

INSPECTION REPORT

ARUNDEL C of E PRIMARY SCHOOL

Arundel

LEA area: West Sussex

Unique reference number: 126019

Headteacher: Mrs L B Davies

Reporting inspector: Eileen Chadwick

19115

Dates of inspection: 5th – 7th November 2001

Inspection number: 218508

Full inspection carried out under section 10 of the School Inspections Act 1996

INFORMATION ABOUT THE SCHOOL

Type of school:	Infant and junior
School category:	Voluntary Aided
Age range of pupils:	4 to 11
Gender of pupils:	Mixed
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Appropriate authority:	The governing body, Arundel Cof E Primary School
Name of chair of governors:	Mr R Davies
Date of previous inspection:	19/11/99

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14347	Helen Griffith	Lay inspector		Pupils' attitudes, values and personal development. How well does the school care for its pupils? How well does the school work in partnership with parents?
19897	Arthur Evans	Team inspector	Mathematics History Physical Education	How good are curricular and other opportunities offered to pupils?
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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

This is a Voluntary Aided Church of England primary school attracting pupils from Arundel, Littlehampton and the neighbouring area. It is smaller than most primary schools, with 150 girls and boys between the ages of four and eleven, and it has recently reduced from seven to six classes. Children can enter Reception full time in the September in the year in which they are five and only two of the 14 in Reception are still part time. Most classes contain two age groups. The proportion receiving free school meals at 2.3 per cent is low but this does not reflect the average nature of the socio-economic circumstances of the families served. Very few pupils have English as an additional language. The proportion with special educational needs (28.1) per cent, and with statements of need (3.3 per cent), are both above average. Three quarters of these pupils are boys with literacy or behavioural difficulties, a significant minority of whom entered the school late. Recently, the number of pupils entering or leaving the school at other than the normal points of entry has been above average. For example, in the last school year, nine pupils entered the school and 19 left it. Pupils' attainment on entry is average overall although wide ranging.

HOW GOOD THE SCHOOL IS

The school has made very good progress over the last two years in improving the standards reached by eleven year olds in national tests and, by 2001, pupils reached above average standards in English and average standards in mathematics. This has been accomplished through the sound leadership of the headteacher and strong improvements in the way in which governors work with the school in helping to shape its direction. The overall effectiveness of the school is satisfactory. The headteacher has the support of the staff and the governing body and the school is well placed to continue to improve in the future. The findings of the inspection show that the school is maintaining standards in mathematics although standards in English are not always high enough. Pupils are making satisfactory progress overall through consistently sound or better teaching. The school provides satisfactory value for money.

What the school does well

- The quality of teaching in Reception is good and literacy is very well taught. Children are given a rich and relevant curriculum and a firm foundation in the basic skills of reading, writing and numeracy.
- The quality of teaching is good in science in Years 1 and 2 and in singing throughout the school. Standards are now above average in these areas and have improved significantly since the previous inspection.
- The school has successfully implemented the Numeracy Strategy and this has raised standards in mathematics very well in the past two years.
- The school is very welcoming and provides well for pupils' spiritual, moral and social development. The strong sense of community and good relationships also lead to pupils' good behaviour and positive attitudes.
- The school provides good support for pupils with statements of special educational need and for the ones with behavioural difficulties.
- Extra curricular provision is of a high quality and there is strong provision in sport and music. This makes a substantial contribution to pupils' personal development and their enjoyment of school.

What could be improved

- Standards in reading and writing, including phonics and spelling, by seven and eleven.
- Standards in information and communication technology through the school.
- Older pupils' attainment in aspects of investigative and experimental science, especially for higher attainers.
- The inconsistent progress made by the more capable pupils and some pupils with special educational needs.
- The way the school monitors each pupil's progress and the standards achieved so that the school can evaluate and improve its own provision so that all pupils consistently achieve their best.

The areas for improvement will form the basis of the governors' action plan.

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

Since the last inspection in November 1999, improvement has been satisfactory. There has been almost a complete change of teaching staff and substantial changes to the governing body. Under the leadership of a new Chair of Governors, there has been very good improvement in governors' roles and the way they support the school. The staff are now working together as a cohesive team, valued as the school's best resource and given suitable staff training. Subject co-ordinators' roles are now satisfactory. The development planning process is much improved and fully involves staff and governors. There are now sound quality assessment procedures, especially in literacy and mathematics. The monitoring procedures by the headteacher and the governing body have been substantially improved, the school evaluates the standards achieved in national tests and uses the information in order to evaluate the progress it is making.

However, there are still weaknesses in the way the school uses assessment information to measure and improve each pupil's progress over time, especially in literacy. Lesson planning has improved and the school has much improved the targets for pupils with special educational needs with behaviour and numeracy difficulties. However, the school does not always provide adequate targets with small steps in reading and writing for a minority of pupils with low standards in literacy. The school has made satisfactory progress in developing pupils' awareness of other cultures and has addressed all its minor weaknesses. The strengths identified at the last inspection have been maintained. There is a brand new suite of computers, although this has not yet had time to influence standards and the staff are just being trained. The school has a good capacity to improve in the future.

STANDARDS

The table shows the standards achieved by pupils at the end of Year 6 based on average point scores in National Curriculum tests.

Performance in:	compared with			
	all schools			Similar schools
	1999	2000	2001	2001
English	E	E	B	B
Mathematics	E*	C	C	C
Science	C	E	D	D

Key	
well above average	A
above average	B
Average	C
below average	D
well below average	EE
very low	*

This table shows that since 1999, when the school was last inspected, standards in Year 6 have improved very well in English and mathematics compared with all schools as well as similar schools. These improvements have been brought about by the thorough analysis of strengths and weaknesses in pupils' performance in Year 6 and demanding target setting. In science, standards have not improved as they were below average in 2001. This is because fewer pupils achieved the higher level, Level 5, than found nationally despite nearly all achieving the national expectation, Level 4. Attainment for Year 2 pupils does not show the same improving trend, as standards in literacy in Year 2 have often been too low for the past four years. In 2001, standards were well below average in reading and below average in writing. Yet the standards these Year 2 pupils attained in mathematics were above average in 2001, and have often been high for the past few years, indicating pupils do not do well enough in literacy.

The inspection's findings compared with all schools are:

In Reception children are on course to attain above average standards in speaking, listening, reading, numeracy, personal, social and emotional development, creative development and average standards in writing, knowledge and understanding of the world and physical development. Children achieve well.

In Year 2 standards are below average in reading, writing and spelling, average in mathematics and above average in science. Pupils' achievement is unsatisfactory in literacy, satisfactory in mathematics and good in science.

In Year 6 standards are below average in English and science and average in mathematics. The findings of the inspection indicate that fewer are attaining satisfactory standards in English and science than in 2001 partly because a significant minority of pupils with special educational needs entered the school very late. The school

has set satisfactory targets for 70 per cent of pupils to achieve Level 4 or above in English and demanding targets for 84 per cent to do so in mathematics. Pupils are on course to achieve the targets set. Pupils' achievement is unsatisfactory in English because the proportion reaching Level 5 is too low and a significant minority with low standards in literacy are also making unsatisfactory progress. At both key stages, pupils attain average standards in all other subjects, apart from in information and communication technology where standards are below average. Overall, pupils with special educational needs make satisfactory progress whilst the few with English as an additional language make good progress. However, more capable pupils make unsatisfactory progress.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Good overall. Most are keen to learn and concentrate well. Occasionally, when pupils are kept sitting for too long their attention wanes and they do not concentrate so well.
Behaviour, in and out of classrooms	Good. Pupils behave very well when moving around the school, and well in most lessons. Their behaviour in collective worship is excellent. Pupils are open, friendly, well mannered and polite to each other and adults.
Personal development and relationships	Good. Relationships between pupils and with adults are good and promote pupils' self esteem. Pupils take responsibility well although this is less marked in science for older pupils. Pupils are very supportive of each other.
Attendance	Satisfactory. Attendance and unauthorised absence are average.

TEACHING AND LEARNING

Teaching of pupils in:	Reception	Years 1 – 2	Years 3 – 6
Quality of teaching	Good	Satisfactory	Satisfactory

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

The overall quality of teaching is satisfactory and is similar to the previous inspection. Most of the teaching and learning in Reception is at least good, including in numeracy, and particularly good in speaking, listening, reading and writing. Some good teaching is seen in all classes in the school. Teachers have warm relationships with pupils and manage their classes well. However, good teaching is only consistent in Reception enabling the children to learn literacy and numeracy skills well. In Reception, lessons are very carefully planned to link together all the areas of learning and the match of work, especially in communication, language and literacy and numeracy, is particularly good. In Years 1 to 6, teaching and learning in numeracy are satisfactory and good for older pupils when the teacher's expectations are demanding and rigorous subject teaching leads to pupils learning at a good rate. This is improving standards. Teaching and learning in literacy were satisfactory in most lessons observed but examination of pupils' previous work shows they are unsatisfactory in Year 2 in the mixed Year 1 and 2 class where expectations are not high enough. Too often, work is aimed at the average, and higher and lower attainers underachieve. The small amount of unsatisfactory teaching seen was for younger junior pupils with special educational needs when the work provided was too hard and pupils did not spend enough time on learning the steps in reading at the right level during the literacy lesson.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	The curriculum is satisfactory overall. It is rich and relevant to the needs of the children in Reception. Extra curricular activities are good. However, statutory requirements for information and communication technology are not met. There is a lack of robust phonics and spelling guidelines to help teachers to teach literacy.
Provision for pupils with special educational needs	Satisfactory overall. The pupils with statements of special educational need and those with behavioural difficulties are well provided for. However, provision for pupils with low standards in literacy is insufficiently rigorous. Pupils are not given small enough steps in literacy.
Provision for pupils with English as an additional language	The school provides well for the very small minority with English as an additional language and they make good progress.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Overall provision is good. The good provision for social and moral development identified at the last inspection has been maintained and spiritual and cultural development have been improved. Spiritual development is now good.
How well the school cares for its pupils	Good overall. The school has good procedures for child protection and for children's welfare. The satisfactory assessment procedures are not always used effectively for matching pupils' work in literacy and science lessons.

Parents see the school as welcoming, and feel they can discuss any concerns. However, few help in class and relationships with some parents are not close enough.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The headteacher provides sound leadership and management with particularly strong pastoral direction. She works successfully as a team with her staff and the governing body in giving the school clear purposes for improvement.
How well the governors fulfil their responsibilities	The governing body is effective and very well led by a knowledgeable Chair of Governors. Since the last inspection, there have been very good improvements to the way the governors work with the school and evaluate its progress. Their systems for monitoring the standards achieved are satisfactory. They have a good understanding of the strengths and weaknesses of the school.
The school's evaluation of its performance	This is satisfactory. The headteacher and key staff carefully and regularly monitor teaching. However, National Curriculum subject criteria are not always used rigorously. The analysis of test results and target setting is meticulous for Year 6. The improvement plan is good but there are not enough numerical targets for improving standards.
The strategic use of resources	Satisfactory. The school's staff are valued and are given training opportunities. Co-ordinators' roles are satisfactory although there are many new co-ordinators and their impact has yet to be seen in the raising of standards. Financial management and planning are good. The use of computers is unsatisfactory.

Major planning and spending decisions are carefully considered to ensure best value for money. There are enough teachers to teach the curriculum and they are appropriately qualified. The learning support assistants provide valuable support for the pupils. Resources are satisfactory except that in Reception there are very

limited facilities for outdoor play and the computer is out of date. The school library has a narrow range of books and there are not enough reading books for pupils with literacy difficulties. The school's accommodation is good but there is no outdoor shaded area.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • Their children like school. • Pupils behave well. • The way the Numeracy Strategy is taught. • The staff are warm and approachable and there is a strong sense of community and a family atmosphere. • The extra curricular activities, especially in sport. 	<ul style="list-style-type: none"> • The stability of staffing and impact on some classes. • Standards of literacy, including spelling, especially for those with special educational needs. • Information on their children's progress. • The leadership and management of the school. • The consistency in quality of homework.

Throughout the report, the findings of the inspection team reflect parents' positive views. They find that the leadership and management of the school are sound; homework is satisfactory and information on children's progress is satisfactory overall. However, the home/school reading records do not give parents adequate information about their children's reading targets. Standards of literacy are not consistently high enough, especially for some pupils with literacy difficulties and higher attaining pupils. There has been a high turnover of staff in the last two years. This has now stabilised and new appointments are having a positive impact on pupils' learning.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and pupils' achievements

1. The attainment on entry to Reception is average although very wide ranging from well above to well below average, and, in the current Reception class, a small minority entered with high level special educational needs in personal, social and emotional development as well as in speaking and listening difficulties. This generally reflects the wide range of attainment found in the rest of the school and the need for this school to cater consistently for a very wide ability range. In Year 6, this is particularly the case as mobility has been high in this group of pupils and this has had a significant impact on the cohort's attainment on entry in Key Stage 2.
2. In the current Year 6, one third entered the school late, mainly in Years 5 and 6, and a half of the original pupils had left before reaching Year 6. However, on the evidence available, the overall attainment on entry, including late entrants, of the current Year 6 to Key Stage 2 was average. Many of the late entrants entered with special educational needs because of behavioural difficulties. The school's records also show that these pupils entered with below average attainment in literacy although exact records have not been kept and there is insufficient evidence to make a judgement about their attainment on entry in numeracy. The attainment on entry to Year 3 of those remaining of the original pupils and, who took their Year 2 national tests at this school, was above average in English and mathematics, although spelling was a weaker area.
3. In the previous Year 6, that is those who took 2001 national tests, mobility was not as high as there were few late entrants. Most pupils in this Year 6 had taken their Year 2 tests in this school although one third of the original cohort had left by Year 6. Comparisons of the standards reached by the pupils who took their Year 2 tests and also Year 6 tests at Arundel showed some underachievement between the Years 3 and 6, especially for higher attainers in all subjects. However, because pupils' attainment on entry to Reception has been consistently judged average, for example, by previous OFSTED reports, their overall achievement by the time they left was satisfactory because they left with broadly average attainment overall. In Key Stage 2, there have been substantial changes of staff and absence in some classes in the past few years which have contributed to underachievement.
4. The inspection team judges the overall effectiveness of the school to be satisfactory on the basis of the current Year 6 pupils' achievement. The impact of late entrants to the school has been to depress the overall attainment at Level 4 by about 12 per cent in English and science. Pupils' overall achievement is satisfactory in mathematics and science although it is unsatisfactory in English because higher and lower attainers are underachieving and many pupils show weaknesses in phonics, spelling and punctuation.
5. Standards in Reception have improved since the previous inspection, two years ago when, by five, children achieved average standards in all areas of their learning. Children are now on course, by the end of Reception, to achieve above average standards in all areas of learning apart from the average standards attained in knowledge and understanding of the world and physical development. Children make good progress and achieve well with very good progress in communication, language and literacy and creative development and good progress in mathematical development and personal, social and emotional development. By the end of Reception, children are on course to achieve above average standards overall in speaking and listening and reading but only average standards in writing despite the very good progress being made. Children's progress in knowledge and understanding of the world is hampered by the lack of suitable information and communication technology facilities and, in physical development, a suitable outside play area with big apparatus, such as that for climbing and clambering.
6. Comparison of national tests for Year 2 from 1997 to 2001 shows the high standards attained in 1997 in reading, writing and mathematics have dropped in reading and writing although, overall, well above average standards were maintained in mathematics. The school's provisional 2001 results show

a continuing decline in literacy compared with all schools as well as similar schools. Pupils attained well below average standards in reading and below average standards in writing despite pupils attaining above average standards in mathematics. Fewer pupils achieved at least the Level 2B grade in reading and writing and fewer the Level 3 grade in reading than pupils in all and similar schools. Results also show that, over the past three years, girls have outperformed boys in both reading and writing.

7. The inspection shows that the underachievement of pupils in literacy in Year 2 has not been halted and this is a matter of concern. Despite the current Year 2 pupils attaining average standards by five, at the time of the last inspection, in all areas of learning including literacy and numeracy, their attainment is now below average in reading and writing. Their average standards in mathematics, including numeracy and above average standards in science also show the pupils should do better in literacy. The standards attained by Year 2 pupils reflect the quality of teaching: whereas this is good for science, it is unsatisfactory for reading and writing because basic skills are not taught rigorously or matched well enough to pupils' previous attainment. There has been very little mobility of pupils in Year 2.

8. Lower literacy standards on entry to Year 3 means that the task for Key Stage 2 is harder than in 1997 when standards were strong. This means that consistently good literacy teaching in Years 3 to 6 is needed, with particularly strong provision for lower attaining pupils, if standards are to be raised.

9. Assessments made by teachers show that standards in science in Year 2 have very much improved since the school was last inspected, two years ago, when standards were below average. The 2001 provisional results show standards were above average and in 2000 were well above average. Standards observed are similar to the assessments for 2001.

10. The school's national test results for eleven-year olds have shown an improving trend from 1999 to 2001 in English, mathematics and science. The Year 2001 results of above average standards, compared with all schools and similar schools, in English, average standards in mathematics and below average standards in science were very good improvements compared with 1999 results in English and mathematics. However, science results were not as high as although 92 per cent achieved the expectation, Level 4, the proportion achieving Level 5 was well below average. Overall, the results indicate the decline in standards has been halted and pupils are beginning to achieve the standards of which they are capable.

11. The combined test data for the years 1998 to 2000 for eleven-year olds shows that girls outperformed boys in English although there was no significant difference in mathematics and science. Differences were noted on the inspection between girls' and boys' performance in English. However, analysis of the special educational needs register for the school shows that two thirds of these pupils are boys most of whom have learning or behavioural difficulties. Whilst a significant minority of these entered late, significantly more boys than girls who were original entrants to the school have literacy or behavioural difficulties.

12. The school's formal targets for 2001 for 81 per cent of eleven year olds to achieve at least Level 4 in English and for 85 per cent to do so in mathematics were satisfactory for English and challenging for mathematics. The school met the targets for English but did not do so for mathematics. The targets set for the current Year 6 are satisfactory for English, for 70 per cent to achieve at least Level 4, and challenging for mathematics, for 84 per cent to achieve at least Level 4.

13. The inspection's findings also show that in Year 2 and Year 6 pupils attain average standards in art and design, history, geography and physical education. In design and technology, pupils attain average standards in both designing and making by Year 2. Year 6 pupils' designing skills are also satisfactory, however, there was insufficient evidence to make a judgement about pupils' practical skills. In music, there was insufficient evidence to make overall judgements on standards by Years 2 and 6 although singing was good throughout.

14. Pupils' speaking and listening skills are average in Years 1 to 6. However, the development of literacy across the curriculum is unsatisfactory. There are few opportunities for extended writing or opportunities for pupils to improve their spelling and to present their work well in other subjects. Whilst numeracy skills are used successfully and widely in other subjects, especially in science and geography, the use of information and communication technology is unsatisfactory.

15. Pupils with special educational needs make satisfactory progress overall. Pupils are generally achieving appropriately against specific targets and goals and are making sound progress. Those with behavioural difficulties achieve well. Annual reviews for pupils with statements of special educational needs and others with individual education plans also show that pupils make good progress against their targets. Individual education plans often have specific targets which helps teachers to match work and make accurate assessments and evaluations of pupils' progress. However, there is a significant minority of pupils with low attainment in reading and writing who have not been formally identified as having special educational needs and given specific targets, and who are not making sufficient progress.

16. Very able pupils make unsatisfactory progress. They are not systematically identified or regularly provided with relevant work; nor is their progress monitored satisfactorily. The one pupil with English as an additional language is making good progress, with particularly good progress in learning English.

17. The current Year 6 pupils' overall achievement is satisfactory despite the identified weaknesses. Pupils' achievement is satisfactory overall in mathematics and science. In English, pupils' achievement is unsatisfactory as a significant minority, who were original entrants to the school, have not made enough progress in mastering the basics in reading and writing. Many other pupils are also underachieving in learning phonics and in the spelling and punctuation of their work. Too few pupils are attaining higher levels in both reading and writing. Pupils' achievement in mathematics is satisfactory although higher attaining pupils' progress is inconsistent. In science, pupils' achievement is satisfactory overall but the impact of late entrants has reduced the proportion attaining Level 4 or above. However, aspects of investigative science are not developed well enough and higher attaining pupils are underachieving. Pupils' achievement in the remaining subjects is satisfactory overall apart from information and communication technology, which is still unsatisfactory as at the time of the previous inspection.

18. The school has made satisfactory progress overall in improving standards since the previous inspection, considering the very good improvements in national tests for eleven year olds and the impact of late entrants on the standards currently being achieved. Standards in the other subjects are similar overall. However, the school has made unsatisfactory progress in improving standards of reading and writing by Year 2.

Pupils' attitudes, values and personal development

19. Throughout the school, attitudes to learning are good. The behaviour of most pupils is good. Personal development and relationships are consistently good. Parents at the meeting and in response to the questionnaire were pleased with behaviour in the school and felt strongly that the school helped their children to become mature and responsible. These findings are similar to those of the last inspection.

20. Children in the Reception year have settled very well and feel safe and secure. They are inquisitive and keen to learn. Their attention span is often good and they usually persist in activities showing considerable interest. Their behaviour is good and relationships between adults and children in the Reception year are very good.

21. Attitudes to learning are good overall. Pupils are keen to come to school and most of them are punctual. Pupils concentrate well and are well motivated. They are enthusiastic when teachers pass on their own enthusiasm and teachers teach the subjects rigorously. For example, in a Reception lesson, pupils really enjoyed discerning differences in light and dark colours and how they could make colours

lighter and darker. Pupils are interested in their work and are keen to put forward their ideas. They work well together in groups and show a good level of independence in their learning where it is offered them. However, a few pupils chatter too much and distract others. Pupils' attention sometimes wanders when teachers' explanations are overlong. Participation in extra-curricular activities is good.

22. Behaviour is generally good, although a small number of pupils find it difficult to concentrate. In assemblies, behaviour is excellent. Pupils behave well at playtimes and move around the school in an orderly fashion. They are courteous to teachers and to one another. They are open, polite and friendly to visitors. Boys and girls work and play well together. They know the rules well and appreciate the rewards system. If bullying occurs, parents and pupils are confident that it will be dealt with effectively. Relationships within the school are good. The pupils are kind to one another and helpful to those with special educational needs. They enjoy taking responsibility, for example, showing visitors around the school, its facilities and explaining their views of the school. Pupils also learn to take responsibility for their own learning in some subjects, for example, in design and technology when Year 5 pupils plan investigative work. However, there are not enough opportunities for older pupils to do this for practical science work.

23. Attendance and unauthorised absence rates are in line with national figures. There were nine fixed term exclusions last year of a pupil new to the school, whose problems have now been resolved. There has been one fixed term exclusion this year of a pupil whose behaviour was disruptive. Correct procedures were followed, although the child's parents have not yet agreed on when the child should return to school.

HOW WELL ARE PUPILS OR STUDENTS TAUGHT?

24. Since the last inspection, two years ago, there has been very nearly a complete change of teaching staff and Years 1 and 2 pupils are now taught together in a mixed age class. Although all classes apart from Reception and a Year 4 class have two age ranges, they do not contain the same wide range of ability as the Year 1 and 2 class. This is because the other mixed age classes contain a few able younger pupils, for example, in the Year 4 and 5 class, the four Year 4 pupils are higher attaining pupils. There have been significant changes of staff in Years 3 to 6 in the past two years through teachers mainly leaving for promotion, retirement or illness. The staffing situation has now stabilised and two new permanent and one temporary class teachers started at the beginning of this term. The new appointments are having a positive impact on pupils' learning. The school has made satisfactory progress in addressing the key issue from the previous inspection on improving lesson planning although there are still some weaknesses in the way the school uses its assessments to plan lessons for teaching the small steps in reading and writing for lower attaining pupils.

25. The quality of teaching and learning is satisfactory overall. Forty-three lessons were observed and, of these, very nearly all, 98 per cent, were at least satisfactory. Of these, 40 per cent were good or better, including five per cent which were very good. This is a similar judgement to that made at the time of the previous inspection, although there is slightly less unsatisfactory or very good teaching. All of the very good teaching was observed in Reception.

26. The quality of teaching and learning is good in Reception, and the teaching of communication, language and literacy and creative development is very good. In Years 1 and 2, teaching is satisfactory overall but evidence from pupils' current work and listening to them read shows that it is unsatisfactory in both reading and writing in Year 2. In Years 3 to 6, the current quality of teaching is satisfactory. However, evidence from pupils' previous work shows that changes in staff have had an adverse impact on teaching and learning in literacy for a significant minority of pupils and they are not yet receiving the good rigorous literacy teaching needed to help them catch up.

27. The consistently strong teaching in Reception gives children a good start and is now raising their attainment in the key areas of speaking, listening, numeracy and personal, social and emotional development from average to above average. This is also the case in science in Years 1 and 2.

However, in the rest of the school the quality of teaching is not yet consistently good in any subject and the overall satisfactory teaching is maintaining, rather than raising, standards.

28. The strengths of the teaching throughout the school are the good relationships that teachers have with pupils and the pleasant learning atmospheres that they create. This helps the pupils to enjoy their lessons. Teachers provide pupils with clear learning purposes and, overall, their subject knowledge and lesson planning are satisfactory. Behaviour management is good. Teachers consistently give good support for pupils with emotional and behavioural difficulties and statements of educational need, which enables these pupils to make the most of their time in school. However, within this favourable picture, there are strengths and weaknesses in the way that different subjects are taught. This mainly results from the differences in teachers' subject knowledge, expectations of pupils and the way they manage the wide range of ability found in their classes.

29. The quality of teaching in Reception is a considerable strength and high quality teaching has been maintained since the previous inspection. The teacher has strong subject knowledge and a very good understanding of how to provide lessons which capture the children's interests and meet their learning needs. The teacher's expectations are high and her knowledge of how best to introduce the literacy and numeracy strategies within the context of the Foundation Stage curriculum is very good. Her lesson planning is very good and clearly shows how the range of children's previous skills will be met. The very thorough assessment of children's attainment and progress is used well for planning future work and setting careful targets. Support staff work as an effective team with the teacher and provide good quality learning opportunities through learning through play or in more formal group work. Lessons have a good pace and the children are well managed. This favourable classroom climate leads to children learning well. The children are assessed at the end of the Reception year although continuity between the Reception year and Year 1 is not good enough to ensure pupils continue to learn at the same rate.

30. In Years 1 and 2, the quality of teaching and learning is satisfactory overall. This is a similar judgement to the previous inspection. During this inspection nine observations were made, the teaching was good in two, and satisfactory in seven. Evidence from pupils' previous work from this term, and hearing them read, has also been used to make judgements. The mixed Year 1 and 2 class has a particularly wide range of ability, and the task of meeting the very wide range of ability is demanding. Pupils' work is often matched to their previous ability in mathematics and science in Years 1 and 2. However, this is not the case in reading and writing where higher attainers in Year 1 are underachieving and expectations for many Year 2 pupils are not high enough. The teaching of speaking and listening, mathematics, art, design and technology, history, geography and physical education is satisfactory. The teaching of science is good. The teaching of reading, writing and information and communication technology is unsatisfactory.

31. In Years 3 to 6, the quality of teaching is satisfactory. This is similar to the previous inspection. During the inspection, 27 observations were made. The quality of teaching was good in ten, satisfactory in 16 and unsatisfactory in one. The teaching of reading, writing, mathematics, science art, design and technology, history, geography and physical education is satisfactory. The quality of teaching in information and communication technology is unsatisfactory. The unsatisfactory lesson observed was for a small group of Year 3 pupils with special educational needs in literacy when the steps in reading were too hard. These pupils were not provided with enough opportunities for reading at their own level in the context of the literacy hour. Throughout the school, the teaching of singing is good. Singing is taught mainly by a specialist music teacher. She sets a very good example for the pupils by her own singing and she has very good subject knowledge. There was insufficient evidence to make a judgement on the quality of teaching overall in music in Years 1 to 6. However, lessons observed in Years 3 and 4 were at least satisfactory.

32. The teaching of the literacy hour, whilst satisfactory overall, has strengths and weaknesses. It is good in Year 5. In a good poetry lesson in Year 5, the teacher gave a brisk introduction and

effectively questioned pupils in order to check their understanding and develop their learning. The brisk pace continued during the group work when the teacher successfully planned for the range of ability, and matched pupils' work well, including for lower attaining pupils. The learning support assistant was well briefed and, as a result, provided good support for lower attaining pupils. Targets are set well in this class and often show the pupils clearly what they need to achieve, for example, in punctuation and grammar. The teacher has good subject expertise and this is apparent in her high expectations and the way she ensures that all pupils learn well.

33. However, no other good lessons were observed in literacy and each satisfactory lesson had weaker elements. These included parts of lessons drifting on too long and a loss of pace in teaching and learning causing several pupils, mainly boys, to lose concentration and not to spend enough time learning. In the Years 1 and 2 lessons observed, lesson planning was satisfactory, with good briefing for the support assistant. The teacher paid due attention to teaching phonics. However, not enough was expected of higher attainers and there was a loss of learning time when pupils queued for help.

34. Examination of pupils' previous work and teachers' planning shows that expectations are not high enough in Year 2 for average and higher attaining pupils and too much teaching and learning is aimed at the low average. In Years 1 to 6, there is not enough rigour in long term planning for pupils to acquire systematically the small steps in reading, spelling and writing, especially for lower attaining pupils. There is no individual target setting apart from for Reception or older pupils and this also limits the rate of improvement.

35. The National Numeracy Strategy has been implemented satisfactorily although its implementation is good in Year 6. Lesson observations and examination of pupils' previous work show the implementation is satisfactory in Years 1 to 5. In a good Year 6 lesson, the pace was good from the start. The teacher immediately engaged the pupils' interest by using a game approach for helping them to check what they had learned from their previous numeracy lesson. Her explanations and questioning were rigorous, demonstrating her good subject knowledge and her demanding approach developed pupils' thinking skills. There was a good match of work to the needs of all abilities, including both higher and lower attaining pupils. In satisfactory lessons, strengths include the sharing of lesson purposes with pupils and good opportunities for pupils to explain their thinking. However, in satisfactory lessons the weaknesses include insufficient extension for higher attaining pupils, lesson pace which is not as brisk as in the good lesson and, sometimes, not enough time is allowed during group work.

36. Teachers make satisfactory provision overall for pupils with special educational needs and the school has made satisfactory progress on this key issue from the previous inspection. Teachers use appropriate methods which enable those pupils identified with special educational needs to learn effectively against their targets and improve their behaviour. Teachers take full account of the targets set out in individual education plans. Individual education plans contain clear targets and are sufficiently practical for class teachers to implement when support staff are not present. The special educational needs assistants offer good support and keep accurate records of the progress of pupils with statements of special educational needs. Their work is now followed up adequately by class teachers and this has improved since the previous inspection. However, pupils with low levels of reading and writing for their ages are not always being given literacy targets and provided with the regular small steps in the teaching of reading and writing to enable them to catch up. Limited use is made of information and communication technology to support the learning of basic skills but the computer provides a valuable tool for a child with dyspraxia.

37. Teachers' subject knowledge is satisfactory overall. It is satisfactory in mathematics at both key stages, in science, it is satisfactory overall except teachers in Years 3 to 6 do not always understand how best to teach investigative science. In English, teachers' subject knowledge is satisfactory overall. However, there are weaknesses in some teachers' understanding of how best to manage the wide range of attainment in their classes. There are also weaknesses in teachers' and assistants'

knowledge about how to best teach the small steps in reading and writing to pupils with low standards in literacy. Teachers' subject knowledge is unsatisfactory in information and communication technology and teachers have begun their training this term. In the remaining curriculum, teachers' subject knowledge is generally satisfactory although good lessons were only seen in lessons where teacher's subject knowledge was strong and they had a vision for high quality work. For example, in Year 3, the teacher taught the pupils to draw with skill and confidence when using pastels for drawing fruit and vegetables. Her high expectations for careful, colourful work were made very clear to pupils and she achieved this through very careful skill teaching to the whole class as well as to groups.

38. The quality of marking is satisfactory overall. All marking is supportive but does not always make clear to pupils how they need to improve their work. For example, in science, some wrongly spelt words are not corrected. Teachers do not always remind pupils to present their work neatly. Marking was a weakness at the time of the previous inspection and there are still some weaknesses in this area. Homework is satisfactory overall. However, a few parents were concerned that pupils with poorer reading and spellings were not always given a progressive sequence in the small steps needed for them to achieve. The inspection team agrees that rigour and progression are not good enough in the development of reading, phonics, spelling and writing homework for these pupils. Pupils' home/school reading records are unsatisfactory. These records do not inform pupils and their parents of reading and phonics targets and what the pupils are expected to achieve. They only show books read and there is little dialogue between parents and the school which provides information about how the pupils are mastering reading skills and what they need to do to improve.

HOW GOOD ARE THE CURRICULAR AND OTHER OPPORTUNITIES OFFERED TO PUPILS OR STUDENTS?

39. The quality of the curriculum provided in the Foundation Stage is good and meets the Early Learning Goals. The combination of good teaching and very good assessment procedures, with the wide range of rich experiences offered, ensure that the children do well. Through talk, enquiry and purposeful play, these children are enjoying learning. However, provision for children's physical development is limited through the lack of proper outdoor play facilities and children do not have access to an up-to-date computer.

40. In Years 1 to 6, the school provides a broad and reasonably balanced curriculum offering the pupils a satisfactory range of worthwhile learning opportunities. The curriculum encourages pupils' satisfactory progress and fosters good personal development. This reflects the findings of the previous inspection. However, provision for information and communication technology does not fully meet statutory requirements, as aspects of control technology are not being fully taught. Not enough time is spent on learning computer skills and applying these to the rest of the curriculum. Total weekly teaching time meets national recommendations. Minor issues from the previous inspection concerning teaching time lost from lessons have been satisfactorily addressed. Currently, about eleven pupils are taking advantage of opportunities for instrumental music tuition. The school holds regular 'book weeks'.

41. There is enough time spent on English and mathematics. Whilst the school's implementation of the National Numeracy Strategy is proving successful in raising standard in mathematics, its implementation of the National Literacy Strategy is not consistently raising standards. This is mainly linked to literacy provision for the very wide range of ability found in this school which affects the progress of the lower and higher attainers. The school does not have robust enough guidelines for the systematic teaching of phonics, spelling and punctuation to help the teachers in their lesson planning.

42. There are clear policies for all subjects, though some, such as English, mathematics and science, are now being reviewed. Curricular planning is soundly based on the national strategies for literacy and numeracy and, in other subjects, the school is tailoring its planning to follow guidelines from the Qualifications and Curriculum Authority. The teachers plan carefully for each term and week's work. The school meets its obligations to provide a daily act of collective worship.

43. Overall, there is satisfactory provision for pupils with special educational needs. It is very good for pupils with statements of educational need and is proving effective for those with behavioural difficulties. It is not satisfactory for those with well below average standards in literacy who need rigorous additional support to develop basic skills in reading and writing. However, provision is satisfactory for the pupils who are below average and receive the additional literacy support strategy. The curriculum is appropriately organised for those identified with special educational needs and no pupils are disapplied. Arrangements for using individual education plans are effective in ensuring needs are met whilst still enabling pupils to have access to the whole curriculum.

44. The provision for equal opportunities is unsatisfactory overall. The school ensures that all pupils have the opportunity to take part in a residential visit and funding is available for those with financial difficulties. However, higher attaining and well below average attainers do not have the same opportunity to learn at the same rate as average attaining pupils. The more capable pupils, which includes the potentially higher attainers and the very able, are not always given challenging work. Very able pupils are not systematically identified or their progress monitored. However, there is occasional provision when the authority provides courses for able pupils. Boys and girls have equal opportunities within the curriculum and in after school clubs although boys are underachieving in literacy. Pupils with low standards in literacy are not provided with opportunities to learn literacy skills as well as other pupils. They do not spend enough time reading and writing at their own level during the literacy hours as the shared text is often too hard. The sole pupil with English as an additional language is making good progress due to good school provision.

45. The range and quality of extra-curricular activities are good. There is a football club for pupils in Key Stages 1 and 2, taken by an outside coach. For pupils in Key Stage 2, there is a choir and there are clubs for recorders, chess, French, judo, cross country, cricket and netball. The pupils participate in area indoor athletics, the district sports, the area swimming gala and football and netball tournaments. Many of the girls have participated successfully in the Arun girls' football team. Last year, the school netball team came second in a local tournament. The curriculum is further enhanced by visits to places of interest locally, such as Arundel Castle and the Wildfowl and Wetland Trust, and to places further afield, such as London and the Isle of Wight. The teachers make good use of the expertise of visitors whenever possible to enhance learning, for example, in history.

46. There are sound links with pre-school playgroups and with the two secondary schools to which most pupils transfer at eleven. Secondary staff visit Year 6 pupils who, in turn, have the opportunity to visit the secondary schools before transfer. The school hosts work experience students from the secondary schools and from Chichester College of Technology.

47. There is good provision for the pupils' personal, social and health education. The development of a specific programme, incorporating citizenship, is a priority for the current year. Topics such as keeping healthy and the dangers of drugs misuse are dealt with in lessons and other issues are discussed in religious education, in assemblies, in 'circle times' and through the use of visitors, such as the community liaison police officer. The teachers deal with growing up with due regard to the pupils' age and maturity. There is formal sex education for Year 6 pupils and the school nurse provides valuable support. Drugs education in Key Stages 1 and 2 is provided during visits from the Life Education Centre.

48. Provision for the pupils' spiritual development is good, which is an improvement on the findings of the previous inspection. There is a strong spiritual element to the aims of the school and most parents are happy with the ethos which the school promotes. The school's clear mission statement is displayed in classrooms. There are close links with the parish church and the Vicar leads one act of collective worship in school each week. The quality of collective worship observed during the inspection, on the theme of remembrance, was good and these assemblies made a good contribution to the pupils' spiritual development, with good opportunities for meaningful reflection. Major festivals of the Christian calendar are celebrated. Visitors to the school have included a Christian theatre group.

There is a school prayer board. The pupils can attach prayers of their own to this and afterwards the Vicar takes them for display in the church. The pupils sent messages of condolence to the United States embassy regarding the events of 11th of September and received a thoughtful message in return. A small garden serves as a reminder of the late Princess Diana and this was referred to in a Key Stage 1 history lesson on famous people. The teachers try to instil in the pupils a sense of awe and wonder in learning. The pupils in a Year 4 and 5 literacy lesson responded sensitively and thoughtfully to poetry and in a Year 4 history lesson, a “Viking couple” fascinated the pupils.

49. There is good provision for the pupils’ moral development and this reflects the findings of the previous inspection. There is a clear whole school Code of Conduct and, in addition, each class devises its own code of conduct, which is displayed in the classroom. The school has clear behaviour and anti-bullying policies and improving behaviour management still further is a priority identified by the school. There have been worthwhile links with the local behaviour support team. Effort and achievement are rewarded through a system of stickers and certificates and are celebrated in a weekly sharing assembly. The individual education plans for some pupils with special educational needs include appropriate targets for improving behaviour.

50. The school makes good provision for the pupils’ social development, which reflects the findings of the previous inspection. Most parents feel that the school helps their children to mature and to become responsible. Older pupils are given the opportunity to show responsibility by carrying out various tasks around the school. Year 6 pupils can apply in writing to the headteacher to become prefects, with additional responsibilities, such as showing visitors around the school. During the inspection, prefects were observed helping younger pupils at playtimes and lunchtimes. The teachers encourage the pupils to think of people less fortunate than themselves by supporting various charities, such as Red Nose Day, Children in Need, children in Croatia and St Patrick’s Trust for the Homeless in Hove. The pupils have the opportunity to develop social skills by participating in extra-curricular activities, school visits, a Year 6 residential visit, sports day and school productions, such as the recent very successful ‘Robin Hood’. Older pupils are learning road safety skills during cycling proficiency sessions.

51. Provision for the pupils’ cultural development is satisfactory, which broadly reflects the findings of the previous inspection. In history, the pupils learn about past cultures and the legacy of some of them in Britain. In art, they are familiar with the work of some well-known artists, such as Paul Klee. There are opportunities for older pupils to play a musical instrument. The school encourages a love of reading by holding an annual ‘Book Week’. The teachers organise worthwhile visits to the Houses of Parliament and to theatres in Chichester and Worthing. Music and theatre groups have visited the school. A key issue of the previous inspection was to enhance provision for multi-cultural awareness and the school has initiated a clear action plan to address this. Religious education was reviewed, in order to incorporate aspects of Islam and Judaism and the school has developed valuable links with a London school, which is largely Bangladeshi in character.

52. The school has good links with the local community. Pupils contribute to the local flower festival and take part in the Christmas tableaux organised by the local Rotary Club. They enter Arundel Castle cricket competition and the Lords Taverner’s Schools Cricket tournament and the local swimming gala. There are very good links with the local church. The Rector regularly takes services in the school and the pupils visit the church frequently for services. News about the school is given in the church’s newsletter and different classes are included in parish prayers. As part of their citizenship programme, Year 5 and 6 pupils have visited magistrates’ courts and the Mayor. They also took part in discussions with the local council on the design of a skateboard area. The local police liaison officer visits the school regularly to talk to pupils about road safety and drugs awareness. There are good links with a school in the East End of London with a mainly Bangladeshi population: groups of pupils from the schools have exchanged visits this year. New links have recently been set up via the Internet with Arundel school in the United States of America.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

53. The school is a caring community, which has effective procedures to ensure the health, safety and welfare of its pupils. Local authority guidelines on child protection have been adopted and training is given to all staff. The headteacher, who is the designated person, has been trained, but at present has no deputy. Links with outside agencies are good and there is good input to the personal, social and health education from the local doctor and school nurse. Health and safety practices are good. Arrangements for dealing with pupils' medical conditions are good. Accident procedures are thorough and a good number of staff have first aid qualifications. Risk assessments are not carried out formally, although members of the governors' premises committee tour the school each term. The level of supervision at lunchtime is satisfactory. Security is good.

54. The monitoring of pupils' personal development, which was unsatisfactory in the last inspection, is now satisfactory. It is good for pupils who have particular problems, for example, those with behavioural difficulties, but there is no unified system to track the personal development of the majority of pupils. Teachers know their pupils well, however, and annual reports include good monitoring of pupils' personal development. There are good opportunities for pupils to take personal responsibility. Older pupils help with younger ones at playtime and other helpers hold doors open and help at assemblies and in the library. They act as guides to visitors and welcome visitors to concerts and performances.

55. A number of parents expressed concern that their children were not being identified and that their special educational needs were not always addressed. The inspection's evidence supports this view for some pupils with low reading and writing skills.

56. Behaviour management, which was satisfactory at the time of the last inspection, is now good. The approach of the staff is consistent throughout the school and combines a positive behaviour strategy with a variety of stickers and "bookings" which can be for good or bad behaviour, hard work and kindness. Certificates are presented weekly in assemblies for good class behaviour. Annual prize-giving ceremonies include awards for progress as well as for achievement.

57. Procedures for monitoring attendance and punctuality are good. Registers are properly kept and monitored weekly by the headteacher for patterns of lateness and absence. The administrative officer telephones parents immediately if pupils do not arrive at school. There are good links with the educational welfare officer. Registration takes place promptly at the beginning of sessions and ensures a calm and efficient start. Procedures for exclusion are correctly followed.

58. The procedures for assessing pupils' progress and the analysis of data are satisfactory. This represents a satisfactory improvement since the last inspection when assessment procedures were unsatisfactory and formed one of the key issues for improvement. The school's assessment policy has been reviewed and developed and gives appropriate guidance for teachers on the procedures used by the school. As in the previous inspection, there are good procedures in the Reception class for pupils to be assessed soon after they enter the school using the Local Education Authority's procedures for this age group. This is carried through Reception so that by the start of Year 1 the next teacher is informed of the standards that the children have attained and their progress. In the intervening period between the national tests in Years 2 and 6, the school uses optional tests for Years 3, 4 and 5. Reading, spelling and mathematics tests are used regularly. However in other subjects in the curriculum, although school procedures for assessment have been identified, they are not being used systematically and consistently.

59. The school analyses results from national tests to compare the school's results with both national and similar schools and to set whole school targets in literacy and numeracy. Teachers keep useful records of pupils' results in tests but do not use the information sufficiently sharply to set targets or to adapt their curricular planning. Teachers have also met to examine samples of pupils' work, in order to determine and agree on the levels attained in English and mathematics and science. There is,

however, across both Key Stage 1 and Key Stage 2, insufficient use of the information from assessment to track pupils' progress across the school or to identify sharply focused targets for individual pupils and groups of pupils to help them improve. There are some useful examples of assessment being used in some classes and in subjects, such as mathematics, to focus on improving attitudes to tests but group and individual target setting is only just beginning. It is not having sufficient impact on the planning of the curriculum or on pupils' learning. The school has already identified the need to improve its use of information and communication technology in order to collate assessment data more efficiently and to have a clearer understanding of the complex pattern of attainment and achievement across the school.

60. The school uses assessment data from teachers, national and other standardised tests to inform target-setting procedures in individual education plans for pupils with special educational needs in Years 3 to 6. It also uses assessments made on entry to school and in Years 1 to 2 to enable early identification of pupils needing extra support. However, the data are not well analysed to determine which pupils require additional support for literacy or to keep track of their progress.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

61. Parents at the meeting and in response to the questionnaire were strongly supportive of the way the school helps their children to become mature and responsible. They felt the school had improved since the last inspection and that the governing body was more effective. They were very comfortable about approaching the school with questions or problems and most felt their children enjoyed school and were well taught. A significant number of parents who responded to the questionnaire (only just over a quarter of all parents responded) said they were dissatisfied with the information provided by the school, with homework and with the leadership and management of the school.

62. The findings of the inspection support the parents' positive views. However, information provided by the school was found to be satisfactory, homework was found to be satisfactory and appropriate. The inspection's evidence did not uphold concerns about leadership and this aspect has substantially improved since the previous inspection.

63. The school has satisfactory links with parents and the information it provides for them is satisfactory. The prospectus and governors' Annual Parents' Report are easy to use and meet requirements. However, both are formal in tone and the governors' report contains only brief information on the policy for special educational needs. Information on the curriculum is given each term to all classes. Newsletters are frequent and friendly in tone. Reports are good for English, mathematics and science, but very brief for other subjects. They set targets, but there is no opportunity for pupils or parents to comment. The majority of parents have signed the home/school agreement. There is a satisfactory number of formal consultation meetings each year and parents feel able to discuss problems informally at any time. Workshops have been held on literacy, numeracy and reading, although no guides are issued on help with reading. The governors hold regular coffee mornings for parents to allow concerns and issues to be raised.

64. Parents of pupils with special educational needs are generally properly involved in identifying their needs. They provide appropriate support and regularly review their child's progress. A small number of parents expressed concern that their children were not being identified and that their special educational needs in literacy were not always addressed. The inspection's evidence supports this view for pupils with low reading and writing skills but finds some specific criticisms are unfounded and that the demands of some parents lie outside the remit of the school.

65. A very small number of parents help in school with reading and four parents run the after school Kids' Club. Attendance at performances and concerts is good. The Friends' Association organises a small number of social and fundraising events each year. A wider range of activities has been abandoned as a result of poor parental support. As a result of their efforts, work is to begin shortly on developing the school playgrounds.

HOW WELL IS THE SCHOOL LED AND MANAGED?

66. The school's leadership and management are satisfactory. The headteacher provides strong pastoral leadership, and, in partnership with the Chair of Governors, has led the school through a significant period of change in the way the school is led and managed. In the last inspection report there were serious concerns about the way the governing body worked with the school. There have been strong improvements in governors' roles and their teamwork with the school. Since the last inspection, there have been many new governors. Governors are now clear about their roles, have appropriate committee structures and are supportive of the school. The Chair is very knowledgeable and experienced and, under his very good leadership, the governing body is better informed and is now effective in helping to steer the direction the school takes. Relationships between the governing body and school staff are now good. The school staff and the governing body are clear about their different roles and the professional and personal strengths they contribute to the team task of improving the school.

67. There has been a significant change to teaching staff since the last inspection two years ago with the appointment of four new teachers and one temporary teacher. Only one of the staff present at the previous inspection remains. Despite staff changes, the headteacher has produced a united staff that is strongly committed to raising standards. The headteacher is supported by the senior management team, who are both experienced teachers and have been in post one year. There is an acting deputy in post as the permanent deputy left for promotion at the end of last term and a permanent deputy has yet to be appointed. The headteacher and key staff now have effective systems for monitoring the performance of the school and the quality of teaching. The analysis of test results has identified strengths and weaknesses in teaching and learning and steps have been taken to improve pupils' performance. The impact of this can be seen in the raising of standards for eleven year olds from the well below average standards attained in national tests at the time of the previous inspection to the overall average standards that eleven year olds attained in the most recent tests. The introduction of a performance management system for teachers is also strengthening systems for monitoring performance.

68. The monitoring of teaching by the headteacher and key staff carefully takes account of a good teaching and learning policy. However, the monitoring process lacks sufficient rigour as it does not yet take account, for example, of National Curriculum level descriptions. Target setting for individual pupils in literacy and numeracy is not widespread although this is excellent in Reception. The lack of rigorous subject monitoring and target setting for each pupil, limits the monitoring process as a tool for raising standards and ensuring that each pupil makes consistent progress. The subject monitoring roles of the governing body are just beginning and this is now appropriate.

69. Co-ordinators' roles are satisfactory and the impact of improvements to their roles has been seen in the raising of standards in the 2001 national tests for eleven year olds in English and mathematics and in the improving standards in science in Year 2. However, the considerable staff changes have meant that many co-ordinators are new to their roles and their impact on improving standards has yet to be seen. Co-ordinators' roles are clearly defined and co-ordinators often have good subject knowledge in their subject. They are able to set good examples to the rest of the staff by their own quality of teaching in the subject and their high expectations of what pupils can achieve. Overall, they have been allocated a satisfactory amount of time for supporting and monitoring their subject. However, the literacy co-ordinator does not have enough time for monitoring reading and writing through the school adequately. The literacy and numeracy co-ordinators monitor teaching but other subject co-ordinators have had little opportunity to teach by example or to monitor teaching as many are new to the school.

70. There is a temporary special educational needs co-ordinator at present. She is experienced and has attended a number of relevant courses. She keeps the required documentation in order but does not sufficiently analyse available data such as reading tests to identify all pupils experiencing difficulties

or rigorously monitor their progress. The provision of support assistants is good and they give sound support, particularly for those with behavioural difficulties. They are experienced, receive training within school and some have taken external qualifications. However, teachers and their assistants have not received enough training for teaching the small steps in reading, phonics and spelling for those who have not made a satisfactory start on learning literacy. The headteacher checks the progress of pupils with special educational needs through routine class monitoring but there has been little specific monitoring of class and group teaching of pupils with special educational needs. Assistants are now well deployed and this has improved considerably since the previous inspection.

71. There have been very good improvements in the processes of development planning. Procedures for producing the school improvement plan now involve all staff and the governing body committees. The draft improvement plan is fully discussed and agreed by the whole governing body. The plan rightly focuses upon the major areas for improvement identified in the previous inspection report. The plan contains a good range of activities to address each key issue. The issues for development are clearly prioritised, the plan identifies key people involved, timescales and costs. The monitoring process is clearly shown. The governing body, led by the Chair, the headteacher and key school staff all have clear monitoring roles. Success criteria are stated, however, opportunities are missed to include quantified criteria which relate to raising standards. This limits the rigour of the evaluation process.

72. The school budget is efficiently managed by the headteacher, school bursar and governing body. The finance officer monitors the accounts regularly and the Local Education Authority also provides strong support. Procedures are well established and the recent audit made minor recommendations which have all been implemented. Financial decisions are closely linked to school improvement and careful consideration is given to major planning and spending decisions, for example, the creation of a new computer suite. Costs are compared and effectiveness of spending decisions are considered to ensure best value for money. There is appropriate consultation on major spending decisions. The spending on supply teachers was very high in the past financial year. This was mainly because of the recurring sickness of one teacher. Funding for specific purposes is used appropriately, for example, the funding for supporting pupils with statements of educational needs. Money has been wisely spent for improving information and communication technology and staff are now beginning to receive training although the brand new suite of computers was only just beginning to be used at the time of the inspection.

73. The number of teachers and their qualifications and capacity to meet the National Curriculum are satisfactory and all subjects have a co-ordinator. There is a good balance of new and experienced staff. There is a satisfactory number of learning and support staff. Staff have appropriate job descriptions and the arrangements for the induction of new teachers is good. The premises staff, midday supervisors and office staff all work effectively to ensure the smooth running of the school. Since the last inspection, the school has substantially improved opportunities for staff training however there have been many new staff. Teachers have variable understanding of how to best implement the literacy hour and to teach reading, spelling and writing systematically. There are particular weaknesses in how to best manage the wide range of attainment in literacy in the Year 1 and 2 class.

74. The school's accommodation is good and has improved since the last inspection, including a good, brand new computer suite. There are dedicated rooms for the library, resources and special educational needs. Accommodation is satisfactory for pupils with special educational needs. There is a room where pupils can be withdrawn to be taught individually or in groups, but most support is within classrooms. The building easily enables disabled access and has disabled toilet facilities. Outside, there are good hard surface playgrounds and a grassed area, although the hard areas are featureless and dull. Work is due to begin shortly to redevelop these areas. There is no shaded area. Resources overall are satisfactory. However, the library stock is small and there is little literature for older pupils. There are insufficient simple graded reading books for Years 3 to 6 for teaching pupils with special

educational needs and not enough simple Big Books for teaching reading in Reception. There are few artefacts for use in history. There is little outside play equipment for the Reception children and their computer and associated software are out of date and, overall, unsatisfactory for this age. Specific information and communication technology software for developing basic skills is limited but is being developed.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

75. In order to improve the pupils' quality of education further, the governors, headteacher, senior managers and staff need to: (paragraphs 1-18,24-38,41,60,69, 73,74,93-110,125)

(1) * raise standards in reading, writing and spelling through the school by:

- providing a better match of work in reading and writing to pupils' previous attainment, especially for higher and lower attainers;
- improving the quality of the teaching of reading, writing and spelling and raising expectations of what pupils can achieve including in their application of literacy in other subjects;
- providing robust guidelines to support teachers for teaching phonics, spelling, and punctuation to enable the teachers to develop steadily and to assess the improvement of these skills;
- improving pupils' home/ school reading records so that parents are clear about their children's reading targets and provide parents with more information about the reading schemes and what is expected at each stage;
- providing training so teachers and assistants can always teach reading and writing to a high quality;
- improving the library so there is a wider range of books, providing more Big Books with suitable text for Reception and increasing the range of graded reading books for pupils with reading difficulties.

(2) * Improve information and communication technology through the school by:

(paragraphs 17,37,39,40,72,74,88-89,111,119,122,126,130,135,146-149,153)

- providing an up-to-date computer and software that is relevant to the learning needs of Reception children;
- providing training for staff so they can rigorously and systematically teach the National Curriculum;
- obtaining the necessary control technology equipment;
- closely supporting and monitoring the work of teachers so they can teach the full National Curriculum;
- ensuring pupils use a broad range of information and communication technology skills in other subjects.

(3) Improve aspects of older pupils' investigative skills in science, especially higher attainers by: (paragraphs 10,17,22, 37, 124)

- training teachers so they are able to teach the skills that pupils need for planning and testing experiments that they themselves have designed.

(4) Improve the progress of more capable pupils and some pupils with special educational needs by: (paragraphs 4,6-10,15-18,24-44, 60,64, 93-112, 120-124,140,147)

- having high expectations of pupils, setting targets especially in reading, writing, numeracy and science, and monitoring their progress towards the targets;
- providing consistent opportunities for all higher attainers to achieve at their best levels and, where necessary, providing subject training for teachers;
- ensuring that all pupils who are attaining low standards in reading and writing are identified and are set targets which show the small steps in reading and writing;
- providing very systematic and regular teaching of the small steps in reading and writing to low attaining pupils and ensure they spend enough time reading and writing at their own level during literacy hours;

- identifying the very able and providing for them, especially in English, mathematics and science.

(5) Improving pupils' progress by: (paragraphs 1-18,29,34,44,58,59,67-71)

- recording late entrants' attainment on entry more carefully;
- setting demanding targets for each pupil in reading, phonics, writing and spelling, mathematics and science;
- using end of Reception assessments to set demanding targets for pupils in reading, writing and mathematics;
- the headteacher and key staff regularly monitoring the pupils' progress towards these targets using National Curriculum criteria;
- after thorough evaluation of the progress of individuals and groups, especially the achievement of boys in reading, writing and spelling, reviewing provision and making improvements where necessary;
- including more numerical targets in the school improvement plan so governors and school staff can more easily evaluate whether their targets have been met.

** where marked the school has already identified this as a priority*

OTHER ISSUES WHICH SHOULD BE CONSIDERED BY THE SCHOOL

(paragraphs 5,39,74,89-90)

- Improve provision for outside play in Reception by providing a play area which contains large equipment including that for balancing and clambering and the range of mathematical games and construction kits with moving parts.
- Provide a shady area for outdoor play for all pupils.

• **PART C: SCHOOL DATA AND INDICATORS**

Summary of the sources of evidence for the inspection

Number of lessons observed

43

Number of discussions with staff, governors, other adults and pupils

24

Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	0	2	15	25	1	0	0
Percentage	0	5	35	58	2	0	0

The table gives the number and percentage of lessons observed in each of the seven categories used to make judgements about teaching. Care should be taken when interpreting these percentages as each lesson represents more than one percentage point.

Information about the school's pupils.

Pupils on the school's roll	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	167
Number of full-time pupils known to be eligible for free school meals	4
<i>FTE means full-time equivalent</i>	YR – Y6
Special educational needs	
Number of pupils with statements of special educational needs	5
Number of pupils on the school's special educational needs register	47
English as an additional language	No of pupils
Number of pupils with English as an additional language	1
Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	9
Pupils who left the school other than at the usual time of leaving	19

Attendance

Authorised absence

	%
School data	5.1
National comparative data	5.6

Unauthorised absence

	%
School data	0.2
National comparative data	0.5

Both tables give the percentage of half days (sessions) missed through absence for the latest complete reporting year.

Attainment at the end of Key Stage 1 (Year 2)

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	2001	16	10	26

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	12	12	16
	Girls	10	10	10
	Total	22	22	26
Percentage of pupils at NC level 2 or above	School	85 (77)	85(74)	100(100)
	National	84(83)	86 (85)	91 (90)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	12	16	14
	Girls	10	10	10
	Total	22	26	24
Percentage of pupils at NC level 2 or above	School	85(74)	100(94)	92(100)
	National	85 (84)	89 (88)	89 (88)

Percentages in brackets refer to the year before the latest reporting year.

Attainment at the end of Key Stage 2 (Year 6)

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
	2001	8	17	25

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	*	*	*
	Girls	14	11	15
	Total	21	18	23
Percentage of pupils at NC level 4 or above	School	84(61)	72(78)	92 (94)
	National	75 (75)	71 (72)	87 (85)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	*	*	*
	Girls	13	12	14
	Total	19	20	22
Percentage of pupils at NC level 4 or above	School	76(67)	80(78)	88(100)
	National	72 (70)	74 (72)	82 (79)

Percentages in brackets refer to the year before the latest reporting year.

* Omitted as fewer than ten boys involved.

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	0
Black – African heritage	0
Black – other	1
Indian	0
Pakistani	0
Bangladeshi	0
Chinese	1
White	154
Any other minority ethnic group	0

This table refers to pupils of compulsory school age only.

Exclusions in the last school year

	Fixed period	Permanent
Black – Caribbean heritage	0	0
Black – African heritage	0	0
Black – other	0	0
Indian	0	0
Pakistani	0	0
Bangladeshi	0	0
Chinese	0	0
White	9	0
Other minority ethnic groups	0	0

This table gives the number of exclusions of pupils of compulsory school age, which may be different from the number of pupils excluded.

Teachers and classes

Qualified teachers and classes: YR – Y1

Total number of qualified teachers (FTE)	7
Number of pupils per qualified teacher	23.8
Average class size	25

Education support staff: YR – Y1

Total number of education support staff	6
Total aggregate hours worked per week	110

FTE means full-time equivalent.

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Financial information

Financial year	2000/2001
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	£
Total income	423,395
Total expenditure	410,818
Expenditure per pupil	2,362

Balance brought forward from previous year	9,346
Balance carried forward to next year	21,923

Recruitment of teachers

Number of teachers who left the school during the last two years	5
Number of teachers appointed to the school during the last two years	4

Total number of vacant teaching posts (FTE)	1
Number of vacancies filled by teachers on temporary contract of a term or more (FTE)	0
Number of unfilled vacancies or vacancies filled by teachers on temporary contract of less than one term (FTE)	1

FTE means full-time equivalent.

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	167
Number of questionnaires returned	44

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	68	26	2	2	2
My child is making good progress in school.	40	37	12	9	2
Behaviour in the school is good.	44	47	7	2	0
My child gets the right amount of work to do at home.	36	40	20	2	2
The teaching is good.	39	45	9	2	5
I am kept well informed about how my child is getting on.	43	27	25	5	0
I would feel comfortable about approaching the school with questions or a problem.	64	31	5	0	0
The school expects my child to work hard and achieve his or her best.	44	42	7	2	5
The school works closely with parents.	18	62	18	0	2
The school is well led and managed.	23	41	20	9	7
The school is helping my child become mature and responsible.	52	43	5	0	0
The school provides an interesting range of activities outside lessons.	32	50	14	0	4

Other issues raised by parents

Parents felt the school had improved since the previous inspection. They were pleased with their children's progress in mathematics. The main concerns were about the limited progress in literacy for those who did not get off to a flying start in the infants.

PART D: THE STANDARDS AND QUALITY OF TEACHING IN AREAS OF THE CURRICULUM, SUBJECTS AND COURSES

AREAS OF LEARNING FOR CHILDREN IN THE FOUNDATION STAGE

76. On entry to the school, most children have had some form of pre-school education. Assessment made on entry to school shows that the overall attainment for the current Reception children is average with a very wide spread. A few children have low language skills as well as personal, social and emotional development, whilst a small number are well above average. Three children, all boys, are on the special educational needs register, including one with a statement of special educational needs and another with a higher stage of needs, for speech difficulties or behaviour difficulties. No children speak English as an additional language. The class teacher is well qualified and very effective. She works well with her assistant to form a secure, caring and challenging learning environment for the children. The children are taught as a single age range and the class size is small which also gives the children a good start. The teacher has been teaching in the school only since the beginning of this term and is making a strong impact on provision for the Foundation Stage.

77. The children make good progress through work and play activities that are very well matched to their previous attainment. This is the result of good teaching and observation and very good assessment and recording of children's progress. The Reception teacher has high expectations for every child, whatever their starting point, and very good systems for matching children's work to their needs. Baseline assessment is given during the children's first half-term and used very well to provide well matched work. The children with special educational needs make very good progress through receiving very good support. Higher attaining children are identified early and make good progress through being given well-matched work.

78. Children are on course, by the time they leave the Foundation Stage, to achieve above average standards in their personal, social and emotional development, communication, language and literacy, mathematical development and creative development. Children make very good progress in communication, language and literacy and creative development and good progress in mathematical development and personal and social development. Children attain average standards in knowledge and understanding of the world and physical development after satisfactory progress. Although children's progress is very good in all aspects of speaking and listening, reading and in the beginnings of writing, their attainment in writing is average reflecting a significant minority that have underdeveloped skills on entry in all aspects of communication, language and literacy.

79. Overall, teaching and learning are good and the teaching of communication, language and literacy is very good. A true comparison with the previous inspection cannot be made since attainment and progress and teaching were judged then by five and not, as they are now, by the end of Reception. However, teaching was then good although standards were still average by the age of five. The overall progress made was similar at the time of the previous inspection. The school has made good progress in maintaining high quality provision for the children in the Foundation Stage and keeping abreast with introducing the literacy and numeracy strategies in the context of the Foundation curriculum. All lessons observed were at least satisfactory, the majority were good whilst a quarter were very good. The curriculum provided for the children is based very well on the national framework, leading to the Early Learning Goals, and assessment is very good. The teacher is very skilled when providing for the diverse needs of the children in her class and manages the children very well.

Personal, social and emotional development

80. By the end of Reception, very nearly all children are on course to attain at least the Early Learning Goals and some are on track to exceed these. Children have formed very good relationships with their teachers and each other and can work and play alongside others. Already at the time of the

inspection, many could adapt equally well to learning through a whole class or group activity and sustain concentration for some time. They can also often work independently with interest on tasks they have chosen for structured play. Children enjoy learning together as in the literacy, numeracy and music class sessions, listening to their teacher or each other carefully. They join in with singing, actions, reading words and counting very confidently. They act in a very grown up way during morning worship or the infant hymn practice, taking part confidently. Children take turns well when playing, for example, when sharing resources in the role play area or when waiting for their turn to speak when joining in a class discussion. They are eager to explore new situations, take on simple classroom responsibilities, know where things are in their classroom and take great care when tidying away their toys. Children's behaviour is good.

81. Teaching and learning are good. This includes provision for purposeful play and for co-operative tasks promoted by adults, as well as direct teaching strategies. The teacher does much to promote this area of learning by carefully assessing children's individual needs and creating an environment where they develop their personal and social skills. The teacher has created a stimulating, secure and organised learning environment where children are valued as individuals. Her management of children is very good and very good relationships between all create a pleasant atmosphere. The children adjust happily to school routines through sensitive intervention of adults. For example, by increasing the time for the children to work independently during focused group time, or stimulating them further by joining in with their play. The teacher and her staff work hard at promoting the children's enjoyment of learning and good behaviour and they achieve a good result given the immature social development of a few children. Classroom procedures are very well established, and children gradually respond to the routines of the day. An important factor in helping the children to adjust to school routines is the gradual lengthening of formal teaching time yet ensuring that there is a high quality play environment for children to choose their own activities for part of the day. Children are all treated equally and with respect.

Communication, language and literacy

82. Children are on course to achieve above average standards by the end of the Reception year. However, the attainment is very wide, with a small minority having very high attainment whilst another significant minority are below average. Most talk confidently, and they acquire a good vocabulary through the rich experiences provided with many opportunities for learning through practical work, play and talk. Most can answer questions confidently and in detail. For example, most can say exactly when their birthday is. Children's grammatical structure is often at least satisfactory although a few are still limited. Children listen enthusiastically to stories and rhymes. They join in with the shared text during Big Book time and seek to understand the meaning of books by interpreting pictures and answering the teacher's questions. They enjoy reading with the teacher and love deciding whether the words go with the picture. They are eager to offer their opinions on "Is Mr Bear happy", in response to the teacher's questions. A few children are very articulate and have a very good vocabulary and ability to use words to show good thinking. Children understand that print carries meaning and many have a good knowledge of letters of the alphabet. They greatly enjoy saying rhymes and are doing well in learning sounds, letters and finding word patterns. Children are learning some key words and enjoy showing visitors how many words they can read on "Humpty's word building wall". They enjoy handling books, looking at them and discussing ideas. More able children can already read simple texts. Writing is average. Most can form letters correctly and write their names, which is satisfactory attainment at this stage in the year. Although one or two form letters well, and can already write simple lists, most are not able to do this and a small minority have difficulty copying their names and do this in an unformed and uncontrolled way.

83. Teaching and learning are very good. Children's understanding, interest in books and reading skills are very well supported. The teacher extends speaking and listening very well through a rich early years' environment where children learn through practical work, talk and play. There is very

thorough attention to ensuring that learning is relevant to the children and captures their interests, with very good use of drama in order to do this. The teacher uses puppets and soft toys to engage the children's interest and the way she asks the children to help "Mr Bear" read makes the learning relevant to the children. Phonics are taught very effectively and systematically. The role play area "The Bedroom" plays out a story that the children have read together and the careful labelling of key words extends the children's reading. The teacher uses questioning skilfully to raise language levels and promote thinking. Whilst most group teaching was of the same high quality as that promoted by the teacher occasionally, the standard was not as high when taken by an assistant. The teacher uses the right amount of repetition. She questions children and often repeats their answers with clearer diction adding enriched vocabulary for extending their speech. Her sense of humour ensures the children find learning in literacy is fun.

84. The programme for communication, language and literacy is very well planned and well linked to the National Literacy Strategy as recommended for the Foundation Stage. Organisation of children's learning and record keeping are thorough.

Mathematical development

85. Children are on course to achieve above average standards after making good progress. Most can already count out loud to 20 and know which number to insert in numbers ten to 20 when one is missing. Most can count accurately to ten although a few are still learning to count accurately to five. Many can count the jaw of Bertie, the large puppet, as he opens and closes it up to 20 times. They count in claps, by stamping their feet as well as by saying the numbers. Children are beginning to understand adding and taking away and many understand the language of 'more than', 'less than'. They make simple repeating patterns and count out the repeats accurately. Children love working with numbers and shapes and have learned the names of two dimensional shapes well as their learning groups are named after shapes. They enjoy the games introduced by the teacher with the number line and are helped by the visual displays.

86. Teaching and learning are good. The teacher's expectations are high and she provides well matched work to children's previous attainment. She skilfully makes sure that lessons are challenging and has the systems in place to ensure that children have the right level of challenge so that each child has plenty of success. The atmosphere of whole class sessions strongly engages the children's interest and promotes their concentration for long periods considering that this is an early stage of the academic year. Priority is given to practical activities to help children understand through talking and real life experiences. The teacher ensures mathematics lessons are exciting and that group work is well matched to children's needs, including the highest and lower attainers. During class sessions, her pace is brisk yet she patiently repeats explanations and provides extra practical examples when the children do not understand. The teacher is skilfully implementing the National Numeracy Strategy alongside the Foundation Stage curriculum. The time for whole class and group sessions is balanced and the teacher plans to extend this gradually through the year so that all children concentrate for longer periods during whole class sessions. The sand tray is used well to help the children to learn their numbers, for example, the children can fill moulds in sand to make numbers to ten. However, the school is not well resourced in mathematical games so that the children can learn numeracy through play.

Knowledge and understanding of the world

87. Children's overall attainment is average by the time they leave Reception. Children have a satisfactory understanding of living things and know that water is needed to make their seeds grow. They have looked at different fruits and can describe similarities and differences between them. The children are also learning about the weather and different seasons. They are learning to use vocabulary such as 'yesterday', 'tomorrow', or 'once', 'long ago', to represent time. Children develop their designing and making skills well and learn about the properties of materials when they cut and join them when designing and making shakers. However, they are not developing their computer

skills adequately as the software is not suitable for independent use as the programs are hard. However, despite the limitations, the teacher ensures that the children all have opportunities to work with her on the computer and to gain familiarity with basic functions.

88. Teaching and learning are satisfactory. Provision for children to increase their scientific knowledge is satisfactory. Whilst observational skills are generally well developed, children have had little opportunity to make investigations for themselves. Provision for designing and making is good and these provide good opportunities for the children to gain knowledge about the properties of materials. Yet, the range of construction kits is narrow and does not include enough moving parts. The teacher is hampered by this lack of resources. Computer resources are unsatisfactory and this also restricts the teacher in her teaching.

Physical development

89. Attainment in this area of learning and development is average after satisfactory progress overall. Children are developing their practical skills well when they make models with dough like materials, construction kits and cut and shape materials for collages and models. Their manual dexterity and control in drawing and colouring also reflect a good standard and range of skills expected for this age. At playtime and in physical education lessons, they are able to enjoy moving freely, and can run, jump and turn, and control movement. Children are able to space out and not bump into each other. However, their progress in clambering and in balancing is limited because of the lack of suitable large equipment in the Reception outside play area. Most use simple tools such as scissors and paint brushes well. In painting, they control large brushes satisfactorily, however, several do not form their letters properly.

90. Teaching and learning are good overall. Teaching in formal physical education is very good. The teacher's choice of activities, her high expectations and management of the children ensure that they learn very well in these lessons. The teacher also does her utmost to provide a stimulating outside play area with a suitable range of small equipment. However, suitable outdoor clambering and balancing activities do not occur because of the lack of suitable apparatus. Activities are planned well for the development of manual dexterity, such as the use of simple tools, scissors, brushes, pencils and construction kits. Children are provided with a good range of practical opportunities for developing the physical skills associated with pencil control and early writing.

Creative development

91. Children attain above average standards through making very good progress. Pupils use tools, such as brushes and modelling materials for expressing their ideas with skill. They are imaginative and can show their ideas well because they are becoming skilled when using a range of media. They add parts of bodies, such as heads and wings, to plastic imaginary animals, often producing some very creative models. In their free painting, children make pictures using a variety of colours and often can show what they can see or know so that the pictures are recognisable. They mix colours with good skills and produce different shades and use these shades when painting pictures of Elmer the Elephant. Children make careful observational drawings, for example, of the different harvest fruit they have observed and select colours for their best effect. A good range of free choice activities is introduced to encourage and develop the children's creative and expressive skills. Children join in co-operative role play in the "Bedroom" and use their imagination well to express their ideas and create their own story. In music, children enjoy singing familiar songs and rhymes, and love showing "their whispering, talking or singing voice". They like to clap out rhythms and vary the pitch of their voices.

92. Teaching and learning are very good. There is very good provision for children to express themselves in role play, movement in the hall and in two and three dimensional art. The teacher knows how to capture the children's imagination and this is especially strong in role-play and art. The teaching of music is good and the teacher sets a good example by her ability to join in with enjoyment

and feeling. Throughout, there is a very good balance between encouraging the children to express ideas and the teaching of skills.

ENGLISH

93. Overall, standards in English are below average in Year 2 and Year 6. However standards in speaking and listening are close to average throughout the school. Compared with the previous inspection standards in reading are lower than those reported for seven year olds whilst standards in writing are similar to the test results. The school has made unsatisfactory progress in raising standards in reading and writing for seven-year olds. The findings of this inspection show that in Year 2 standards of reading are slightly better than the standards attained by Year 2 pupils in their 2001 national tests and similar in writing, although still too low.

94. Since the previous inspection, there have been very good improvements in standards attained in national tests in reading and writing for eleven-year olds, whilst standards are similar in speaking and listening. At the end of Key Stage 2, standards have been improving steadily over the past four years because of effective target setting and rigorous monitoring of pupils' performance. The inspection's findings for standards in Year 6 show standards are much lower than the standards attained by Year 6 pupils in 2001 tests. Differences between these findings and the school's test results for eleven year olds are partly due to the significant minority in the current Year 6 who have entered the school in the later years of Key Stage 2 with below average attainment and behavioural difficulties. The considerable staff changes and turmoil over the past two years have also had an adverse impact on the standards being achieved particularly for the current Year 6.

95. Although, during the inspection, teaching and learning in lessons was satisfactory overall, pupils' overall achievement by Year 6 is unsatisfactory. Evidence from pupils' previous work shows that in Years 3 to 6 this has mainly been the effect of earlier teaching and the lack of structures for teaching the progressive steps in the basic skills. Pupils' achievement by Year 2 is also unsatisfactory. Examination of pupils' work for this term, and hearing the pupils read in Years 1 and 2, show that expectations are still not high enough and the lack of previous systematic phonics teaching has restricted all pupils' progress. The quality of teaching of literacy is unsatisfactory in Years 1 and 2.

96. In Year 6, pupils of broadly average ability have achieved appropriately but the achievement of higher attaining pupils and those who attain well below average levels is unsatisfactory. Some pupils with low standards in literacy have not been identified as needing extra help and given the systematic teaching of the basic small steps that they need. Pupils who have statements of special educational needs and those who have targets for behaviour make satisfactory progress against their targets as a result of systematic support in class. Pupils with special educational needs who are below average achieve satisfactorily against the literacy targets identified in their individual education plans. However, those who are well below average make more limited progress because their reading and writing tasks are not well matched to their needs and they do not spend enough time learning reading and writing at their own level. The one pupil in the school who has English as an additional language has made good progress from a very limited knowledge when he entered the school less than a year ago. He has received good personal support from staff and pupils in his class and developed his use of language well.

97. Standards of speaking and listening are average by the end of Year 2 and Year 6. Pupils in Years 1 and 2 often listen carefully to their teacher and are interested and enthusiastic. This was evident when Year 2 pupils talked about the story of Dogger and described the feelings of the boy when his dog was lost. They talked about the major events in the story clearly and some higher attaining pupils used interesting vocabulary. Some less confident and articulate pupils require support and encouragement to answer in front of the whole group. In Years 3 to 6, most pupils continue to listen carefully and most speak clearly. Pupils respect the opinions of others and many are confident in taking part in whole class sessions. Some older pupils make sensitive and thoughtful responses to their reading during class and group discussions. In a Year 5 class discussion, one pupil spoke about the

image in his mind... 'I picture a hedgehog slowly but surely uncurling itself.' Most pupils, however, were dependent on the teacher's carefully structured use of questions to help them develop their answers. A small minority of boys in Years 3 to 6, some of whom have specific learning difficulties, are not always attentive and, occasionally, distract others during whole class activities. The majority of pupils use a satisfactory range of informal vocabulary but only a few use more complex language and structures. There are limited opportunities for older pupils to speak at length or to use more formal language.

98. Standards in reading are below average in Year 2 and Year 6. In Year 1 pupils handle books confidently and are able to talk simply about the stories they have read. Most have made a start on reading although some higher attainers are underachieving because their books are too easy. In Year 2, pupils read their simple graded reading books fairly accurately but few read fluently and they are not adept with phonics for working out new words. Some pupils are making slow progress because they are re-reading stories which they have already read and are too easy. Pupils do not read widely and are not developing their awareness of a range of authors or books well enough.

99. In Year 6 most pupils are able to read their class texts with sound understanding but only a few read aloud fluently and expressively. From Year 3 to Year 6, lower attaining pupils have not mastered the basics in phonics and this also affects the fluency of some average and above average attaining pupils. Most pupils heard reading were able to summarise the plot simply and identify what they liked in the book. However, few higher attaining pupils read a range of books which offer enough challenge. Sometimes, lower attaining pupils are too dependent on the support of their peers, support staff or the teacher to read texts. This is because they have not mastered the basics. Although there are some useful opportunities for pupils to develop their research and referencing skills, these have not been developed progressively across the key stage. Pupils in Year 6 understand the concept of skimming and scanning for specific items of information but do not always use their knowledge efficiently. Pupils understand generally how to use the library and the Internet to access information but their experiences are often not planned progressively.

100. Standards in writing are below average in Year 2 and Year 6. In Year 2, average pupils can write simple sentences coherently and some above average pupils write fluently and confidently. However, often there are weaknesses in the spelling of complex words, combinations of vowels and in some past tense structures. From the analysis of their work this year, pupils in Year 2 have not been given a wide, or frequent enough, range of writing opportunities. As a result, potentially higher attaining pupils do not develop the range of their expression or their writing 'stamina' as they should. Year 1 pupils in the key stage are developing their skills satisfactorily and above average and average Year 1 pupils are writing independently with some awareness of sentence construction. Pupils take care with their writing and some pupils are beginning to join their letters as part of the school's policy to achieve a joined style as soon as possible.

101. In Year 6, pupils write for a satisfactory range of purposes. These include book reviews, narratives based on their reading, diary writing, writing about their personal opinion, and play scripts. The very best write confidently and fluently using a varied range of vocabulary. However, although above average pupils and some average pupils sometimes use interesting words effectively, their written vocabulary is often not wide. Most pupils are able to structure a narrative satisfactorily but only a few are able to use paragraphing. There is some evidence of editing in pupils' work but this is not systematically used for helping pupils to improve their work. Analysis of all pupils' writing in Year 6 shows that few pupils are developing their ideas in enough depth or detail. They rarely use more complex structures and expressions. There are weaknesses in spelling and in punctuation at all levels from Year 3 to 6.

102. Throughout the school, standards in literacy are below average and the development of literacy across the curriculum is unsatisfactory. In some subjects, such as art and geography, there is an appropriate focus on using and learning specialist language but there are few opportunities for

extended writing or strategies to help pupils improve their spelling. There are some missed opportunities in subjects such as science to improve the quality of pupils' writing and presentation. In some subjects such as mathematics, science and history, weaknesses in pupils' literacy skills limit the development of such skills as problem solving in mathematics and investigative work in science and research in history.

103. Most of the teaching and learning observed during the inspection was satisfactory in English. However, there is evidence that, in previous years, and from examination of the current pupils' work since September, some teaching and learning was been unsatisfactory and pupils have made unsatisfactory progress over time. The quality of teaching in Key Stage 1 is unsatisfactory overall because evidence from pupils' work, and hearing them read, shows that the expectations for Year 2 pupils are not high enough, especially for higher attainers and all pupils are not mastering the basics in phonics and spelling. In Year 6, an analysis of pupils' reading test results, and their writing in Year 6, shows that higher and lower attaining pupils have made unsatisfactory progress somewhere between the Years 3 to 6 over time compared with their national test results taken when they were in Year 2. The current quality of teaching in Years 3 to 6 is satisfactory overall but it has strengths and some weaknesses. The satisfactory teaching in Years 3 to 6 is not consistently good enough to raise pupils' attainment to make up for the years when pupils were underachieving.

104. A good lesson was observed in a Year 4 and 5 class. In this lesson the work was well planned and organised and the teacher's subject knowledge was good which enabled her to give clear explanations. Her high expectations and the interesting range of activities, combined with challenge for all abilities, evoked strong interest and ensured good learning. The focus of the lesson was to develop pupils' ability to respond and discuss their responses to the themes and language of poetry. Through the use of well directed questions, the teacher encouraged the pupils to explore the chief characteristics of poetry. This created a secure foundation for pupils to think about their own ideas and was followed by the teacher's quietly expressive reading of two poems by Grace Nicholls. They were well chosen for the exercise, providing opportunities for pupils of all abilities to contribute at their own level. The pupils' responses were thoughtful and sometimes sensitive. Some boys, including a statemented pupil, were thoroughly involved and talked about words and expressions they liked or did not like. As a result of this good involvement, pupils were able to proceed with their written work feeling more confident and secure that they knew what they wanted to say.

105. Mixed age classes provide a very wide range of ability, especially in Years 1 and 2. Expectations for the standard and the amount of work from higher attaining and some average pupils are too low in Year 2. This is evident in the amount and quality of the written work of Year 2 pupils in the mixed Year 1 and 2 class. In some satisfactory lessons in the rest of the school, whilst the work is usually matched to the needs of the majority, often there is some underachievement for one group in different parts of the lesson. This is often the case for the pupils with well below average skills in the context of the class literacy hour. The lowest attainers do not spend enough time learning the basic skills of reading, phonics, spelling and writing at their own level in literacy sessions as the shared text is often too hard. Other weaker elements in lessons throughout the school include a slow pace to class sessions where mainly boys, with weaker skills and concentration, call out and distract other pupils. In Year 4, there are a number of boys who have learning difficulties and who have difficulty in concentrating and in responding appropriately during whole class literacy sessions.

106. One group session, within the context of the literacy session, was unsatisfactory for a group of pupils with special educational needs in literacy. This was seen in an unsatisfactory Year 3 group session for well below average attainers. This group of all boys, were reading books which were not well matched to their previous attainment so that time for their literacy session was not effectively used. These pupils spent little time on reading and writing at their own level during the shared text time because the text, although suitable for the majority in the class, was too hard for them to read.

107. Teachers' lesson planning, whilst generally conforming to the requirements of the Literacy Strategy, does not always recognise small, incremental steps in pupils' learning, particularly in the teaching of reading, phonics and spelling skills. There is a lack of whole school systematic guidelines for supporting teachers in this. There is a particular need in this school as the teaching in Years 1 and 2 has not always built the basic steps adequately and this has resulted in a substantial number beginning Year 3 not well prepared for their junior school education because of their unsatisfactory literacy skills. The Additional Literacy Support programme is used appropriately to support pupils who are just below average in Year 3 but there are no intensive support programmes for those pupils whose skills are well below average. The Progression in Phonics programme is now being delivered in Years 1 and 2 but it has not sufficiently influenced pupils' use of phonics in their reading because of the lack of strong evaluation and monitoring.

108. All teachers' marking is supportive and encouraging but does not always provide enough comments which identify clearly how pupils might improve their work. Teachers keep a sound range of records in their assessment folders but this information is not used sharply to identify all pupils with low literacy skills who need support or to check whether pupils are making enough progress. Target setting for individual pupils and groups of pupils is only just beginning and does not provide a sufficiently clear focus on where and how pupils need to improve.

109. The National Literacy Strategy has been fully implemented but it is not consistently raising standards. This is linked with weaker attainment coming through from the infants in recent years and the need for teachers to cater for a very wide range of ability. Assessment procedures are satisfactory. However, the school does not make enough use of the information from the results of the national tests, the Qualifications and Curriculum Authority tests and the test in reading and spelling strategies to address weaknesses in pupils' skills or to adjust curricular planning to meet their needs. Although there are some appropriate opportunities for teachers to moderate pupils' written work together, the process is not effectively used to identify targets to help pupils' improve their work. The use of information and communication technology in the subject is unsatisfactory.

110. The co-ordinator is an experienced teacher who is relatively new to the school and new to the role this year. She has a clear understanding of the priorities for the subject and is committed to its development. She has been allowed some time for monitoring and has used this well to support new colleagues to the school. The time allocated is insufficient to allow her to monitor teaching and pupils' learning thoroughly. Resources in English are generally satisfactory but do not always allow for the range of ability within mixed age classes. The school is aware of the need to develop library provision in the school and is in the process of creating a new area to enhance the provision. Both the number and range of the books currently in the library do not provide well enough for the development of pupils' reading or information and retrieval skills. Curricular provision is well enhanced by visits from such companies as the Shakespeare Workshop who performed *Midsummer Night's Dream* for Year 6 and the Rainbow Theatre Company who performed 'The Hobbit' for Key Stage 2 and 'Pinocchio' for Key Stage 1. The school organises Book Weeks where visiting poets such as Brian Moses visit the school and work with pupils. The subject makes a satisfactory contribution to pupils' spiritual, moral, social and cultural development through its appreciation of stories and poetry and its focus on working together in groups, with respect for each other's opinions.

MATHEMATICS

111. In Year 2, standards in basic numeracy and in other areas of mathematics are average. This reflects the findings of the previous inspection which judged standards to be average. There is no marked difference in the attainment of boys and girls. Most pupils' achievement is satisfactory. Pupils with special educational needs and the minority with English as an additional language are making satisfactory progress. Higher attaining pupils make satisfactory progress overall although progress is unsatisfactory for the very able. Standards are not as high as they were in 2001 national

tests, or in other recent years. Until relatively recently, the Year 2 pupils were taught in a single age class by the mathematics co-ordinator until she left at the end of last term.

112. In Year 6, standards in numeracy and in other areas of mathematics are average, which reflects the findings of the previous inspection and the pupils' attainment in the 2001 end of Key Stage 2 national tests. Standards have risen significantly since 1999 and the percentage of pupils gaining the higher National Curriculum Level 5 this year was double that of 2000. This is a result of the school's successful implementation of the National Numeracy Strategy and of teaching which is consistently sound and sometimes, particularly in Year 6, good. Boys and girls attain equally. The few pupils on the special educational needs register for mathematical problems are making satisfactory progress. The relatively large numbers of pupils in Year 6 with behavioural problems are often capable in mathematics and are achieving well. Higher attaining pupils make satisfactory progress overall, although this is inconsistent. The very high attaining pupils make unsatisfactory progress as they are not systematically identified or provided for.

113. Pupils' overall achievement is satisfactory. The strengths of the pupils' achievements are in space, shape and measures and in data handling. The major weaknesses, which the school recognises and is trying to address, lie in quick mental recall of number facts and in the pupils' ability to apply their mathematical skills in solving real life problems, particularly where these are presented in word form.

114. By the age of seven, most pupils have a sound understanding of place value to 100 and can order numbers to 100. They can use coins to make totals of money and calculate simple change. They estimate the length of classroom objects and then measure them in standard units. They recognise common two and three-dimensional shapes and they can draw simple pictures which illustrate symmetry. The pupils make some use of their mathematical skills in other subjects, for example, in sound bar charts of pupils' eye colours.

115. The quality of teaching and learning in Key Stage 1 is satisfactory. In a Year 1 and 2 lesson, the teacher made sure that the lesson's objectives were clear to the pupils. She used resources, such as a 100 number square and an overhead projector, effectively, and this helped the pupils to order numbers and to identify patterns of two. She matched work well to pupils' differing needs and made effective use of her teaching assistant to support the lower attainers. At times, the teacher relied quite heavily on her assistant to keep pupils' attention focused. No evidence was found of information and communication technology being used to enhance learning.

116. By the age of eleven, most pupils can multiply and divide whole numbers by 10, 100 and 1000. They have sound understanding of equivalent fractions and higher attainers can reduce fractions to their lowest form. The pupils can calculate the areas of irregular shapes. They know about the language of probability and have represented data by means of sound graphs and tables. The pupils use their mathematical skills widely in other subjects. In geography, Year 6 pupils can use four-figure co-ordinates to locate map features and Year 5 pupils have drawn accurate bar charts of where they live. In science, Year 5 pupils have similarly represented pulse rates after exercise and the amount of water held by sponges and in literacy have used data handling to show their favourite genres of books.

117. Overall, the quality of teaching and learning in Key Stage 2 is satisfactory, with elements, particularly in Year 6, of good teaching. In a brisk mental / oral session, the Year 6 teacher made good use of a 'like/dislike' table to consolidate learning of the multiplication tables and of halving. In emphasising key vocabulary, such as 'frequency' and 'axes', the teacher helped the pupils to construct accurate bar charts of food and drink sold in a week. Clear explanations in the plenary helped the pupils to understand the importance of the vertical scale and how it can exaggerate data. The teacher challenged the higher attainers appropriately: two pupils used a spreadsheet to record data and two others used the Internet to find data which might be represented graphically. The Year 5 teacher made good use of assessment of the pupils' work the previous day. She realised that they needed further work on the language and properties of triangles and the lesson succeeded in consolidating learning.

118. In a Year 4 lesson, the teacher gave a clear explanation, which consolidated learning of the properties of three-dimensional shapes. However, there was no obvious extension work for higher attainers and insufficient time was given for the pupils to complete their tasks. In a Year 3 lesson, the teacher made sound use of a 'jigsaw puzzle' game, which helped the pupils to order numbers to 100. She asked pupils to explain their strategies and this assisted their learning, although, on one occasion, a pupil's mistake was not used as a teaching point. The teacher encouraged the pupils to look for number patterns and this helped them to count on and back in tens from different numbers. Many pupils found it difficult to follow the teacher's instructions for a dice game, which was meant to enhance learning.

119. Teachers in both key stages have adapted well to the three-part daily mathematics lesson and this has contributed to the raising of standards. Sometimes, whole-class sessions tend to go on too long, with the result that pupils' attention wanes. The co-ordinator's role has developed well since the last inspection. The subject policy, which is being reviewed this term, meets the requirements of the National Curriculum. Planning is soundly based on the National Numeracy Strategy and on a commercial scheme. The co-ordinator monitors planning, in order to ensure a continuity of approach and progression in the pupils' learning, and has monitored teaching, with a view to sharing good practice. She analyses test results to see where pupils are having problems and has developed a clear action plan to secure further improvement. This includes more emphasis on mental calculations and on problem-solving skills and greater use of information and communication technology in mathematics. There are satisfactory procedures for assessing pupils' progress and adequate resources to support teaching and learning. In encouraging collaborative work where appropriate, the subject makes a good contribution to the pupils' social development.

SCIENCE

120. In Year 2, standards are above average, which is a significant improvement on the findings of the school's last OFSTED inspection two years ago when they were below average. These good standards result from the fact that almost all pupils reach average standards, and a high number exceed this level and achieve Level 3. Pupils with special educational needs make good progress in line with their peers and receive good support from the learning support assistant. No significant differences in the attainment of boys and girls were observed. In Year 6, standards are below average. This is the same standard as the results of the 2001 tests. Again, approximately an average percentage of pupils attain the national expectation (Level 4) as they did at the previous inspection but the number exceeding it is still low, although it is steadily improving as the school identifies what pupils need to cover to increase this.

121. Pupils, including those with special educational needs, are achieving appropriately for their abilities and make sound progress through the key stage. They did not previously achieve the high standards that pupils achieve now in Key Stage 1 and a considerable number of pupils with learning and behavioural difficulties have joined during the key stage which have negatively influenced the proportion achieving Level 4. This inspection finds no significant difference in the performance of boys and girls.

122. The strengths of the pupils' achievement include their understanding of living things including healthy eating, understanding of the circulatory system, and changing materials. Comparative weaknesses are working with more complicated circuits, exploring magnetism and aspects of investigative and experimental science, where pupils have limited opportunities to plan their own investigations or work independently. The use of information and communication technology is unsatisfactory. It is used, for example, to display and interpret data in graphs but there is no use of sensors to measure temperature or monitor other external events. Little use is made of the Internet or CD-ROM information for research.

123. The quality of teaching and learning is good in Years 1 and 2 and promotes good progress. This shows an improvement on the findings of the previous inspection, when teaching was not judged,

but standards were low and pupils made slow progress. Pupils enjoy science and generally work co-operatively on investigations. They try hard to concentrate on their work and make effective use of the time available. In a Year 1 and 2 lesson, teaching and learning were good as the teacher provided a range of different foods in her lunchbox and pupils were keen to tell what was healthy and what was not. They explained to her that "there's lots of fat and sugar in it and it isn't balanced" and gave her good advice on healthy alternatives. They recorded different kinds of food in food groups on a chart and knew that food and water are essential for life. They also understand that eating the correct types and amounts of food assist humans in keeping healthy.

124. In Years 3 to 6, teaching and learning are satisfactory and pupils make sound progress. This is similar to the findings of the previous inspection. Pupils with learning difficulties and emotional and behavioural difficulties are well supported in lessons to keep up with the others but pupils capable of higher attainment are not always challenged to work at higher levels or to take more responsibility for their own investigations. Lessons are soundly planned, resourced and executed. In all lessons seen, teachers managed behaviour well, often with the valuable support of skilled learning assistants and pupils were generally keen to learn. In Year 6 the teacher planned the lesson to enable pupils to understand that yeast is a living organism but the resulting investigation was very directed by the teacher and pupils were not able to devise their own investigation based on their scientific understanding. Her good management meant that the pupils carried out their investigation safely and sensibly and all made steady gains in their knowledge. Pupils co-operated well and discussed their work sensibly.

125. In the other years, pupils were learning about food and healthy eating at appropriate levels and were making steady gains in their knowledge and understanding of this aspect of the science curriculum. The scrutiny of work showed sound teaching and learning. There was an appropriate amount of work, which showed a balance of the curriculum. It was, however, not always well presented; pupils were not always encouraged to take a pride in their presentation and little was done to correct frequently mis-spelt words. Marking did little to tell pupils how to improve.

126. The co-ordinator gives sound leadership. She has improved resources and ensured that national guidelines are in place. The co-ordinator had completed an audit of staff needs but now plans to do this again as staff have changed. She has begun to analyse data and identify what needs to be worked on. The co-ordinator monitors planning but has not had the opportunity to monitor teaching or sample pupils' work. She has a good grasp of standards at Key Stage 1 but has less knowledge of the work in the rest of the school. Sound links with numeracy are evident as pupils display findings in graphs and charts and they make accurate measurements. Limited use is made of information and communication technology. Planning of the work is linked to national guidelines and assessment opportunities are built into the scheme. The science curriculum is balanced and all required aspects are covered across the school. The subject makes a sound contribution to pupils' spiritual, moral, social and cultural development. Pupils work co-operatively on investigations and are developing awareness of environmental issues. National Curriculum requirements are met.

ART AND DESIGN

127. Only three art lessons were seen during the inspection and judgements also include evidence from displays, work sampling and discussion with pupils. Standards in Year 2 and Year 6 are average which is the same judgement as that made by the school's last OFSTED inspection. Pupils with special educational needs and the pupil who has English as an additional language achieve similar standards to other pupils. All pupils achieve satisfactorily and, in those lessons where skills are taught progressively, pupils achieve well. Pupils enjoy their work in art and most concentrate well. There are no differences in the attainment of boys and girls.

128. No lessons were observed in Years 1 and 2 and examinations of previous work indicate the quality of teaching and learning in Key Stage 1 is satisfactory. In the school's last OFSTED inspection, the quality of teaching was considered to be good at both key stages. There have been

significant changes of staff since the last inspection. Teachers provide an appropriate range of media for pupils to explore and develop their skills. In a useful link with their work in science, pupils in Year 1 made large scale collage pictures which explored a range of found and natural materials. They created interesting shapes and textures based on their visit to a local farm. Year 2 developed their observational skills appropriately when they made large scale drawings of fruit and then used their drawings to make repeated printing patterns. This effectively planned experience helped them to develop soundly their understanding of some of the processes involved when they prepared and transferred their skills to another medium. As a result of their study of the work of Paul Klee, pupils' work showed an increased confidence in using colours and control of materials, such as poster paints.

129. The quality of teaching and learning in Key Stage 2 is satisfactory. Some good lessons were observed but some teachers have variable confidence in teaching skills. This means that pupils' skills and experiences are not consistently developed across the key stage. Where teaching is good, there is a clear focus on careful observation of shape and colour. This was seen in a good Year 3 lesson where pupils were using pastels to draw groups of autumn fruit and vegetables. As a result of the teacher's clear explanations and emphasis on drawing 'what you see, not what you can't see', pupils produced good representations of shape and grouping. Above average pupils showed some awareness of shading and texture and used pastels with confidence. In a Year 5 lesson, the teacher built well on pupils' previous experiences of modelling a head in clay to discuss some of the differences between three-dimensional and two-dimensional representations. She gave good encouragement for them to explore the different effects of hard and soft pencils. Pupils were able to talk effectively about their experiences of working with clay on an individual informal basis. However, they did not respond so effectively to the opportunity to evaluate their own and the work of other pupils in the class at the end of the lesson. Analysis of pupils' work indicates that pupils have a secure understanding of how to represent single point perspective in pencil drawings and also in an effective collection of water colour paintings of buildings in the Arundel area. These paintings formed part of a display in the local church. Pupils' good awareness of colour is shown in the work of Year 6 pupils who explore the ranges of shades and hues in single water colour landscapes. Where teaching is good, sketch books are used well to explore and record a range of responses but this is not consistent in all classes.

130. The co-ordinator has a good understanding of her role but she is relatively new to the school. She understands clearly the priorities of the subject and has good subject knowledge. There is currently no coherent scheme of work for helping teachers to plan for systematic skills' development across the key stages. In order to support the number of new staff to the school, the co-ordinator has thoughtfully provided a clear overview of the areas of experience and the key skills appropriate to each year group. There is a development plan for the subject which recognises as a priority the development of a subject scheme of work and the identification of staff training needs in the subject. There have been no opportunities to monitor teaching or pupils' work in the subject but the co-ordinator acts as a useful point of reference and discussion for colleagues. The co-ordinator has been given time each term for supporting colleagues. Assessment procedures in the subject follow the Qualifications and Assessment Authority guidelines but these are not used rigorously or consistently. There is insufficient use of information and communication technology in the subject. Resources in the subject are generally satisfactory with a good range and amount of materials. Although the representation of western culture is generally satisfactory, there is a more limited range of the work of artists from other cultures. Good use is made of the local area and community as a starting point for pupils' work. Art contributes satisfactorily to pupils' social and cultural development.

DESIGN AND TECHNOLOGY

131. During the course of the inspection, there were few opportunities to observe making and there were too few examples of previous products to make a judgement on this aspect of the subject in Years 3 to 6. Evidence gained from lessons, an analysis of previous design work, teachers' plans and discussions is sufficient to show that pupils attain average standards for their ages at both key stages in

designing and average standards in making in Year 2. At the last inspection, standards were also average. All pupils, including those with special educational needs, make satisfactory progress in developing the design process. Those identified with emotional and behavioural difficulties are well supported to remain on task and work co-operatively.

132. In the lessons, seen the quality of teaching and the quality of learning was satisfactory overall at both key stages. No judgements were made at the previous inspection. From a scrutiny of previous work, it is evident that, by the end of Year 2, pupils understand that the making process begins with a plan. They use pictures to develop and communicate their designs. They select from a range of materials, tools and techniques and learn to join various materials. They know what they have done well and suggest how they could improve it. This was evident in the work on looking at the features of a face and making masks from reclaimed materials. In the satisfactory lesson, seen the teacher used design and technology for supporting science as pupils looked at food groups and designed a pizza. They explored shape, colour and texture and made close observational drawings. It is planned to take the finished designs to Pizza Express where they will be able to make them.

133. In the lesson seen in Class 5, teaching and learning for food technology were good. The teacher gave good opportunities for pupils to identify a variety of breads. Careful questioning led pupils to discover what the packaging told them. Pupils were attentive and made good progress in planning their investigations for the following week. Previous work in Year 6 showed that pupils had been soundly taught to examine and compare biscuits. They had designed and made biscuits for specific purposes, had listed ingredients and evaluated by taste and texture.

134. In the satisfactory Year 4 lesson, pupils made windmills as an exercise in following specific instructions and showed appropriate skills of cutting and measuring. They showed interest and enjoyed the task. Pupils with emotional and behavioural difficulties were well supported by an additional teacher and remained on task. In the Year 6 lesson seen, the teacher carefully introduced the new topic on designing and making slippers. She led pupils into thinking of the criteria they needed to consider but gave limited opportunity for them to suggest their own ideas. They understood the task and produced working drawings. They annotated these drawings, showing features and materials. Their comments on appearance showed a sound understanding of consumer needs and they evaluated their product with a specific user in mind.

135. The school has introduced national guidelines, which ensure that skills are systematically built on, and assessment arrangements are now in place to record pupils' skills at the end of each unit. Pupils measure accurately to support numeracy but there is little use of information and communication technology in the subject. The co-ordinator manages the subject efficiently in a holding role. Resources are now adequate.

GEOGRAPHY

136. During the inspection, it was not possible to observe the teaching of geography because it was not on the timetable for this time. Judgements are based on the evidence of previous work, discussions with teachers and pupils and on the school's planning and records. The indications are that average standards are achieved by the end of both key stages and that pupils, including those with special educational needs, make satisfactory progress. This is particularly evident when pupils receive additional support. This is the same judgement as that made when the school was inspected in 1999. There are no differences in attainment between boys and girls.

137. The evidence indicates that the quality of teaching and learning is satisfactory at both key stages. The previous OFSTED inspection did not make any judgements. The analysis of work shows that pupils in Years 1 and 2 have appropriate early map work skills. The teaching successfully uses the pupils' own local knowledge and they have drawn satisfactory maps in their study of the school and on a listening walk. They use a grid and a key and identify where they live on street maps of

Arundel, Littlehampton, Middleton, Yapton and Ford. They identify what they like about Arundel and are aware of its problems and suggest ways it might be improved. Year 2 work showed that pupils have knowledge of localities beyond their own, both from the countries they have visited and from the travels of Barnaby Bear. They identify key features of Arundel such as the castle and the church. They talk about different types of shops and know the advantages and disadvantages that tourism brings to the town. Pupils can talk about trips and visits and describe neighbouring towns and villages.

138. Satisfactory teaching in Year 3 ensures that pupils extend their knowledge of maps, and show a growing awareness of places beyond the locality. They describe and compare physical features and study weather around the world. They have produced street maps of the local area and identify different houses. In Year 4, pupils will study a village in India and look at improving the environment. Year 5 pupils extend their comparison of two localities in their study of Arundel and Littlehampton and conduct a project on water. They learn about the water cycle and lakes and reservoirs. Work in Year 6 shows satisfactory and thorough teaching in a river study. Pupils identified the features of a river such as the source, estuary, tributaries and meanders. They looked at how the river works and the causes of pot holes, waterfalls and gorge erosion. Work is well presented in folders and encourages the development of technical vocabulary such as impermeable, evaporation and alluvium. In Year 6, pupils showed sound skills in interpreting a range of maps and used co-ordinates. In investigations, they employed primary and secondary sources of evidence and used appropriate geographical vocabulary. They were knowledgeable about their local area and knew how people can cause damage and improvement to the environment. The subject supports mathematical development as pupils produce their findings in graphs and charts and use four quadrant co-ordinates and angle turns. Pupils study a different location on the residential visit to the Isle of Wight.

139. Management of the subject is sound. The co-ordinator has successfully introduced new guidelines. She monitors planning but has not had the opportunity to monitor teaching or sample pupils' work. The curriculum is appropriately enhanced by visits into the local environment, which includes The Wetlands Trust, the River Arun and pupils conduct local studies. There is a residential visit for Year 6 to the Isle of Wight. There is some use of computers to enhance the subject either to present work or to research their topics. Pupils access information on the Internet and use CD ROM information. They use word processing and handle data. The subject makes a good contribution to pupils' spiritual, moral, social and cultural development as they become aware of environmental issues and look at other countries and cultures.

HISTORY

140. Standards in Year 2 and Year 6 are average, which reflects the findings of the previous inspection. Most pupils, including those with special educational needs, are making satisfactory progress. They enjoy their history lessons and have positive attitudes towards work. Boys and girls attain equally. However, the progress of very able pupils is unsatisfactory through few opportunities for higher level work.

141. By the age of seven, most pupils are beginning to understand the idea of a timeline, in relation to their own family and to events in history. They are beginning to make appropriate use of relevant terms, such as 'now', 'then' and 'long ago'. The pupils have a satisfactory understanding of how means of transport have changed over the years and they have asked their parents and grandparents about this as a homework task. They have made satisfactory use of their literacy skills to write simple accounts of the Great Fire of London.

142. The quality of teaching and learning in both key stages is satisfactory. In a Years 1 and 2 lesson about famous people, the teacher used questioning well at the outset and this made the pupils think "How do people become famous?" The pupils suggested names from the Bible, in addition to pop stars and footballers. The teacher made learning relevant, by asking "What did Guy Fawkes do?"

However, none of the pupils did, in fact, know why we celebrate Bonfire Night. The teacher made good use of some large photographs of famous people, which provided valuable stimuli and encouraged some revealing ideas. Prince Charles was mistaken for Michael Owen, but all the pupils knew David Beckham.

143. By the age of eleven, most pupils have a sound understanding of aspects of life in Victorian Britain, in particular, the disparity between rich and poor. They know about some of the changes which Arundel has seen since the late nineteenth century. The pupils know about some aspects of life in ancient Greece and of how schooling then differs from today. Younger pupils in Key Stage 2 know some of the reasons for the Viking invasions of Britain and about longships and knorrs. They have made satisfactory use of their literacy skills to write as a Viking child leaving home for Britain.

144. In a Year 6 lesson, the teacher emphasised relevant vocabulary, such as 'scullery', 'pantry', 'privy' and 'governess', and this helped the pupils in their understanding of the features of a Victorian home and of some of the jobs people did then. Good questioning, such as "What would father have done in his study?" made the pupils think carefully. The teacher made a useful link with mathematics work done earlier in the day. She referred the pupils to some data they had looked at and this helped them to understand the overcrowding in many Victorian homes and poor hygiene in urban areas. In a Year 4 lesson, the teacher had brought in a visiting 'Viking' couple. This provided a dramatic and lively introduction to the lesson, which really stimulated the pupils and encouraged them to ask many questions about clothing and weapons in Viking times. In an introductory lesson on the Romans in Year 3, the teacher made effective use of a practical activity at the start. The pupils sat in a circle and passed round wrapped up artefacts. They had to guess what might be in the parcels then they unwrapped them and began to make sensible suggestions as to what the artefacts might have been. One pupil actually used the term 'mosaic'. The teacher helped the pupils to learn the importance of first-hand evidence in finding out about the past.

145. A clear policy meets National Curriculum requirements and planning is soundly based on national guidelines. The subject is currently being managed by a temporary teacher and the co-ordinating role has not been developed. There are no whole school procedures for assessing pupils' progress, which was the case in the previous inspection. In response to that inspection report, a clear action plan drawn up by the previous co-ordinator includes the development of a 'history skills ladder'. The use of information and communication technology in history is unsatisfactory. There are sufficient learning resources overall, although there are too few historical artefacts. Some visits are made to enrich learning, for example, to London and Fishbourne. The subject thus makes a good contribution to the pupils' spiritual, moral, social and cultural development.

INFORMATION AND COMMUNICATION TECHNOLOGY

146. Little work in information and communication technology was seen during the inspection. Evidence was gained from teachers' planning, from pupils' previous work and from discussions with pupils. Experiences at both key stages are irregular and limited in range. This results in below average standards in Year 2 and in Year 6. Standards in the subject have not improved since the last inspection and progress has been unsatisfactory. However, the school has just installed a brand new computer suite and a programme of staff training has been planned and begun. Several staff need considerable training so that they can confidently and competently teach the full National Curriculum.

147. In Year 2, pupils can use the computer to enter and print out writing for simple tasks such as labelling drawings. However, most are working at below average levels. Data handling is particularly weak. In Year 6, pupils can access the Internet to find information. Whilst they are proficient with the mouse for basic functions their keyboard skills are weak through lack of development. Pupils are not able to use software to record, amend and combine information adequately in different forms because of weak skills development in this key stage. Provision for control technology is particularly weak. Pupils' progress is unsatisfactory, including for higher attaining pupils.

148. The quality of teaching is unsatisfactory, because not enough time is spent teaching information and communication technology and the subject is not used to support learning in other subjects. This stems from teachers' lack of subject knowledge. The subject has not been given a high profile until recently, as the school had much to do addressing the other key issues from the previous inspection report. In the lesson seen for Year 5 pupils, the teacher had good subject knowledge and provided good instruction for pupils in how to access the Internet. She successfully adjusted the pace of her teaching to match the levels of the range of previous knowledge of the group. The range of pupils' previous skills was very wide. However, most had weak keyboard skills through lack of systematic development.

149. The previous co-ordinator left at the end of term. The newly appointed co-ordinator is a senior teacher in the school. The co-ordinator has evaluated what needs to be done and she has prioritised staff training. The training is to be provided as part of the government initiative to improve teachers' subject expertise. Although the class computers have been updated since the previous inspection, these have not been fully used because of the teachers' lack of confidence. The co-ordinator has provided a scheme of work to help teachers implement the National Curriculum. The school plans to introduce the Qualifications and Curriculum Authority guidelines after this year when pupils' skills have begun to improve. The school does not have the full equipment for computer control technology, especially for controlling switches and temperature or light sensors. This was a weakness at the previous inspection and the curriculum still does not meet statutory requirements

MUSIC

150. Only two lessons were seen during the inspection apart from singing practices for the infants and junior age ranges and singing in assembly. As a result, there was insufficient evidence to make an overall judgement about standards and the overall quality of teaching and learning. Standards in singing are good. In Year 2, the pupils know a wide range of songs through taking part in classroom singing, assemblies and receiving hymn practice tuition by the specialist music teacher. Pupils have a good sense of rhythm and can sing clearly and in reasonable tune. They sing religious music sensitively and have a good understanding of how different kinds of singing create different moods. In Year 6, pupils sing well together and perform with confidence and control. In Years 3 to 6, pupils of all ages sing joyfully, expressively and increase their ability to sing in tune.

151. In the two lessons seen, teaching and learning were good in Year 3 and satisfactory in Year 4. In both lessons, the teacher's subject knowledge was good. In the Year 3 lesson, the lesson's pace was brisk and the lesson contained opportunities for the pupils to learn through instructions and practising as well as trying out their own ideas. The teacher's choice of instruments interested the pupils and her high expectations and good behaviour management resulted in the pupils learning composing skills well. In the Year 4 lesson, the teacher's own singing voice was a strong role model for pupils and most pupils developed their singing well. However, the choice of theme did not capture the interest of all of the pupils and several fidgeted and did not pay complete attention, causing less time to be spent on learning music than in the good lesson.

152. The subject has been satisfactorily managed and there is a new co-ordinator this term. The school uses a commercial scheme for supporting staff and, from this term, is beginning to implement the Qualifications and Curriculum Authority's scheme. The co-ordinator has developed a sound strategic plan for the subject and specialist help from the Local Education Authority music adviser is being sought. The co-ordinator has begun to monitor teaching. There is good provision for extra-curricular enrichment and there are opportunities for the pupils to join the choir, to learn the flute, keyboard and recorder. The annual production is often musically based and the pupils sing in the Church. On the evidence available, the school has maintained satisfactory provision since the previous inspection. There are good opportunities for pupils to develop their spiritual, moral, social and cultural education through music. However, opportunities for information and communication technology are unsatisfactory.

PHYSICAL EDUCATION

153. Standards in Year 2 and Year 6 are average, reflecting the findings of the previous inspection. Pupils, including those with special educational needs and higher attaining pupils make sound progress. Boys and girls attain equally. By the time the pupils leave the school, almost all of them can swim at least 25 metres unaided.

154. Teachers in both key stages manage changing sessions well. They insist that pupils are correctly dressed for physical education; indeed, almost all the pupils are well turned out for their lessons and the teachers dress appropriately for physical education. Teachers pay due attention to safety and to the potential dangers of jewellery. Class control is good. The quality of teaching and learning in Key Stage 1 is satisfactory. In a Year 1 and 2 dance lesson, the teacher made effective links with literacy and this helped the pupils to respond positively to music in interpreting the story ‘Fish is Fish’. She emphasised the need to listen carefully to the music and to imagine what might happen next in the story. This helped the pupils to devise appropriate movements. The teacher stressed the need to think about using all the space in the hall and to move at different speeds and levels. She enabled the pupils to observe others so they could improve their own performance.

155. The quality of teaching and learning in Key Stage 2 is satisfactory, with examples of good teaching. Specific skills teaching in a Year 5 gymnastics lesson helped the pupils learn how to hold a balance on various body parts: “Fix your eyes on something; use your muscles to hold yourself still”. The teacher emphasised the need for concentration and control and this helped the pupils’ learning well. She encouraged the pupils to work in pairs and to suggest to one another ways in which they might improve performance. Although a few pupils tended to be silly and noisy, most approached the lesson positively and were keen to improve. They expanded their balances into simple sequences. In a games lesson with the same class, the teacher clearly explained her objectives and began with an appropriate warm-up session. Specific skills teaching enabled the pupils to improve their ability to trap and pass a football with reasonable accuracy. Unfortunately, not all the pupils appeared to be particularly enthusiastic, perhaps because for some boys, the lesson lacked a real challenge. There was good support from the teaching assistant, which enabled pupils with special educational needs to make sound progress.

156. In a Year 3 gymnastics lesson, the teacher spent a long time in teaching the correct handling of apparatus, which these pupils were using for the first time. This is a valuable part of learning in physical education and was time well spent. The teacher emphasised the need for care and safety. In enabling the pupils to observe and evaluate the performance of others, the teacher promoted their good progress in balancing on various body parts on the floor and on apparatus.

157. The newly appointed co-ordinator has made a sound start to managing the subject. She has already drawn up a clear action plan, which includes the development of more formal, whole school procedures for assessing pupils’ progress. The subject policy is out-of-date, but it meets the requirements of the National Curriculum. Planning is soundly based on national guidelines. There is good internal and external accommodation for physical education and a wide range of good quality apparatus and equipment. A wide range of sports clubs, held after school, enhances the curriculum. Year 6 pupils have the opportunity to participate in outdoor and adventurous activities during a residential visit to the Isle of Wight. In encouraging the pupils to be team players, to work well with a partner and to respect the rules of a game, the subject makes a good contribution to the pupils’ social development.