

# **INSPECTION REPORT**

## **THE MARCH CHURCH OF ENGLAND PRIMARY SCHOOL**

Westhampnett, West Sussex

LEA area: West Sussex

Unique reference number: 126031

Headteacher: Mrs. R. Cumming

Lead inspector: Mrs. J. Cousins

Dates of inspection: 2 – 4 November 2004

Inspection number: 268075

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 years
Gender of pupils:	Mixed
Number on roll:	191
School address:	Claypit Lane Westhampnett Chichester West Sussex
Postcode:	PO18 0NU
Telephone number:	01243 783987
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Appropriate authority:	Governing Body
Name of chair of governors:	Mr. B. Bulpett
Date of previous inspection:	11 January 1999

## CHARACTERISTICS OF THE SCHOOL

The March Church of England Primary is an average sized school on the edge of Chichester. Most pupils live in privately owned homes but some live in rented houses. Pupils come from a variety of social backgrounds. Socio-economic circumstances of most pupils are above average. Pupils' attainment on entry is average, but it varies from year to year in certain aspects of children's knowledge. An average proportion of pupils are identified as having special educational needs. Pupils' special needs range from social, emotional and behavioural to specific learning difficulties. There are an average number of pupils that join and leave the school part way through the year and so mobility of pupils is satisfactory. Most pupils originate from England. A small number of pupils speak English as an additional language, are in public care or are from travelling communities. There are no refugees.

## INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
22942	J S Cousins	Lead inspector	Mathematics Information and communication technology The Foundation Stage English as an additional language
9079	A Moss	Lay inspector	
20534	N Perry	Team inspector	English Art and design Design and technology Physical education
29362	D Cousins	Team inspector	Science Geography History Music Special educational needs

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## PART A: SUMMARY OF THE REPORT

### OVERALL EVALUATION

**The March Church of England Primary is a good school** and provides well for its pupils. Teaching and learning are good. As a result, pupils achieve effectively in relation to their abilities. The school is led very well with energy and vision by the headteacher. The deputy headteacher, senior teachers and governors lead the school well. Good management has led to effective improvement since the last inspection. Teachers and teaching assistants are dedicated and work hard for the benefit of the pupils. The school receives average funding and therefore provides good value for money.

The school's main strengths and weaknesses are:

- Pupils make good progress in mathematics, reading, speaking and listening, and art and attain above average standards by Years 2 and 6 and achieve well in science in Year 2.
- Standards of personal development are above average from the reception class to Year 6.
- The very good leadership of the headteacher ensures that the school is always looking at ways to improve standards.
- Staff provide very clear guidance for pupils on moral issues and so relationships are very good and pupils are very willing to take responsibility.
- Standards of writing are below average throughout the school and standards of physical education (PE) are below average by Year 6.
- Pupils and parents do not have a clear understanding of how pupils could improve their work.
- The length of the taught week for pupils in Years 3 to 6 is below that seen in most schools.
- Teaching is good especially in Years 1, 2 and 6.
- Very good use of the school council and work to include all pupils ensure that pupils' views and ideas are acted on and they feel highly valued.

Overall, since the last inspection the school has made good improvements. The key issues from the last inspection have been addressed well. Provision for information and communication technology (ICT) is good. Teaching and pupils' progress in most subjects are monitored and evaluated effectively. A uniform approach has been established to assessment and teachers in most lessons are clear as to what they want the pupils to learn. The school has very good leadership from the new headteacher, who has only been in post for one year and she is responsible with support of the staff for most of these improvements.

### STANDARDS ACHIEVED

Results in National Curriculum tests at the end of Year 6, compared with:	All schools			Similar schools
	2002	2003	2004	2004
English	B	B	B	A
Mathematics	A	C	B	A
Science	A	C	B	B

*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.*

**Pupils' overall achievement is good.** In 2004 standards in Year 6 tests in English, mathematics and science were above average. Pupils achieved very well in English and mathematics and well in science when compared to Year 6 pupils in similar schools. Inspection findings are that standards in the present Year 6 are above average in mathematics and average in English and science.

Standards in Year 6 are lower this year because there is a higher percentage of pupils with special educational needs. Standards in Year 2 are above average in reading, mathematics and science and below average in writing. Overall, pupils' level of knowledge and understanding on entry to the school is average. In the reception class standards meet expectations for their age in most areas of learning and they make satisfactory progress. However, children's personal, social and emotional development are above expectations in the reception class because of staff insistence on high standards of behaviour.

**Throughout the school pupils' personal development is good. Pupils' spiritual, moral, social and cultural development are good overall.** Pupils really enjoy coming to school and are proud of their achievements. They have effective attitudes to work and behave well. Punctuality in the morning is satisfactory but attendance is above average.

## **QUALITY OF EDUCATION**

**The quality of education is good. Teaching is good overall.** Teachers encourage pupils to do their best so that the quality of learning is good overall. Teachers insist on high standards of behaviour and are good role models for pupils. As a result, pupils behave well in lessons and develop very good relationships with other children and adults. Teaching assistants provide valuable support, particularly for pupils with special educational needs during the practical part of lessons. However, teachers do not often refer to pupils' targets in lessons.

The curriculum covers all subjects satisfactorily and is both broad and relevant. However, there are few opportunities for pupils to write at length on a regular basis. The curriculum is enriched by effective provision for pupils' personal development and a good range of extra-curricular activities, especially for sports, and through visitors and educational visits. However, pupils in Years 3 to 6 are taught for fewer hours a week than in most schools. Care, support and guidance of pupils are good and there are effective arrangements to settle pupils in. Effective links with the community and other schools make an invaluable contribution to the quality of the school's provision. The school works hard to seek and act on parents' views.

## **LEADERSHIP AND MANAGEMENT**

**The leadership and management of the school are good overall.** The headteacher's dedication and clear vision enable her to lead very well. All those who work in the school seek to create a happy school. The headteacher receives invaluable support from the deputy headteacher and all members of staff. Many teachers with management responsibilities for subjects fulfil them well and other subjects are managed satisfactorily. Governors are very supportive, have a very clear understanding of the strengths and weaknesses of the school and fulfil their legal responsibilities well.

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

Pupils have positive opinions of the school. They are very proud of their school and are fiercely loyal. Parents are supportive of the school and are pleased with what it does for their children. A significant percentage of parents expressed concerns about the quality of information they received about the progress their children are making. Inspectors agreed that parents could receive more specific targets for pupils throughout the year. Furthermore, parents have concerns about the settling-in arrangements for pupils. Evidence collected during the inspection reveals that induction arrangements are good in the main part of the school and satisfactory in the reception class. The school is reviewing these arrangements for the reception class.

## **IMPROVEMENTS NEEDED**

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

- Give pupils more opportunities to develop their extended writing skills and increase teachers' expectations of how much pupils will produce, in order to raise standards of writing.

- Make greater use of assessment so that parents' and pupils' understanding is developed about how pupils can improve their work.
- Raise standards in PE between Years 3 to 6.
- Lengthen the taught week for pupils in Years 3 to 6.

## PART B: COMMENTARY ON THE INSPECTION FINDINGS

### STANDARDS ACHIEVED BY PUPILS

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

Overall, boys and girls achieve well. In the Foundation Stage standards meet expectations. In Year 2 overall standards are above average and the present Year 6 pupils attain average standards.

#### Main strengths and weaknesses

- Pupils in Years 1 to 6 achieve well in most areas and subjects.
- Attainment in mathematics is above average.
- Pupils with additional educational needs make good progress.
- Pupils' progress in ICT has improved considerably since the last inspection.
- Standards of writing are too low and impact on the progress pupils make across other subjects.
- Standards of PE in Years 3 to 6 are below expectations.

#### Commentary

1. When children join the school their attainment meets expectations except in writing where their level of expertise is below average. Most children achieve satisfactorily in the Foundation Stage because of appropriate teaching. Standards are average in the reception class and the majority of children are likely to reach the expected levels by the end of the school year in language, literacy and communication, mathematics, knowledge and understanding of the world and physical and creative development. Standards of personal, social and emotional development are above expectations due to teachers' good management skills and high expectations.

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

Standards in:	School results	National results
English	28.2 (27.5)	26.9 (26.8)
mathematics	28.2 (26.7)	27.0 (26.8)
science	29.5 (29.2)	28.6 (28.6)

*There were 29 pupils in the year group. Figures in brackets are for the previous year.*

2. In 2004, standards in Year 6 were above average in English, mathematics and science when compared to all schools. English and mathematics standards were well above average compared to schools whose pupils attained similarly in Year 2 and science standards were above these similar schools. This means that these pupils made very good progress since they were last tested in Year 2 when they were below average. There was no significant difference between the attainment of boys and girls. More able pupils did well in mathematics and science as nearly half the class attained higher level 5 grades. Overall, in the last five years, standards have risen broadly in line with national trends.
3. Inspection findings show that the current Year 6 achieves well in reading, speaking and listening, mathematics and science and satisfactorily in writing. Pupils achieve effectively because they started Year 3 with below average levels of knowledge and understanding in these key areas of learning and are now attaining average standards overall. Pupils' standards in reading and speaking and listening are above average and reflect the effective provision in these areas. However, the standards of writing in Year 6 and across the school

are below that expected in most schools. This weakness means that pupils do not achieve as well as they could in other subjects. Weak writing skills for example, hold back the recording of investigations in science. The school is making good progress towards their challenging targets. Standards in Year 6 in mathematics are above average and in science they are average. Pupils from minority ethnic groups and those who are learning to speak English as an additional language are very well included in lessons and so they achieve effectively.

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

Standards in:	School results	National results
reading	17.5 (16.0)	15.8 (15.7)
writing	15.0 (15.5)	14.6 (14.6)
mathematics	16.9 (15.7)	16.2 (16.3)

*There were 22 pupils in the year group. Figures in brackets are for the previous year.*

- In 2004 standards in tests in Year 2 were well above the national average in reading. Standards in mathematics were above those found in all schools nationally; however, pupils' writing skills were average. When compared to schools with a similar range of free school meals the achievement in writing is below average, with reading above average and mathematics average. Teacher assessments show that attainment in science at expected level (Level 2 and above) was in the top five percent of schools. However, below average numbers of pupils attained the higher level 3 grades.
- Standards in the current Year 2 are above average in reading, speaking and listening, science and mathematics. The key reason is the effective teaching these pupils receive in Years 1 and 2 and the focus on high standards. However, standards in writing are below average. Pupils from minority ethnic groups and those learning to speak English as an additional language are very effectively included in lessons and make good progress in Years 1 and 2.
- Pupils' achievements in ICT have risen significantly since the school was last inspected when pupils made unsatisfactory progress between Years 1 and 6. The majority of pupils achieve well now. Overall standards meet expectations in Years 2 and 6. Pupils manipulate software well and basic ICT skills are developed effectively by teachers. Standards in history meet national expectations in Year 2 and Year 6. Standards in art and design are above expectations in Years 2 and 6. This is due to good teaching and use of resources. Geography work seen from pupils in Years 2 and 6 indicate that standards meet expectations. Standards in music and design and technology were not judged overall. Religious education was not part of the inspection.
- Standards in PE are below expectations by Year 6. This is a worsening of the situation found at the last inspection when standards were satisfactory. The school has only recently had a large hall built and pupils' opportunities over the last year have been limited during the building work. This means that pupils have underdeveloped skills in dance and gymnastics. However, standards of swimming are above average due to effective use of local resources.
- Pupils with special educational needs make good progress towards the targets in their education plans. Pupils who have specifically designed programmes receive good teaching. The more able, gifted and talented pupils achieve satisfactorily. Some are given opportunities through music tuition and extra-curricular opportunities to improve their skills.
- The maintenance of standards and good achievements in some areas are due to the high quality leadership of the headteacher and the team approach to improvement. The

improvement in the recording of assessment data helps senior staff and co-ordinators to plan for the improvement in the standards pupils achieve.

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

Pupils' attitudes and behaviour are good. Attendance levels are above average. Pupils' personal development is good.

### **Main strengths and weaknesses**

- Pupils' good attitudes to learning and good behaviour in the classroom help them to achieve well.
- The very effective example set by the staff contributes to the very good relationships between pupils and between pupils and staff.
- Pupils are very willing to show initiative and take responsibility.
- Attendance levels are above national expectations.
- Provision for pupils' social and moral development is very effective.

### **Commentary**

10. Pupils have good attitudes to their work and collaborate very well with other children. They listen attentively, are keen to answer questions and undertake tasks enthusiastically. This takes place particularly when teachers plan lessons that pupils find interesting and set appropriately challenging tasks that ensure that pupils of all levels of attainment have the opportunity to achieve well.
11. Overall, standards of behaviour are good in the classrooms and around the school, and are sometimes very good. All pupils agree classroom rules. They are fully aware of the high standards expected and insisted upon by all staff. The pupils are very proud when they are rewarded for doing something worthwhile. No signs of aggressive behaviour were seen and both parents and pupils confirmed that real bullying rarely occurs. They also confirmed that any instances of inappropriate behaviour are dealt with quickly and efficiently and racial harmony is promoted very well.
12. Pupils are increasingly encouraged to become independent and willingly take on a range of responsibilities appropriate to their age. These include acting as monitors, being members of the school council and acting as 'buddies' and looking after newly arrived pupils or anyone who is lonely at playtimes. Pupils take their responsibilities of living in a community seriously and achieve well, developing increasingly good levels of maturity as they move through the school.
13. Pupils are very well aware of right and wrong. This is because teachers and staff take every opportunity to discuss moral issues with pupils in lessons and out in the playground. Also, staff give a very positive lead in engendering very good relationships, for example, by giving praise and encouragement at every opportunity. Socially, the pupils are encouraged to play a full part in their own community for example, Year 6 pupils enjoy looking after younger pupils after assemblies. Extra-curricular activities enable pupils to develop their social skills effectively. Pair and group activities in lessons allow pupils to learn how to negotiate and manage people and a residential journey means that Year 6 pupils learn about working with others closely. The school enables most pupils to be included effectively in all activities and so they make good progress in their personal development.
14. Pupils are given good opportunities to develop self-awareness during reflection and prayer. Collective worship allows pupils to learn effectively about 'letting their strengths shine'. Pupils respect others' beliefs and values effectively because of the teachers' high expectations. This was demonstrated when pupils valued everyone's achievements in a physical education lesson where children from the March School learnt alongside pupils from Fordwater Special School. Pupils learn to sing many songs from our own and other cultures well. History and geography

offer many good opportunities for pupils to learn about British and foreign cultures. For example, pupils in Year 2 are well aware of what everyday life was like for the Romans. Multi-cultural awareness is satisfactory. Pupils learn about Hinduism and Islam. However, opportunities are missed to discuss other faiths and their festivals in assemblies.

## Attendance

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

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

- Attendance levels at the school have risen recently and are above the national average. The school has made the promotion of better attendance a priority and has developed effective ways to make parents more aware of the adverse impact of non-attendance on pupils' ability to achieve well. The school works closely with the education welfare officer and rigorously follows up any unexplained absences. The punctuality of the pupils is satisfactory.

## Exclusions

There have been no exclusions in the last year.

## QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

The quality of education provided by the school is good, mainly because pupils receive effective teaching. The curriculum is satisfactory. Pupils' care and welfare are effective. Links with the community and other schools and partnership with parents are good.

### Teaching and learning

The quality of teaching and learning is good. Assessment procedures are satisfactory.

### Main strengths and weaknesses

- Teaching in mathematics, reading, speaking and listening and art are strengths of the school.
- Most teachers encourage pupils to try hard and insist on high standards of behaviour in the classroom.
- Tracking of pupils' progress is good.
- Teachers' marking does not always tell pupils how well they have done or how they could improve.
- Pupils' targets are not specific enough and do not focus on individual achievement.

### *Summary of teaching observed during the inspection in 44 lessons*

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very poor
1 (2%)	4 (9%)	21 (48%)	17 (39%)	1 (2%)	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.*

## Commentary

16. The teaching of children in the Foundation Stage is satisfactory overall. Significant strengths include the use of effective teaching methods incorporating games and practical activities. The teachers' good management skills and enthusiasm for learning mean that children behave well, are keen to learn and co-operate effectively. The teaching assistants are usually used effectively to teach pupils in the reception class.
17. In Years 1 to 6 teaching is good overall with only one unsatisfactory lesson seen. All teaching in Years 1 and 2 was good or better with one excellent lesson. Planning is good across the school and most effective in Years 1 and 2 at focusing on key questions and the effective use of resources to raise standards. There have been good improvements from the last inspection in the sharing of learning objectives with pupils as a feature of every lesson. Most teachers use questioning effectively and include most pupils in sessions well. This supports lower ability pupils so that they achieve well taking into account their abilities. Teachers have good subject knowledge especially in Years 1 and 2 and with regard to the teaching of reading, speaking and listening, mathematics and art. Teachers in Years 1 and 2 use resources effectively. For example, in an excellent art lesson seen, the Year 2 teacher used not only a whole bicycle but separate wheels and cogs to stimulate and interest pupils. This allowed Year 2 pupils to learn to sketch large structures in a bicycle as well as draw detailed studies of parts of the mechanism. Very high expectations of pupils meant that they learnt to create collages of bicycles using silver paint and materials. ICT was used very effectively when Year 2 pupils drew bicycles in the style of Fernand Léger.
18. Assessment has improved satisfactorily since the last inspection when it was an issue. Teachers record well pupils' achievements on the new tracking system and assess pupils' work in a special book. The good focus provided by the assessment co-ordinator and senior management team has helped to raise the importance of assessment across the school. This is particularly noticeable in subjects other than mathematics, English and science. The school now holds a good quantity of high quality data on its pupils. However, it does not make sufficient use of the data to ensure that the demands made in lessons match the needs of all groups and individuals. Teachers' day-to-day marking is underdeveloped and does not regularly tell pupils how to improve their work. The school is also not making sufficient use of pupils' targets. While these exist in some areas, they are not fully shared with parents and pupils are not clear enough about what they need to do to improve or how to measure this improvement.
19. All teachers set high standards of behaviour and most pupils behave well in lessons as a result. Nearly all pupils concentrate and work hard on completing their tasks, although sometimes the amount of work produced within the time allowed is rather limited. In these, the writing of the date and learning objective for the lesson by some pupils, occupied a majority of the time allowed for pupils to work.
20. The teaching of pupils with special educational needs is good. Teachers' planning ensures that activities are matched well to individual pupils' needs and this helps them to develop their basic skills. The school's assessment procedures for pupils with special educational needs are satisfactory and pupils' individual progress is carefully monitored. Targets in pupils' individual education plans are specific and measurable. The school identifies pupils who are gifted and talented and provides for them in extra-curricular activities but no evidence was seen in lessons of any specific provision for them.
21. Assessment procedures for pupils who speak English as an additional language are good. Teachers carefully assess these pupils when they arrive and throughout their time at the school. This enables them to provide individual learning programmes that are carefully tailored to pupils' needs. The teaching of pupils who speak English as an additional language is satisfactory. Most pupils speak English and very few are in the early stages of learning the language.



## **The curriculum**

The curriculum is satisfactory overall.

### **Main strengths and weaknesses**

- The curriculum for pupils in Years 1 and 2 is planned effectively.
- Provision for pupils with special educational needs is good.
- Pupils' personal, social and health education (PSHE) is well planned.
- Enrichment and extra-curricular activities are good.
- The length of the taught week is below national expectations for Years 3 to 6.
- Few opportunities are planned for pupils to develop their extended writing skills.

### **Commentary**

22. The school meets statutory requirements for all subjects. A strong feature is the many opportunities that are taken to work in a cross-curricular way, often enlivening lessons by combining subjects. This is especially evident in Years 1 and 2. For example, art and history were taught simultaneously when Year 2 pupils, learning about Roman times discussed and sketched medical equipment from this era. The curriculum is enhanced by a number of innovative projects. One of the most impressive involves pupils from Fordwater Special School joining the school for physical education lessons on a regular basis. This link provides high quality opportunities for pupils from both schools to be involved effectively in social development and learning. One main focus for the school over the last year has been to develop pupils' thinking skills across the curriculum. This has been effective in including most pupils in sessions and enhancing their mathematical understanding. Improvement since the last inspection is therefore satisfactory.
23. The provision for pupils with special educational needs, including the few pupils with statements, is good. Teachers have a clear awareness of the needs of these pupils and work closely with teaching assistants to ensure pupils with special educational needs take a full part in the life of the school.
24. The curriculum has been enhanced by a wide range of well supported activities outside the school day. These include football, basketball, country dancing, ICT, French, model-making and painting, choir and gardening. Pupils can learn to play the guitar, violin and drums. Special weeks mean that pupils develop positive attitudes and learn about specific topics in depth. A recent 'Book Week' allowed pupils to learn about a wide range of authors and enjoy dressing up as a character from a favourite book. The school has developed good links with the community which further enriches the curriculum. For instance, the school regularly goes to the local church for services.
25. The provision for pupils' personal, social and health education is good. A range of effective strategies include a very effective school council and class discussion times which encourage pupils to take an active part in school life and learn about rights and responsibilities. Sex and relationship education are covered satisfactorily for older pupils.
26. Children in the reception classes have a satisfactory curriculum. Activities are planned which enable children to learn through focused play and practical activity. Careful planning means that all areas of learning are covered throughout the week and term. Planning for pupils' development in mathematical and knowledge and understanding of the world is good and means that children achieve well in these areas. However, opportunities are missed to develop pupils' creative development.

27. The school has effective strategies for teaching numeracy. However, strategies to develop pupils' literacy skills are only satisfactory. Although there are some positive examples of pupils using their literacy skills in subjects, curriculum planning does not allow pupils to have regular sessions to develop their extended writing skills.
28. Provision for pupils who speak English as an additional language and minority ethnic groups are good. Programmes of learning are effectively set up so that all pupils make good progress especially in Years 1 to 6.
29. Accommodation is satisfactory overall. Classrooms in the school are spacious and used well. A new library, hall and ICT suite are good improvements since the last inspection and they have enhanced the provision. Resources are satisfactory. However, in the Foundation Stage they are rather limited for creative development. Staffing is good.

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

The school provides a good standard of care and welfare. The support, advice and guidance pupils receive are satisfactory. Involvement through seeking and acting on pupils' views is very good.

### **Main strengths and weaknesses**

- Pupils feel very secure and well cared for in school.
- They have very good and trusting relationships with all adults in the school.
- The school seeks the views of the pupils and acts on them when appropriate.
- Guidance in relation to pupils' academic work is not specific enough.

### **Commentary**

30. The school provides a happy environment that is conducive to learning. This maintains the position found at the last inspection. Attention is paid to health and safety issues. Pupils' healthy and safe living is well promoted through the personal, social and health education programme. Child protection procedures are good and there is good liaison with other agencies. Designated members of staff are fully up to date in aspects of first aid and risk assessments are undertaken regularly.
31. The parents at the parents' meeting and those spoken to during the inspection described the school as a very caring school. All pupils are highly valued and their views are sought on a regular basis through the school council. This council has two elected members from each class (members from the reception class and Year 1 will be elected soon). They meet regularly and understand their role in representing the opinions of their classmates. They take their responsibilities seriously and have been involved, for example, in drawing up the new behaviour policy and the homework policy. They say that the headteacher listens to their views and acts upon them whenever possible.
32. Assessment procedures are satisfactory overall, but there are no formal procedures for tracking and supporting the pupils' personal development. However, informal procedures are effective. Teachers and support staff know the pupils and their families very well. They are sensitive to the pupils' individual needs and are therefore able to provide support and guidance. The very good relationships between pupils and staff encourage pupils to raise any concerns they may have, knowing that they will be dealt with sympathetically. Targets are given, but they are very general and not precise. This results in a lack of clarity for pupils and for parents.
33. Pupils who start school at times other than the beginning of the school year are looked after well and made to feel welcome, enabling them to settle quickly into the school. Procedures to

settle Foundation Stage pupils are satisfactory, but staff plan to improve these arrangements for parents and children.

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

The partnership with parents and links with the community and other schools are good.

### **Main strengths and weaknesses**

- The vast majority of parents are very supportive of the school and appreciate what it provides for their children.
- Some parents do not think they are well informed about their children's standards and progress.

### **Commentary**

34. A high proportion of parents are very satisfied with the school. They feel it is well led and managed and are comfortable about approaching it with any concerns. They say that their children are encouraged to be mature, and they appreciate the good range of extra-curricular activities. They value the school's caring attitudes highly and say that the school expects their children to work hard and achieve their best. The inspection team agrees with all the positive views.
35. Some parents who attended the pre-inspection parents' meeting and responded to the questionnaire stated that they do not feel well informed about their children's standards and progress. The inspection team found that parents are kept satisfactorily informed about the progress of their children through consultation evenings and annual reports. However, parents do not have effective information on what their children need to do to improve their work. This is because the targets on reports are rather broad and parents do not receive a written copy of pupils' personal targets in the autumn or spring terms. The school also has an open door policy whereby parents can see the headteacher or class teachers at any appropriate time to discuss their children. Parents are also kept satisfactorily informed about the school through the prospectus, governors' annual report, newsletters and frequent other correspondence. They receive regular information on the curriculum and topics to be covered in lessons.
36. Some parents help in classrooms and on school trips and are involved in running after school clubs, such as the gardening club. Parents have participated in activities during Science Week. However, there are currently no family support programmes whereby parents can learn how they can best help with their children's learning at home. The views of parents are regularly sought through newsletters, and their suggestions have been used to change the induction process and homework. The 'Friends', an enthusiastic group of hardworking parents, has raised substantial amounts of money to buy equipment to help in their children's learning.
37. Good links with other schools and the local community are used to pupils' benefit. For example, the school has good links with two local churches and the pupils have visited a local supermarket and attended the 'Festival of Speed' at a local race course. Pupils have delivered harvest produce to and sung carols for local elderly people. The school is now used for meetings of the Women's Institute and the Parish Council. Members of the local community, such as the fire service, come in to talk to the pupils. The wider community is also used well as an education resource. For example, pupils visit Chichester museum, Arundel Castle and HMS Victory. Year 6 enjoy a residential visit each year.

## LEADERSHIP AND MANAGEMENT

Leadership and management of the school are good overall. Leadership by senior staff is good. Management is effective. Governance of the school is good.

### Main strengths and weaknesses

- The headteacher provides very good leadership and demonstrates a very clear vision for the school's development and how to achieve this.
- Governors are effective in their role and show very good understanding of the school's strengths and areas requiring further development.
- The senior management team and other key staff provide good leadership and motivate staff very effectively.
- The school's finances are now effectively managed by the headteacher and governors.
- Leadership of mathematics, ICT, special educational needs, art and PSHE are all well managed.
- The school is very effectively inclusive so that pupils of all abilities achieve well overall.
- There has been good improvement overall since the previous inspection.

### Commentary

38. The leadership and vision of the headteacher has been dynamic in a short space of time. Since her appointment just over a year ago the school has improved significantly. She has addressed key issues from the previous inspection, along with a number of other significant issues arising from lack of leadership between headteachers, including a major difficulty with the financial management of the school. She has motivated staff well and successfully brought about rapid change at the same time as developing an effective team whose focus is strongly directed towards school improvement and raising standards. The headteacher's high expectations and general approach to staff development have contributed strongly to a growing sense of teamwork among staff who are working well under her leadership. This approach has ensured that leadership of mathematics, ICT, art and design, PSHE and pupils with special educational needs are all good.
39. Governors are fully supportive of the headteacher's vision and work closely with her. They demonstrate a very effective knowledge and understanding of what needs to be done to achieve the school's goals. As a result, they challenge all information, including financial implications, with rigour. They are involved in the monitoring of subjects and aspects of the school and liaise regularly with staff so that they are well informed of policy, practice and the school's overall performance. Significant improvement has been made since the last inspection with regards to governors' involvement in shaping the future of the school.
40. Effective management has established a range of mechanisms which support good use of self-evaluation. This has improved practice in many areas of the school's work. Introduction of a comprehensive tracking system in all subjects is a good example of this. Staff are using information well from this to identify pupils who are underachieving. They are also aware that further use of tracking is now required to address the more challenging issue of standards in writing. The headteacher and senior managers show good awareness of the need to constantly improve teaching, learning and the curriculum and are monitoring and supporting staff regularly. This has resulted in significant improvement for some members of staff and consequently raised their expertise. The role of subject leaders is developing well and there are now good opportunities for them to monitor their subjects. Regular time is provided for all subject leaders to carry out lesson observations, monitor planning and scanning of work. Feedback is provided to staff and senior managers, identifying strengths and specific areas for development. This has helped subject leaders to produce action plans which are clear and focused so that these are contributing to all members of the school staff developing a secure knowledge and understanding of how the school needs to improve.



## Financial information

### *Financial information for the year March 2003 to March 2004*

Income and expenditure (£)		Balances (£)	
Total income	469,739	Balance from previous year	32,186
Total expenditure	482,325	Balance carried forward to the next	19,600
Expenditure per pupil	2,486		

### Commentary

41. The school development plan pulls together whole school issues effectively and makes good links with subject leaders' action plans. Financial management is now firmly back under the control of the headteacher, chairman of governors and a newly appointed bursar, who all demonstrate secure understanding of financial matters. Good financial links are now made to educational priorities and professional development, matched to performance targets, now has a high profile throughout the school. Finances are well managed and the school demonstrates effective application of best value principles.
42. The school is very inclusive and has a good reputation for meeting a wide range of needs. Induction of new pupils is effective and their specific needs are assessed quickly so that pupils are made to feel positive about being in school. Pupils with specific strengths across the curriculum are identified and encouraged to develop these skills through the wide range of additional activities provided.
43. Leadership of the Foundation Stage is satisfactory. The manager has a clear understanding of how young children learn and has planned an appropriate curriculum to support their development in all areas. Satisfactory management means that children's personal development is provided for well.
44. Leadership and management of special educational needs are good. There is effective liaison between staff which enables support for learning to be good. Support staff have good relationships with pupils and so they achieve well overall.
45. The leadership and management of pupils who speak English as an additional language are satisfactory in assessing them when they enter the school. Good monitoring of pupils' attainment ensures that extra support is specifically targeted if it is necessary.

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

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

Provision in all areas of learning for children who are in the Foundation Stage is satisfactory. Overall, children enter the school with average levels of knowledge in most areas of learning except writing which is below average. Arrangements for children starting school are satisfactory. For instance, staff and parents discuss children on several occasions before they start school. However, no formal interviews are offered to parents to sit down and discuss their child in detail or complete a booklet about the child's experiences. Children achieve satisfactorily in most areas of learning because of satisfactory teaching. However, the teaching of mathematics, knowledge of the world and personal, social and emotional development is good. By the time children start Year 1 standards meet expectations for six year olds in all areas of learning except for writing. Leadership and management are satisfactory overall. Since the last inspection there have been satisfactory improvements in the provision for children in the reception class. Although resources for creative play have been developed and there is now a large safe outside play area, resources inside and outside the classroom for children to develop their creativity are rather basic. Children are carefully assessed when they start school and the teachers and the teaching assistants regularly note their achievements. Good record sheets assess children's attainment throughout their first year of schooling but these are not effectively used to ensure that any gaps in children's writing skills are revisited.

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

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

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

- Teachers expect children to behave well and care for others effectively.
- Teachers and the teaching assistant are quick to establish supportive relationships with children.

#### **Commentary**

46. Children's standards in personal, social and emotional development are above national expectations by the beginning of Year 1. Teaching and learning are good. Children achieve well in this area because of effective management strategies of teachers. The children speak fairly confidently to adults and other children. In the playground children mix well. Teachers and the teaching assistants work effectively to develop positive relationships with children so that they are confident to discuss their learning and any problems they have. Teachers' high expectations of children and effective organisation mean that children learn how to control their emotions and develop independence. For instance, children learn to put on aprons for themselves when they paint or glue. The majority of children show a good level of interest in their learning. Children settle quickly to their tasks and concentrate well for short periods of time. Most children behave well because of the teachers' high standards of discipline.

### **LANGUAGE, LITERACY AND COMMUNICATION DEVELOPMENT**

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

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

- Basic skills of speaking and listening are taught effectively.
- Reading is taught well because teachers have high expectations.

- Assessment is not used effectively to ensure that pupils make good progress in writing.

### **Commentary**

47. Overall, standards in language, literacy and communication meet expectations by the beginning of Year 1. Children achieve satisfactorily in acquiring these skills as a result of satisfactory teaching and learning overall. Teachers provide a wide range of opportunities for children to talk purposefully to adults and to each other. Staff take every opportunity to discuss moral issues such as being fair and sharing things. This means that children share musical instruments effectively when they learn to accompany songs. A significant strength is in the teaching of reading. The teacher captures children's interest when she uses a large display and points to key sounds effectively. Teachers' planning means that children are taught effectively to recognise the letters and sounds of the alphabet. Effective methods are used when children learn to sing key sounds in songs. Basic writing skills are taught satisfactorily when children learn to write for a variety of reasons. Although children receive satisfactory teaching in writing, standards are below average because pupils enter the school with weakly developed skills in this area. Standards could be higher. However, teachers do not often use their assessments to make sure that weaknesses in children's writing are revisited and addressed.

## **MATHEMATICAL DEVELOPMENT**

Provision in mathematical development is **good**.

### **Main strengths and weaknesses**

- Practical methods are used effectively to develop children's understanding.
- The teaching assistant uses time and resources well.
- Teachers do not consistently tell children what they have done effectively.

### **Commentary**

48. Standards of mathematical development meet expectations by the beginning of Year 1. Half way through the autumn term most children in the reception class count orally to 10 and 20 accurately. Children achieve effectively in the reception class. This is because of good teaching and learning overall. The teachers plan plenty of practical activities to promote children's mathematical development. For instance, children learn to count to ten effectively because they physically place number tiles in a line. Children are encouraged to recognise numerals in a variety of contexts. For example, children are asked to work out a hidden number on a number square by counting on from those that are visible. Many opportunities are taken by the teachers and the teaching assistant to reinforce children's counting skills and to check their mathematical understanding through well-directed questions. Time and resources are used effectively when more able children learn to count to 30 using practical games. After children have completed a task the teachers rarely explain to children what they have done well. Therefore, children do not know what they excelled in and will not understand how they have attained particularly effectively.

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

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

### **Main strengths and weaknesses**

- Effective use of resources brings learning to life.
- Good teacher expertise.

- Specific teacher feedback does not inform children how to improve.

## Commentary

49. By the end of the reception year, standards meet national expectations in this area of learning because of good teaching and learning. Overall, children achieve well. Children learn about the properties of materials such as sand and paint by handling and working with them regularly. Good lesson planning means that the teacher is clear about the learning focus and records children's involvement in activities effectively. Teachers have good expertise; for example, open-ended questioning was used well to enable children to learn about how light helps us see in the dark. Effective methods were used when children were asked to take an object and test it with a torch in the dark. This investigation allowed children to learn that shiny objects reflect light well. Basic skills were taught effectively when children learnt to compare why colours are different in dark and light conditions. Children learn to use the computer and quickly develop their understanding of how to type in numbers and control the mouse. However, teachers do not often inform children how to improve their manipulation of the computer mouse.

## PHYSICAL DEVELOPMENT

Provision in children's physical development is **satisfactory**.

### Main strengths and weaknesses

- The hall is used well to develop children's body control.
- Feedback from the teaching assistant to children is rather limited.

## Commentary

50. Most children develop physical body control satisfactorily and attainment meets expectations for their age. Overall, teaching and learning are satisfactory. Children enjoy regular opportunities to be active in sessions in the hall. Effective use of warm up activities means children practise stretching, curling and jumping. Basic skills are taught effectively which means that children learn to control their movements. High expectations allow children to bounce and catch a ball accurately. However, the teaching assistant does not discuss how children could improve their movements so children do not learn how to control their movements more effectively. Children have satisfactory opportunities for outdoor play in their own area, but they rarely use bikes and have no climbing equipment. Teachers provide satisfactory opportunities for children to develop their hand control when they cut materials and stick down objects.

## CREATIVE DEVELOPMENT

Provision in creative development is **satisfactory**.

### Main strengths and weaknesses

- Singing is used effectively to develop children's creativity.
- Resources for creative development are underdeveloped.

## Commentary

51. Children's creative development meets expectations. The majority of children are likely to reach nationally expected levels by the end of their reception year. Teaching and learning are satisfactory. Outside and inside the classroom the teachers ensure that a satisfactory range of activities is planned to develop children's creativity. Children confidently paint and draw due to the teachers' good development of basic skills. Effective use of the teachers' knowledge

and understanding ensures that children learn to use their observation skills when they make models and puppets. Good methods are used when children are allowed to experiment with a variety of materials, as when they made shadow puppets. Resources are used well when children explore ways to make sound using wind and percussion instruments. Most children can sing simple songs from memory satisfactorily. However, resources for inside and outside creative development are rather limited. This means that children do not have rich opportunities to develop their imagination in a variety of situations.

## **SUBJECTS IN KEY STAGE 1 AND 2**

### **ENGLISH**

Provision in English is **good** overall.

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

- Standards in reading and in speaking and listening are above average across the school.
- ICT is now well used in English.
- Standards of writing are below average in Years 2 and 6.
- Pupils have positive attitudes to their learning and behave well.
- Teachers' marking lacks evaluative comment and does not refer to specific targets.
- Cross-curricular opportunities for reading, writing and speaking and listening are good.

#### **Commentary**

52. Standards in the 2004 National Curriculum tests in English were above average at the end of Year 6. Compared to schools whose pupils attained similarly in Year 2 standards were well above average. This is a considerable improvement since the last inspection. Nearly one third of Year 6 pupils attained the higher level 5 grades. For pupils at the end of Year 2, standards were well above average in reading and nearly half the pupils attained the higher level 3 grades. Standards in Year 2 were average in writing. Pupils with special educational needs and those with English as an additional language achieve well because they are supported effectively in most lessons. This ensures that they can take full part in learning at their own level and are included effectively in sessions. There was no evidence in lessons of any significant differences in achievement between boys and girls.
53. Inspection findings are that while standards are above average in reading and speaking and listening across the school, overall standards are average. This is because pupils' attainment in writing is below average in Years 2 and 6. Although pupils enter the school with average attainment in communication and language skills their experiences in writing are below average.
54. Standards of speaking and listening are above expectations in Years 2 and 6. This is because the school has worked hard to plan a wide range of opportunities for pupils to develop their skills. For example, teachers have high expectations of pupils to explain their thinking in detail. Through the use of 'chat partners' pupils develop their basic skills well. Teachers use effective methods when 'hot seating' is used. This is where pupils take the part of a character and respond effectively to questions from other pupils in the role of the character. Opportunities are also used well in other subjects. Most pupils achieve effectively when they discuss different peoples' lives from past eras and other countries.
55. Standards in reading are above average in Years 2 and 6. This is as a result of good teaching. Most pupils achieve well in reading a variety of texts. In Year 2 pupils read simple words and many pupils read more complex texts. Teachers use effective methods when they teach pupils a variety of ways to work out unknown words. A particularly good example of this was

seen in a Year 3 reading lesson where a pupil was attempting to read the word 'Egyptian'. The teacher quickly realised that letter sounds were not helping her. So the teacher immediately applied a different approach by covering up parts of the word and using the meaning of the text to help the pupil work out the unknown word. Most Year 6 pupils read a wide variety of complex texts fluently and use expression well. The majority of pupils can deduce how the story will carry on using the text effectively.

56. Pupils achieve satisfactorily in writing. However, pupils' writing skills are underdeveloped. Teachers' expectations of pupils are rather limited and mean that many pupils do not often produce extended pieces of writing. Many pupils do not use adjectives or connectives effectively. The good teaching seen in Year 6 is filling the gaps in pupils' learning. High expectations regarding the amount of work produced and pupils' attention to basic spelling and grammar are already beginning to have an effect, even during the inspection.
57. Teaching and learning are good overall. Teachers' planning is effective and develops pupils' basic skills well in reading and speaking and listening. Learning objectives are now clearly identified in teachers' planning which helps them to match work to individual needs. This is a good improvement since the last inspection when they were judged not to be specific enough. Effective teaching methods ensure that pupils learn to read accurately and use expression well when they read aloud to a variety of audiences. Resources are used effectively when pupils utilise ICT to reproduce poems, stories and posters to a professional standard. High expectations and consistent application of the school's behaviour policy by most teachers ensures that pupils behave well and have positive attitudes to learning. Good relationships between adults and pupils and between pupils are a considerable strength of nearly all lessons seen. Pupils are very well motivated and interested in their learning, especially in Years 1, 2 and 6 as a result of effective teaching.
58. Assessment is only satisfactory. Many pupils did not know what their literacy targets were until prompted. Pupils are not, therefore, fully aware of how they can improve, especially in their writing. Whilst marking is positive it lacks evaluative comment so that pupils know what they have to do to improve. As a result, marking and targets are not making the necessary difference to pupils' learning or emphasising the message of the need to improve.
59. Leadership and management are effective. Improvement since the previous inspection is good. The role of the co-ordinator has been developed well in terms of focusing on the monitoring of teaching. ICT is now used effectively to develop pupils' literacy and ICT skills at the same time. A good tracking system is now in place which enables the co-ordinator to analyse pupils' progress in reading and writing. The school leadership has correctly identified writing as a key area for whole school development.

### **Literacy across the curriculum**

60. Pupils' reading, speaking and listening skills are well developed across the curriculum. Although writing is used well in other subjects, opportunities to develop pupils' skills in writing are not yet being implemented beyond basic levels.

## **MATHEMATICS**

Provision in mathematics is **good**.

### **Main strengths and weaknesses**

- Standards in Year 2 and 6 are above average.
- Teaching is good in Years 1, 2 and 6.
- Effective use is made of the National Numeracy Strategy.

- The marking of pupils' work is underdeveloped across the school.
- Pupils with special educational needs and those who speak English as an additional language achieve as well as their peers.
- Leadership and management are good.

## Commentary

- Standards in Year 6 in 2004 tests were above average compared to all schools. In relation to schools whose pupils attained similarly in Year 2 standards were well above average. This is a significant improvement since the last inspection. Inspection findings are that standards are similarly high in both Years 2 and 6 and standards are above average in these year groups. More able pupils attain well because of teachers' high expectations of them. Less able pupils and those with special educational needs also make good progress, partly due to the effective support they receive from the well briefed teaching assistants in the main part of the lessons.
- There are several reasons for the above average standards attained. The curriculum is well planned and structured, including high emphasis on developing quick mental recall of number as well as on recording work on paper accurately. Very effective methods were used when Year 2 pupils developed quick mental recall of basic number facts and learnt about different ways to make the number 17. A recent focus on the development of thinking skills has enabled pupils to learn how to work through problems systematically. Lessons are challenging and pupils respond well and have positive attitudes to the subject. This was evident in the two very good lessons seen. For instance, the teacher's high expectations allowed Year 2 pupils to develop strategies to solve complex problems when they learnt about 'magic squares'. Teachers build on this firm foundation in later years through a good balance of discussion and explanation as well as investigation of complex ideas. Teachers' high expectations mean that Year 6 pupils learn how to find the perimeters of intricate shapes and calculate the length of unknown sections.
- In Year 6 pupils acquire a good knowledge and understanding of key concepts and principles. Teachers provide pupils with good opportunities to carry out multi-step problems and check them. A significant strength of pupils' abilities is to solve difficult challenges. For example, Year 6 pupils solve complex problems involving number, money and fractions and then check their answers using a calculator effectively.
- Teaching and learning are good overall. Lessons are stimulating and lively and use resources well. Planning is effective in using time well. Teachers use open-ended questioning effectively to challenge pupils which enable them to learn how to explain their thinking. Good use of demonstration allows pupils to learn how to set out their written work. Most pupils behave well, concentrate and co-operate due to effective management by teachers. Teachers' encouragement and positive comments mean that pupils enjoy lessons. However, teachers do not consistently explain to pupils what they have done well or say how they could improve, orally or in their marking. This means that pupils are not clear about the next steps they could take to develop their skills in the future. Teaching assistants are not often used to record assessments of pupils at the start or end of sessions and so the teacher does not gain valuable extra information on pupils' attainment.
- Teaching and learning for pupils who speak English as an additional language are good. A key factor here is the clear and easy-to-follow explanations given by teachers that enable all pupils, but especially those who speak English as an additional language, to take a full part in lessons. Pupils from minority ethnic groups are supported effectively and so achieve well.
- Leadership and management are good. Provision in mathematics has improved considerably since the last inspection. A detailed file of information about performance in mathematics throughout the school includes an analysis of strengths and weaknesses of pupils' work. As a

result, the school has a challenging action plan and a determination to further improve provision. Pupils' attainment is tracked effectively and the co-ordinator is knowledgeable about year groups which would benefit from extra support.

## **Mathematics across the curriculum**

67. Provision is satisfactory. Pupils in Year 6 apply their knowledge of number effectively to create formulae and use them in spreadsheets. Pupils use measurement satisfactorily in design and technology planning. A scrutiny of pupils' work shows examples of graphs and pie charts being used in ICT and that data handling is supporting learning satisfactorily.

## **SCIENCE**

Provision in science is **good**.

### **Main strengths and weaknesses**

- Good pupil achievement and teaching in Years 1 to 6.
- Pupils' have good attitudes to science.
- Good improvements have taken place in the tracking of pupils' attainment.
- Unsatisfactory marking of books and limited targets for improvement stops pupils understanding what they need to do to improve further.

### **Commentary**

68. Teacher assessments in 2004 demonstrate that a very high percentage of pupils in Year 2 reach the expected levels in science. However, a below average number of pupils achieve the higher level 3 grades. Evidence gathered during the inspection indicates that standards of science in the current Year 2 are above average. 2004 National Curriculum tests taken by Year 6 pupils show that they attained above average standards and are achieving well. An above average percentage of pupils in the last Year 6 class attained higher levels and this reflects effective provision for them at the end of the junior school. The current Year 6 pupils attain average standards. These standards are lower this year because of pupils' rather limited literacy skills and a higher percentage of pupils with special educational needs.
69. Observations of lessons together with a review of pupils' work confirm that the school places an appropriate emphasis on scientific enquiry and thinking. Pupils have used investigations to observe, predict and evaluate their ideas scientifically. They gain a clear understanding of carrying out investigations in a 'fair' manner and understand that a single observation is often not enough to provide secure results. A considerable strength of their knowledge is in plant and human biology. The subject is providing good opportunities for pupils to work collaboratively, to discuss how to solve tasks and talk about what they observe. Pupils with special educational needs and English as an additional language achieve satisfactorily across the school.
70. The quality of teaching and learning are good overall with a significant proportion of lessons observed in Years 1, 2 and 6 being good. Teachers, where lessons were good, have effective subject knowledge and challenge pupils to think about key science skills. Activities are planned for pupils to reveal good scientific knowledge orally. In Year 2 pupils working on the dangers of medicines discussed why medicines could be dangerous and what they should do if they find them. They go on to design high quality warning posters to reflect their knowledge of the lesson. This work reflects the good care that the school weaves into its teaching. This message was communicated well when the class led a very good assembly to talk about their work on medicines. Work in Year 2 pupils' books was limited both by the amount of work done since the start of term and the below average writing skills of pupils. This restricts their use as an effective vehicle for pupils to demonstrate their knowledge. Pupils in Year 6 demonstrate good investigational skills when they are tasked to explore the strength of magnets. They demonstrate a good understanding of the measurement of forces and work scientifically to develop their ideas into workable investigations. Discussion and questioning

are used well to foster positive attitudes towards science. Within lessons there is a good emphasis on correct use of scientific vocabulary and classification.

71. There is little evidence of ICT being used in classrooms to support the subject's development. Teachers' marking rarely helps pupils to improve their work and remains underdeveloped as at the time of the last inspection. Pupils have little idea of what they need to do to improve in the subject. This reflects the lack of targets for improvement, both for individual pupils and the whole subject. Teachers miss opportunities to challenge more able scientists. Pupils from minority ethnic groups are included well in lessons and achieve effectively.
72. The subject has been well led and managed since the last inspection. A considerable strength of the current co-ordination is the use made of the tracking of pupils' achievement. This has enabled the management of the school to plan for the future development of science effectively. Monitoring of teaching and pupils' work in the subject has been appropriately overseen by the subject leader and this has enabled the curriculum to be developed satisfactorily and resources provided to support teachers. However, some issues highlighted in the previous inspection remain to be fully implemented and this restricts the overall provision for science in the school.

## **INFORMATION AND COMMUNICATION TECHNOLOGY**

Provision in ICT is **good**.

### **Main strengths and weaknesses**

- Leadership and management are good.
- The ICT suite is used effectively to give pupils two hours a week using computers.
- Teaching is good overall and pupils make good progress in their learning.
- Teachers' expertise has considerably improved since the last inspection.
- Pupils are not told how they could improve the level of their work.

### **Commentary**

73. Since the previous inspection effective leadership and management have brought about considerable improvements in resources and in teachers' expertise. Good monitoring of provision means that the ICT suite is used well and satisfactorily supports pupils' learning in other subjects. Assessments are recorded on annual reports to parents and formal record sheets are used by teachers to record the level of pupils' knowledge. This enables the co-ordinator to monitor pupils' progress more effectively.
74. Standards in Years 2 and 6 are in line with expectations. Most pupils achieve well. A significant strength of Year 6 pupils' knowledge is in how they use multi-media presentations. Nearly all Year 6 pupils use computers to create good quality products. For instance, they add images effectively to produce multi-media presentations. Most Year 6 pupils successfully add a border and change the style and size of lettering. Most pupils in Year 3 present poems well, word processing the text and changing its colour and size. Pupils with special educational needs make good progress. This is a significant improvement since the last inspection when their progress was unsatisfactory.
75. Teaching is good and is having a positive impact on pupils' learning in all aspects of the subject. In the lessons seen there were some significant strengths. Learning objectives are well displayed and orally shared with pupils so that all are clear about the focus for the lesson. Teachers' good knowledge means that pupils learnt to use computers for a variety of purposes. For instance, Year 6 pupils learn about how software suits a variety of needs from people who are deaf to reluctant readers. Teachers had high expectations of Year 3 pupils and so they learnt effectively how to add eye catching borders for Christmas Fair posters.

Basic skills were taught well when Year 4 pupils learnt to use the spell checker. Insistence on high standards ensures that pupils behave well when using computers. The encouragement from teachers ensures that all pupils including those with special educational needs are confident to attempt any task using ICT. All pupils including pupils who speak English as an additional language and those from minority ethnic groups are integrated well in sessions as a result of teachers' use of time and resources. However, teachers do not often tell pupils how they could improve their work and attain higher levels of the National Curriculum.

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

76. The development of pupils' ICT skills is linked satisfactorily to other subjects. For example, pupils in Year 6 used computer and mathematical skills at the same time when they learnt how to create formulae to solve adding and multiplication problems. Pupils in Year 3 learn satisfactorily how to explore a website while they found out about Henry the VIII and his six wives. Pupils in Year 2 learnt to use repeat commands when they programmed a small robot to move in the shape of a square and a triangle. However, computers in classroom were not often used during the inspection to support pupils' learning.

### **HUMANITIES**

77. No overall judgement on provision in **geography** was made as only two lessons were seen during the inspection. However, pupils' work was analysed in books, folders and on display around the school and discussions were held with the subject co-ordinator. Work seen in pupils' books in Year 2 indicates that standards meet national expectations. Year 2 pupils demonstrated good basic skills when they recorded the differences in human and physical geography in Mexico in a variety of ways. Teachers use maps satisfactorily and this helps pupils in Year 1 to understand where Barnaby Bear has travelled over the year. By Year 6 pupils' geography books indicate that their skills match national expectations. A significant strength of the geography curriculum is the extension of learning into the local environment. Year 5 pupils used this to make good progress when they explored the contrast between Chichester and Littlehampton. They explained the similarities and differences between the two settlements using field notes, sketch maps and printed sources effectively. Teachers' satisfactory subject knowledge ensures that key vocabulary is appropriately taught. Geography makes a good contribution to the social and cultural development of pupils when they go on local visits and work co-operatively with each other. The leadership of geography is satisfactory and has managed satisfactory improvements in the subject since the last inspection.

### **HISTORY**

Provision in history is **satisfactory** overall.

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

- Pupils' attitudes to history are good.
- The curriculum is enriched well by the regular visits of the local museums officer.
- Extended writing is not often used develop pupils' knowledge in depth.
- Teachers' marking does not help pupils improve their work.

#### **Commentary**

78. By Year 6, standards in history meet national expectations. Pupils use appropriate vocabulary to describe the chronology of events leading up to the Second World War. Pupils in Year 4

responded well to a video and drew on previous knowledge of working class conditions in Victorian England to write good quality descriptions of the life of working children.

79. Standards in Year 2 meet national expectations. All pupils are experienced in handling artefacts due to the good use of outreach services from the local museum. Pupils in Year 1 for example, handle old toys carefully and speak about why the toys are from a past era. They identify that the materials used can tell them how old the objects are. Year 2 pupils show a satisfactory understanding of the chronology of the Roman period.
80. Teaching and learning of history are satisfactory overall. Most pupils achieve satisfactorily. Teachers plan effectively for the key features of the subject as part of a topic. This means that lesson plans demonstrate a good focus on the vocabulary specific to the subject and teachers show a satisfactory understanding of the subject area they are teaching. Most use resources effectively. Teachers rarely plan extension activities which develop pupils' knowledge of the past and their writing skills at the same time.
81. The curriculum for history is satisfactorily planned and covers an appropriate range of themes and topics. The school links history to other studies effectively and uses art particularly well to improve the pupils' knowledge and understanding of the subject. The school makes good use of visits and visitors to enhance the history curriculum. History makes a satisfactory contribution to the cultural development of pupils.
82. The leadership of history is satisfactory overall. The co-ordinator has begun to monitor teachers' plans and uses pupil assessments to prepare plans to develop the subject further. However, these are a new initiative. Appropriate goals to raise standards have been set and this marks a satisfactory improvement since the last inspection. Pupils from all backgrounds are satisfactorily integrated into lessons and pupils with special educational needs are appropriately supported and make satisfactory progress.

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

83. No overall judgement on provision and teaching was made in design and technology and music. Only one design and technology and two music lessons were seen.

#### **Art and design**

Provision in art and design is **good**.

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

- Art displays are used to good effect around the school.
- Teaching is outstanding in Year 2.
- Resources are very good and used well to support the planned curriculum.
- ICT is used well to develop pupils' artistic skills.
- Speaking and listening skills are very well developed through discussion and verbal evaluation of their work.
- The curriculum is well developed to ensure that pupils' basic skills are effectively taught.
- Leadership and management are good.

#### **Commentary**

84. Art is a significant strength of the school and there is work of a very good quality around the school. Pupils' creative skills are being very well developed and work seen indicates that standards in art are above average across the school. Most pupils achieve well between Years 1 and 6. Continuing effective leadership has broadly maintained the position at the previous inspection.

85. Standards are above average for several reasons. For instance, the curriculum has been effectively developed so that pupils are being taught appropriate skills systematically. As a result, pupils are developing good knowledge and understanding of how they can apply these to their artwork. Pupils' speaking skills are well developed through collaborative working and evaluation of their own and others' work. The subject is resourced well and teachers and pupils make creative use of these. Teachers continue to develop their subject knowledge by seeking advice and support from the co-ordinator. Assessments are made at the end of units so that teachers have a secure knowledge of how pupils are performing.
86. Teaching in Year 2 is outstanding and demonstrates very effectively how pupils can be motivated to succeed and have confidence in their own abilities. Pupils are very keen to share their ideas and work and show no signs of embarrassment or low self esteem. They talk knowledgeably about what they are doing, and why, and they can explain clearly how they are approaching their project. They talk with good knowledge about their use of media and how different media can be used for different effects.
87. The quality of teaching is good in Years 1 to 6. The quality of work shows that teachers plan a good range of activities and that pupils are encouraged to use a wide range of media and develop sound basic skills. For example, skills in colour mixing are well taught through the painting of landscapes and still life arrangements and when paintings include a good range of primary and secondary colours. Basic skills in painting are effectively taught when work shows careful and thoughtful application of paint with well chosen colour schemes. Pupils show good knowledge of appropriate language related to art and design.
88. Work is very effectively displayed with much of it mounted in frames. Annotations are well used but these are not in the style of art exhibitions so that pupils develop an understanding of the process. Art is now taught mainly through topic work which maximises links with other subjects, such as history, English, religious education and ICT, particularly well. There are good links with mathematics when pupils use symmetry to develop attractive rotational designs.
89. Leadership of the subjects is imaginative so that the curriculum is very well designed to ensure secure development of pupils' skills. The work of famous artists is effectively used to develop pupils' cultural awareness and their wider knowledge of art and design in the world around them.
90. Work seen in **design and technology** shows secure development of skills. Most pupils can generate ideas and create designs. Plans in sketchbooks are realistic and labels and explanations of which tools or materials they will use demonstrate a sound knowledge of the design process. Sketchbooks are used for some planning but this is not consistently well developed in all classes. There are some good links with English when pupils write lists, label diagrams, write instructions for recipes or evaluations of their designs. However, these show no development of basic literacy skills in writing. Mathematic skills are well developed when pupils measure for precise diagrams or produce graphs, for example, of favourite breads. Discussion with pupils shows very good recall of work done in design technology and unanimous enjoyment of the subject. The co-ordinator has only recently taken over the role and has carried out basic developments, mainly relating to resources. She is planning a skills based curriculum in line with the art and design curriculum. There has been satisfactory improvement since the previous inspection with development of systematic tracking of pupils' progress and some monitoring of the subject through scrutiny of planning and observation of lessons.
91. Evidence collected from two **music** lessons and from displays around the school showed that pupils make satisfactory progress in music skills. Teachers use key musical vocabulary satisfactorily and provide opportunities for pupils to explore rhythm and a range of percussion

to compose. In Year 6 for example, pupils develop pleasing simple four-beat phrases using a limited range of notes to compose a tune in the "scat" style. Pupils in all year groups take part enthusiastically in singing in assemblies. For example, they sang 'Shine Jesus Shine' beautifully and with real feeling. In the one unsatisfactory lesson seen, the teacher's insecure knowledge and understanding meant that pupils were not extended sufficiently. The curriculum for music is appropriately developed and the school ensures that all pupils appreciate a balanced experience of music teaching across the school. More able pupils appreciate satisfactory opportunities for music tuition outside lessons.

## PHYSICAL EDUCATION

Provision in physical education (PE) is **unsatisfactory**.

### Main strengths and weaknesses

- Very recent improvements to the school's accommodation and resources have greatly enhanced the school's ability to teach gymnastics and dance.
- Standards in gymnastics and dance are below average in Years 3 to 6.
- Standards in swimming are above average.
- A good range of clubs and activities enriches the curriculum.
- Sporting links with other schools are good.
- Pupils' evaluation skills are underdeveloped.
- There is no clear plan in place to ensure that gaps in pupils' prior learning are filled.

### Commentary

92. Standards of attainment seen during the inspection were below average in Years 3 to 6 and broadly average in Year 1. Four lessons were seen in total, three in gymnastics in Years 1 and 5 and one in dance in Year 6. Discussions with the co-ordinator indicate that standards in swimming are above average; most pupils are able to swim at least 100 metres. Pupils with additional needs are supported well and support staff are careful to ensure that they are included in the lesson. The school takes part in a wide range of sporting events with other schools and after-school clubs enrich the curriculum well.
93. Lessons are appropriately planned and teachers share the objective for the lesson with pupils before they leave the classroom. This helps the lesson begin promptly. In the lessons seen in gymnastics teaching was satisfactory in Year 5 and good in Year 1. Pupils were encouraged to use their imagination, to practise confident, controlled movements and to link these into smooth and well structured sequences. Teachers make appropriate use of pupils to demonstrate their ideas and movements and on other occasions exemplify actions themselves. However, too much time was spent sitting listening to instructions from the teacher which limited the amount of practice pupils had. Older pupils understand the impact of exercise and prepare by changing and warming up before the lesson. In the Year 1 gymnastics lesson teaching was good when expectations of pupils were very high and made clear through very good questioning, to which the pupils responded well. Their ability to devise and carry out a sequence of movement using jumps and balances was good. Rules concerning health and safety were effectively emphasised in all lessons and pupils and staff were all appropriately dressed for PE. Pupils' understanding of how the body works was extended well and good use was made of the new equipment. The warm-up in the Year 1 lesson was delightful and demonstrated how well pupils respond to good teaching. The two additional pupils from a local special school who joined the lesson benefited greatly from their experience but care needs to be taken that the learning of other pupils is not adversely affected.
94. It is clear from lessons observed that older pupils have significant gaps in their learning in gymnastics and dance. This is because of the lack of a school hall or any area where these aspects of PE could be taught effectively until June of this year. Pupils in Year 6 are self conscious and demonstrate weak knowledge and understanding of appropriate use of their bodies in dance movements. The teacher quickly abandoned the planned lesson to enable pupils to listen to a range of music and use their well developed speaking skills to discuss how movements might be used for good effect. Similarly pupils in Year 5 are not well able to create a range of movements and develop these into an effective sequence. Insufficient time is spent on pupils reviewing and evaluating their own performance and that of others. Consequently, opportunities are missed for pupils to discover how to improve. Evaluations are not well developed so that they do not understand how they can improve their work.

95. Leadership and management are satisfactory. The development of the PE curriculum is not yet well established as a result of poor accommodation and resources in the past. The accommodation issue has now been rectified and the school has a brand new hall with a range of new equipment to support the planned curriculum, used for the first time on day one of the inspection. The school is now well placed to move on. However, there is no clear plan for ensuring that gaps in pupils' learning and experience are made up. Improvement has been satisfactory.

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

Provision in personal, social and health education (PSHE) is **good**.

### **Main strengths and weaknesses**

- Weekly sessions in PSHE are used well.
- Teachers have high expectations of pupils.

### **Commentary**

96. Standards are above expectations and teaching and learning are effective. Weekly lessons are well established and discussions with pupils indicate that they achieve effectively. The majority of pupils in Year 6 demonstrate above average levels of maturity when they discuss the ways they support younger pupils. For example, most pupils discussed many different ways to support younger pupils from teaching them ways to be a good listener to how to be a good leader. The teachers take every opportunity to discuss aspects of personal and social development with pupils at the start of morning and afternoon sessions. A good programme of study ensures that pupils learn about others' values and beliefs effectively. As a result, pupils throughout the school understand what it is to be a good citizen. Sex education and drugs awareness are covered satisfactorily for pupils in Years 1 to 6. Overall, leadership and management are good.

## PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

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