as a vet in the vet's surgery in the class. Children have ample opportunities to draw, paint and to create collage pictures, and teachers provide them with well-judged support. During the inspection, children enjoyed selecting and mixing colours and talking with staff as they painted animals. The classrooms are bright and colourful and are enhanced by carefully displayed examples of pupils' artwork. The children are proud of their achievements and are keen to talk about their work. There are good opportunities for children's creative development through dance and music. In a movement lesson, children showed imagination when finding different ways to show how animals moved. For example, they responded in time to the different pieces of music when pretending to be a sloth or a kangaroo. Children achieve well in their creative development as a result of good teaching. As a result, nearly all are on course to meet the expected standards at the end of the Foundation Stage.

SUBJECTS IN KEY STAGES 1 AND 2

ENGLISH

The quality of provision in English is **good**.

MAIN STRENGTHS AND WEAKNESSES

- Pupils achieve well as a result of good teaching.
- The English co-ordinator's leadership is inspirational, and her management is very effective.
- Very good provision is made for pupils with special educational needs.
- Units of work are imaginatively planned.
- Relevant links with other subjects strengthen pupils' work in English.
- More needs to be done to influence and extend pupils' personal reading and to develop their library skills.

COMMENTARY

61. As at the time of the last inspection, standards in reading and writing are above national expectations in Years 2 and 6, while standards in speaking and listening are well above national expectations. The results of the statutory tests in writing in 2004 for pupils aged seven were well above the national average and also well above the average results of similar schools. In reading, the results were above both the national average and the average results of similar schools. In the English tests in 2004 for pupils aged 11, the school's results were well above the national average and in line

with the results of those schools whose pupils had performed similarly when in Year 2. Almost half of the Year 6 pupils in 2004 exceeded the expected standard for their age. Current standards in Years 2 and 6 are a little lower because there is a smaller proportion of very capable pupils in both year groups than in 2004. However, inspection findings show that pupils of all ages and abilities, including those who have special educational needs, are making good progress and achieving well. There is no significant difference in the attainment of girls and boys. In all year groups, the best work seen is of an exceptionally high standard.

62. Interesting lessons and varied activities mean that the pupils' interest is readily engaged. They listen intently, so that teachers seldom need to repeat what has been said. Helped by their teachers, pupils develop an early interest in, and an ear for, the effective use of language. It is a habit which serves them very well and which brings benefits to all aspects of their work. For example, by learning to appreciate the language and the characteristics of the literature to which they are introduced, pupils also prepare themselves well to become successful writers. By talking about texts and by writing in response to literature – both fiction and non-fiction – they make literary language and standard English their own. They also learn the many ways in which language needs to be adapted to suit a particular purpose or audience, or to create a given effect. As they move up through the year groups, pupils' skills in speaking and listening, reading and writing develop simultaneously. By Year 2, almost all the pupils read stories and other texts suitable for their age fluently and expressively. They write interesting stories and quite detailed accounts, for example about the life and work of Florence Nightingale. Almost all the pupils have mastered neat handwriting and, overall, spelling is of a good standard. More-able pupils have developed a flair for telling stories – with a minimum of prompts. They are avid readers, and they produce technically accurate pieces of extended writing which are engaging.
63. Most pupils in Year 6 have a wide general vocabulary and a good understanding of the technical terms used in all subjects. They read fluently and understand the structure and the linguistic features of the many kinds of text presented to them in lessons. However, few choose challenging material to read as a matter of personal choice. Indeed, pupils' knowledge of authors and of literary genres is more limited than might be expected, in view of their reading skills. In addition, although most pupils enjoy gathering information from the internet, their library skills are rather underdeveloped. Almost all pupils in Year 6 attain at least the expected standard for their age in writing, and many exceed it. Most pupils experience little difficulty adopting the different styles suited to the intended purposes of their writing, and grammar, punctuation, handwriting and spelling are generally of a good standard. The most capable writers in Years 4, 5 and 6 produce some exceptional pieces of work.
64. The teaching is generally good, and is often very good. The teachers' knowledge and understanding of English as a subject are good, and their teaching is thorough and rigorous. For example, the effective teaching of reading strategies, spelling and handwriting, from Year 1 onwards, gives all pupils a secure grounding in initial literacy. Imaginatively planned units of work are a key strength. They make explicit the strong links between reading and writing, and they make speaking and listening pivotal to each lesson's success. At the same time, they forge relevant links to other subjects in the curriculum, most notably history and ICT, and promote interesting teaching methods designed to engage pupils with different learning preferences, whether through hearing, doing or seeing. The units provide all teachers with a secure framework for the activities they plan and result in sequences of lessons, linked to high

quality texts, which progressively deepen pupils' knowledge and understanding. All teachers make good use of the interactive whiteboard, for example to display and amend texts, to model different stages of the writing process, and to present images and other visual information as a stimulus or aid for writing. Group tasks are well matched to pupils' differing capabilities, and the setting of targets for groups and individuals acts as an additional spur to their success. Pupils with special educational needs are very well supported, often by well-trained teaching assistants, and they make good progress.

65. The subject co-ordinator is very effective in her role and her leadership is inspirational. Her interpretation of the curriculum into workable, but highly imaginative, plans has won her the support of her colleagues and brought clarity and consistency to the teaching of English. She has ensured that English, as a subject, acts as a vehicle for other aspects of pupils' learning and development. For example, pupils routinely use computers to draft, edit and present their own work, whilst work arising from the use of well-chosen texts makes a valuable contribution to their spiritual, moral, social and cultural development. The subject leader has a secure overview of provision as a result of regular monitoring and evaluation of standards, teaching and learning. Assessment procedures are good. The data obtained is used to good effect to identify those pupils needing additional help, to track pupils' progress and predict the results of national tests, and to set targets for both individual pupils and groups of pupils. Resources are good, but the new library is not yet used to best advantage to develop pupils' library skills.

Language across the curriculum

66. Pupils use their language and literacy skills well in other subjects. All the teachers make sure that pupils know, and understand, the technical terms and specialist vocabulary needed to work effectively in other subjects. Pupils' English skills are developed and applied particularly well in work related to history, geography, ICT and art and design. For example, this occurs through empathetic writing in the role of historical characters, through note-making skills in geography, the use of ICT to draft, edit and publish written work and by using photographs and paintings to stimulate pupils' discussions and writing.

MATHEMATICS

The quality of provision in mathematics is **good**.

MAIN STRENGTHS AND WEAKNESSES

- Standards are above national expectations in Years 2 and 6, and represent good achievement.
- Mathematics teaching is good and is enabling pupils to progress well.
- There are good systems for checking pupils' progress.
- The leadership and management of the subject are very good.

COMMENTARY

67. Pupils' standards in mathematics are above national expectations in Years 2 and 6, and represent good achievement. All pupils, including those with special educational needs, are making good progress in the subject. No significant differences between the achievement of boys and girls were evident in mathematics during the inspection.

Standards were also judged to be above national expectations at the time of the last inspection.

68. The results of the national tests in Year 2 in 2004 were well above the national average and the average results of similar schools. The test results for Year 6 pupils in 2004 were also well above the national average and these were in line with the results of schools where pupils achieved similarly when in Year 2. Despite pupils' good achievement, standards in Years 2 and 6 are not quite as high this year because the classes include smaller percentages of very capable pupils.
69. A strong emphasis is placed on developing pupils' numeracy skills across the school. As a consequence most Year 2 pupils know by heart all addition and subtraction facts for at least numbers to ten and work confidently with numbers to 100. They recognise and extend number sequences, including odd and even numbers, and use strategies such as 'doubling' to speed their calculation skills. Pupils can estimate, measure and compare lengths using standard units, use mathematical vocabulary to describe position, direction and movement and identify common shapes. As they move up the school, pupils progress well and extend their skills in number operations and in solving mathematical problems, as a result of regular practice and good teaching. By Year 6, most pupils have acquired a secure knowledge of different methods of multiplication and division. They can use a protractor to measure acute and obtuse angles to the nearest degree, calculate the perimeter and area of shapes and know the relationship between familiar units of length. They understand percentage and the relationship between fractions and decimals. In addition, they can read and plot co-ordinates and accurately extract and interpret information presented in tables, graphs and charts.
70. The quality of teaching is good and some lessons are very well taught. A number of teachers have attended local authority courses in order to improve their practice and have benefited from observing demonstration lessons taught by one of the school's subject co-ordinators. A teaching assistant is assigned to each class and training has been provided to inform them about the methods of calculation which are taught and about ways to support the less capable pupils. They work in close collaboration with teachers, and make a significant contribution to the good progress made by pupils.
71. Planning is thorough and teachers are clear about what pupils are expected to learn in each lesson. These objectives are appropriately shared with pupils and, at the end of lessons, teachers check whether they have been achieved. Pupils are invited to evaluate their own understanding and this enables them to indicate whether or not they feel confident about their learning. Basic skills are taught well and lessons usually begin with pupils engaged in quick mental calculations. During their introductions to the main activity, teachers make very good use of the interactive whiteboards installed in each classroom to engage pupils' interest and to enhance the quality of teaching and learning. Teachers are mindful of the different ways in which pupils learn and, in most lessons, employ a range of teaching strategies to meet the needs of all pupils. Effective use is made of questioning to draw out pupils' strategies and of mathematical 'partners' which enables pupils to discuss their ideas in pairs and to consolidate their understanding. Some good use of ICT to support and enhance pupils' mathematical learning was observed during the inspection. For example, in a Year 4 lesson pupils improved their understanding of angles through the use of ICT. However, the school's ICT suite is relatively new and teachers have yet to make full use of it to promote work in mathematics.

72. Assessment procedures for mathematics are good and are used effectively to inform teachers' planning. As a consequence, the tasks set are well matched to pupils' varying needs. All pupils have targets for their work in mathematics and these are appropriately shared with parents through the use of a homework book. Marking is mainly good and pupils receive encouragement and clear guidance about how to improve their work.
73. The leadership and management of the subject are very good. The two subject co-ordinators use rigorous monitoring procedures to check provision. The information gathered through examining teachers' planning, observing lessons and sampling pupils' work provides them with a clear picture of standards and provision throughout the school. As a result, they provide their colleagues with well-focused feedback and formulate pertinent action plans for further developments in mathematics.

Mathematics across the curriculum

74. Good use is made of mathematics to support pupils' learning across the curriculum. For example, in science, pupils are encouraged to use tables and graphs to show the results of experiments and, in geography, they use their understanding of charts and graphs to investigate conditions in far-away countries.

SCIENCE

No science lessons were taught in Years 1 and 2 during the inspection, so it is **not possible to judge the overall quality of provision** in these year groups. In Years 3 to 6, the provision is **good**.

Main strengths and weaknesses

- The teaching is good in Years 3 to 6 and enables pupils to make good progress in science.
- In Years 1 and 2, work is not always matched to pupils' learning needs. The most significant result is that the most capable pupils underachieve in Year 2 because they are given work which is too easy.

Commentary

75. Pupils' standards are broadly in line with national expectations in Year 2 and represent satisfactory achievement. They are a little lower, overall, than in the last academic year when the results of the teacher assessments were in line with the national average in relation to the percentage reaching the expected level, but were well above the national average in relation to the percentage doing better. Considerably fewer pupils are now exceeding the expected standard for their age in Year 2, and evidence suggests that changes in the school's planning for science in the current educational year have had a detrimental effect on the achievement of the most capable pupils.
76. Pupils' standards are a little above national expectations in Year 6 and reflect pupils' good achievement. They are not quite as high as in 2004, when the test results in science were above the national average and were in line with the results of schools where pupils achieved similarly when in Year 2. However, this is understandable since the current Year 6 classes include a smaller proportion of very capable pupils than in

the last academic year. When the school was last inspected, pupils' standards were above national expectations in Years 2 and 6.

77. Pupils with special educational needs are making satisfactory progress in Years 1 and 2 and good progress in Years 3 to 6. The progress made by the most capable pupils is satisfactory in Year 1, unsatisfactory in Year 2 and good in Years 3 to 6. There are no significant differences between the achievement of boys and girls, and the few pupils from ethnic minority backgrounds do as well as their peers.
78. An analysis of pupils' completed work in Years 1 and 2 shows that most pupils demonstrate standards which match those expected for their ages. For example, Year 2 pupils have a reasonable understanding about forces, and are able to make sensible predictions about whether toy cars will travel different distances from the bottom of ramps of varying heights. They are able to record the results of their simple experiments using the structure and prompts included in the worksheets they are given. However, there is very little evidence of work which shows standards which are above national expectations.
79. In Year 3, pupils make good progress when carrying out investigations to test the absorbency of different kinds of paper towels, present their results clearly in graphs and tables, and draw sensible conclusions. Year 4 pupils achieve well when discovering the best materials to keep water warm or ice cubes cold, and the most capable understand that objects cool or warm to the temperature of their surroundings. In Year 5, pupils know that sounds are produced when objects vibrate and can describe ways to raise or lower the pitch of sound made by some musical instruments. They understand the importance of healthy eating and the need for exercise. Year 6 pupils know that weight is a force which can be measured in newtons and understand that water provides an upward thrust on objects when they are submerged. Most Year 6 pupils have a secure understanding of the principle of fair testing, and conduct experiments systematically – for example to test the air resistance of differently sized parachutes.
80. No science lessons were taught in Years 1 and 2 during the inspection so it is not possible to judge the quality of teaching in these year groups. However, an analysis of pupils' completed work and teachers' planning shows that there are areas which require improvement. Since September 2004, changes have been made to the school's planning in Years 1 and 2, which mean that pupils in both year groups are covering the same scientific topics at the same time. This would not be a particular weakness if teachers' planning was sufficiently adjusted to meet the wide variation in pupils' learning needs. However, there is generally too little difference in the level of challenge in the tasks set for all pupils across the two year groups. On occasions, this means that the lower attaining Year 1 pupils are given work which is too difficult and, more frequently, that the most capable pupils in Year 2 are not sufficiently challenged.
81. In Years 3 to 6, the quality of teaching is good, as it was when the school was last inspected. As a result, all pupils make good progress in their learning. The teachers have secure subject knowledge and plan their lessons well. Individual lessons form part of a coherent science programme which is carefully sequenced to develop pupils' key skills and knowledge. Teachers are absolutely clear about what pupils are expected to learn, and take account of the different levels of support and challenge which are required by the pupils in their classes. They explain ideas clearly, and help pupils to understand the importance of systematic investigations and fair testing. The

teaching captures pupils' interest and they demonstrate very positive attitudes to learning and very good behaviour during science lessons. Assessment procedures are thorough, with teachers recording pupils' achievements at the end of each unit of work. Questions are generally used well to probe pupils' understanding, and the most effective teachers know just when to intervene with carefully judged advice and when to stand back and let pupils work things out for themselves. On occasions, however, teachers do not sufficiently check the understanding of pupils who regularly fail to volunteer answers during class discussions. Teaching assistants are well briefed by teachers and provide effective support, especially for pupils with special educational needs.

82. Pupils' language and literacy skills are promoted effectively in science lessons in Years 3 to 6, and pupils are expected to use the correct scientific language both in discussions and in their written work. Pupils' numeracy skills are fostered well, particularly through their careful measurements during experiments and through the use of tables and graphs to show their results. Pupils make satisfactory use of ICT to support their work in science, and all teachers in Years 3 to 6 use interactive whiteboards as effective teaching tools during their lessons.
83. The leadership and management of the subject are satisfactory. The co-ordinator has observed lessons and given teachers clear feedback which identifies strengths and areas for development. In addition, he has provided his colleagues with useful guidance to enable them to make accurate assessments of pupils' investigation skills. However, he has yet to examine examples of pupils' work from across the school in order to judge pupils' achievement. This restricts his ability to identify and target areas for improvement.

INFORMATION AND COMMUNICATION TECHNOLOGY

The quality of provision is **satisfactory** in Years 1 and 2 and is **good** in Years 3 to 6.

MAIN STRENGTHS AND WEAKNESSES

- In Years 3 to 6, pupils are making good progress and their standards are rising.
- Resources for ICT and teachers' subject knowledge have improved considerably since the last inspection.
- Tasks are not always matched to pupils' needs in Years 1 and 2, and this restricts their progress.

Commentary

84. Pupils' standards are in line with national expectations in Years 2 and 6, as they were when the school was last inspected. Overall, these standards reflect pupils' satisfactory achievement. However, standards are rising in Years 3 to 6, where pupils are now making good progress. A well-resourced ICT suite has recently been established, and teachers have benefited from training which has increased their knowledge and skills in the subject. These factors make a major contribution to the rising standards in Years 3 to 6. In Years 1 and 2, whilst teachers' subject knowledge is good and pupils have access to the same very good resources as those in the older classes, weaknesses in aspects of planning mean that the needs of all pupils are not consistently met. These weaknesses sometimes affect the progress of lower attaining pupils in Year 1 and, more often, the progress of the most capable pupils in Year 2. As a consequence, pupils' overall progress in Years 1 and 2 is slower than in Years 3 to 6, and is satisfactory, rather than better.

85. The quality of teaching is mainly good, across the school, but is stronger in Years 3 to 6 where some lessons are very well taught. The employment of a consultant to lead staff training has had a positive effect on provision. A technician provides good support and his expertise is used in trouble shooting, setting up programmes and ensuring equipment is ready for lessons. Teachers have secure subject knowledge and the lessons seen provided an effective balance between giving pupils instructions and the opportunity for them to practise and develop their skills. Lessons are well structured, with the learning objectives made very clear to the pupils and time given at the end of the lessons to reflect on what had been achieved. When teaching is very good, teachers provide very well judged support and challenge for all pupils, including the most capable and those with special educational needs. For example, in a Year 5 lesson, the most capable were given the difficult task of using tools to work to a scale when creating a classroom design. All teachers plan conscientiously, and the planning for pupils in Years 3 to 6 is particularly effective. In Years 1 and 2, the planning is not sufficiently different for the two year groups, and they undertake very similar tasks. This means that the younger, lower attaining Year 1 pupils are sometimes out of their depth and have to spend rather a lot of time waiting for help, whilst the most capable pupils in Year 2 sometimes mark time because they have already mastered the skills that are being taught.
86. Across the school, pupils have very positive attitudes, happily share computers and work together constructively.
87. The leadership and management of the subject are satisfactory. The co-ordinators have monitored pupils' work and have a clear view of the overall standards in the subject. They now need to ensure that the needs of all pupils are consistently met in Years 1 and 2, so that these pupils make the same good progress as those in Years 3 to 6. Assessment procedures are generally good but are not used consistently to match work to the differing needs of pupils in Years 1 and 2.

ICT ACROSS THE CURRICULUM

88. The use of ICT to support pupils' learning in other subjects is satisfactory, and is improving. There is evidence of pupils' good use of ICT to support their work in English, through drafting, editing and publishing, and in history to gather information and to present their work well. In other subjects, the use of ICT is satisfactory, although it is rather limited in mathematics.

HUMANITIES

GEOGRAPHY

The quality of provision is **satisfactory** in Years 1 and 2 and is **good** in Years 3 to 6.

MAIN STRENGTHS AND WEAKNESSES

- Standards are a little above national expectations in Year 6, and represent good achievement.
- The school provides some good opportunities for fieldwork.
- The curriculum for Years 1 and 2 does not always meet the needs of all pupils.

COMMENTARY

89. In Year 2, pupils attain standards which are in line with the levels expected for their ages, reflecting the situation when the school was last inspected. Overall, these standards represent satisfactory achievement although, in some studies, pupils' progress is limited by work which is not well matched to their needs. Standards in Year 6 are a little above national expectations, and represent good achievement. This is an improvement since the last inspection when standards were judged to be in line with the levels expected nationally.
90. The profile of the subject has been raised since the last inspection and pupils are now provided with a range of interesting geographical experiences, including some good opportunities for fieldwork. For example, in Years 1 and 2, pupils develop their investigation skills around the school and on a visit to a seaside setting at nearby Rustington. In Years 3 and 4, pupils hone their knowledge and understanding of places as they undertake valuable fieldwork in the village of Angmering, and can draw and read plans and maps using different scales. In a Year 5 study of rivers, pupils demonstrate a good understanding of the effects water has on landscapes and people. Visits to Littlehampton harbour and the River Arun enable them to ask geographical questions, to collect and record evidence and to draw conclusions.
91. The quality of teaching in Years 1 and 2 is satisfactory, overall, while pupils in Years 3 to 6 benefit from good teaching. In a well-planned Year 6 lesson, the teacher made effective use of an interactive whiteboard to help pupils to understand the relationship between location and economic activity in a village in India. Pupils responded with interest to carefully selected video clips illustrating the ways farming is carried out in Chembakolli, and good links were made to their work in personal, social and health education and citizenship as they considered the differences in tasks and rewards for men and women. In Years 1 and 2, current work focusing on Bangladesh fails to take full account of the learning needs of all pupils and, despite satisfactory teaching, pupils make limited progress in developing their knowledge and understanding of more distant localities. Although these young pupils gain insights into this country, for example through a talk by well-informed visitors, the resources available to teachers are insufficient to deepen their understanding and to make the work fully relevant to their needs. This is particularly evident for Year 1 pupils who cover much of the same ground as those in Year 2.
92. The leadership and management of the subject are satisfactory. The co-ordinators have observed teaching in each year group, scrutinised work and talked to pupils. This has enabled them to provide useful feedback to colleagues. However, they have had little involvement in planning the curriculum for the current Year 1 and 2 classes, and this is an area which now requires attention.

HISTORY

93. There is **insufficient evidence to make secure judgements** about the overall quality of provision in history or about the quality of the teaching in the subject. Only one lesson could be seen and there was insufficient written work by pupils in Years 1 and 2 to allow a judgement to be made about standards in these year groups. Judgements reached are based on the ample evidence provided by the completed work of older pupils, and by discussions with staff and pupils.

94. Current standards in Year 6 are above national expectations and represent good achievement. Standards have improved in Year 6 since the last inspection, when they were in line with national expectations.
95. The one lesson seen, in Year 4, was very well taught and pupils made very good progress. Pupils' knowledge and understanding of military life during the Roman occupation of Britain is good, not least because of the methods used by the teacher to bring the experience to life through drama and role play. Pupils have a secure understanding of the chain of command within a 'legion', and demonstrate, through discussion, a similarly secure understanding of terms such as 'standard', 'cohort', 'legate' and 'auxiliary'. By marching in unison and following the orders of the legate, they learn first-hand about the part discipline and teamwork played in the army's success as an invading force. The pupils devise historical questions of their own and undertake independent research, thereby extending and deepening their knowledge and understanding.
96. Evidence shows that such methods characterise pupils' experience of history and that the provision made enables pupils to make good progress, year on year, in developing key knowledge and skills. For example, pupils in Year 3 have clearly acquired detailed knowledge of life in Ancient Egypt and, with that knowledge, a good understanding of the passage of time. They know the names and dates of the pharaohs and can place them accurately on a time-line. They are aware of the social and political hierarchy from pharaoh to slaves, recognise key archaeological sites and ways in which archaeologists use first hand evidence to find out about the past.
97. Pupils in Year 5 are able to make comparisons between different periods of history, for example by comparing schools today with those in Victorian times. They undertake independent research using books and the internet, collate their findings and produce detailed, well written accounts, for example of the life and work of Lord Shaftesbury. They download data about employment which they represent in the form of graphs and pie-charts. In Year 6, pupils use photographic evidence to good effect to find out about ways in which the Second World War changed the role of women in society. Their written work shows a good understanding of cause and effect, of the use of propaganda in wartime and of the reasons people – and nations – behaved as they did at that time.
98. Visits, visitors, drama and role play are used extensively and effectively to bring history to life, as is evident from pupils' writing and from the photographic evidence accumulated in the school's history portfolio. Good quality fiction with historical settings is also used well. For example, having read Berlie Doherty's story 'Street Child', pupils in Year 5 have written their own vivid and well-informed accounts of life as a street child in Victorian times, while pupils in Year 6, inspired by stories such as 'Carrie's War' by Nina Bawden have created very convincing 'wartime diaries' as evacuees. Work of this kind not only helps pupils to identify with the thoughts and feelings of people caught up in historical events, but also makes a significant contribution to the development of their literacy skills and to their spiritual and cultural development.
99. The two subject leaders provide good leadership and management of the school's work in history. The planned curriculum and the resources used are good. ICT is used effectively to develop the skills of historical enquiry and to present pupils' work in a 'published' format.

CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

100. **It is not possible to judge the overall quality of provision in art and design, design and technology, physical education and music**, because too few lessons were observed in these subjects. However, pupils' completed work was carefully examined in art and design and design and technology, and pupils' singing was heard in assemblies. In addition, discussions were held with subject co-ordinators and a range of school documentation was scrutinised.
101. In **art and design**, pupils' standards are above national expectations in Years 2 and 6 and reflect their good achievement. Standards have improved in the subject since the last inspection, when they were in line with national expectations. In Year 1, pupils have made good progress when creating geometric pictures, using collage techniques and ICT, after discussing the work of Mondrian. In Year 2, pupils' completed work includes interesting interpretations of leaves using textiles and clay, effective prints made with polystyrene and striking three-dimensional images of fruits and vegetables made from fabrics and threads. Year 3 pupils have drawn very carefully observed pictures of the local library and have used collage well to create bold images which have been stimulated through their work on Greek myths and legends. Year 4 pupils have used clay skilfully to make small sculptures and, during the inspection, demonstrated their confidence and considerable expertise when creating large drawings which reflected their discussions about the work of an illustrator. In Year 5, pupils' studies of the work of William Morris, in pencil, paint, collage and printing, show their good attention to detail and care they take in their work. In Year 6, pupils' images of feathers demonstrate their well-developed observation and drawing skills and, during the inspection, they created subtle effects when mixing colours to create their own interpretations of pictures by an Indian artist.
102. Whilst it is not possible to judge the quality of teaching in art and design, pupils' completed work clearly shows that it is enabling pupils to make good progress in the subject. The only lesson which was observed was well taught, and the Year 4 teacher provided pupils with good advice and guidance. Pupils benefit from a good range of opportunities to develop their skills and knowledge in art and design, and statutory requirements are met. Effective links are made between pupils' work in art and design and their work in English. For example, pictures are often used well to stimulate pupils' writing.
103. The leadership and management of the subject are good. Teachers' planning is carefully monitored and examples of pupils' work are examined and assessed. A well-organised and informative portfolio of pupils' completed work has been assembled, and examples have been assessed against National Curriculum criteria to help teachers to make reliable judgements about pupils' standards. A review of the subject was undertaken in 2004, and the well-organised report provides a very thorough evaluation of current practice, together with future aims for development. Pupils have regular opportunities to work with visiting artists, and there is an after-school art club which specifically caters for pupils who appear to be particularly talented in art and design.
104. In **design and technology**, standards are in line with national expectations in Years 2 and 6, and reflect pupils' satisfactory achievement. Current standards are similar to those found when the school was last inspected. In Years 1 and 2, pupils have made sound progress when using card, wood and recycled materials to make model vehicles. Teachers' expectations for pupils' standards are appropriately higher in Year 2

than in Year 1, and most pupils in Year 2 have a sound understanding of how simple mechanisms work in moving vehicles. In Year 3, pupils have made sound progress when comparing and evaluating commercially made sandwiches, and have made sensible evaluations of the sandwiches they have designed and made. These pupils are currently making picture frames from card and wood, and these demonstrate their mainly good skills in cutting and joining materials. In Year 4, pupils make sound progress when creating moving pictures which incorporate simple levers, linkages and sliding mechanisms. In Year 5, pupils have made musical instruments and moving toys. These demonstrate pupils' satisfactory design and making skills, and there are examples of good precision in pupils' moving toys which incorporate the use of cams. However, some of the musical instruments have provided pupils with limited challenge in relation to their construction. In Year 6, pupils have designed slippers, after examining commercially made slippers. These clearly show how they intend to construct their slippers but demonstrate limited creativity since they all conform to the same design. The completed slippers are carefully made and demonstrate standards which are satisfactory for pupils' ages.

105. Whilst it is not possible to judge the quality of teaching in design and technology, pupils' completed work shows that it is enabling pupils to make satisfactory overall progress in the subject. Teachers' planning, together with pupils' work, shows that statutory requirements are met.
106. The co-ordinator took up her role in September 2004. She has made a good start by seeking teachers' views about their perceived professional development needs in the subject and assembling a portfolio of pupils' completed work which includes examples which are assessed against National Curriculum criteria. With the help of a colleague, who has recently started to share the responsibility for the subject, the co-ordinator has begun to examine teachers' planning and to organise a week in Summer 2005 when the whole school will focus on design and technology work. Overall, the leadership and management of the subject are satisfactory, and are developing well.
107. In **physical education**, no lessons were seen, so it is not possible to judge pupils' standards. However, teachers' planning shows that statutory requirements are met in the subject. Curriculum time is carefully allocated to ensure that all classes have at least two hours each week. In addition, the school is committed to a project aimed at encouraging all pupils to be physically active at playtimes in order to increase their fitness. When the school was last inspected, the allocation of time for swimming lessons, in Year 2, was inappropriate but this is no longer the case. There is a good range of after-school sporting opportunities including tennis, karate, football, netball, rounders, stoolball, cricket, basketball, cross-country, swimming and athletics.
108. In **music**, only one lesson was seen. In this Year 5 lesson, pupils demonstrated good standards when singing in rounds and accompanying their singing with tuned and untuned percussion instruments. The lesson was very well taught. The teacher motivated pupils strongly, ensured that the session moved at a brisk pace, and provided very clear guidance to help pupils to improve their performance. Pupils' singing in assemblies is good. They sing with a secure control of pitch, use dynamics effectively and have very clear diction. Pupils obviously enjoy singing, and they concentrate well on the quality of their performance.
109. The leadership and management of the subject are good. The two co-ordinators work together well, and have a good overview of provision in the subject, including through observing lessons. This is clearly demonstrated in the comprehensive subject review

which they wrote together in 2004. The co-ordinators provide well-focused support and advice for their colleagues, and ensure that music resources are organised efficiently and are in good condition. The co-ordinators provide tuition for pupils in guitar and recorder, and for the handbell group and the school orchestra. In addition, about 20 pupils receive tuition from visiting specialists in either violin, clarinet, flute or brass.

PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP

Provision for personal, social and health education and citizenship is **good**.

MAIN STRENGTHS AND WEAKNESSES

- Pupils achieve well.
- The good provision for PSHEC is reflected in the pupils' very good behaviour, their very good relationships at all levels, their respect for others and their very positive attitudes to all aspects of school life.
- The leadership and management of PSHEC are good.

COMMENTARY

110. Pupils of all abilities achieve well. The strong impact of the school's provision for PSHEC is reflected in their very good attitudes and behaviour and in their relationships with others. The many strands of provision make a good contribution to pupils' spiritual, moral, social and cultural development.

111. The school actively involves pupils in its development, for example through questionnaires, through the work of the school council and through imaginative projects such as the development of the school grounds. Pupils are encouraged to see that their ideas and effort can bring about change and are helped to develop confidence in their own abilities. Their efforts, helpful conduct and many other academic and non-academic achievements are recognised, rewarded and applauded. Rigorous teaching helps them to develop independence and to learn from their mistakes. The curriculum and the many extra-curricular activities and clubs provide opportunities for the pupils to develop personal interests that may stay with them for life.

112. Pupils' involvement in establishing rules for conduct within their classrooms, in the school at large and on the playground ensures that they develop a keen awareness of the rights and responsibilities of living in a community, a theme which is strongly reinforced by assembly themes and by discussions during PSHEC lessons. As citizens of the future, they are encouraged to reflect on environmental issues such as pollution, and to express their views. They learn about the lives of inspirational leaders such as Martin Luther King and, by doing so, recognise that it is possible for one person to bring about change. They begin to learn about democratic processes through the election of school councillors and the work of the school council in representing all the pupils in the school.

113. The school is currently reinforcing its efforts to help pupils develop a healthy lifestyle. In line with a national initiative, younger pupils are provided with fruit during break-times each day, while work in science and PSHEC lessons promotes a much wider awareness of the need to eat healthily. Drugs awareness is taught well, as was evident in a lesson observed in Year 5.

114. The example of very good relationships presented by the adults in the school sets a precedent for the pupils' own behaviour and relationships. Assembly themes, discussions in PSHEC lessons – and in subjects such as history and English where human emotions and behaviour provide natural topics for discussion – develop pupils' awareness of the need to respect others and to understand the similarities and differences between people. For example, in a lesson observed in Year 6, pupils were asked to think about the cultural origins of the foods they like to eat, to consider why people from different cultures develop different preferences through custom and habit, and recognise that we should all respect others' right to make different choices.
115. The teaching of PSHEC lessons is good and is effective in prompting pupils to reflect on very wide-ranging issues. Additional strands of PSHEC provision are, equally effectively, incorporated into day-to-day activities and the ongoing interaction between adults and pupils. Visitors to the school, such as the school nurse, a community police officer, ministers and youth workers from local churches, a vet, a fire-safety officer and road-safety officers - all make good contributions to the overall quality of provision.
116. The co-ordinator is effective in her role. She has developed and helped to implement a good scheme of work. Last year she carried out a thorough review of provision which is now leading to further refinements, for example to increase the use of ICT to support pupils' work in PSHEC.

PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

Inspection judgement

Grade

| | |
|--|----------|
| The overall effectiveness of the school | 3 |
| How inclusive the school is | 3 |
| How the school's effectiveness has changed since its last inspection | 3 |
| Value for money provided by the school | 3 |

| | |
|-----------------------------------|----------|
| Overall standards achieved | 3 |
| Pupils' achievement | 3 |

| | |
|---|----------|
| Pupils' attitudes, values and other personal qualities | 2 |
| Attendance | 4 |
| Attitudes | 2 |
| Behaviour, including the extent of exclusions | 2 |
| Pupils' spiritual, moral, social and cultural development | 2 |

| | |
|--|----------|
| The quality of education provided by the school | 3 |
| The quality of teaching | 3 |
| How well pupils learn | 3 |
| The quality of assessment | 3 |
| How well the curriculum meets pupils' needs | 3 |
| Enrichment of the curriculum, including out-of-school activities | 3 |
| Accommodation and resources | 2 |
| 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 | 3 |
| 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 | 3 |
| The governance of the school | 3 |
| The leadership of the headteacher | 2 |
| The leadership of other key staff | 3 |
| The effectiveness of management | 3 |

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