

INSPECTION REPORT

St Andrew's C E Primary School
Steyping

LEA area: West Sussex

Unique Reference Number: 125996

Headteacher: Mrs B J Webber

Reporting inspector: Mr John Barrett

Dates of inspection: 29 November – 2 December 1999

Under OFSTED contract number: 707876

School Inspection number: 186569

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

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INFORMATION ABOUT THE SCHOOL

Type of school:	Infant and Junior
Type of control:	Voluntary Controlled
Age range of pupils:	4 to 11
Gender of pupils:	Mixed
School address:	Shooting Field STEYNING West Sussex BN44 3RQ
Telephone number:	01903 813420
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Appropriate authority:	Governing Body
Name of chair of governors:	Mr Brin Thomas
Date of previous inspection:	15th - 19th January 1996

INFORMATION ABOUT THE INSPECTION TEAM

Team members	Subject responsibilities	Aspect responsibilities
Mr John Barrett, RgI	Mathematics Under fives	Attainment and progress Attitudes, behaviour and personal development Pupils' spiritual, moral, social and cultural development Leadership and management Attendance Support, guidance and pupils' welfare Partnership with parents and the community Staffing, accommodation and learning resources
Mr Len Weeks, Lay Inspector		
Mr John Price	Design Technology	
Ms Margaret Spencer	Information Technology Special educational needs Equal opportunities	
Mr Iain Hare	English Science	The efficiency of the school
Mr Jeff Lord	History Geography RE	The curriculum and assessment
Mrs S Kopecek	Art Music PE	Teaching

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The Office for Standards in Education
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33 Kingsway
London WC2B 6SE

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MAIN FINDINGS

What the school does well

- The headteacher provides very good leadership.
- The overall quality of teaching is good.
- By the time they leave school high standards are achieved in English, mathematics, science, art, design and technology, history and music.
- The overall standard of behaviour in the school and the pupils' attitudes to others and to their learning are very good.
- The support, guidance and welfare of pupils are very good.
- The provision for pupils with special educational needs is good.
- The links with the parents and the community are very good.
- The management of resources and financial planning are good.
- The day to day management and administration of the school is very good.
- The induction programme and the teaching for the youngest pupils are outstanding.

• **Where the school has weaknesses**

- I. Standards in information technology (IT) are unsatisfactory in Key Stages 1 and 2.
- II. Development priorities are not recorded as clear and measurable targets for improvement in the standards of attainment and in the quality of provision.

This is a good school with many strengths which clearly outweigh its weaknesses. The weaknesses listed above will form the basis of the governors' action plan that will be sent to all parents or guardians of pupils at the school. Progress on its implementation will be reported at the annual governors' meetings for parents.

• **How the school has improved since the last inspection**

The school's previous inspection was carried out in January 1996. There is evidence of significant improvement both in the quality of provision and in the standards of attainment since that inspection.

The school drew up an appropriate post-inspection action plan that took clear account of the four key issues and showed how they were to be addressed. Overall, satisfactory progress has been made in addressing them. Attainment has now improved in English, mathematics, design and technology, history and music by the time pupils leave school. In addition, the quality of teaching, the quality and range of resources, the provision for pupils' spiritual development, the support, welfare and guidance for pupils and the school's links with the parents and the community have all improved. Although statutory requirements are now met in IT, attainment in Key Stages 1 and 2 remains unsatisfactory.

The high expectations of the headteacher, the increased delegation of responsibilities for standards, the well-structured development plan and the high level of involvement of staff as well as the keen support of governors demonstrate the school's commitment to, and capacity for, sustained improvement.

Standards in subjects

This table shows the standards achieved by 11 year olds in 1999 based on the National Curriculum tests:

Performance in	Compared with all schools	Compared with similar schools	Key
			<i>well above average</i> A
			<i>above average</i> B
			<i>Average</i> C
			<i>Below average</i> D
			<i>well below average</i> E
English	A	A	
Mathematics	A	B	
Science	B	C	

The results of the 1999 end of Key Stage 2 tests are well above both the national average and the average for similar schools in English. They were well above the national average and above the average for similar schools in mathematics. In science, the test results were above the national average and in line with the average of similar schools. Taking account of all three subjects, the performance of pupils over the previous three years was well above the national average with boys attaining slightly higher standards than girls.

In the 1999 Key Stage 1 tests, the percentage of pupils achieving Level 2 or above was in line with national expectation in reading and mathematics but slightly below it in writing. Inspection evidence indicates that standards in writing are in line with national expectations. The performance of pupils over the previous three years was close to the national average in reading and writing and well above the national average in mathematics.

Achievement is at least satisfactory in all other subjects apart from IT where it is unsatisfactory. Achievement is good in art in both key stages. In Key Stage 2, it is good in design and technology, history and music.

Children under five are on course to exceed the national objectives. In the main school and in the Special Support Facility (SSF), pupils with special educational needs make good progress in relation to their abilities.

Quality of teaching

Teaching in	Under 5	5 – 7 years	7 – 11 years
English	Good	Satisfactory	Good
Mathematics	Good	Satisfactory	Good
Science	Good	Good	Good
Information technology		Insufficient evidence	Insufficient evidence
Religious education		Insufficient evidence	Satisfactory
Other subjects		Satisfactory	Good

The overall quality of teaching, both in the main school and the SSF, is a strength of the school. This represents an improvement on the last inspection. It is satisfactory or better in 97% of lessons, good or better in 62% of lessons and very good or better in 25% of lessons. The introduction of the literacy and numeracy strategies has had a positive impact on the quality of teaching and the standards of attainment in those subjects.

The quality of teaching and the relationships teachers have with their pupils have a marked impact on pupils' behaviour, their attitudes to learning and the standards they achieve. Teachers have high expectations of pupils. This is most evident in relation to their behaviour and in English, mathematics and science. Teachers plan well and employ a good range of strategies effectively. Day to day assessment is used well and homework is used effectively to consolidate learning.

Inspectors make judgements about teaching in the range: excellent; very good; good; satisfactory; unsatisfactory; poor; very poor. 'Satisfactory' means that strengths outweigh any weaknesses.

Other aspects of the school

Aspect	Comment
Behaviour	Overall behaviour in the school is very good. Pupils are courteous and respectful. This has a positive impact on pupils' work.
Attendance	Attendance is very good. Pupils enjoy coming to school and arrive punctually.
Ethos*	The school provides a very positive ethos in which all are encouraged and supported to give of their best. The quality of relationships within the school, with the governors and the parent community is a strength.
Leadership and management	The headteacher provides very good leadership. Overall leadership and management is good. Governors are committed to the success of the school. Subject leaders work hard. There is a clear and strong commitment to improvement. However, development priorities are not recorded as clear and measurable targets for improvement in the standards of attainment and in the quality of provision.
Curriculum	The curriculum is broadly based, balanced and meets statutory requirements. Planning and assessment is good in English and mathematics and satisfactory in the other subjects. Pupils benefit from good extra-curricular provision.
Pupils with special educational needs	The management and support for pupils with special educational needs is good. The provision is organised efficiently. Pupils make good progress.
Spiritual, moral, social and cultural development	The school's provision for pupils' spiritual, moral, social and cultural development is good.
Staffing, resources and accommodation	There is a sufficient number of well-qualified and experienced staff. They are deployed well. The quality and quantity of resources are good. The school makes best use of adequate accommodation.
Value for money	The school gives good value for money.

**Ethos is the climate for learning: attitudes to work, relationships and the commitment to high standards.*

· **The parents' views of the school**

What most parents like about the school

- III. that the school encourages parents to play an active part in the life of the school
- IV. that the school is easy to approach with questions or problems
- V. that the school provides a clear understanding of what is taught
- VI. that the school enables pupils to achieve a good standard of work
- VII. the work pupils are expected to do at home
- VIII. the values and attitudes promoted by the school
- IX. that their children enjoy going to school
- X. the regular communication about school activities

What some parents are not happy about

48 parents attended the meeting for parents and 74 questionnaires were returned. The great majority of parents expressed positive views about the school. The inspectors' judgements support all of the positive views of the parents. There were no clear trends evident in the limited number of concerns expressed.

KEY ISSUES FOR ACTION

In order to raise further the standards of achievement in the school, the governors, senior management team and the staff should:

Focus school development priorities more precisely by:

publishing the annual monitoring programme including whole school and subject priorities;
undertaking systematic analysis of the data collected to identify specific weaknesses in attainment and provision;

and

ensuring that action plans drawn up to address these weaknesses identify precise targets that are expressed in terms that can be measured to demonstrate progress.

(Paragraphs: 44.69.70.84)

Raise standards in information technology by:

continuing the improvement in the subject expertise of staff;
implementing a monitoring procedure to ensure the scheme of work is delivered consistently and that high standards are achieved.

(Paragraphs: 6,14,32,33, 108, 117-122)

In addition to the key issues above, the following less important weaknesses should be considered for inclusion in the action plan.

In Key Stage 1, improve the current satisfactory pace of lessons and the overall satisfactory progress of pupils' learning to match the good pace and progress evident in Key Stage 2 and with the under-fives. (Paragraphs 4, 5, 6, 31, 33, 97, 101, 108, 111, 134, 138, 151).

Improve the consistency of marking to clarify for pupils what they need to do to make further progress. (Paragraph 37).

Ensure that time costs are explicit in the priority action plans. (Paragraph 70).

Ensure that targets, for pupils with special educational needs, focus on what pupils are to learn as well as what they are to do. (Paragraph 73).

Increase pupils' knowledge and understanding of art to enable them to make comparisons between significant artists, designers and movements from different times and places. (Paragraph 130).

Raise the level of challenge for the more able pupils in history in relation to pupils' interpretation and research. (Paragraph 150).

Increase the opportunities for pupils to develop skills in listening and appraising in music. (Paragraphs 155).

Increase the role of pupils in evaluating their work in physical education. (Paragraph 162).

INTRODUCTION

- **Characteristics of the school**
1. St Andrew's Church of England Primary School serves the small rural town of Steyning. It caters for pupils between the ages of four and eleven. Children who are five in the Autumn Term attend the reception class full time. Younger children attend part time until the term in which they are five. Pupils come from a broad range of socio-economic backgrounds, though they are slightly more advantaged than the norm for the local authority and the country. Nearly all pupils have attended some form of pre-school education. The school has a special support facility (SSF) for nine pupils with severe, specific, learning difficulties who come from the south-east region of West Sussex. Including those pupils in the support facility, there are seventeen pupils with a statement of special needs. There are 63 pupils on stage 2 to 5 of the school's special educational needs register. The school roll has risen from 441 pupils at the time of the last inspection to the current roll of 465 pupils. The school is much bigger than the national average. No pupils have English as a second language. The number of pupils eligible for free school meals is well below the national average. Pupils' attainment on entry is broadly average.
 2. The school's aims are set in the context of its overriding purpose of providing an education of the highest quality within the context of Christian belief and practice. The aims are clear and broad. They include the promotion of positive attitudes to learning for all members of the school community. This is to be achieved by developing an understanding of the meaning and significance of faith as well as a broad range of skills, knowledge and concepts, where possible through direct experience. The school seeks to provide a friendly and purposeful environment and to support pupils in developing the capacity to work with self-confidence and self-discipline. The aims make clear the value that the school places on its partnership with parents.
 3. The school's current priorities include the successful implementation of the National Literacy Strategy, the National Numeracy Strategy, the National Grid for Learning and the improvement of boys' literacy skills. The monitoring and maintenance programme includes the review of the teaching and learning, the behaviour and homework policy and the review of the content of the curriculum in preparation for the revised National Curriculum due to be implemented in September 2000.

Key indicators

Attainment at Key Stage 1¹

Number of registered pupils in final year of Key Stage 1 for latest reporting year: 1999	Year	Boys	Girls	Total
	1999	38	42	80

3. National Curriculum		Reading	Writing	Mathematics
Test/Task Results				
Number of pupils at NC Level 2 or above	Boys	31	26	36
	Girls	36	37	37
	Total	67	63	73
Percentage at NC Level 2 or above	School	84 (82)	79 (79)	91 (92)
	National	82 (80)	83 (81)	87 (84)

3. Teacher Assessments		English	Mathematics	Science
Number of pupils at NC Level 2 or above	Boys	27	34	32
	Girls	36	33	33
	Total	63	67	65
Percentage at NC Level 2 or above	School	79 (79)	84 (84)	81 (82)
	National	82 (81)	80 (85)	86 (86)

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Attainment at Key Stage 2²

Number of registered pupils in final year of Key Stage 2 for latest reporting year: 1999	Year	Boys	Girls	Total
	1999	31	38	69

1 National Curriculum Test Results		English	Mathematics	Science
Number of pupils at NC Level 4 or above	Boys	26	26	27
	Girls	36	33	34
	Total	62	59	61
Percentage at NC Level 4 or above	School	90 (67)	86 (63)	88 (69)
	National	70 (65)	69 (59)	78 (69)

1 Teacher Assessments		English	Mathematics	Science
Number of pupils at NC Level 4 or above	Boys	24	25	27
	Girls	33	33	34
	Total	57	58	61
Percentage at NC Level 4 or above	School	83 (76)	84 (81)	88 (85)
	National	68 (65)	69 (65)	75 (72)

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2 Percentages in parentheses refer to the year before the latest reporting year

Attendance

Percentage of half days (sessions) missed			%
through absence for the latest complete reporting year:	Authorised	School	4.2
	Absence	National comparative data	5.7
	Unauthorised	School	0.1
	Absence	National comparative data	0.5

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1 Exclusions

Number of exclusions of pupils (of statutory school age) during the previous year:		Number
	Fixed period	1
	Permanent	0

1 Quality of teaching

Percentage of teaching observed which is:		%
	Very good or better	25
	Satisfactory or better	97
	Less than satisfactory	3

PART A: ASPECTS OF THE SCHOOL

EDUCATIONAL STANDARDS ACHIEVED BY PUPILS AT THE SCHOOL

Attainment and progress

1. In the 1999 Key Stage 2 statutory tests for English, pupils' attainment was well above both the national average and the average for similar schools. Pupils' average test results for the previous three years were above the national average with the percentage of pupils achieving higher levels well above the national average and the average for similar schools. Girls attained overall higher levels than boys over this time. In mathematics, the results were well above the national average and above the average for similar schools. Pupils' average test results for the previous three years were close to the national average with the percentage of pupils attaining higher levels above the national average. Boys, on average, attained higher levels than girls over this time. The results of the 1999 tests in science were above the national average and in line with the average for similar schools. Pupils' performance in the previous three years was above the national average with boys attaining higher standards than girls. Taking account of all three subjects, the performance of pupils over the previous three years was well above the national average with boys attaining slightly higher standards than girls. These results represent an improvement in standards since the last inspection. Pupils' progress is satisfactory in Key Stage 1 and good in Key Stage 2.
2. In the Key Stage 1 national tests in 1999, the number of pupils achieving levels 2 and above in reading was in line with the national average and slightly below it in writing. Between 1996 and 1998, the performance of pupils in reading and writing was close to the national average. In mathematics, the number of pupils achieving the national expectation was in line with the national average. Test results for the previous three years were well above the national average. In both English and mathematics girls attained higher levels than boys. Teachers' assessments for 1998 were in line with the national average and in 1999 were below the national average.
3. In Key Stage 1, pupils' progress in art is good. It is sound in all other subjects apart from IT, where it is unsatisfactory. In Key Stage 2, pupils' progress is good in English, mathematics, science, art, design and technology, history and music. It is sound in geography, physical education and religious education and unsatisfactory in IT.
4. By the end of Key Stage 1, pupils' attainment of achievement in speaking and listening, reading and writing are in line with the national expectation. They talk clearly and confidently, for example, when answering questions or making presentations to the class. They listen attentively to each other and to the teacher. Pupils read with accuracy and have satisfactory levels of fluency, understanding and expression. They use appropriate techniques, including picture cues, whole word recognition, graphics and phonics to decode unfamiliar words successfully. Pupils write confidently and competently. Their handwriting is joined and well presented. Capital letters and full stops are used accurately and spelling is satisfactory.
5. By the end of Key Stage 2, attainment in speaking and listening, reading and writing is good. Pupils speak confidently in a range of situations, varying their vocabulary and expression appropriately. They explain complex ideas in clear and well-formulated sentences. Pupils are confident readers. They respond enthusiastically and effectively to a range of texts including poetry, narrative and reference books. Pupils provide reasoned judgements about the books they are reading and identify the elements of effective writing well. They retrieve information successfully for a range of purposes, including research for history and geography. They write confidently for a range of purposes. By the time they leave school, most pupils use punctuation and grammar competently.

6. By the time pupils leave school, attainment in mathematics is above the national average. By the end of Key Stage 1, it is in line with it. Pupils discuss their work using familiar mathematical vocabulary. They select the equipment appropriately for a range of mathematical tasks. They count sets of objects confidently and use mental recall of addition and subtraction up to ten objects satisfactorily. Pupils count on and back in twos, fives and tens confidently. They understand and use addition and subtraction, multiplication and division appropriately. Pupils estimate, measure and compare length and mass using standard units in purposeful contexts. They use the mathematical names for common shapes confidently and describe their features accurately. They understand angle as a measure of turn. Pupils sort, record and interpret data they have collected.
7. In Key Stage 2, attainment is good in using and applying number, shape, space and measures. It is satisfactory in handling data. Pupils use and apply mathematics in practical tasks, selecting and using the appropriate mathematics and equipment confidently. They have a good mathematical vocabulary and a good understanding of the place value of digits. Pupils in Year 6 reduce fractions to their simplest form by cancelling common factors. They understand percentages as the number of parts in every hundred. Pupils, throughout the Key Stage, make good use of their mental and written strategies. They have a good knowledge of the multiplication tables and employ them well in mental and written work. Year 3 pupils double and halve numbers confidently. They understand and use properties of shape confidently and accurately. Year 6 pupils use a protractor accurately to measure acute and obtuse angles to the nearest degree. In handling data, pupils collect data arising out of their studies. They record this data employing a sound range of graphs and diagrams.
8. Pupils make good progress in literacy and numeracy and they are appropriately promoted and developed across the curriculum. In science, they produce clearly written reports on the investigations they have carried out. In design and technology, pupils employ their technical vocabulary well. They count and discuss the shapes and parts of their models. In history, pupils use historical novels well to understand the responses and motivation of people in the past and in geography they use the story, 'Rosie's Walk', to plan the route and to use directions or plot comparative rainfalls in graph form.
9. By the end of Key Stage 1, attainment is above expectations in scientific investigations. Pupils demonstrate their skills and understanding in a broad range of practical ways. Standards are in line with the national expectation in life and living processes, materials and their properties and physical processes. Pupils respond well to questions and offer clear explanations of their hypotheses. Able pupils have a sound understanding of fair testing. Younger pupils name the external parts of the body accurately. They sort objects successfully according to simple properties. They experiment with and understand the effect of forces.
10. By the end of Key Stage 2, standards of attainment are good in scientific investigations, life and living processes, materials and their properties and physical processes. Pupils recognise the need for fair testing. Simple keys are devised to identify and group living things that depend on one another for food. Pupils understand how switches in circuits work. Differences in measurements are explained in well-written and accurate accounts. Pupils consolidate their understanding and skills of scientific investigations through well-constructed tasks.
11. In IT attainment and progress in both key stages are unsatisfactory and have not improved since the last inspection. In Key Stage 1, pupils perform simple keyboard functions competently. They operate tape recorders with growing confidence. They control a floor turtle to perform a 90 degree turn. Year 2 pupils word process, save and print simple labels and text. However,

progress based on work already undertaken in the reception year is unsatisfactory. In Key Stage 2, pupils use desktop publisher, and graphic/paint packages successfully. However, pupils rarely used computers independently to access, draft or present information. Year 4 pupils explore internet sites and Year 5 pupils use CD-ROM competently, but very few present data in graphical form. Year 6 pupils use paint software successfully to generate images. However, there was no evidence of pupils using databases, spreadsheets, or monitoring, sensing and control equipment. Pupils in the Special Support Facility use specialist software successfully to improve their spelling and produce simple bar charts and graphs.

12. Standards in religious education are in line with those required in the Local Agreed Syllabus and pupils make satisfactory progress. Pupils have a sound understanding of Christianity and other principal religions represented in Great Britain and know how religion helps in the exploration of, and response to, life experiences.
16. Pupils' attainment in art is good. Pupils have good colour mixing skills and have well-controlled use of paint. They demonstrate good skills and confidence in composition. Pupils' paintings are very expressive and they use first-hand observation well. They employ a good range of methods competently. Pupils achieve very good standards of textile work. By the time pupils leave school, standards in design and technology are good. This represents an improvement since the last inspection. Pupils develop and employ their technical vocabulary and knowledge and understanding well. They plan and make products carefully, accurately and confidently. Pupils produce good detailed design drawings in correct elevations. Attainment in history and music is good by the time pupils leave school. Pupils have a good sense of period and empathy for people in the past, which they describe through expressive and interesting writing. The standard of singing throughout the school is good. Pupils in Key Stage 2 perform, compose and listen well.
13. Pupils make good progress in the early years unit and the reception class and are on line to exceed the national objectives. They settle quickly to the school's routines and respond very well to the high expectations of their teachers. Attainment and progress in language and literacy, mathematics, knowledge and understanding of the world and creative development are good. Their personal development is very good.
14. Individual education plans identify practical and appropriate targets for the progress of children with special educational needs. In the main school and in the SSF pupils with special educational needs make good progress in relation to their abilities.
18. **Attitudes, behaviour and personal development**
15. Pupils have very good attitudes to learning. Their personal development is good and their behaviour is very good. These qualities contribute effectively to the standards they achieve. Parents greatly value the school's work in this respect.
16. Pupils are very positive about their work. In almost all lessons, they have good or very good attitudes to learning. In the great majority of lessons, pupils settle quickly, they are enthusiastic, enjoy their work and take pride in it. Pupils of all abilities are motivated and are keen to contribute to shared activities. They approach their work confidently but seek help willingly when required. Pupils work hard, concentrate for sustained periods and use time well. They persevere when confronted with difficulties and seek ways of improving their work enthusiastically.
17. Pupils react positively to the teachers' expectations. They are very attentive. They work responsibly and, when appropriate, with minimal supervision. Pupils are very co-operative and work effectively in partnership with each other.

18. Overall, pupils' behaviour in and around the school is very good and this contributes very positively to the school as a learning community. They are friendly, polite and considerate to one another, to staff and to visitors. They are familiar with, respect and follow the established school and class routines. They have a good understanding of right and wrong. They are trustworthy and behave very well during lessons and when moving around the school, for example, when the entire school assembles for collective worship. They show respect for property. Behaviour in the playground is good and pupils play safely and happily. There have been no exclusions for an extended period, though currently there is one part-time exclusion.
19. In Year 2, a significant minority of pupils displays an immaturity that manifests itself in behaviour that at times disrupts their own work and that of others. It is entirely uncharacteristic of the clear and high expectations of the school and of the standards elsewhere in the school. It is a matter of concern to the senior management team and a plan has been drawn up with appropriate strategies to resolve this issue.
20. The quality of relationships is a strength of the school. Teachers provide very good role models. They speak courteously to pupils, they thank them for their efforts and for tasks undertaken. They enjoy good humour with their pupils. Teachers respect their pupils and this is reciprocated. There are good levels of co-operation between the adults and pupils and between the pupils themselves and this contributes well to the smooth running of the school. Pupils have good social skills. They are respectful, courteous and work and play together well.
21. Pupils' personal development is good. They show concern and respect for the feelings of others. Pupils enjoy the responsibilities they are given, take them on willingly and carry out tasks reliably. For example, Year 3 pupils take on the role of group manager during mathematics lessons. Routine matters such as tidying up at the end of lessons are undertaken efficiently and willingly. Pupils exercise initiative, as illustrated by their request to run a junior version of the Friends of the School Association. Pupils raise funds for selected charities, they lead assemblies as members of a year group and help organise a tea party for parent helpers. The school's development plan indicates the intention to extend further the level of pupils' involvement and responsibilities for the running of the school.
22. Children under five make a positive start and settle quickly into school. They work well with each other and take turns sensibly. They listen very carefully to teachers and other adults, respond positively to them and are keen to be involved in the very good range of activities provided. The very youngest children make an excellent start and respond extremely well to the school's high expectations of their behaviour. Their attitudes to work and play and to each other are extremely good. They show very good levels of independence and responsibility, good levels of co-operation and make choices of activities confidently. Children respond well to the high expectations for sharing in the responsibility for maintaining the good order of the class.
23. Children with special educational needs both in the main school and the SSF respond well to their teachers. Their concentration is good. They have good relationships with the adults who support them and enjoy and are motivated by the positive and good-humoured approaches of the staff. They listen attentively and try hard. Their behaviour is very good. They are eager to please and proud to show what they have learned. In the most successful sessions children are lively, animated and enthusiastic. They give original and thoughtful answers and make interesting additional comments, applying what they have learned.
27. **Attendance**
24. Attendance at the school is very good and there are effective measures for following up absence. Pupils arrive punctually at school and lessons commence promptly. Registers are completed

correctly in accordance with statutory requirements and attendance and absence levels are monitored and reported.

QUALITY OF EDUCATION PROVIDED

28. Teaching

25. The overall quality of teaching is good. This represents an improvement since the last inspection. During the inspection the quality of teaching was satisfactory or better in 97% of lessons. Teaching was good or better in 62% of lessons and very good or better in 25% of lessons. In 3% of lessons teaching was unsatisfactory.
30. In Key Stage 2, the majority of teaching is good or better. The very small percentage of unsatisfactory teaching observed was in Key Stage 1, where the strategies for managing a significant minority of Year 2 pupils were unsatisfactory. Teaching in Key Stage 1 was good in one third of the lessons. The quality of teaching for under-five pupils is good. For the very youngest pupils it is outstanding.
26. Teaching makes a satisfactory contribution to pupils' attainment and progress in Key Stage 1 and in Key Stage 2 it makes a good contribution. The very good relationships, the standards of pupils' behaviour and the attitudes to learning of the great majority contribute significantly to fulfil the school's aim of promoting an effective learning community.
- 31.
32. Teachers' knowledge and understanding of the subjects they teach is sound overall. It is good in English and mathematics throughout the school and in Key Stage 2 it is good in science and design technology. Teachers with good specialist knowledge of music are deployed well to provide their expertise across the school. Teachers have a good knowledge of the practical aspects of art. Though staff confidence in IT has been raised following recent training, confidence and expertise in applying IT across the curriculum is still a weakness.
27. The school has made satisfactory progress in addressing the key issue identified in the last inspection report, which required teachers to provide sufficiently challenging tasks for all pupils. The school's positive response to the introduction of the literacy and numeracy strategies has contributed further to raising expectations. By the time pupils leave school, the performance of pupils over the previous three years was well above the national average in English, mathematics and science. Most teachers are skilled at planning for the needs of pupils of differing abilities and identify precise learning objectives in the three core subjects. In general expectations are higher in Key Stage 2 than they are in Key Stage 1 because teachers maintain a good pace to the lessons and to pupils' learning.
28. Teachers have high expectations in terms of pupils' conduct. The good relationships they have with pupils and the clear expectations are a strength of the school. They enable teachers to give their time and energy fully to teaching. In addition, clearly understood and respected class routines ensure that learning time is used well. There is a strong emphasis on individual responsibility. Classrooms are neat and tidy because pupils are expected to share in the responsibility for the condition of their room. Classes are arranged and managed well for practical activities, for example in design and technology work.
29. The quality of lesson planning in English and mathematics is good throughout the school. Teachers have a good knowledge of the literacy and numeracy strategies. Weekly planning in year groups is effective and provides a good level of support and consistency. In other subjects, planning is satisfactory. Plans provide a clear sequence of learning activities that build upon pupils' prior attainment appropriately.

30. Teachers employ a good range of teaching methods and organisational strategies to promote effective learning. In English, mathematics and science questioning is used especially well. Explanations and instructions are clear and precise. There is good use of whole class teaching and group evaluation at the end of lessons. Teachers provide an effective programme of homework that is well supported by the parents.
31. Day to day assessment is used well. The high level of interactions teachers have with pupils in both key stages provides them with clear and regular indicators of pupils' level of understanding. This enables them to adjust their teaching accordingly and provide precise differentiated feedback during lessons. However, there is an inconsistent approach to marking to help pupils understand what they need to do to make further progress in specific areas of their work. Teachers' use of praise and reward for good effort is very effective and serves to motivate pupils well.
32. The quality of teaching for children under five, including the work of teaching assistants and volunteers, is good. It is outstanding for those pupils attending part-time. The planning provides very clear learning intentions, well matched to the range of abilities represented in the class as well as excellent guidance for the classroom assistants. The teacher has very high expectations of her pupils while also providing a high level of encouragement and sense of trust and security. Excellent teaching skills secure high levels of commitment and motivation from the children and provide an excellent model to the other adults in the class.
33. Support for pupils with special educational needs in group and individual work, whether in the classroom or in withdrawal sessions, is always satisfactory and often good or very good. In the most effective teaching, teachers plan a range of activities that are matched well to the pupils' abilities and encourage them to learn in different ways. Good account is taken of pupils' individual targets as well as the objectives for the whole class. Teachers maintain a lively pace, balancing new learning with the reinforcement of previous learning to good effect. This secures good progress. Teachers use a range of interesting resources to engage pupils' interest and involve children in their learning well by offering appropriate choice of activities and through effective questioning. They promote pupils' independence well. They use praise very well to encourage and motivate children. Within their classes teachers plan for, and communicate with, support staff effectively. They set targets for children with SEN in their classes. Good teaching is enhanced by the work of experienced and enthusiastic support assistants, who support children in sensitive and flexible ways. They understand and use the school's systems for joint planning and record-keeping successfully.

The curriculum and assessment

34. Overall, the school provides a broad and balanced curriculum for all pupils with sufficient time for the effective development of all subjects. The curriculum is taught through a combination of discrete subject teaching and relevant topics. Pupils benefit from the good opportunities to develop their learning through first-hand experience. For example, pupils in Key Stage 2 make very good use of the visit to the Weald and Downland Museum to develop their writing and research skills as well their understanding of life in the Tudor period. The literacy and numeracy sessions have been implemented effectively. Statutory requirements in all subjects and the requirements of the Local Agreed Syllabus for Religious Education and sex education are met. The school's curriculum promotes pupils' intellectual, physical and personal development effectively and prepares them well for the next stage of their education. This is enhanced by the good liaison established with the secondary school. The curriculum for the four-year-olds covers all the required areas of learning well and for the youngest children very well-planned, stimulating and challenging activities offer an excellent start to their education. During the course of the reception year the curriculum plans are gradually and appropriately combined with the early stages of the National Curriculum.

35. There are satisfactory policies and schemes of work for all subjects. Teachers' yearly and termly planning is good for the core subjects. Termly plans for the foundation subjects are inconsistent in the quality and detail of the learning intentions and in their identification of provision for pupils of different abilities. Teachers plan together and jointly evaluate their work. Subject leaders provide good, clear, specific feedback on teachers' planning.
36. The range and quality of extra-curricular provision is good. It includes a wide range of sporting, artistic and other activities. The curriculum is also enhanced by a good range of visits and visitors. Pupils benefit from trips to theatres, museums and field visits, as well as the Year 6 annual residential visit. Visitors include the vicar, theatre groups, authors and the police liaison officer. These make a good contribution to the curriculum.
37. The Special Needs Coordinator and teacher in charge of the SSF analyse assessment data and provide effective advice to teachers on the identification of pupils' SEN. Children with SEN have access to a broad and balanced curriculum. Specialist teaching in support groups is related to mainstream curriculum objectives well.
38. Systems for assessing, monitoring and improving pupils' attainment are good in English, mathematics and science and satisfactory in the remaining subjects of the curriculum. The achievements of the under-fives are assessed on entry to the school and then subsequently by further classroom observation. These assessments have a direct and clear impact on subsequent planning. Data has been used effectively to monitor progress and to identify areas to improve, for example in timed writing and the development of scientific vocabulary in Key Stage 2. Pupils are beginning to be involved in the assessment of their own standards and progress through the development of a Record of Achievement. Assessment data is not yet used effectively by subject leaders to plan for specific subject developments. There has been satisfactory improvement overall since the last inspection report in curriculum and assessment.
44. **Pupils' spiritual, moral, social and cultural development**
39. The school's arrangements to promote pupils' spiritual, moral, social and cultural development are good. The clear and consistent values in the school contribute significantly to the personal development of pupils. The school has maintained the good standards reported at the time of the previous inspection and improved them in the provision for pupils' spiritual development.
40. Opportunities for spiritual development are promoted particularly well through collective worship. These occasions are planned and managed very well. The whole occasion, including pupils' arrival in and departure from the hall, creates a quiet, peaceful and reflective atmosphere. A central principle of the school is to promote respect for each other, for learning, for the environment and for themselves. Assemblies epitomise the school's high expectations in this regard. Collective worship provides an occasion for pupils of all abilities to reflect on a range of relevant and carefully selected themes. Despite the large numbers involved, good opportunities are provided for pupils to contribute, for example by playing the keyboard, reading selected passages and responding to issues raised. All these contributions add significantly to the occasion. Class assemblies are also conducted in this spirit and provide good opportunities for pupils to contribute. Teachers listen respectfully to and value pupils' ideas. Good and well-established links with the church add significantly to pupils' understanding and development. Though there is no formal planning to promote spiritual development across the curriculum, regular and effective opportunities are taken. For example, in the study of works of art depicting religious themes, in considering the meaning of the words of familiar carols, in learning about differing religious traditions and in literacy where the implications of shared texts are explored.
41. The school's arrangements for developing pupils' moral awareness are good. Teachers have high expectations and actively promote positive behaviour and values. Values relating to right

and wrong are promoted strongly and are reflected in the relationships evident in the daily life of the school. These are based firmly on openness, trust and respect. There is a clear code of conduct, which is consistently applied and understood and respected by pupils. Teachers offer good role models in their interactions with pupils. They demonstrate respect, courtesy and good humour and focus on the positive. Issues that arise are dealt with well and staff use these occasions to promote appropriate attitudes and consider the moral issues involved. Pupils are involved well in considering others in the world who are less fortunate than themselves. Opportunities that arise in literature are used well to discuss moral issues.

42. Pupils' social development is promoted well. The school's development plan indicates the intention to extend yet further the level of pupils' involvement and responsibilities for the running of the school. Pupils are taught to co-operate and take turns in shared activities from the earliest stage. They work productively in whole class work such as singing and discussion as well as in whole school collective worship. They have good opportunities to develop their social skills through their interactions with pupils from other schools in combined activities and with a wide range of visiting adults. They speak confidently, courteously and clearly to visitors. School visits, including a residential visit and well-established links with the community, extend further the opportunity for developing their social skills. Opportunities for team games and competition are provided appropriately and pupils respond well to them.
43. The school's curriculum contributes well to pupils' understanding of their own cultural heritage. It provides appropriate opportunities to develop their understanding of a good range of other cultures, in relation to time and place through work in history, geography, religious education, art and music. The programme of visitors and visits provides good opportunities for pupils to learn and understand about their own community, the people who contribute to it and its history, as well as about more distant and contrasting communities. They take part in workshops on Shakespeare and experience the work of visiting drama groups and meet authors and puppeteers as part of a whole school Book Week.
49. **Support, guidance and pupils' welfare**
44. The school provides very good support and guidance for its pupils. The environment created is safe and encouraging. Staff display a quiet and caring attitude that makes a significant contribution to establishing trust and respect as well as developing pupils' confidence. This builds on the good provision reported at the last inspection.
45. The overall procedures for monitoring pupils' progress in subjects are sound. They are good for the core subjects. The individual needs of pupils are well known by teachers whose encouragement and praise is a strong characteristic of the school and contributes well to pupils' attainment.
46. A positive reward system motivates pupils and, when merited, leads to the presentation of awards by the headteacher. This contributes well to pupils' motivation. The level of respect and courtesy displayed by pupils and staff, both in the classroom and around the school, is notable and reflects the ethos that is consciously promoted. Pupils come to school happily and this reflects their response to the support and sense of security being provided.
47. Unacceptable behaviour is dealt with quickly and effectively and where appropriate details are recorded. There is an anti-bullying policy. In the few instances where bullying has occurred it is dealt with sensibly and promptly.
48. The policy for child protection is well known by all staff and they are fully conversant with their responsibilities and the line of communication should the need arise. Regular visits by the police liaison officer deal with many matters of personal safety including road sense and the awareness of approaches by strangers.

49. Health and safety issues are well managed with regular checks of equipment and buildings by a nominated member of staff who has delegated responsibilities for all related matters. There are no obvious threats to the safety of pupils and the school is clean and tidy. Fire exits are clearly marked and free from obstruction. Evacuation procedures are fully understood and fire drills are carried out regularly and efficiently.
50. The provision of care for pupils taken ill or injured is excellent with good record keeping and systems for the notification of parents. The welfare assistant is a qualified first-aider and has a well stocked supply of first-aid equipment. Information concerning various allergies is provided and the needs of pupils at risk from these conditions are recorded.
51. The help provided from the learning support department is good and the needs of individual pupils are well catered for. Parents are very happy with the system for setting individual education plans and the opportunity to contribute to these plans.

Partnership with parents and the community

52. The partnership between the school, parents and the community is very good. In the period since the last inspection it has been strengthened to make a major contribution to the life and activities of the school. Parents indicate very strongly their support and approval for the school. They express satisfaction with the level of education being provided, together with the standards of behaviour and the values and attitudes promoted by the school.
53. The quality of information provided for parents is very good and they value the weekly newsletter which gives details of academic and social events for the forthcoming week. Parents appreciate the opportunity to discuss matters relating to their children on an informal basis at the end of the day, as well as the more structured parents' evenings. They find the clarity and detail of the annual report helpful. Communication with parents is helped by notice boards around the school and regular and good quality news releases which bring the activities of the school to the attention of the wider public.
54. The home/school liaison programme is full and comprehensive and fulfils the school's aim of maintaining good contact with the parents and developing a sense of community amongst the pupils, together with the forging of links with the community. The Parents' Association is very active and effective and raises considerable sums of money for the school. Parents are made to feel welcome in the school and, where domestic and work demands permit, they give freely of their time in the classroom and on the many outside visits. The school's prospectus and parents' handbook are clear and informative and contain much useful information on the aims and policies of the school, parents' evenings, attendance, homework and procedures in the case of illness.
55. There are good links with the linked secondary school. Pupils transferring at the end of Year 6 are visited regularly by the Year 7 tutor to help pave the way for the next step in their education. There are other exchange visits between the school and good use is made of the available facilities. The school also liaises with a group of nearby schools who meet regularly for academic and sporting events as well as co-operating in the drawing up of common policies and guidelines.
56. The school has good links with and is regularly visited by the local vicar. He leads collective worship in school and conducts services for the major festivals in the church as well as leading a service for leavers at the end of summer term. Other regular visitors include the school nurse, the Education Welfare Officer, the Police Liaison Officer and a local author. In addition, a number of parents give talks on particular areas of their expertise which link with the curriculum. The curriculum is enhanced further by visits to the local town centre, the post

office, the library and museum.

57. There are productive links with local commercial concerns including Tesco and Shell Oil U.K. Selected charities are supported by the school and in particular a local children's hospice for which the school is taking part in a carol concert to raise funds. These links broaden and enrich the overall quality of education provided.
58. Information for the parents of children with SEN is provided in the school's brochure. An additional leaflet, about the SSF, is available for prospective parents. Parents are appropriately and effectively involved in the review of targets for children with SEN. The staff in the SSF has made practical and effective arrangements to promote the involvement of parents whose children travel to school by taxi.

THE MANAGEMENT AND EFFICIENCY OF THE SCHOOL

Leadership and Management

59. The overall leadership and management of the school are good. The headteacher provides very good leadership. She sets out a clear direction for the school's development and gives a strong and very effective lead in promoting it. She has the full support of the governors. The school has made significant improvements since the last inspection. The high expectations of the headteacher, the increased delegation of responsibilities for standards, the well-structured development plan and the high level of involvement of staff as well as the keen support of governors demonstrate effectively the school's commitment to and capacity for sustained improvement.
60. A comprehensive set of aims, which are reviewed regularly, provide a clear frame of reference for the work of the school and these are fully evident in the daily life of the school. School policies are reviewed regularly and provide clear guidance to ensure consistency of practice. All staff have job profiles which clarify their overall responsibilities. There is a strong sense of community in the school and pupils benefit from its positive and supportive ethos. Parents express appreciation of the attitudes and values promoted by the school and of the standard of work their children achieve.
61. The senior management team addresses strategic issues at its regular meetings. It monitors the quality of teaching throughout the school systematically and has undertaken in-service work in coaching skills to support staff development. School policies make clear that all staff share directly in the responsibility for the standards that their pupils attain.
62. Governors work hard and provide good support for the work of the school. Governors' committees fulfil their responsibilities as outlined in clear terms of reference effectively. They report fully to the governing body. The governing body is kept very well informed and this enhances their capacity to play an effective role in the strategic management of the school. Governors contribute appropriately to development planning and receive regular updates from the headteacher and subject leaders on its progress. Teachers plan together and jointly evaluate their work with a good focus on what worked well, though there is insufficient focus in the evaluations on pupils' actual achievements. Meetings are run efficiently and are well attended. There are effective procedures to support newly appointed governors. They make appropriate use of the in-service opportunities provided by the Local Education Authority. The majority of governors make visits to classrooms and a few take up the school's offer to be involved in staff development days and staff meetings. They make a particularly effective contribution in relation to special educational needs, finance and target setting. All statutory requirements are met.

63. The last inspection identified the need for team leaders and subject leaders to monitor the effects of developments on the quality of teaching and standards of achievement. Their role has developed significantly. Professional development on subject leadership has been provided for all staff and additionally for the senior management team and teachers with core subject responsibilities. The school has taken full advantage of subject specialist in-service opportunities provided by the Local Education Authority. Subject leaders routinely monitor and offer guidance on planning, as well as undertake scrutiny of pupils' work. Staff examine samples of work to ensure their judgements are consistent. The headteacher also monitors samples of pupils' work in the core subjects across the ability range and through all year groups on a regular basis. There is an extensive programme of testing in the core subjects through which pupils' progress is monitored. There is a systematic programme of monitoring the quality of teaching by the senior management team and plans are in place for subject leaders to undertake lesson observations of their subjects. All members of staff with specific responsibilities draw up a five-term programme for development that is backed up by a more detailed action plan. Progress of the implementation of these plans is formally reported to the headteacher on a termly basis. However, these plans do not sufficiently focus directly on standards and are not expressed in terms that enable the school to demonstrate the progress it has made.
64. The school has a comprehensive development plan that provides clear direction for growth over a two year period in detail and in outline for the next four years. It clarifies the annual cycle of development and the involvement of staff and governors. All members of the teaching staff contribute to the plan with reviews of completed development programmes and programmes for future growth. Currently no development priorities focus directly on raising standards. Targets and success criteria are not expressed in terms that can be measured to illustrate progress. The financial implications of the whole school priorities are calculated. The time costs are anticipated by the headteacher but are not explicit in the plans themselves. The school has made satisfactory progress in relation to each of the key issues raised by the last report and has made good progress overall. Taking all three core subjects together over the three year period of 1996 to 1998 the performance of pupils, by the time they left school, was well above the national average.
65. The school's day to day management and the administration are very good. Well-established routines, clear expectations and responsibilities ensure the smooth running of the school. It is enhanced by the commitment and competence of the administrative staff and through very effective communication procedures with staff, governors and parents. Governors' and parents' views are sought and valued by the school.
66. The SENCO and teacher in charge of the SSF provide strong day to day management of the school's provision for pupils with special educational needs. They work together well to ensure flexible arrangements to support pupils based in the SSF and the main school. A revised policy enhances the school's established systems for identifying and planning for pupils with special needs. Class teachers are confident in the use of these systems. Information about the pupils is accessible and well organised.
67. There are systematic arrangements for drawing up individual education plans leading to relevant and appropriate targets. Progress still needs to be made in ensuring that these targets state clearly what it is the children are to learn, as well as what they are to do. The work of assistants is developed well through regular meetings. SEN teachers have delivered effective training to support the work of their colleagues in the school. Teachers make good use of the outside support agencies. In the SSF the teacher in charge plans carefully and effectively with the speech and language therapist.
68. Within the classrooms teachers take account of children's individual targets in their planning.

They work well with support staff, with some very good examples of shared planning. The support of assistants and support teachers is efficiently organised, ensuring that their work is part of classroom planning. Good communication ensures that the SENCO and teacher in charge are able to monitor informally the children's experience and progress in the classroom.

74. **Staffing, accommodation and learning resources**

69. The school is suitably staffed with well-qualified and experienced teachers to meet the demands of the National Curriculum and of the approved syllabus for religious education. The school has a large team of well-qualified teachers and assistants providing support for children with special educational needs in the main school and in the SSF. A good balance of age and expertise has been achieved following recent staff changes. Teachers are effectively deployed and a good match of subject co-ordinator deployment with initial subject training backgrounds has been achieved. Very good staff expertise is provided in the early years unit. Administrative staff work hard and effectively to ensure that the headteacher, classroom based staff, and pupils are well supported.
70. Procedures for the induction of newly qualified teachers and other staff new to the school are very good. Each new member of staff has a mentor and good use is made of non-contact time for both observation and consultation. Mentors and newly qualified staff also use official career entry profiles to inform their support activities. Procedures for appraisal are satisfactory and meet statutory requirements.
71. Arrangements for the continuing professional development of teachers, non-teaching assistants and governors are good. Teachers have clear and effective individual job profiles that are linked to individual action plans and annual priorities. Arrangements for in-service training are effectively and fairly managed and most staff provide good written feedback on return to school. Staff development has had a positive impact on the quality of teaching and standards of attainment, especially in literacy and numeracy. Appropriate records are kept of the use of the school's allocated training days and also the training of each member of staff. Teachers all have an annual professional development review meeting with the headteacher.
72. The quality and range of the accommodation meets the requirements of the basic curriculum and those pupils with special educational needs. As reported in the last inspection, day-to-day arrangements are complicated by the high number of mobile classrooms. However, the movement of pupils around the school continues to be managed well. Staff enhance their classrooms and the main areas of the school through good quality display. Some class bases are cramped, particularly for practical work, but safe practice is always evident. Since the last inspection, the school has benefited from a refurbishment of toilet areas, continued re-decoration and carpeting, and an impressive computer facility in the foyer/library area. A good quality outside climbing frame equipment has been provided and is used well. The buildings are well cared for and maintained by teachers, pupils and the caretaking and cleaning staff. Public spaces are welcoming, attractive and used well. Problems of storage raised in the last report still persist but equipment is managed well.
73. Within the limitations of the school site, central and well-organised accommodation is provided for pupils with special educational needs, including those attached to the SSF. There is limited space for teaching outside the main classrooms, with some groups working regularly in the staffroom.
74. The accommodation for children under five consists of two class spaces, one with a small linked space for group activities. The classes have access to an outdoor play area that is always supervised well. The space is very well organised for different activities with designated areas, for example for reading, role play, a workbench facility, a double computing workstation and

space for structured play.

75. The school has recently invested in a good range of contemporary classroom reference books and readers to support its literacy programme. Recent spending on other educational resources is helping to improve the quality of learning in most subjects. Resource levels are at least satisfactory and often good in other subject areas and in some they are particularly good. For example, in science staff have access to good educational kits and demonstration models, and in history and art the good school-based resources are complemented by good use of the local environment. In ICT the school has provided considerable investment from its own funds. This, combined with clear strategic plans, training proposals and equipment upgrades resulting from National Grid for Learning funding, provides a good basis for future improvement.
76. The school offers a wide range of specialist resources for children with special education needs. Appropriate resources are organised in an accessible way and are used well by support teachers and assistants. The SENCO and teacher in charge of the SSF support colleagues in the choice and use of resources effectively. There is a very good range and quality of resources for the under-fives which are used well for a wide range of activities.

The efficiency of the school

77. The previous inspection report highlighted the efficient and effective management of the financial resources made available to the school, including the allocation and use of funds for pupils with special educational needs. The school has maintained this good standard of efficiency.
78. The strategic management of resources is good. Development planning focuses appropriately on school improvement and expenditure is related to this effectively. Resources are allocated to each priority. However, the final plan does not provide sufficient detail of all the time costs and development costs are not expressed in terms that can be measured. This inhibits the school's capacity to analyse cost-effectiveness. Nevertheless, maximum use is made of all the funding available to the school. The Staffing and Finance Committee supports the Governing Body well in fulfilling its strategic responsibility for planning the use of resources. In recent years careful financial planning has resulted in good improvements to the accommodation and resources for the under-fives and the creation of the Technolodge. Monitoring of the budget is thorough and systematic, and includes close scrutiny of devolved cost centres such as subject leaders. Budget allocations to these post holders are effectively managed and they account in full to the headteacher and the governing body.
79. Funding for pupils with special educational needs is allocated efficiently and has been used to provide extra support in the classroom and for withdrawal. The special support facility has separate specialist funding. A clear financial plan ensures that this budget provides a good level of support for children in the facility, through the teacher-in-charge and the support assistant attached to this group.
80. There is a good match of qualifications to responsibilities for most subject co-ordinators and in the early years, enabling very effective team leadership in these areas of the curriculum. In Key Stage 2, the deployment of subject specialists to teach across the school is good and is having a positive effect on the quality of provision and standards, particularly in English, mathematics and music. Funding for staff development is used efficiently and effectively to support staff training in key priority areas such as literacy, numeracy and information and communication technology. The briefing and use of support staff in classrooms is a considerable strength of the school and they make a very good contribution to the quality of teaching in every classroom. Learning resources are used very effectively. There has been considerable improvement to the

quality of information technology equipment in the school, both in the Technolodge and particularly in science and design and technology. However, its impact in the classroom is limited. The buildings are used very well and maximum use is made of all areas of the school, including the cramped facilities in some of the hatted accommodation. Sound use is made of the school grounds, especially the wild area and the garden.

81. The school is very efficiently run. Daily routines and procedures are efficient and support the smooth day-to-day running of the school, so enabling teachers to concentrate on teaching. It has very good systems of financial control and administration. Ordering, accounting and checking procedures are thorough and effectively managed and records are maintained to a high standard. Clear and very detailed information is available to the headteacher and the governing body. Although administrative costs are high, this policy decision has enabled the headteacher and staff with key management responsibilities to focus on school improvement.
82. The school's costs are average for schools of this size. Taking account of pupils' attainment at entry, their very good attitudes and behaviour, their well above average attainment in English, mathematics and science when they leave the school, then the school provides good value for money.

PART B: CURRICULUM AREAS AND SUBJECTS

88. AREAS OF LEARNING FOR CHILDREN UNDER FIVE

83. Children start school with slightly higher than average knowledge and skills. Standards are good and almost all pupils are on course to exceed the desirable learning outcomes. Children make good progress. Provision for the under fives is good. It is outstanding for the youngest and part time pupils. The arrangements for induction are good and result in the children settling quickly into the routines of the school.

89. Personal and social development

84. Pupils make good progress in developing their personal and social skills. They respond well to the established routines and high expectations set by their teachers. They follow instructions very well and take pride in their own and others' work. Children respect their environment and the needs of others. They demonstrate a very good level of independence and conduct themselves responsibly. They make good use of resources and take turns and work with others well. Children exercise choice very confidently and practise and consolidate their learning with enjoyment and perseverance. They turn to adults confidently for support and encouragement.

90. **Language and Literacy**

85. Standards and progress in language and literacy are good. Children contribute willingly and confidently both in group and class discussions and listen very attentively. Children talk enthusiastically about their work and their experiences and respond with interest to stories and books read to them. Children read task cards confidently when engaged in self-selected activities. They follow a shared text reading clearly, confidently and with enjoyment. Most form letters correctly and respond well to all the writing opportunities provided. They make words with letter shapes and list items in alphabetical order. By the end of the reception year, most know a good number of familiar words and use them successfully in their writing.

91. **Mathematics**

86. Children make good progress and almost all are on target to exceed the national expectation in this area of learning. Children count up to and back from 20 competently. They understand and apply terms such as 'more' and 'less than' and 'most' correctly. They recognise and recreate patterns confidently. Children are familiar with larger numbers from their every day lives. They compare, match, sort and order confidently. They sort items and identify common properties. Older pupils use appropriate terms to describe the time as related to day and night. They use terms such as "before" and "after" and illustrate them appropriately. They measure in a variety of contexts using an appropriate mathematical vocabulary. They estimate and compare length in their work and play. They describe, draw and sort two-dimensional shapes well. They use computers effectively to support their number work.

92. **Knowledge and understanding of the world**

87. Children use their observational skills well and describe appropriately the properties of different materials, such as sand and water. They make sensible decisions regarding the choice of materials in their investigations. Children talk about events in their own lives and know about the passing of the time, for example when discussing old and new teddy bears. They have an awareness of the local area and sequence photographs of their route to the local museum correctly. They study and identify different types of houses. They make maps of journeys based on fictional events. They learn from visitors about how other people live when studying artifacts from China.

93. **Physical development**

88. No teaching of physical education was observed during the week of the inspection. However, on the basis of teachers' planning and from discussion with teachers and pupils it is evident that pupils have access to a broad and balanced programme of work. Pupils make good use of the outdoor structured play activities and achieve good co-ordination and control of their movements. They play a variety of games using beanbags and balls to extend their accuracy and control in throwing. They learn how to work safely and with regard for others.

94. **Creative Development**

89. Overall, pupils make good progress in their creative development. Children draw and paint well. They draw and paint with good control and make bold prints. They express their ideas confidently. Standards of attainment in music are good. Children know a good range of popular songs and nursery songs by heart and perform them well in a class group with good expression. They have many opportunities for performing and listening to live and recorded music and to work with instruments. In IT, they handle simple counting software with growing confidence, know which function keys to use and how to progress to more challenging tasks. Children use

modelling software and the computer mouse well to drag and drop images and items to alter, for example, teddy bear's clothing 'on screen'. They print out their finished pictures successfully. They also use and control tape recorders confidently to improve their knowledge of the alphabet and to listen to favourite nursery rhymes and stories. Attainment and progress in design and technology are both good. Pupils cut, shape, stick and make simple beds for their teddy bears out of card boxes to which they add legs of equal length and decorate to a good standard of finish. They record their work using simple drawings and words. Small construction kit work shows a good grasp of scale and proportion and they use larger scale equipment with good levels of confidence and imagination.

95. **ENGLISH, MATHEMATICS AND SCIENCE**

95. **English**

90. The results of the 1999 National Curriculum tests at the end of Key Stage 2 were well above both the national average and the average for similar schools. Pupils' average test results for the previous three years have been above the national average and the percentage of pupils achieving higher levels was well above the national average and the average for similar schools. In the Key Stage 1 national tests in 1999, the number of pupils achieving level 2 and above was in line with the national average in reading and slightly below it in writing. Between 1996 and 1998, the performance of pupils in reading and writing was close to the national average. Girls attained higher levels than boys over this same period in both key stages.
91. Inspection evidence indicates that attainment is in line with the national expectation at the end of Key Stage 1 including writing and above it by the end of Key Stage 2. Progress is satisfactory in Key Stage 1 and good in Key Stage 2 for all abilities. High attaining pupils make very good progress in reading. The implementation of the National Literacy Strategy has had a positive impact on standards, especially in Key Stage 2.
92. In Key Stage 1, pupils' attainment in speaking and listening, reading and writing meet national expectations. Pupils talk clearly and confidently, for example, when answering questions or making presentations to the class. In Year 1, they retell a traditional fairy story clearly and in the correct sequence. In role-play puppet activity in Year 2, pupils work hard to engage their audience. A minority of Year 2 pupils lack the confidence to express their ideas and their comments are not always clearly developed. Pupils listen attentively to the teacher, for instance, in Year 1 when "nonsense" poems are read aloud and they are asked to join in and develop some of their own ideas. By the end of Key Stage 1, pupils read with accuracy and have satisfactory levels of fluency, understanding and expression. They use appropriate techniques, such as picture cues, whole word recognition, graphics and phonics to decode unfamiliar words successfully. Pupils respond to narrative and non-fiction books with enthusiasm and enjoyment, reading independently or with one another confidently by the end of the key stage. They write confidently and competently, for example, when writing instructions for how to make a puppet. They write with clear meaning in both narrative and non-narrative forms. Capital letters and full stops are used successfully and spelling is satisfactory. Pupils' handwriting is joined and well presented.
93. In Key Stage 2, standards are good. Pupils speak confidently in a range of situations, varying their vocabulary and expression appropriately according to the situation. They explain complex ideas in clear and well- formulated sentences, for instance when reading and analysing the characters and their behaviour in "The Wreck of the Zanzibar" in Year 6. Pupils question and debate each other's ideas thoughtfully, for example in Year 5 when discussing classic texts. Pupils throughout the school make positive and constructive contributions to whole class sessions. They are confident readers, responding enthusiastically and effectively to a range of texts including poetry, narrative and reference books. Pupils make good use of the texts to make

a point or support an opinion. They provide reasoned judgements about the books they are reading and identify the elements of effective writing well. Pupils retrieve information successfully, including research for history and geography. They write confidently for a range of purposes using clear structures, such as writing about the Tudors, using imaginative vocabulary without losing historical accuracy. Pupils use a good range of sentence structures and punctuation to sustain interest and tenses are used consistently throughout the text. By the time they leave school at age 11, most pupils use verbs, adverbs, inverted commas and indirect speech confidently and to good effect. They use the dictionary and thesaurus effectively to improve their writing.

94. Pupils' attitudes to English are good and often very good. They enjoy the variety of activities and tasks provided and respond with enthusiasm and confidence. Older pupils are particularly engaged during the whole class sessions when they are required to respond orally and think aloud. Pupils remain on task and persevere well. They work effectively on their own and in small groups. They have positive attitudes to their work and behaviour is good.
95. Teaching is satisfactory in Key Stage 1. It is good and sometimes very good in Key Stage 2. Teachers have good knowledge and understanding of the subject. Pupils make better progress in Key Stage 2 because teachers are skilled in motivating their pupils. They choose interesting and challenging tasks for their age and abilities. They provide good levels of guidance, through well-briefed support staff, and good formative written feedback. This ensures that all pupils benefit and achieve high standards in their written work. Expectations are generally higher in Key Stage 2, where teachers maintain a brisker pace to the lesson. In both key stages, teachers observe carefully and discuss pupils' work with them with interest and encouragement. Teachers use the information gained from everyday assessments to monitor pupils' progress and intervene to correct, improve or sometimes extend their learning. Time and resources are used well and homework supports pupils' learning effectively.
96. The literacy co-ordinator for Key Stage 2 has managed the training and support for literacy across the school very effectively. It is securely in place throughout the school, and includes drama and role-play. Both she and the newly appointed co-ordinator for Key Stage 1 have made a good start on monitoring the quality of provision through regular scrutiny of teachers' plans and pupils' work and, increasingly, classroom observations.

102. **Mathematics**

97. The results of the 1999 National Curriculum tests at the end of Key Stage 2 were well above the national average and above the average for similar schools. Pupils' average test results for the previous three years have been close to the national average with the percentage of pupils attaining higher levels above the national average. Boys, overall, attained higher levels than girls over this time. These results represent an improvement in standards since the last inspection. The number of pupils achieving the national expectation in the 1999 National Curriculum tests at the end of Key Stage 1 was in line with the national average. Test results for the previous three years were well above the national average with girls, overall, attaining higher levels than boys.
98. Inspection evidence indicates that attainment is sound in Key Stage 1 and pupils are making satisfactory progress and that in Key Stage 2 attainment and progress are good. The introduction of the numeracy project has had a positive impact on the quality of teaching and pupils' attainment. Pupils employ their numeracy skills satisfactorily across the curriculum
99. In Key Stage 1, attainment standards in using and applying mathematics, number, shape space and measures are sound. Pupils discuss their work using familiar mathematical vocabulary. They select the equipment appropriately for a range of mathematical tasks. They use and interpret simple mathematical symbols and explain their thinking appropriately. Pupils count

sets of object confidently and use mental recall of addition and subtraction up to ten objects. They recognise and develop sequences of numbers including odd and even numbers accurately and identify patterns on a 100 square confidently. They count on and back in twos, fives and tens confidently. Pupils understand and use the operations of addition and subtraction, multiplication and division appropriately. More able pupils understand the place value of each digit and use this to order numbers beyond 100. All pupils encounter and use numbers larger than 1000. They identify and record halves of simple shapes such as rectangles and more able pupils mentally halve even numbers over 20. They know and use halving as the inverse of doubling. Pupils estimate, measure and compare lengths and masses using standard units in purposeful contexts. They use the mathematical names for common shapes and describe their features accurately including the number of sides and corners. They understand angle as a measure of turn and recognise quarter and half turns. Pupils do not sufficiently sort, record and interpret data they have collected.

100. In Key Stage 2, overall standards are good in using and applying number, shape, space and measures. They are satisfactory in handling data. Pupils use and apply mathematics confidently in practical tasks, selecting and using the appropriate mathematics and equipment. They have a good mathematical vocabulary and discuss their reasoning and explain their strategies enthusiastically. In number, pupils have a good understanding of the place value of digits. Older pupils multiply and divide by 10, 100, and 1000 both in whole and decimal numbers quickly and accurately. Pupils in Year 6 order a mixed set of numbers with up to 3 decimal places including negative numbers correctly. They reduce fractions to their simplest form by cancelling common factors. They understand percentages as the number of parts in every hundred and calculate percentages of whole numbers. Pupils in Year 5 follow a sequence of instructions in a number pattern with enjoyment and interest. They make good use of their mental and written strategies. They use terms such as multiples, factors, prime and square numbers appropriately and, on occasions, many chose to spend a lunchtime in developing their work further. Pupils in Years 3 and 4 double and halve numbers confidently and count forwards and backwards in steps of different sizes starting at different points well. Pupils have a good knowledge of the multiplication tables and employ them well in mental and written work. In their work on shape, space and measures pupils understand and use properties of shape confidently and accurately. They use co-ordinates to specify location. They use a protractor to measure acute and obtuse angles to the nearest degree accurately. Year 5 pupils calculate the perimeter and area of simple shapes. Pupils collect data arising out of their studies and record this data using a sound range of graphs and diagrams. They understand the principle of probability and employ the appropriate language to consider likely outcomes.
101. Pupils of all abilities respond well to their work. They show very positive attitudes to mathematics. They persevere, enjoy their work and discuss it enthusiastically. Pupils' behaviour and engagement with their work contributes very effectively to the standards they achieve. They listen attentively and contribute willingly to discussion and the challenges posed. They show good levels of co-operation in group work and whole class work.
102. The quality of teaching is satisfactory in Key Stage 1 and good in Key Stage 2, where lessons are conducted at a crisper pace and teachers are skilled in motivating their pupils. Teachers throughout the school select the equipment and activities appropriately. They plan well and cater appropriately for the range of abilities represented in the class. All teachers maintain a high level of interaction with pupils and this provides them with good indicators of pupils' understanding. They use this formative assessment well to inform their teaching. Teachers draw on a broad and an appropriate range of strategies. Whole class sessions are conducted well, with enthusiasm and in Key Stage 2 with good pace. Teachers, throughout the school, offer clear and precise instruction and use questioning well. At its best their questioning lifts the level of challenge for pupils very well. In Key Stage 2 pupils are taught in setted classes and this arrangement is very effective, particularly in maintaining the high level of engagement of the pupils. Their motivation is high and this enables teachers and pupils to focus their time and

energy fully on the subject matter. Homework in Key Stage 2 is used well to consolidate work undertaken at school. Very limited use of IT was evident in planning, lessons and samples of work. Well presented displays of mathematics are evident throughout the school and these are used very well to promote a good mathematical vocabulary.

103. The two key stage subject leaders provide satisfactory leadership. A comprehensive action plan has contributed effectively to the successful introduction of the National Numeracy strategy. Their monitoring role is at an early stage of development. A comprehensive programme of testing has been established throughout the school; this provides a good basis from which to analyse pupils' strengths and weaknesses. The subject leaders receive copies of teachers' planning and samples of pupils' work have been scrutinised. At best this practice has led to written commentary for the teachers concerned. A major audit of mathematics teaching was led by the headteacher which led to a programme of targeted action for specific year groups. Subsequent test results indicate a significant improvement that has been sustained. The school is resourced appropriately for the subject and subject leaders conduct regular audits and monitor the management of resources at peak demand times carefully.

109. **Science**

109.

104. In the 1999 Key Stage 2 national tests of eleven year-olds, the results were above the national average and broadly in line with those in similar schools. Between 1996 and 1998, pupils' performance in science at the end of Key Stage 2 was above the national average. The performance of boys was above the national average and that of girls in line. In Key Stage 1, the results of teacher assessment for seven year-olds in 1998 were in line with the national average.

105. Inspection evidence confirms the good standards in Key Stage 2. Standards have improved at Key Stage 1 since 1997. Progress is satisfactory for all pupils in all aspects of science in Key Stage 1, and it is good in scientific investigations. It is good in Key Stage 2, especially for the higher attaining pupils who benefit also from a science master-class in partnership with the local secondary school.

106. By the end of Key Stage 1, attainment is above national expectations in scientific investigations. Pupils demonstrate their skills and understanding in practical ways, including good oral presentations to the class. Attainment is in line with national expectations in life and living processes, materials and their properties, and physical processes. Pupils use everyday terms to describe simple observations in answering questions about the world around them, for instance which toy car will travel the furthest down a slope and why. They use apparatus appropriately and draw up simple tables to record their results. Pupils respond well to questions such as: what do you think will happen? Higher attaining pupils have a sound understanding of the concept of fair testing. By the end of Key Stage 1, pupils name the external parts of the body accurately. They identify places such as ponds, gardens and fields where living things can be found. They sort objects successfully according to simple properties such as soft and hard, transparent and opaque. Pupils make sounds from different materials and distinguish effectively between a push and a pull.

107. By the end of Key Stage 2, attainment is good. Pupils recognise the need for fair testing and repeat measurements, for example where Year 3 pupils test solutions using sand and sugar. Differences in measurements are explained in well-written, accurate accounts. Pupils consolidate their understanding and skills of scientific investigations through well-constructed tasks, such as devising a range of questions when exploring spinners in Year 6. Scientific names are recorded on carefully labelled diagrams of plants and the functions of each organ described accurately. Simple keys are devised to identify and group living things that depend on one another for food. Through careful investigation, pupils separate the contents of contaminated water and later use chromatography effectively to solve a "crime" set up by the local police

- liaison officer. Pupils explore switches effectively and their function in circuits, creating one successfully from components provided.
108. Pupils enjoy their science. They respond positively to the opportunities to engage in first-hand experience and to handling scientific equipment. They are eager to devise their own questions to explore themes further. Pupils listen attentively to the teacher, work well on their own and collaborate effectively in small groups. Pupils have very positive attitudes to the work and use equipment provided sensibly.
109. The overall quality of teaching is good. Planning is sound and establishes clear aims and objectives. The range of resources available is good and they are used well. Emphasis on the scientific process throughout the school builds up pupils' confidence and raises standards of achievement. In Key Stage 2, the provision of sessions lasting over an hour is effective in ensuring that pupils get maximum benefit from their science lessons. Written feedback on pupils' work supports improvement in their learning successfully.
110. The Key Stage 2 science co-ordinator is an effective team leader and provides good support to colleagues in such situations, with well-constructed worksheets and support materials. The Key Stage 1 co-ordinator has only recently taken up the role but an action plan has been drawn up after careful consideration of end of key stage assessments. A good start has been made in monitoring the quality of provision, focusing particularly on scrutiny of pupils' work and teachers' planning.
116. **OTHER SUBJECTS OR COURSES**
116. **Information technology (IT)**
111. Standards of attainment are below expectations and progress in both key stages is unsatisfactory. Standards are satisfactory in the Special Support Facility. Limited teaching was observed in the week of the inspection. Evidence of pupils' ICT work was rarely seen in classroom displays, pupils' books or the sample folder work provided for the inspection. Overall, standards in the subject have not improved since the last inspection.
112. In Key Stage 1, younger pupils perform simple keyboard functions competently when using software to support their word recognition and counting skills. They operate tape recorders with growing confidence to aid their language development. However, they are operating at a similar level to Year R pupils when adding symbols to a simple map. Year 1 pupils understand how to control a programmable toy to perform measured movement and a 90 degree turn when delivering a letter to the classroom post box. Work produced during the inspection showed that Year 2 pupils word-process, save and print simple labels and text when recording their puppet making in their design and technology log books. However, pupils' ability to retrieve, process and display tables, graphs and pictures is unsatisfactory.
113. In Key Stage 2, most of the average and higher attaining pupils use word processing, desk top publisher, and graphic/paint packages successfully. However, pupils rarely use computers independently to access, draft or present information in their ongoing literacy, numeracy or topic-work. Year 3 pupils use word processing software satisfactorily but rarely use computers for other purposes. Year 4 pupils are competent in exploring carefully selected educational internet sites to broaden their knowledge of the Romans and show good standards of attainment in their desktop publishing work. Year 5 pupils use CD-ROM extracts to enhance their work on rainforests but none developed the work to present graphs, for example of rainfall patterns. Year 6 pupils use paint software successfully to generate images in design technology. However, there was no evidence of pupils having used databases, spreadsheets, or monitoring, sensing and control equipment. Whilst some of these activities are planned for later in the year,

this strand of the curriculum is a significant weakness. Special needs pupils in the SSF unit use specialist software successfully to improve their spelling and produce simple bar charts and graphs to illustrate the number of pets owned by themselves and their peers.

114. Pupils use information technology equipment enthusiastically and share operations and equipment in a mutually supportive manner. They show respect for the equipment and a growing awareness of possible applications and effects of IT in the school, home and in the wider world.
121. Though staff confidence has been raised following recent training in basic office software applications, confidence and expertise in applying IT across the curriculum is still a weakness. In the early years and the SSF unit, staff expertise is sufficient to meet curriculum and pupil needs and staff teach basic audio equipment handling, keyboard and mouse skills satisfactorily. Teaching of the application of a programmable toy is good in Year 1. Introductory internet exploration is ably taught in Year 4, and Year 6 staff show good competencies in teaching paint software applications. However, confidence and expertise in curriculum and subject specific application of IT to enhance pupils' work is limited. Though teachers monitor pupils' access to IT, their assessment of pupils' attainment is unsatisfactory.
115. The recently appointed co-ordinator has good subject expertise, monitors teachers' planning and is supportive to individual staff, but does not monitor classroom practice sufficiently. He has worked hard and effectively to ensure that the school has the appropriate hardware and software. Overall resources are now good. A policy has been produced and a scheme of work has been developed. The school has recently begun to access training and technical support from its neighbouring specialist community technology college. The National Grid for Learning grant and strategy have been appropriately deployed.

Religious education

116. Standards in religious education are in line with those required in the Local Agreed Syllabus and pupils make satisfactory progress. Pupils have a sound understanding of Christianity and other principal religions represented in Great Britain and know how religion helps in the exploration of, and response to, life experiences.
117. In Key Stage 1, pupils visit and are familiar with the local village church, recognise it as a place of worship and are aware of the importance of acts of worship. They understand that belief in God is very important for some people. They know that religions have special books, such as the Bible, and there are festivals such as Advent, Hanukah and Diwali. They know about the main features of the Nativity story and that birthdays, christenings and weddings are important rituals in people's lives. Pupils reflect on what they are thankful for and why.
118. In Key Stage 2, pupils have a good knowledge of the geography of the Holy Land and the main events in the life of Jesus. They describe the story of Moses well. Pupils understand and describe the main features of what it means to be Christian and compare that effectively with other religions. They respond well to the sessions led by local religious leaders and remember what they have been told. Pupils reflect effectively on a range of issues and feelings, such as pride, and apply what they have learnt about successful relationships well in terms of their own friends and within the school community. They understand that people may have values, attitudes and commitments that are different from their own.
119. Pupils have a good interest in religious education. They respond well to the contribution of local religious leaders. They are reflective and overall show good levels of respect for other people's feelings, values and beliefs.

120. The religious education co-ordinator has only recently taken over the post. However, she has a good understanding of what is required to sustain and improve religious education and has made valuable and effective comments on other teachers' plans. Whole school and class assemblies as well as the visits of local religious leaders make a good contribution to religious education. Teachers are sensitive and effective in their questioning but tasks are not always sufficiently challenging or interesting. Religious education is identified within the school development as an area for improvement including the development of the scheme of work to ensure improved progression, balance and resources, including information technology, in Key Stage 2. Standards are broadly in line with the previous inspection report.
127. **Art**
128. Achievement is high and pupils make good progress. Standards are similar to those reported at the time of the last inspection.
121. In Key Stage 1, pupils have good colour-mixing skills and control the use of paint well. They demonstrate good skills and confidence in space-filling and composition. They discuss the paintings they study, though they do not always interpret their observations accurately in their practical work. Pupils in Year 1 create atmospheric compositions based upon the theme of the seaside. In these they often use colour and paint very well. They build on their skills in effective landscape paintings in Year 2. Pupils also experiment well with design. They learn to use stitches to make marks on canvas. Pupils too often study the work of an individual artist and this limits their ability to make comparisons between art works made at different times and for different purposes. In Year 2 pupils study the designs of William Morris and make their own competent designs based upon natural forms. They study and respond to the designs of kneelers in the local church and make simple stitched samples based upon their study. The majority of pupils make good progress when drawing from observation. Their work is often strong and confident and provides a good stimulus for other work.
122. In Key Stage 2, pupils make good progress in investigating and making across a broad range of methods and with a good range of media. Their drawing and painting show good progression. Pupils' paintings in response to the theme of emotions are very expressive and make effective use of colour and paint texture. Their observations and responses to the wildlife garden are also sensitive. Year 3 pupils make competent two-colour press prints and bold tie-dye textiles based on the theme of a village in Ghana. A strength of their work is the first-hand observation, both of their local environment and of Ghanaian artefacts such as fabrics, which stimulate pupils' interest and contribute to their understanding well. They produce very good and sophisticated textiles work based upon African designs, showing the influence of geometric shapes and hot colours. Pupils make satisfactory terra-cotta figure sculpture in response to seeing the shelter drawings by Henry Moore. Though a minority of pupils produces good quality outcomes, the modelling and construction methods they use are too limited. Most pupils work on the same small scale and this does not offer sufficient scope to fully develop their skills and ideas. Pupils learn about the Romans partly through observing and drawing objects similar to those used by Romans in Britain. They experiment well with graphic media and make good progress when recording, for example the texture of leather and fur in their drawings. Pupils' knowledge and understanding of art is satisfactory though it is insufficiently informed to make comparisons between significant artists, designers and movements from different times and places.
123. The great majority of pupils show enthusiasm for their practical work and they take a pride in their work. They enjoy seeing their own and others' work on display. They enjoy using a broad range of good quality materials and carry out instructions well.
124. The overall quality of teaching is good. Strengths include confidence in the teaching of painting, drawing and textiles with an emphasis on first-hand observation. Strategies and methods for

teaching sculpture and knowledge of artists and periods are weaker. Lesson planning is good, though the scheme of work needs revision. Teachers give good praise and feedback and expectations are generally high. The art club makes a good contribution to pupils' learning in art.

125. The subject leader has good knowledge and understanding and supports teachers across the school well. There is good evaluation of teachers' plans and samples of pupils' work. Displays of work across the school contribute significantly to the ethos of the school. The school has maintained the high standards of attainment reported at the time of the last inspection and there is improvement in the use of IT for design work.

Design and Technology

126. Pupils in Key Stage 1 achieve satisfactory standards in designing and making and make satisfactory progress. In Key Stage 2, standards and progress are both good. This represents a clear improvement since the last inspection.
127. In Key Stage 1, pupils achieve satisfactory standards and progress in their designing and making activities. By Year 1, pupils make legible drawings before making artefacts such as shakers and simple stringed instruments to a satisfactory standard. In their making, they select from a suitable range of materials that they join in a variety of appropriate ways to make their models more rigid. In Year 2, pupils design and make good quality artefacts. Pupils select from a wide range of materials including fabric, plastic and wood which they cut and join successfully to produce, for example, working puppet characters that reflect their original drawings well. They also produce simple written records of their work, accurately listing tools and materials used. Most make simple suggestions for improvements.
128. In Key Stage 2, pupils develop and employ their technical vocabulary and subject knowledge and understanding well. Year 3 pupils plan their marble maze games carefully, using grid paper to successfully map out routes. They measure, cut, glue and join wood, card and plastic webbing with confidence and accuracy. Year 4 pupils design and make products such as Roman vehicles to a very good standard and many apply high quality finishes. No work was seen taking place in Year 5, but past work photographed and recorded in the subject portfolio showed good quality outcomes in bridge building, solar models and innovative wind-powered bird-scarers. By Year 6, pupils ably design and make battery-powered electric vehicles and final outcomes closely resembled their chosen designs. The quality of chassis fabrication, axle, pulley and motor alignment and overall weight distribution showed above average attainment for pupils of their age. Early tests in the playground revealed a high success rate.
129. Pupils enjoy their design and technology work, share tools and materials well and work industriously. They listen well, adhere to safe practices, and are willing to re-examine and improve their design ideas and making techniques as advised by their teachers. They show very good organisational skills and willingly help to clear away tools and equipment at the end of their lessons. They are trustworthy and most confidently work independently.
130. Teaching is satisfactory in Key Stage 1 and good in Key Stage 2 where subject knowledge is strong. Teachers' planning is good throughout. In Key Stage 1, staff teach the design process with more formality and challenge, but learning resources need to be adapted to prompt and support the less able pupils when they are performing more complex written evaluations. Teaching in Year 3 features carefully framed questions to make pupils resolve problems and think for themselves, and by Year 4 staff use written comments effectively in design folders to raise expectations through praise and challenge. They organise pupils and resources well, teach at a brisk pace and successfully promote the use of a good technical vocabulary and technological thinking. Teachers are very adept in establishing links with mathematics and science in Year 6 work on motorised vehicles and show good IT teaching skills, for example in

- generating images for pupils' 'T' shirt transfer designs.
131. The subject is very well managed. The strong lead provided by the co-ordinator helps to inspire the pupils and raise the confidence of the staff. New skills and techniques acquired through in-service are disseminated well and promptly incorporated into the curriculum. The co-ordinator has very good subject expertise and provides clear, helpful advice to teachers through the monitoring of medium-term plans. The subject is resourced well, a coherent subject policy and scheme of work are both in place and have been refined over time. The present curriculum only offers limited experience in food and textiles but statutory requirements are being met.

Geography

132. Very limited teaching was seen during the week of the inspection. However, on the basis of scrutiny of samples of work, teachers' planning and discussions with teachers and pupils, it is evident that pupils are making satisfactory progress.
133. In Key Stage 1 pupils use the story of 'Rosie's Walk' to learn how to plan the route and to use directions. They make good attempts at drawing routes of their journey from home to school and the route of a letter from Sweden to the school. They understand that they should use a key to show the places on the route. Pupils use a visit to the local high street to survey the shops and buildings which they compare with the contrasting town of Shoreham. Pupils also have a good awareness, for their age, of places further afield through using television programmes and holidays to plot places on the map.
134. In Key Stage 2 pupils have a good grasp of life in Ghana through detailed study of comparisons of Ghanaian lives with their own, using a rich range of artefacts, visitors, role-play and dance. They know why Steyning was built where it is. They use four figure map references to locate particular features and they have a good knowledge of places further afield. Pupils describe well the journey of a river and its main features from its source to its mouth.
135. Pupils talk with interest about their visits locally and further afield. They have a good interest in maps and atlases and have a good concern for the quality of their local environment.
136. The co-ordinator has only recently taken over the post. However, she has a good grasp of what is required to sustain and improve geography and has made valuable and effective comments on other teachers' plans. She has plans to make the necessary overall improvements to the scheme of work including improved coherence and progression in Key Stage 2, and increased challenge for more able pupils, to build more effectively on the good work in Year 3. Teachers make good use of story to support pupils' understanding of geography and provide clear and careful explanations but there is insufficient use of information technology overall. Standards are broadly in line with the previous inspection report.

History

137. Limited teaching was seen during the week of the inspection. However, on the basis of scrutiny of samples of work, teachers' planning and discussion with teachers and pupils, it is evident that pupils make good progress overall.
138. In Key Stage 1 pupils make satisfactory progress. They sequence telephones and swimming costumes from different periods appropriately. Pupils develop their understanding of what it feels like to be in a Victorian school through role-play and understand that life was different in the past, for example by discussing the advantages and disadvantages of writing slates.
139. In Key Stage 2 pupils make good progress in knowledge of aspects of the periods they are studying, particularly in their study of the Tudors. They make very good use of a visit to a

Tudor farmhouse at the Weald and Downland museum to describe the homes, lives and leisure of people in the past. They have a good imaginative sense of period. This is demonstrated in some good extended, empathetic writing of Tudor life and people and of diaries of evacuated children in the Second World War. Pupils combine information from sources to make effective descriptions of life in Roman and Egyptian times. They use historical novels well, such as the work of Rosemary Sutcliffe, to understand the individual responses and motivation of people in the past. More able pupils have insufficient opportunities to explain why events happen, to interpret the past and to undertake more complex research.

140. Pupils clearly enjoy finding out about the past and are motivated and interested by taking part in visits to write carefully and well in describing what they have seen and experienced. Their work in history makes a good contribution to the development of their literacy skills and to their understanding of people's feelings and helps them to reflect on their own feelings in religious education.

141. Teachers make creative use of a very good range of visits, including studies in local history, in both key stages to provide a good sense of period and empathy for people in the past. While most work is well matched to pupils' abilities there is insufficient challenge overall for more able pupils to explain rather than describe. Resources are well organised and there are good displays of photographs, artifacts and pupils' work around the school. Good use is made of history to support literacy through extended and creative writing opportunities and historical novels.

142. The history co-ordinator has only recently taken over the post. However, she has a good grasp of what is required to sustain and improve history and has made valuable and effective comments on other teachers' plans. She has plans to make the necessary overall improvements to the scheme of work including improved historical context in Key Stage 1 and improved progression in Key Stage 2. Standards have improved at Key Stage 2 since the previous inspection report.

150. **Music**

143. Pupils make satisfactory progress in Key Stage 1 and good progress in Key Stage 2.

144. In Key Stage 1, evidence from discussions with pupils confirms that they make satisfactory progress in rehearsing and performing. Pupils sing well in groups and this is a strength. Pupils use musical instruments regularly. They make good progress when creating simple compositions and make satisfactory progress recording their work. They listen attentively to music in lessons and during assemblies.

145. In Key Stage 2, girls and boys, including those pupils with special educational needs, know a range of songs including Christmas carols and popular songs. They rehearse and perform these well, paying good attention to the mood of the music. They listen attentively to recorded and live music. A few contribute good individual performances on instruments such as keyboard and piano for school assemblies. They compose to a good standard and pupils develop their skills and understanding of different rhythms well in their compositions. These pupils listen carefully to their own parts and understand how different parts contribute to a performance. Overall, pupils' opportunities for performances have developed well since the time of the last inspection though there is scope to develop the range of performances further. They listen carefully to a satisfactory range of music including that of other cultures, and demonstrate limited skills of appraisal.

146. Pupils have good attitudes to music. They especially enjoy singing during assemblies when they show confidence and enthusiasm. They co-operate well in large groups when one or more classes are taught at the same time. They enjoy playing an appropriate range of instruments

including percussion. Since the time of the last inspection more pupils have become involved in instrumental lessons. These pupils make a good contribution to standards achieved across the school. The recently introduced lunchtime orchestra also demonstrates the increasing interest which pupils have for music and provides good opportunities for instrumental work. Pupils demonstrate enthusiasm for composing and performing. They also enjoy listening to live and recorded music and show good levels of concentration when listening.

147. The deployment and quality of teaching of subject specialists has a positive impact on standards of attainment, especially in Key Stage 2. Expectations are high especially for the under 5s and in Key Stage 2 and there is a good level of challenge in the work. There are insufficient planned opportunities for pupils to develop skills in listening and appraising. The good relationships created have a positive impact on motivation and standards. Teachers' planning is at least sound and lessons are appropriately planned from a newly introduced scheme of work. Teachers give good praise and encouragement, though there is insufficient formal assessment.

148. The management of music is good. Since the last inspection a scheme of work has been introduced and this has helped teachers plan their lessons appropriately for pupils across each of the year groups. The quality of teaching has improved and additional extra-curricular opportunities are provided for pupils to extend the range of performances. The quality of composing is better than at the time of the last inspection. The subject manager monitors teachers' planning well and gives good feedback, identifying clearly where improvements can be made. There is still a need to improve standards in appraising.

156. **Physical Education**

149. In Key Stage 1 and 2, pupils' achievements and progress are sound.

150. In Key Stage 1, pupils understand the need for warm-up routines and follow instructions well. They work co-operatively and observe safety rules well. In outdoor games, pupils throw balls and bean bags when working in pairs and work enthusiastically on developing their accuracy. They have satisfactory control when bouncing and catching a large ball. They compete with enthusiasm. Overall, pupils do not sufficiently evaluate their own performance in order to make improvements.

151. In Key Stage 2, pupils know and follow the well-established routines for warm-up at the start of lessons. Most pupils show a good level of agility in outdoor games. They take turns well and work safely in larger team games. Boys and girls work well together in ball control exercises in preparation for team games such as netball and football. Most pupils catch and throw well. They pass the ball appropriately in mini-matches and have good skills in attack and defence. In football, both girls and boys show good progress in developing ball control. In gymnastics a minority of pupils show inventive ways of travelling and working effectively with partners on balance. Pupils use low-level apparatus satisfactorily and demonstrate their performance to others enthusiastically. However, pupils do not sufficiently evaluate their own and others' performances.

152. There is a good range of additional activities for pupils to take part in throughout the year. These include a Year 6 residential visit to the Isle of Wight when pupils participate in a range of adventurous pursuits, for example abseiling and riding quad bikes. There is a school netball team, which competes with other local schools. The Ten Step award for pupils aged 8-10 develops athletic skills well. The most recent lunchtime dance club is very popular with pupils. The school is linked with a cluster of local schools in the B.T. Top Sports programme. As a result the school has a good range of equipment on loan and benefits from coaching in tennis, basketball and hockey.

153. Pupils express enthusiasm for their work and change for lessons swiftly and sensibly. Pupils enjoy and exhibit sensible attitudes to competition. They enjoy taking on team leadership roles and work in groups well. They listen carefully to the teacher and take responsibility for managing equipment and resources both outside and indoors.
154. Overall, the quality of teaching is good. Strengths of the teaching are good lesson planning with clear learning intentions and very good use of praise and encouragement to pupils. Teachers use the full range of resources well and pay very good attention to safety. The most effective lessons are characterised by the teachers' high expectations in terms of focus on skill development. Evaluation skills are not taught sufficiently.
155. The recently appointed subject leader has good subject knowledge and has monitored teachers' planning for the subject well. However, teachers do not have clear goals and strategies for improving the attainment of pupils further.

163. **PART C: INSPECTION DATA**

163. **SUMMARY OF INSPECTION EVIDENCE**

156. A team of 7 inspectors spent a total of 25 days at the school gathering first-hand evidence. During the inspection 100 teaching sessions were observed, amounting to 85 hours 5 minutes. Work in all subjects was inspected including written and recorded work from three pupils in each year group. Inspectors listened to pupils of all ages read and discussed their work with them. Discussions were held with the headteacher and senior members of staff with regard to roles, responsibilities, management and planning. In addition, discussions were held with the governing body about governors' responsibilities in relation to the curriculum, management and finance. A questionnaire was sent to all parents and the Registered Inspector held a meeting prior to the inspection so that parents could express their views on the education provided by the school. Documentation, including the school development plan, financial statement, policies, schemes of work, pupils' records and teachers' curriculum plans, was studied in detail.

164.

165. **DATA AND INDICATORS**

165. **Pupil data**

	Number of pupils on roll (full-time equivalent)	Number of pupils with statements of SEN	Number of pupils on school's register of SEN	Number of full-time pupils eligible for free school meals
YR – Y6	465.5	17	63	17

165. **Teachers and classes**

165. **Qualified teachers (YR – Y6)**

Total number of qualified teachers (full-time equivalent):	19.8
Number of pupils per qualified teacher:	22.21

165. **Education support staff (YR – Y6)**

Total number of education support staff:	14
Total aggregate hours worked each week:	242.2

165.

Financial data

Financial year:	1998-99
	£
Total Income	732,226
Total Expenditure	733,469
Expenditure per pupil	1,525
Balance brought forward from previous year	14,639
Balance carried forward to next year	13,396

165.

165. **PARENTAL SURVEY**

Number of questionnaires sent out: 358
 Number of questionnaires returned: 79

Responses (percentage of answers in each category):

	Strongly agree	Agree	Neither	Disagree	Strongly disagree
I feel the school encourages parents to play an active part in the life of the school	32.1	62.8	2.6	2.6	0
I would find it easy to approach the school with questions or problems to do with my child(ren)	39.2	57.0	1.3	2.5	0
The school handles complaints from parents well	22.5	45.1	29.6	1.4	1.4
The school gives me a clear understanding of what is taught	31.6	46.8	16.5	5.1	0
The school keeps me well informed about my child(ren)'s progress	32.9	41.8	16.5	8.9	0
The school enables my child(ren) to achieve a good standard of work	32.5	57.1	9.1	1.3	0
The school encourages children to get involved in more than just their daily lessons	27.3	42.9	20.8	9.1	0
I am satisfied with the work that my child(ren) is/are expected to do at home	25.3	62.0	5.1	7.6	0
The school's values and attitudes have a positive effect on my child(ren)	39.7	48.7	11.5	0	0
The school achieves high standards of good behaviour	32.9	48.1	16.5	2.5	0
My child(ren) like(s) school	51.9	40.5	5.1	2.5	0