

INSPECTION REPORT

THE WINDMILLS JUNIOR SCHOOL

Hassocks

LEA area: West Sussex

Unique reference number: 125939

Headteacher: Mrs Eileen Sharpe

Reporting inspector: Barney Payne
4890

Dates of inspection: 21-24 January 2002

Inspection number: 233609

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

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INFORMATION ABOUT THE SCHOOL

Type of school:	Junior
School category:	Community
Age range of pupils:	7-11
Gender of pupils:	Mixed
School address:	Dale Avenue Hassocks West Sussex
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Appropriate authority:	The Governing Body
Name of chair of governors:	Mrs S Lewis
Date of previous inspection:	10-14 June 1996

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9499	Phiroze Daruwala	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?
22990	Chris Furniss	Team inspector	English Geography History Music	How good are the curricular and other opportunities offered to pupils?
31963	Malcolm Padmore	Team inspector	Mathematics Information and communication technology Design and technology Physical education Special educational needs English as an additional language	
18850	Andrew Hodges	Team inspector	Science Religious education	

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

The school is of average size compared to other primary schools and has 234 pupils aged 7-11 on roll. The percentage known to be eligible for free school meals is below average. The percentage of pupils speaking English as an additional language is a little higher than most schools. The percentage of pupils identified as having special educational needs (SEN) is below average and no pupils have statements of special educational need. There is relatively little social disadvantage in the area in which the pupils live. Their overall attainment on entry to the school is above average.

HOW GOOD THE SCHOOL IS

The school has been through a period of instability due to high staff turnover and, for a period, lacked a permanent headteacher. This led to a loss of direction that affected standards and achievement. The school's effectiveness is now satisfactory and improving well under the very effective leadership of the new headteacher. Standards are improving. There is now a stable teaching staff and teaching is good overall. The school provides satisfactory value for money.

What the school does well

- Teaching and learning are good.
- Pupils with special needs are well supported and make good progress.
- Pupils have positive attitudes and are very enthusiastic.
- The school provides a very good range of extracurricular activities.
- There is good provision for pupils' spiritual, moral, social and cultural development.
- The very good leadership of the headteacher ensures clear educational direction.
- Governors have a very good understanding of the school's strengths and weaknesses.

What could be improved

- Curriculum planning is unsatisfactory and does not provide sufficient help and guidance for teachers; some subjects are not covered sufficiently.
- Assessment procedures are unsatisfactory and do not enable teachers to use assessment information to help them plan their work or to monitor pupils' academic performance across the curriculum.
- The school does not have a formalised improvement plan to set out its targets and vision for the future.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school was last inspected in 1996. Overall improvement since the last inspection has been unsatisfactory. There have been improvements in raising teachers' knowledge and competence in scientific enquiry, applying mathematics and teaching and developing writing skills. The other key issues, focusing on planning work for pupils' different levels of ability, particularly the more able and producing an overall long term curriculum framework, remain key areas for improvement. The school has changed very significantly over the past year. It is now improving rapidly and is putting systems into place that will enable it to address its weaknesses. The school's capacity to succeed is very good.

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	A	C	B	C
mathematics	B	C	C	E
science	B	C	B	D

Key	
well above average	A
above average	B
average	C
below average	D
well below average	E

The table shows that performance in the 2001 national tests was above the national average in English and science and close to average in mathematics. However, compared to similar schools, using eligibility for free school meals as a guide, performance was close to average in English, but below average in science and well below average in mathematics. Trends in results show that in the core subjects overall, the school has kept broadly in line with the national trend for 1997-2001. However, in mathematics trends show a decline in standards, coinciding with instability in the school and high turnover of staff. Standards of work in English seen during the inspection reflect the school's national test performance. In mathematics, standards of work seen during the inspection broadly reflect the performance in national tests, but there are recent improvements in pupils' progress due to the strategies the school has put into place to raise attainment in mathematics. Standards in science seen during the inspection show a gradually improving picture due to consistent staffing, good teaching and emphasis on developing skills in scientific enquiry.

Overall, achievement is satisfactory. Pupils with special educational needs make good progress. More able pupils make satisfactory progress overall, but need more challenging work set for them in order to extend their abilities. The school is improving its target setting through its recent introduction of systematic analysis of data on pupils' performance. Pupils have very good speaking and listening skills and good reading and writing skills. Pupils make good progress in acquiring mathematical skills and knowledge. In science, pupils achieve well and know an appropriate range of scientific facts and ideas. In other subjects, attainment is above average overall, but there are important elements missing in the planning for ICT that mean that pupils are not able to achieve satisfactorily.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Good. Pupils are very enthusiastic about school and are interested and involved in activities.
Behaviour, in and out of classrooms	Good. Pupils behave responsibly and show consideration and respect. They are friendly and courteous.
Personal development and relationships	Good. Pupils respect adults and one another, forming positive relationships.
Attendance	Satisfactory. Attendance is broadly in line with the national average.

Pupils' positive approach to school has a strong impact on its ethos. They are keen to participate in activities. They sometimes need more opportunities to show initiative in lessons and to learn independently.

TEACHING AND LEARNING

Teaching of pupils in:	Years 3 – 6
Quality of teaching	Good

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.

Teaching is good overall. There is no unsatisfactory teaching and in over six in every ten lessons teaching is good or better. Teachers have good knowledge and understanding of English, mathematics and science and they competently teach the basic skills of literacy and numeracy. Although their planning is satisfactory, they do not consistently plan more challenging work for the most able pupils. Their expectations of what able pupils can do should be higher. Teachers manage pupils very well and use effective teaching methods. They mostly make good use of time, support staff and resources. Overall, pupils do well at school. Pupils show high levels of interest and concentration and have a good knowledge of what they have learned. However, the school needs to improve its use of assessment and monitoring to help pupils understand what their next targets should be in each subject and how to determine for themselves their approach to some aspects of their work. Pupils with special educational needs achieve well and the teaching caters effectively for them.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	There is satisfactory quality and range of learning opportunities overall but the curriculum does not meet statutory requirements in full. The school provides a very good range of extracurricular activities.
Provision for pupils with special educational needs	Good: the school successfully adapts the curriculum to meet the individual needs of pupils. There are clear individual education plans and effective use of resources to help pupils towards their targets.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Good, particularly spiritual, moral and social development. Cultural development is satisfactory. The school could do more to promote a wider awareness of different cultures.
How well the school cares for its pupils	Satisfactory overall: the school is well organised and provides a safe and purposeful environment, but needs to improve its assessment procedures to help monitor and support pupils' academic progress.

Some areas of ICT are not being taught. Most subjects lack an appropriate scheme of work to help teachers with their planning. The school needs to establish assessment systems and use assessment information to guide curricular planning. Procedures for promoting good behaviour are good.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Good: the headteacher provides very good leadership and ensures clear educational direction.
How well the governors fulfil	Good: governors have a very good understanding of the strengths and

their responsibilities	weaknesses of the school.
Aspect	Comment
The school's evaluation of its performance	Good: following a period of instability the school is getting back on track and has identified highly appropriate priorities for development.
The strategic use of resources	Good: teaching staff are very well deployed.

The headteacher works effectively in partnership with the governing body. This is leading to rapid improvements. The school does not have a formalised school improvement plan and needs one to identify roles and responsibilities and to share its vision of where the school should be heading. Management roles are still being developed and, in particular, the role of subject co-ordinators is not yet established. Following high staff turnover over the previous two years, the school now has a stable, appropriately qualified staff. Accommodation and learning resources are adequate. The school has begun to plan to best value principles. It compares its performance against that of other schools and has started to question its own practice. The school council provides a mechanism for consulting with pupils but the school needs to improve systems for consulting with parents.

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. • Parents feel comfortable about approaching the school with questions or a problem. • The school expects children to work hard. • Past problems are being addressed by the headteacher. 	<ul style="list-style-type: none"> • Information about how children are getting on. • Consistency in the amount of homework children receive. • How closely the school works with parents.

The inspection team agrees with parents that the children like school and the school expects them to work hard. The headteacher's leadership is leading to rapid improvements. Inspectors also agree that the most recent reports did not give enough information about how children are getting on because they failed to provide a sufficiently clear and detailed account of pupils' progress. Inspectors found that teachers' use of homework is satisfactory overall. The school is working to develop its partnership with parents and there have been improvements. However, the school does need to establish mechanisms for consulting with parents, particularly given parents' past concerns about the work of the school.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and pupils' achievements

1. Pupils' overall attainment on entry to the school is above average. Currently, at age eleven, pupils' attainment is above average in English and science and average in mathematics. Overall achievement by each range of ability is satisfactory. Pupils with special educational needs make good progress. High attaining pupils make satisfactory progress overall, but need more demanding work to enable them to improve their performance. This was also identified as a weakness during the 1996 inspection. In the National Curriculum tests in 2001, overall results achieved in the core subjects by pupils in Year 6 were above the national average for all schools, but below average compared to similar schools. The trend in the school's average National Curriculum points for all core subjects was broadly in line with the national trend for 1997-2001.
2. In English, pupils exceeded the national average compared to all schools in 2001 and were close to the national average compared with similar schools. The percentage of pupils exceeding level 4, expected of a typical 11 year old and reaching level 5 in English was above the national average compared to all schools and close to the average for similar schools. Standards of work in English seen during the inspection reflect national test performance. Compared to the 1996 inspection, standards in English have improved but pupils often lack phonic skills on entry to the school and this may contribute to some erratic spelling.
3. In mathematics in 2001, pupils were close to the national average compared to all schools, but were well below average compared to similar schools. The percentage reaching level 5 was below the national average compared to all schools and well below average compared to similar schools. Trends over the past five years show, broadly, a trend in line with the national trend, but whereas results were better than average in 1998 and 1999, they dipped to meet the national average in 2000 and 2001. Standards of work seen during the inspection broadly reflect the performance in national tests, but there are recent improvements in pupils' progress due to the strategies the school has put into place to raise attainment in mathematics. Compared with the 1996 inspection, performance in mathematics tests has declined, but standards are improving due to teachers' effective use of the numeracy strategy.
4. In science in 2001, pupils exceeded the national average compared to all schools, but were below average compared to similar schools. The percentage reaching level 5 was close to the national average compared to all schools but below average compared to similar schools. Standards seen during the inspection show a gradually improving picture in science due to consistent staffing and good teaching. Compared with the 1996 inspection, standards and achievement in science have improved, particularly in scientific enquiry.
5. Parents are concerned that staff turnover and instability in leadership up to the current headteacher's appointment have affected standards, including the preparation Year 6 pupils have had for National Curriculum tests. The analysis of performance data was not established in the school prior to the current headteacher taking up her post. The school's statutory targets set for pupils' attainment were agreed with the Local Education Authority before the headteacher's arrival. She has subsequently used her own careful analysis of pupil performance data to set future targets and make them

suitably challenging. She has carried out analysis of a range of data to look at how the school performs and to provide an accurate appraisal of achievement. The headteacher's analysis has provided an accurate picture very much in line with inspection findings. In particular, she has identified the need to improve standards in English and mathematics. These have been given prominence in monitoring since September 2001. Regular mathematics tests have also been introduced to help track progress. The headteacher has also identified the need to raise the level of challenge for more able pupils. The school is on course to raise its performance to help meet future targets due to improvements in teaching the core subjects.

6. At the time of the 1996 inspection, girls achieved considerably better results than boys in National Curriculum tests. In 2001, boys achieved better results than girls overall in National Curriculum tests against national averages, but taking the past three year's results as a whole, girls' attainment has been better than boys. The school has identified gaps in performance when comparing boys to girls. The school's own analysis indicates that boys achieve higher standards than girls and able boys' achievement is higher than able girls in all subjects. However, overall, the inspection has not revealed differences in boys' and girls' performance as a particular weakness.
7. In other subjects, attainment is above average overall, but there are important elements missing in the planning for art and ICT that mean that pupils are not able to achieve satisfactorily. In design and technology and music, it was not possible to see a sufficiently broad range of work in order to make an accurate overall judgement.
8. The school is effective in promoting the progress of the relatively few pupils in the school with special educational needs. Special educational needs are identified at an early stage in a child's career in the school. The special educational needs (SEN) coordinator, who is the headteacher, draws up detailed individual education plans (IEPs) and these focus on clear areas for improvement. They contain easily understood and achievable targets for learning and behaviour and are regularly reviewed to make sure progress is being made. The SEN co-ordinator, teachers and classroom assistants work well together to provide a level of support that enables pupils to make good progress in relation to their individual needs.

Pupils' attitudes, values and personal development

9. Through the pre-inspection meeting and questionnaires, parents have expressed some concerns regarding pupils' behaviour and attitudes, including the impact of high staff turnover on achieving consistent levels of behaviour. Most parents attending the pre-inspection meeting and responding to the questionnaire, recognise that the school has made considerable improvements since the appointment of the new headteacher. Inspection findings confirm this perception. The good behaviour of pupils, their positive attitudes towards their work and their regular attendance have made a tangible impact on the new ethos of the school.
10. The school is an orderly community, where pupils behave responsibly and show consideration and respect for learning resources, displays, property and the environment. Pupils show positive attitudes to learning. They are attentive and eager to acquire new knowledge, become involved in the process of learning and endeavour to complete the task in hand. They are keen to participate in teacher-led activities. However, there are insufficient opportunities for pupils to show initiative in lessons or to learn independently.
11. Pupils are friendly and courteous to visitors. They respect teachers and form positive

relationships with them, with other adults and with one other. This creates a friendly atmosphere, which pervades the whole school.

12. Pupils' attitudes to school are good. Behaviour in classrooms and playgrounds is also good. Pupils are polite and friendly. They co-operate well when playing games, learning to share their equipment and take turns. Boys and girls mix reasonably well together.
13. Pupils with special educational needs behave well in and around the school. The provision available to these pupils in their classrooms, offered by their teachers and classroom assistants, is good. This serves as a good motivating factor for these pupils. The school's approach to special and individual educational needs is fully inclusive and these pupils are an integral part of the school community. Pupils with special educational needs show a positive commitment to learning and are capable of working collaboratively as well as independently. They remain for the most part in classrooms with their peers and are only withdrawn occasionally for extra support. They develop good relationships with their classmates and are happy to accept support and advice from teachers and their assistants.
14. The school has necessary procedures and policies to promote pupils' self-esteem and confidence. The school holds celebration assemblies, where outstanding contributions by individual pupils are recognised and rewarded. The school is organised into four houses. Pupils look forward with interest to the weekly announcement of the house winning the most points and the coveted school cup. Pupils are keen to take responsibility and in so doing they contribute to the life of the school community.
15. Each year, one pupil from each year class represents their peers on the school council, which provides a forum for raising issues, which are noted and acted upon by the school.
16. Both boys and girls perform well in sports which, along with other extracurricular activities, raise their self-esteem, enhance their confidence and teach them the social skills of co-operation and collaboration with their peers. The impact on pupils' learning of the various lunchtime and after school activities is good.
17. Pupils are sympathetic to the needs of people in less favourable circumstances than themselves. They make donations to different charities throughout the year. For example, at the last Harvest Festival they donated food parcels to local charities. Pupils are currently participating in the Blue Peter appeal to raise funds for the national charity Age Concern.
18. Pupils' level of attendance is broadly in line with the national average. The rate of unauthorised absence at the school is below the national average. Pupils are generally punctual in arriving at the start of the school day in the morning and in returning to their classes after the morning break and lunchtime. Pupils settle to work quickly, behave well and are eager to carry out instructions from their teachers and other adults in the classroom. The classrooms function in an orderly way.
19. The discipline, demeanour and attitudes displayed by pupils in the classrooms and in the playground are strengths of the school. Overall, pupils' positive behaviour and attitudes, coupled with purposeful relationships amongst the school community, have a positive impact on standards and achievement.

HOW WELL ARE PUPILS TAUGHT?

20. Teaching is good overall. There is no unsatisfactory teaching, and in over six in every ten lessons teaching is good or better. In nearly one in every ten lessons, teaching is very good and sometimes excellent. The quality of teaching is consistent across the school. Teaching is better than it was at the time of the 1996 inspection. Evidence from parents, the Local Education Authority and the school's own monitoring indicates that teaching is improving and is much better now than in the recent past.
21. Teachers have good knowledge and understanding of the core subjects of English, mathematics and science and they competently teach the basic skills of literacy and numeracy. They ensure that subject vocabulary is used and reinforced. Although their planning is satisfactory overall, they do not consistently plan more challenging work for the most able pupils. Their expectations of what able pupils can do should be higher. In mathematics, setting by ability helps teachers in their planning, particularly to address the needs of higher attaining pupils.
22. Teachers use effective teaching methods, matched to the purpose of the lesson. Their explanations of what the class is to do are often lively and informative, enabling pupils to understand the learning objectives. In English and mathematics lessons, teachers group pupils by ability and this helps them set work at appropriate levels and to target particular groups, for example through deploying teaching assistants. In the most effective lessons, the teacher's use of question and answer deepens pupils' knowledge and understanding. Sometimes, teachers miss opportunities to challenge pupils, particularly the more able. For example, in a mathematics lesson, more challenge would have been created had the teaching linked the work on co-ordinates and points on the compass with geography and navigational skills. In religious education, some questions are too simple and do not reinforce knowledge and understanding. In two English lessons, even though the work was imaginatively conceived and planned, pupils needed to be clearer about the core task of using descriptive language within a defined form. Instead, they lost time by focusing on lower level aspects of the work.
23. Teachers organise practical activities well, enabling pupils to get on with the work quickly. In Physical Education lessons, teachers use a wide range of apparatus and pupils put this back at the end of the lesson quickly, quietly and sensibly. Pupils carry out science investigations carefully and efficiently, but the more able need more opportunities to decide for themselves on the appropriate approach to answering a question.
24. Teachers manage pupils very well, creating a purposeful working atmosphere. They control activities firmly, hold pupils' attention and ensure that transitions from one activity to another are carried out smoothly. Pupils' own enthusiasm and sense of social responsibility help teachers organise activities well. Teachers have high expectations of behaviour. They use methods that make clear their expectations and authority. There is strong mutual respect between teachers and pupils.
25. Teachers mostly make good use of time, support staff and resources. Lessons are well paced and structured to allow sufficient time for explanation and discussion, independent or group work and a plenary to review what pupils have learned. Occasionally, in mathematics, teachers run out of time, which means that pupils do not have sufficient time at the end of the lesson to review with the teacher what they have learned. Teachers make effective use of simple resources, such as number grids, overhead projectors, flip charts and whiteboards. In mathematics lessons, pupils sometimes have their own small whiteboards to quickly write down their answers to mental mathematics problems and share them with the teacher, which

helps maintain a lively pace and enables the teacher to assess, quickly, their levels of understanding. Teachers make increasing use of ICT and there are very good examples of its use, for example to develop ideas in art and design or to record and present data in geography. In a Year 3 lesson, pupils received an e-mail from Theseus, who asked them to draw up a description of the Minotaur in the Labyrinth, an interesting and stimulating use of ICT to extend work in English, to which pupils responded well.

26. Ongoing assessment in lessons is satisfactory, but there are some opportunities missed to build on pupils' knowledge. Teachers look for gains in learning, and listen and respond to pupils well, praising and encouraging them. In English, teachers assess pupils' day-to-day progress well. In mathematics, question and answer activities enable pupils to explain their reasoning and demonstrate what they have learned. However, in one mathematics lesson, even though the work was set for two levels of ability, the more able in the group completed the work quickly and easily and this could have been built on to take them onto the next step. In an art lesson, pupils had the opportunity to evaluate each other's work. However, the teacher's subject knowledge, while sufficient to ensure pupils met basic learning objectives, was insufficient to provide clear guidance to pupils on how to improve their work.
27. In the parents' meeting and questionnaire returns, concern was expressed about lack of consistency in the amount of homework children receive. Overall, teachers' use of homework is satisfactory and there are some good examples of pupils in Year 5 planning stories for homework that they then develop in class. In a Year 3 lesson, a session on English homework, following a planned scheme, focused on spellings and meanings and pupils responded well.
28. Overall, pupils do well at school. They make good progress in acquiring skills, knowledge and understanding and put a very good level of intellectual, physical and creative effort into their work. They maintain pace and productivity in their work, due to their positive attitudes and enthusiasm and to well organised teaching. They show high levels of interest and concentration and good levels of independence, although more could be asked of them in determining how to approach some aspects of their work. They have a good knowledge of what they have learned, but the school needs to improve its use of assessment and monitoring to help pupils understand what their next targets should be in each subject.
29. Pupils with special educational needs achieve well and the teaching caters effectively for them. In English and mathematics, sometimes a teaching assistant supports less able pupils to help them progress and sometimes the teacher works with a less able group, in order to balance the level of support over the week. Some pupils with special needs receive intensive one-to-one teaching of good quality and this enables them to make good progress.
30. Pupils with special educational needs make good progress overall, especially in improving their literacy and numeracy skills. This is the result of effective planning in these subjects. In order to plan effectively for SEN, the co-ordinator produces detailed individual education plans (IEPs) that set out the ways in which the curriculum is to be adapted to meet individual needs. These are made available to teachers and teaching assistants and help them in their planning. Teachers and teaching assistants know pupils well and foster the trust that provides good conditions for learning.

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

31. The school provides a suitably broad and balanced curriculum, including provision for religious education, as it did at the time of the last inspection. Some areas of the ICT curriculum are not being taught. The school's curriculum provides well for the pupils with special educational needs and extracurricular provision is very good. The literacy strategy has been put into place well and the numeracy strategy is being satisfactorily implemented. There are no areas of the curriculum from which any pupils are excluded. The school has sex education and drugs education policies, which are both due for review. Personal, social, health and citizenship education are appropriately taught and some teachers make effective use of circle time to develop pupils' social and moral awareness. Although the curriculum is broad and balanced, most subjects lack an appropriate scheme of work to help teachers in their planning. The headteacher is aware that this needs attention but has successfully concentrated on stabilising the school and raising teaching standards first. At the moment the school is using an amalgam of the Qualifications and Curriculum Authority's (QCA) schemes of work and the school's own topics. For religious education the school use the local authority's agreed syllabus. There is satisfactory monitoring of both planning and teaching in English but this is not yet in place across the rest of the curriculum.
32. The curriculum is enriched by a very good range of extracurricular activities, including netball and football for both boys and girls, athletics, cricket, drama, a choir, stamp club, art club and a story club. A homework club was started but very few pupils took advantage of it. All teachers, including the headteacher and some teaching assistants, run extracurricular activities, showing a high level of commitment. Pupils have opportunities of learning to play musical instruments with one of several peripatetic music teachers who visit the school; these include violin, cello, flute, guitar and piano. There are opportunities for pupils to play against other schools in fixtures and tournaments, such as football, netball, athletics and cross-country. The range of visits this year includes Fishbourne Roman Palace, Brighton Station, Anne of Cleve's house, two local churches and Plumpton Agricultural College. Year 6 pupils have been on a residential visit to the Isle of Wight. Further enrichment comes from a variety of visitors to the school. Relationships with both the infant and secondary school are satisfactory and are producing worthwhile initiatives, such as the newly developing on-going assessment files which should help track each pupil's progress throughout the education process.

33. Provision for collective worship meets statutory requirements through year group and whole school assemblies. Provision for spiritual development is good, though not specifically planned for in curriculum plans. During the inspection week several assemblies were observed. Opportunities for reflection in assemblies are usually good. Religious education lessons provide pupils with opportunities to learn about the values and beliefs of Christianity and other religious faiths. Good use is made of assemblies and some lessons, such as history, geography and literacy, to encourage pupils to reflect on feelings and emotions. The celebration assembly held each week enables teachers and pupils to recognise excellence in both effort and achievement.
34. Provision for social and moral development is good. Teachers provide good role models and stress the importance of positive attitudes and relationships. Teachers provide useful opportunities for pupils to think about and discuss important issues, for example when Year 4 pupils were following up an assembly and working together to think about happy and sad times. In many lessons pupils are encouraged to work together and collaborate, listening to and helping each other. The effective use of school assemblies as a platform to celebrate pupils' achievements and experiences strongly reinforces pupils' moral development. The celebration assembly observed during the inspection was extremely positive and it was good to see the delight that pupils took in the achievements of others, spontaneously congratulating them. Pupils develop wider understanding of citizenship through taking part in charitable fund-raising and hearing of the experiences of visiting adults. No evidence was seen during the inspection of the over-boisterous games being played at break-times that have concerned some parents. To respond to this concern, the school has provided activities and equipment for use during playtimes, which may have helped improve playground behaviour.
35. Cultural development is satisfactory. Opportunities are provided to help pupils develop and expand an awareness of their own and other peoples' cultures through the various trips and visitors. In art, while there are weaknesses in curriculum planning, pupils are starting to explore art forms from different artists and different times. Although pupils' cultural and multicultural experiences are broadened through religious education, geography, a range of texts and books in literacy and through some assembly themes, this is an area that should be further developed. The school could do more to promote a wider awareness of different British cultures.
36. Overall, the school has improved the curriculum opportunities offered to pupils since the last inspection.
37. There is equality of access to the curriculum for all SEN pupils. The school is successful in the way it adapts the curriculum to the individual needs of pupils. This gives them the basis they need to make progress. The SEN co-ordinator writes clear and appropriate individual education plans that are shared with class teachers and support assistants. Very good planning and the effective use of resources help pupils to work towards their targets.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

38. The school is a happy, harmonious and well-organised community, providing a safe secure and purposeful environment for all its pupils. It serves the educational needs of the community well, overall, making a sustained and positive contribution to pupils' academic attainment and progress as well as providing for pupils' welfare and well being. However, procedures for assessing pupils' attainment and progress, use of assessment information to guide curricular planning and procedures for monitoring and supporting pupils' academic progress are unsatisfactory.

39. The school fulfils its stated aims to promote pupils' academic, intellectual, spiritual, physical and social development. Staff throughout the school work hard to make these stated aims a reality. There is a strong ethos of care and consideration for others, which permeates the whole school community. The school ethos instils a sense of fairness, justice and self-discipline. Trust and friendship between teachers and pupils is evident through the whole school. Good rapport exists amongst the pupils. Staff provide good role models for pupils by demonstrating ways of working together co-operatively in classrooms and about the school, welcoming visitors and being courteous in their personal relationships.
40. Support for pupils with special educational needs provided by their teachers and learning support assistants is good. The commitment shown by the school to pupils with special educational needs, as well as towards more talented pupils, is inclusive and all these pupils are considered as an integral part of the school community.
41. The school's approach to behaviour and discipline is set out in the recently revised policy document. At the pre-inspection meeting and in the questionnaires, parents expressed some concerns regarding behaviour and the consistency of the school in promoting good behaviour. They recognise that high staff turnover contributed to inconsistencies in dealing with behaviour. Parents also recognise that the school has shown recent improvements and support the school's current approach to behaviour and discipline. They indicate that prompt and appropriate action is taken when incidents of bullying or harassment occur. There has been a perceptible improvement in pupils' behaviour in the school and in playgrounds since the appointment of the present headteacher and the stability achieved through appointing a permanent teaching staff. Incidents of unacceptable behaviour are rare. The school operates a reward system and recognises exemplary conduct by pupils during the weekly celebration assembly. The implementation of the updated behaviour and discipline policy is effective and sanctions are rarely applied to pupils.
42. The school identifies higher attaining pupils and is beginning to provide some appropriate support for them. It also cares well for pupils with special educational needs through good quality support in lessons and through small group teaching to improve their basic skills. There are appropriate IEPs for the small number that require them and staff are well briefed and monitor individual pupils. Annual reviews are carried out in keeping with statutory requirements. Parents are duly involved in planning and reviewing their child's attainment and progress.
43. The existing arrangements for child protection comply with statutory requirements. The head teacher is the designated senior member of staff responsible. Teaching staff are aware of the procedures. The school follows the child protection guidelines set by the West Sussex County Council. In keeping with current practice, the school's policy on will be updated in the near future. When this is achieved, the relevant information will be included in the staff handbook.
44. The school is successful in promoting the health, safety and general well being of the pupils under its care. It collaborates closely with the appropriate Local Education Authority departments for pupils' welfare and safety. The designated governor carries out risk assessment on an annual basis with appropriate personnel from the school. Fire drill is conducted at least once every term. There are three suitably qualified staff responsible for administering first aid to pupils.
45. The previous inspection report found the school's policy of assessing pupils'

attainment and progress satisfactory. It also identified a lack of teachers' planning and assessment of pupils' work against the National Curriculum levels as areas for development. However, it is only since September 2001 that the incoming new staff have begun to undertake the appropriate training. This is still an on-going process and the benefits to pupils' learning are, as yet, limited.

46. A system to track all pupils' attainment and progress in writing and mathematics was initiated at the start of the current academic year. Subject co-ordinators are all new to their roles and responsibilities and they are still being trained in tracking progress and setting targets. In the meantime, the headteacher has assumed the responsibility of assessment co-ordinator. Books and individual pupils' records are now being monitored by the headteacher as part of the school's assessment strategy.
47. There is very limited clear guidance on planning and using assessment in day-to-day work and its application is still inconsistent throughout the school. The school's policy on assessment, planning and monitoring is not operating fully across all the four year groups in the school and, consequently, its use is severely restricted. This is a major weakness of the school, and one of the key issues the school needs to address.
48. Since September 2001, the school has undertaken extensive work to raise staff awareness of assessment and target setting. There is now a strong commitment to the use of data and other test results to raise pupils' levels of attainment and to use them as a yardstick to measure progress.
49. At present, the school has no approved policy for personal, social and health education (PSHE). A few teachers use circle time with their classes. Others await training in using circle time. It is envisaged that the updated and approved version of the PSHE policy will be implemented at the start of the next academic year.
50. At the pre-inspection meeting and in the questionnaire, parents expressed the view that their children like school and are happy and feel secure within the improved, orderly environment. Existing procedures and whole school policies are being rapidly revised and updated to ensure that pupils' needs are met. The school provides a calm and harmonious atmosphere that enables pupils to make full use of available learning opportunities. In order to monitor individual pupil's personal development, meticulous pastoral records are maintained from Year 3.
51. The school has appropriate procedures to monitor attendance and punctuality. Registers are marked efficiently. The school takes appropriate steps in the case of absences that have not been explained by parents and carers. It has established a good liaison with the education welfare officer, who visits the school at regular intervals for consultation.
52. The school has established good working relationships with the feeder infant school and the adjacent secondary school where most pupils go at the end of Year 6. The school offers appropriate induction for incoming Year 3 pupils and their parents during the summer term of the preceding year. Similar arrangements for induction are provided for Year 6 pupils and their parents by the secondary school.
53. The staff are building on and consolidating the improvements made over the past year. This has a positive impact on pupils in the school.
54. The school's systems to identify, assess, support and review pupils' special educational needs are good. The SEN co-ordinator is effective in involving parents,

teachers and outside agencies. The school has a comprehensive and appropriate special educational needs policy and fulfils it. It fully implements all the requirements of the code of practice.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

55. Although most of the responses on parents' questionnaires are positive about the work of the school overall, there is also a significant percentage of responses which are critical of aspects of the school. Over 30% of questionnaire returns disagree that the school works closely with parents. The school is working to develop a positive and purposeful partnership with parents. Since her appointment, the headteacher has sought ways of working more closely with them. For example, she envisages inviting small groups of parents for coffee and informal discussion through the academic year, building on the existing collaboration with parents and making it stronger and more beneficial to parents and their children. Most parents are appreciative of the school's new open-door policy. Representative parents say that the school now listens to parents, invites their views, considers the issues that they raise and responds promptly to their concerns. There is a widely held view that the school is improving under the leadership of the new headteacher.
56. Some 39 percent of questionnaire responses express concern that pupils do not get the right amount of work to do at home. At the start of the current academic year, the incoming head teacher was made aware of the parental concern about homework and a letter outlining new guidelines on homework was sent to all parents towards the end of September 2001. The inspection found that, overall, teachers' use of homework is satisfactory. The school encourages parents to play an important part in supporting their children's work at home and this commitment has a positive impact upon pupils' attainment and progress. Recently, the school has started to provide parents with curriculum guidance, giving information about the topics that each class will cover during the term and what is being taught in each subject, so that they can help their children with homework.
57. Around 41 percent of questionnaires also express dissatisfaction at the levels of information received from the school about how their children are getting on. Inspection evidence substantiates this concern. The most recent annual reports lack clarity and depth in each subject and fail to provide a sufficiently clear and detailed account of pupils' strengths, weaknesses, achievements or progress.
58. Parents of pupils with special educational needs are regularly informed of their children's targets and the progress made. They participate, where appropriate, in the review process.

59. The governors' annual report to parents is presented in the autumn term. The report provides parents with most of the necessary details about the life and work of the school community. The report meets statutory requirements in most respects. However, it is not possible to see what has been resolved since the last annual meeting or what is on the agenda for the next meeting. There is also insufficient information on SEN.
60. The school prospectus is a clear and reasonably comprehensive document, informing parents of the school's ethos and values, the curriculum, health, pastoral care, provision for special educational needs and Key Stage 2 results. However, it is not possible from the information included to make accurate national comparisons regarding rates of absence or National Curriculum results.
61. Although there are shortcomings in reports regarding information on pupils' progress, the school otherwise maintains regular and purposeful contact with parents. Parents are well informed through newsletters and formal and informal consultation meetings. The school homework policy and a home-school agreement are now being implemented. The introduction of a reading contact book enables parents to provide learning support for their children at home. The school extends an open invitation to all parents each term, so that they may discuss any issues or concerns that they may have about their child. Parents are appreciative of the fact that they can approach the school to talk with individual teachers or the head teacher. Any issues or concerns raised by parents are dealt with promptly with care and sensitivity.
62. Although many parents work and find it difficult to help during the school day, the school receives strong support from parents through the School Association, which provides a wide range of resources. For example, the Association provided substantial funds for the refurbishment of the new computer room. The Association also contributed towards the purchase of video recorders, stereo-equipment and sports equipment. Part of the proceeds is also donated to local charities. Various social events organised by the School Association help to develop positive relationships.
63. Overall, the school's links with parents are showing positive improvements and the contributions parents make to their children's learning are good.

HOW WELL IS THE SCHOOL LED AND MANAGED?

64. The headteacher provides very strong, clear and effective leadership that is resulting in rapid improvements in the school. She is giving the school very clear educational direction and has developed a strong and effective partnership with the governing body. Governors fulfil their responsibilities well, having accurately identified weaknesses in the governors' role in the past. The headteacher's own monitoring of teaching and rigorous analysis of data has led to effective action to improve the school's performance. The school makes good strategic use of resources.
65. Overall management by the headteacher and key staff is good, although management roles are still being developed. Owing to the school's recent history, some roles, responsibilities and systems are not yet in place, including the role of subject co-ordinators. Their part in monitoring and evaluating teaching and standards is not established. The school is working towards developing this role.
66. The governors' curriculum committee has drafted new school aims, which emphasise ethos and the quality of teaching, learning and the curriculum. The school is

developing well towards meeting these aims.

67. In recent years, the governors have had to take an unusually close hand in running the school, following high staff turnover, teachers on long term sick leave and a period when the school was managed by acting headteachers. Having appointed a new headteacher, with whom they are working effectively to get the school back on track, they are now moving back to a strategic role. Over the past year, they have had a considerable impact in shaping the direction of the school, notably in appointing and working with the headteacher. Previously, their role had been insufficiently questioning and too accepting regarding the work of the school. They now have a very good understanding of the strengths and weaknesses of the school and are working closely with the headteacher to address the weaknesses. This is reflected in an established committee structure and in governors' current priorities, which are to tackle inconsistencies in teaching, establish a team ethos and to develop the subject co-ordinator role. The first two of these priorities are well on the way to being resolved.
68. The school's priorities for development are highly appropriate. The school does not yet have a formalised school improvement plan, but time has been set aside for staff and governors to work on one together. So far, the steps taken to effect rapid improvement in the school have been well considered and effective. The school now needs to develop a longer term view of where it is heading and to ensure this is shared with staff and parents. Staff show a very good shared commitment to improvement and the school has very good capacity to succeed.
69. Following high staff turnover over the past two years, the school now has a stable, appropriately qualified staff whose skills match the demands of the curriculum. Teaching staff are very well deployed, with well balanced year teams whose experience and skills complement one another well. The school has satisfactory induction procedures for new staff, largely based on the pairing of experienced and less experienced staff in year teams. The school also takes in teacher training students and has the potential to develop this provision in the future. There was no performance management system in place when the headteacher took up her appointment. She has drawn up job descriptions and these, together with her data analysis on pupils' performance, provide the springboard to develop teachers' own management roles and to establish a performance management system. The school is now identifying training priorities. Some training, such as New Opportunities Fund ICT training, came to a halt due to the high turnover of staff. The school is also aware that staff expertise needs improving in other subjects, such as art and design.
70. Educational priorities are supported well through the school's financial planning, but currently the school is prudently keeping spending centralised until new management roles are developed. Staffing problems led to a subsequent drain on the school's supply budget and the school has had to develop and improve its finance systems over the past two terms. It has made very good progress. Systems for financial administration are unobtrusive, efficient and responsive to need, keeping the way clear for teachers to concentrate on their work. Financial information is readily available to the headteacher and governors to ensure that finances are in good order and costs easily determined. The most recent auditors' report shows that effective financial controls are in place and operating satisfactorily. The school has quickly resolved the minor issues identified. The school's use of new technologies to support its management is satisfactory and developing well.
71. During the past financial year, the school has begun to work and plan, implicitly, to best value principles. The headteacher's analysis of the school's performance has set the

baseline for the school to begin to compare its performance against that of all schools and similar schools. There was no established system for this previously, as the school had not analysed performance data systematically and governors had not had the information necessary to make comparisons. The governors are now in a position to question standards and results far more than they have in the past.

72. The headteacher and governors have taken the first steps towards a more critical scrutiny of what the school does by looking at what it provides and pinpointing weaknesses in performance and provision. They know what is needed and have identified ways of improving the service provided by the school. Initially this has been through appointing a stable and suitably qualified staff and establishing a team ethos.
73. The school is aware of the views of parents, particularly following the period of instability prior to the appointment of the headteacher. However, parents still express concern about how closely the school works with them, having felt uninformed in the past. There have been recent improvements in keeping parents informed, but the latest reports on pupils' progress, for example, have weaknesses. The school council provides a mechanism to consult with pupils and the school now needs to improve systems for consulting with parents.
74. The school has not made any recent large purchases, but does seek the best price for day-to-day resources. Overall, the school provides satisfactory value for money, taking account of past and current performance, the quality of teaching and the improvements being put into place.
75. The provision for pupils with special educational needs is very well managed. There is a caring ethos shared by all those working with children with SEN, which is underpinned by thorough processes for the identification of special needs and for the generation of individual work programmes to meet need. The SEN co-ordinator is well organised and has developed effective systems for the management of all the information that is generated. She makes sure that teachers and classroom assistants are kept up to date on developments in SEN through sharing information with them informally as well as in staff meetings. Learning resources for SEN are sufficient to support the work that is done, although there is a need for more ICT resources to broaden pupils' learning opportunities.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

76. The school is successfully moving out of a period of turbulence and instability. It now has a stable staff and effective leadership. In order to continue improving the school's work, the headteacher, staff and governors should:
- (1) Improve curriculum planning and establish a consistent assessment system to:
 - Ensure progression of skills, knowledge and understanding is planned for, term to term and year to year, in all subjects (paragraphs 31, 112, 115);
 - Ensure all aspects of the National Curriculum are covered, with particular reference to art and design and ICT (paragraphs 7, 31, 112, 115, 131, 137);
 - Use assessment of pupils' work to inform the planning for each range of ability, and in particular to plan extension work for higher attaining pupils (paragraphs 21, 26, 28, 38, 45, 47, 84, 97, 109, 111, 115, 123, 124, 129, 130, 154, 156).
 - (2) Develop the role of the subject co-ordinator in order to:
 - Improve the monitoring of pupils' academic performance (paragraphs 38, 45, 46, 47);
 - Develop the monitoring of teaching and learning across the school in order to pinpoint areas for development and share best practice (paragraphs 65, 67, 85, 86, 109, 111, 123, 124, 129, 130, 136, 137, 141, 142, 148, 149, 155, 156).
 - (3) Devise a school improvement plan that sets out clear targets for the school and outlines the roles that staff and governors will play in implementing, monitoring and evaluating the plan and how the impact of the plan will be measured (paragraph 68).

OTHER ISSUES WHICH SHOULD BE CONSIDERED BY THE SCHOOL

- Helping pupils improve their phonic skills and spelling (paragraphs 2, 80, 86);
- Providing more opportunities for pupils to show initiative in lessons and work independently and raise expectations of what higher attaining pupils can do (paragraphs 10, 21, 28);
- Improving teachers' confidence and subject knowledge in numeracy, art and design, ICT, science, music and RE (paragraphs 26, 69, 98, 107, 111, 114, 115, 135, 137, 141, 142, 152, 156);
- Promoting greater awareness of different cultures (paragraph 35);
- Improving mechanisms for consultation with parents (paragraphs 55, 73);
- Improve reports on pupils' progress (paragraph 57);
- Ensure the governors' annual report and the school prospectus comply with statutory requirements (paragraphs 59, 60);
- Establish a policy to develop numeracy skills across the curriculum (paragraphs 99, 101);
- Improve ICT resources in science and in provision for SEN and improve ICT and other resources in RE (paragraphs 75, 110, 111, 155, 156);
- Audit resources in geography and history to identify any gaps (paragraphs 123, 124, 129, 130).

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed

45

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

28

Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	1	3	25	16	0	0	0
Percentage	2	6	56	36	0	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 two percentage points.

Information about the school's pupils

Pupils on the school's roll

Y3 – Y6

Number of pupils on the school's roll (FTE for part-time pupils)	234
Number of full-time pupils known to be eligible for free school meals	7

FTE means full-time equivalent.

Special educational needs

Y3 – Y6

Number of pupils with statements of special educational needs	0
Number of pupils on the school's special educational needs register	35

English as an additional language

No of pupils

Number of pupils with English as an additional language	4
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Pupil mobility in the last school year

No of pupils

Pupils who joined the school other than at the usual time of first admission	4
Pupils who left the school other than at the usual time of leaving	9

Attendance

Authorised absence

	%
School data	5.4
National comparative data	5.6

Unauthorised absence

	%
School data	0.0
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 2 (Year 6)

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
	2001	25	38	63

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	21	22	24
	Girls	34	26	37
	Total	55	48	61
Percentage of pupils at NC level 4 or above	School	87 (79)	76 (72)	97 (88)
	National	75 (75)	71 (72)	87 (85)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	16	22	20
	Girls	29	29	27
	Total	45	51	47
Percentage of pupils at NC level 4 or above	School	71 (78)	81 (69)	75 (83)
	National	72 (70)	74 (72)	82 (79)

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

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	0
Black – African heritage	1
Black – other	0
Indian	0
Pakistani	0
Bangladeshi	2
Chinese	1
White	226
Any other minority ethnic group	1

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	1	1
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: Y3 – Y6

Total number of qualified teachers (FTE)	9.2
Number of pupils per qualified teacher	25
Average class size	29

Education support staff: Y3 – Y6

Total number of education support staff	4
Total aggregate hours worked per week	54

Financial information

Financial year	2000
	£
Total income	470168
Total expenditure	491031
Expenditure per pupil	2098
Balance brought forward from previous year	+10414
Balance carried forward to next year	-10449

Recruitment of teachers

Number of teachers who left the school during the last two years	8
Number of teachers appointed to the school during the last two years	8
Total number of vacant teaching posts (FTE)	0
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)	0

FTE means full-time equivalent.

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	234
Number of questionnaires returned	83

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	48	43	8	0	0
My child is making good progress in school.	30	52	11	2	5
Behaviour in the school is good.	18	55	13	5	8
My child gets the right amount of work to do at home.	17	41	22	17	4
The teaching is good.	30	46	5	4	15
I am kept well informed about how my child is getting on.	13	43	31	10	2
I would feel comfortable about approaching the school with questions or a problem.	46	44	7	2	0
The school expects my child to work hard and achieve his or her best.	38	49	6	1	6
The school works closely with parents.	18	47	25	6	4
The school is well led and managed.	39	39	11	1	11
The school is helping my child become mature and responsible.	33	49	11	2	5
The school provides an interesting range of activities outside lessons.	23	54	16	7	0

Other issues raised by parents

Parents attending the pre-inspection meeting and those providing written comments with their questionnaires recognise that weaker aspects of the school are improving under the leadership of the new headteacher.

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

ENGLISH

77. The last inspection reported that standards in speaking and listening were very good, pupils read very well and writing standards overall were satisfactory. In the most recent national test results, standards were above the national average and close to the average for similar schools and there was a similar pattern for those reaching the higher level 5. This indicates an improvement in standards since the last inspection.
78. Pupils have very good speaking and listening skills and good reading and writing skills. They are confident and express themselves well and teachers give them many opportunities to develop these skills through group and class discussions and through skilled questioning. Reading skills too are well developed and pupils generally read fluently and with expression and understanding. In a Year 6 lesson, pupils were thinking about the evacuation in World War Two, putting themselves into the place of parents and composing letters. The discussions showed great maturity and sensitivity to the feelings of parents and children of the time. Pupils were engrossed in the task of composing part of the letter and were aware of the need for writing to a particular audience and for a specific purpose. They were able to discuss and then put into practice a variety of ways of expressing and arguing: "I feel rather/very/extremely unhappy that my children are being taken away from me..."; "I feel very/extremely strongly that you should...". They could suggest, examine and discuss a range of words expressing shades of emotion, such as "concerned", "worried", "afraid", "cautious", "anxious" and which would be best to use and why. In reading out their own, or other people's, written work, they used great expression and conviction and showed how well they had grasped the emotional content of the work. Pupils generally use punctuation correctly, including speech marks, exclamation and question marks and many are using paragraphing correctly.
79. Year 5 pupils were seen writing a class myth. Class discussions were lively and expressive, with all pupils listening and contributing. The teacher insists on proper inflection when reading out loud. Pupils show an understanding of simple and complex sentences and how they are used for effect. Pupils can recognise personification, simile and connectives and their openings to the myths they are writing are vivid and imaginative. They show real enjoyment in using language and are developing critical skills by evaluating each other's work and picking out one strength and one weakness. Some pupils were using a thesaurus to great effect changing, for example, "spooky" to "uncanny". Again there is a high level of technical accuracy in writing and punctuation. Year 4 also showed very high motivation when they were observed beginning their fantasy stories. Having been highly motivated, all pupils were totally engrossed in the task and pupils with special needs produced some remarkably imaginative and thoughtful prose. One contrasted "refreshing sea air" with the "stench of slimy fish" whilst another wrote of "steaming flames coming out of misty windows". Handwriting is well formed and pupils take a pride in their work. One boy proudly and spontaneously showed how his handwriting had improved since September.

80. Pupils in Year 3 were observed linking their literacy work to their history theme of Ancient Greeks and here too well developed speaking and listening skills were evident. Pupils had fruitful discussions on spellings and meanings of words, and corrected one another gently and supportively. The level of reading here was satisfactory overall. Some pupils were well in advance of their expected level and were reading and discussing "The Hobbit", "Harry Potter" or one of the Narnia books with obvious understanding and enjoyment. However, quite a number of pupils were lacking in phonic skills. The school is aware of this weakness in some pupils when they join the school and attention is being paid to correcting it. It may also account for the sometimes erratic spelling, which is also noted by the school.
81. It was noted in the last inspection that progress in English was variable for pupils of higher ability. A scrutiny of current pupils' past work shows that this was sometimes the case. However, the successful introduction of the National Literacy Strategy has helped ensure that all pupils develop the basic skills effectively, according to their own ability. Teachers have also been much more focused in recent months and there is a much greater awareness of the need for pupils of all levels to progress. Work is targeted better to pupils' individual needs and specific targets are set. There are still a few inconsistencies but generally all pupils, including those with special educational needs and the higher achieving pupils, make good progress in their learning and achieve well.
82. Nine English lessons were observed during the inspection and in none was the teaching less than satisfactory. In two thirds of lessons teaching is at least good and there is some very good and even excellent teaching. Teachers are planning well in year teams, using the National Literacy Strategy planning format. Management of pupils is very good, with teachers keeping a brisk pace, motivating and stimulating pupils by use of voice and effective questioning. Teachers have high expectations of both behaviour and work. Relationships are good between pupils and between pupils and teachers and there is a relaxed, happy but busy atmosphere. Pupils generally know what is expected of them and are given clear and precise explanations and directions. In the very best lessons, the teachers are fully involved and so clearly engrossed and enjoying what is being done that the pupils are carried along with their enthusiasm and the desire to do well is very evident. The National Literacy Strategy has been introduced across the curriculum and pupils were seen being effectively taught key words and correct terminology in a variety of subject areas, including mathematics and science. Information and communication technology (ICT) is effectively used and pupils regularly use word processing to produce prose, poetry and to insert pictures to illustrate their work. Teachers also use it effectively to produce work and aids to teaching, for example the template for 'wanted' posters for a Year 3 lesson. Although a more standardised approach to marking was introduced last term, marking is not always consistent. Some work is not marked very quickly and sometimes comments tend to be brief and bland. All teachers need to make sure that marking commends good work, stating what makes it good, and sets specific and achievable targets for improvement. A number of parents have expressed concern about the quality and regularity of homework in the past. It was clear during the inspection week that teachers are setting homework and that this homework is relevant and appropriate, for example, Year 4 homework on mnemonics designed to help with spelling.

83. Resources in English are satisfactory and are effectively used, with a range of textbooks, fiction and group reading books and tapes. The library is not fully functional at present and is being re-organised but there is a reasonable range of non-fiction books to which pupils have access for research purposes. Teachers generally take out a selection to cover the topics for each term. Training has been given to one of the support assistants to help run the library. Visits to the theatre and from groups such as Rainbow Theatre provide additional stimulus, as do book fairs run by the school association, book days and the drama club and story club which meet weekly. Last term the whole school was involved in the World Wildlife Fund musical play, "Ocean Commotion". Many pupils in the school are entered for local and national competitions. Accommodation is suitable, with classrooms being clean and attractive with well mounted displays of pupils' work, helping to stimulate and encourage. Staff are well suited to meet the needs of the curriculum and the learning support staff provide effective support and are well deployed. One very good example of this was seen in a Year 4 lesson where, as well as giving effective guidance and help to special educational needs pupils during their independent work, the support assistant was actively involved in the plenary session.
84. Teachers know their pupils well and assess their progress effectively on a day-to-day basis. This is demonstrated through the way they prepare work at different levels, set targets and direct questions designed to motivate particular pupils. More formal assessment that sums up what pupils can do is only just developing with any real consistency. Half-termly assessments are now formally carried out and placed in each pupil's assessment folder and this will help provide teachers with an additional check on development. This assessment has been developed in liaison with the infant feeder school, which means there will be an on-going check on each pupil's development and progress throughout the primary stage of schooling. There are plans to take this assessment system into the secondary stage as well. The next stage is to ensure that assessment feeds into targeted planning and this is a future aim, though it is not yet in place. The work being done by the headteacher and English co-ordinator to track the development of pupils through the school is a valuable innovation and should help to ensure that any weaknesses or plateaux in progress are picked up quickly so that help can be targeted to particular groups or individuals. It should also help provide better information for parents about the level of attainment of their children.
85. The subject co-ordinator is managing satisfactorily the role she assumed just over one term ago. She is not new to the school and has already developed a good awareness of the strengths and of the areas that need developing. Although there has been some monitoring of planning there has been little formal monitoring of either teaching or the work being produced by pupils, though this is planned for next term. There is a high commitment on the part of all staff to develop and improve the standards and levels of achievement for all pupils. The subject makes a good contribution to the spiritual, moral, social and cultural development of pupils. The way that pupils are encouraged to explore feelings and emotions and the appreciation of a range of prose and poetry develops spiritual insights. The relationships, very positive role models of teachers, co-operative working and work seen examining motives and values (such as the work on the Second World War in Year 6) develop pupils socially and morally. Pupils examine a suitably broad range of texts, prose and poetry, from different cultures.

86. In order to continue improving teaching and achievement in English, the school should;
- establish formal monitoring of teaching and pupils' work as part of the co-ordinator's role,
 - improve pupils' knowledge of phonics to help them improve their spelling.

MATHEMATICS

87. The school's results in the 2001 National Curriculum mathematics tests for eleven-year-olds were broadly in line with the national average. The school's performance compared with schools drawing children from similar areas was well below average. Trends in test results over time show a decline in standards in mathematics that coincided with a period of instability in the school due to a large turnover of staff.
88. Results from optional national tests and internal testing and analysis of work and observation during the inspection show that the present Years 4 and 5 are operating at levels that are above national expectations. This suggests that the decline in standards has now been reversed.
89. The appointment of an experienced and effective teacher as mathematics co-ordinator and as Year 6 teacher has strengthened the planning and teaching of mathematics. He has identified various areas of weakness in mathematics teaching and staff are now addressing these.
90. The successful introduction of the National Numeracy Strategy, the school's setting arrangements and additional support for lower attaining pupils have all made an effective contribution to raising standards in the subject. Pupils of all abilities, including those with special educational needs, are now making good progress in acquiring mathematical skills and knowledge.
91. In Year 3 most pupils are achieving standards in line with national expectations. They have a satisfactory grasp of mathematical language, such as terms used to describe movement in relation to the points of a compass. Higher attaining pupils work well with co-ordinates to locate positions. Lower attaining pupils know about the common units of measurement and can put names to 2D and 3D shapes. Most pupils try a range of approaches when looking at problems. Their work is well organised and they are able to discuss ways in which they approach the solving of problems.
92. Year 4 pupils demonstrate above average standards when they work with co-ordinates. Higher attaining pupils use mathematical language precisely when they discuss problems using words such as vertical, horizontal, diagonal and adjacent. They are increasingly trying out their own ideas when they confront tasks and they use a variety of ways to check their results. Lower attaining pupils have an understanding of number appropriate for their age and are competent in using the four mathematical operations. Most pupils understand the process of surveying and analysing data when, for example, they collect preferences on the flavour of crisps.
93. Year 5 pupils have a good understanding of place value when working with decimals. They check the results of their work using a good variety of strategies and communicate the reasons for their conclusions well. They calculate the areas of simple shapes using a variety of methods and show their grasp of a range of measures by providing good estimates. They draw and measure angles with accuracy and have a good knowledge of mathematical terminology.

94. Year 6 pupils are attaining average standards. They can apply the four operations satisfactorily for their age in both mental and written problems. They have a sound understanding of concepts such as mode and range when they learn about them in the context of real life problems, such as the management of stock in a shoe shop. They have some difficulty when they work with a variety of word problems dealing with money. Although their mathematical skills are satisfactory and their literacy skills are above average, they find difficulty in getting to the root of problems when these are presented in sentence form. The co-ordinator, who is also a Year 6 teacher, has identified this as a problem and has revised planning in his and in other classes to deal with it.
95. Pupils are enthusiastic about mathematics. They approach the work with confidence. They listen very well to instructions and engage with obvious interest in discussions. They respond very well to well-focused lessons that proceed at pace and waste little time settling down to work. This positive attitude to work leads to good learning.
96. The teaching of mathematics is good overall and pupils learn well as a result. Planning for mathematics is now overall satisfactory and improving. Lessons have clear learning objectives that are shared with the class and which follow the broad outlines of the national strategy. Timing is not always perfect and sometimes teachers are not able to give sufficient time to sum up at the end of the lesson and identify and reinforce what has been learnt. Relationships in all classrooms are very good. Teachers and pupils share a real sense of purpose. Question and answer sessions are very good and help pupils to explain their reasoning and demonstrate what they have learnt.
97. Pupils are taught in sets based on prior mathematical ability. Frequent tests make sure that pupils are properly placed. The teachers in each year now plan together and this means they are able to discuss and refine approaches to make sure that all pupils make appropriate progress. Owing to the setting, teachers are also able to focus more closely on the needs of pupils of all abilities. This has resulted in improvements in the number of pupils attaining average and above average standards, but will need to be refined further to make sure the needs of the most able pupils are met.
98. The organisation of lessons is good. Pupils know that they may have to work without close supervision during part of the lesson while teachers and classroom assistants concentrate on helping specific groups. Teachers and classroom assistants are very positive about the progress pupils make and this helps to motivate and enthuse pupils. Not all teachers have undergone the full course of training for the National Numeracy Strategy, due to the disruption experienced in the last few years in the school.
99. Although numeracy is promoted through other subjects such as ICT, when, for example, pupils use their knowledge of formulae to develop a currency converter, there is no policy to make sure that regular opportunities are provided to support mathematical learning throughout the curriculum. However, there are good examples, such as art and design work in Year 6 that was inspired by the art of Escher and includes sophisticated understanding of tessellating patterns. Teachers promote literacy well in mathematics, particularly by identifying and carefully introducing key mathematical words, but also by good question and answer techniques, which feature strongly in the teaching at the school.
100. The mathematics co-ordinator is relatively new but has made substantial progress in pioneering mathematics in the school. This has resulted in a rise in standards. Mathematics teaching and learning were monitored during the Autumn Term as part of the process of raising standards.

101. In order to continue improving teaching and achievement in mathematics, the school should;
- plan more extension work to challenge and extend the abilities of the most able pupils,
 - plan for regular opportunities to use numeracy across the curriculum,
 - ensure that pupils have the skills to get to the root of problems when these are presented in words.

SCIENCE

102. By the end of Year 6, at age eleven, the attainment of pupils overall is above average. This matches the performance of pupils in comparison with all schools in the 2001 national tests, which was also above average. However, when the results are compared with those of pupils of similar background they were below average. Inspection evidence shows that standards are gradually improving. This is due to more consistent staffing, good teaching and the emphasis made in all lessons on the gaining of scientific enquiry skills.
103. At the time of the last inspection, insufficient experience of carrying out simple experiments and making conclusions hindered pupil's progress. This hindered the pupils from attaining above average standards in this area. During this inspection pupils were observed carrying out many simple experiments in fair ways and demonstrating a good understanding of what makes a fair test, making predictions based on previous knowledge and drawing logical conclusions. This represents an improvement on the last inspection.
104. Older pupils study the force of friction and are able to give reasons for this force being increased in certain circumstances and are able to make reasoned predictions whilst carrying out investigations of this phenomenon. Younger pupils can identify the factors that are important in making a fair test and were able to go some way to some way to controlling these in an investigation of the absorbing qualities of a range of papers.
105. Pupils achieve well as they move through the school. Pupils with special educational needs make good progress. Progress in individual lessons is good, helped by teaching that is lively, well planned and has a sharp clear focus. Pupils know an appropriate range of scientific facts and ideas and use technical vocabulary with increasing precision. The progress of more able pupils is satisfactory but their rate of progress is limited by the opportunities they are provided with, which are, in turn, influenced by the insufficiently high expectations teachers have of these pupils.
106. The attitude of pupils to their learning is good throughout the school because teachers' behavioural expectations are so high. Pupils are very keen to take part in lessons and answer questions. They readily take opportunities to demonstrate their well developed speaking and listening skills. Behaviour in lessons is very good with high levels of concentration shown.
107. The quality of teaching and learning overall is good throughout the school and this promotes the progress being made by pupils. Pupils enjoy science and capture the quiet enthusiasm of their teachers. Teachers have adequate subject knowledge but some lack confidence. The best teaching clearly demonstrates the ability to develop lessons in an interesting way. This is underpinned by an imaginative use of well-prepared resources. Clear explanations are given and the questions asked are well thought out and designed to gain as much information about the pupils' knowledge of

the topic as possible. Teachers manage their classes well and make good use of literacy skills, including the development of scientific vocabulary, which greatly enhances the learning undertaken by the pupils.

108. Expectations of the higher attaining pupils are not sufficiently high and opportunities to challenge these pupils are not consistently taken up.
109. Assessment is a weaker feature of the subject. The systems for recording results and then using them to inform planning is at an early stage of development. This lack of information is hindering the efforts of teachers to plan work that effectively matches the needs of pupils', especially the most able. Teachers are becoming more confident in their subject knowledge and this has started to raise teachers' expectations of progress for some pupils. There has been little staff training to aid this process and it has not been supported by a robust system of monitoring for the subject. The subject is led by a relatively new co-ordinator who is clear about the aims for the subject.
110. Resources for science are adequate, with the exception of ICT resources to support the science curriculum. The subject fully meets the requirements of the National Curriculum and is suitably broad and balanced.
111. To continue to improve standards in science the school should;
 - put into place assessment systems to record pupils' progress and use the information to refine the planning of lessons,
 - ensure that work is planned to challenge and extend the most able,
 - improve ICT resources for science and ensure that opportunities for using ICT are included within planning,
 - establish monitoring systems to provide information that will inform an action plan for the subject,
 - establish a programme of staff training to raise teachers' confidence.

ART AND DESIGN

112. Achievement in art and design is affected by weaknesses in curriculum planning. There is work in all years that at least meets the level expected and good examples of work that exceeds it. By Year 6, pupils' attainment is above average. They show well-developed skills in drawing, taking and using ideas and approaches from artists they have studied and in understanding key ideas in artists' work. However, lack of an overall scheme of work means that there is no planned progression in acquiring and using skills, knowledge and understanding. This leads to some good, isolated projects, but no overall cohesion. The last inspection identified a need to improve planning to address the teaching of skills. Although there are now more instances of above average work, curriculum planning remains unsatisfactory. This is an area identified by the school as a weakness and art and design will be a priority in next year's school improvement plan.
113. Pupils approach work in art and design very positively. In Year 3, they are attentive and support one another well. Displayed work on pattern, drawing on Native American designs and the use of pattern in Klimt's work, shows that pupils can use and develop ideas found in the work of others and use a defined process to build up patterns using the intrinsic properties of materials. In Year 4, a project on the work of Clarice Cliff is being extended through well-chosen use of ICT. In Year 5, cityscapes show very effective use of pastel, which explores the qualities of the medium to create atmosphere and represent the contrasting qualities of sky, buildings and water. This work shows careful attention to colour mixing, overlaying and mark-making. In Year 6,

work inspired by the art of Escher includes sophisticated understanding of tessellating patterns and good analytical skills to help understand Escher's work.

114. Teaching in art and design is satisfactory. Lack of subject knowledge leads to a lack of clear guidance on how pupils can improve their work, even though teachers have the skills necessary to organise activities well. For example, more could have been expected of pupils in terms of finding out the context in which Clarice Cliff worked, to help them understand the roles and purposes of artists, craftspeople and designers working in different times. In another lesson, although pupils evaluated the work of one another, the teacher lacked the detailed knowledge to offer clear advice on how to improve it. There is also some good teaching where opportunities are explored effectively and the teacher's lesson organisation and medium term planning ensure that pupils are taken through a sequence of activities that develop their skills, knowledge and understanding, for example in the Year 6 work on Escher.
115. The school is now planning units of work based on individual artists, craftspeople and designers and this approach is leading to improvements. In order to continue improving teaching and achievement in art and design the school should;
- map the skills, knowledge and understanding that are to be developed, unit to unit and year to year, in order to plan progression in learning,
 - develop an assessment system that helps track progress and helps pupils improve their work,
 - identify staff training needs associated with each project,
 - ensure that a full range of processes is covered, including work in three-dimensions.

DESIGN AND TECHNOLOGY

116. During the inspection it was not possible to see any design and technology lessons due to timetabling. Therefore it is not possible to make any judgements on the quality of teaching and learning in the subject.
117. There is insufficient evidence of the past work of pupils to make any comment on standards of attainment.
118. Planning for the subject follows the recent national guidelines and this ensures that pupils follow the programmes of study laid down in the National Curriculum. The headteacher has taken responsibility for the co-ordination of the subject and is currently writing a design and technology development plan.

GEOGRAPHY

119. It was only possible to observe two lessons during the inspection but it is clear from these and from the work seen in pupils' books and from a variety of displays around the school, that standards are above expected levels. Pupils are making satisfactory progress and more recent work indicates that the rate of progress is improving. Standards have been maintained since the last inspection.
120. Year 4 pupils were observed comparing their own village with the village of Chembokoli in India. Questioning the pupils showed that they had a good overall knowledge. "It is much hotter because it is nearer the equator." "It is in a south-easterly direction." "The Tropic of Cancer goes through India." "It is part of the continent of Asia, the largest continent." "There's a large mountain range, the Himalayas, in the north of India." "Mount Everest is the highest mountain." As well as their factual knowledge, the pupils are able to use photographic evidence to make deductions and learn about life in the area of Chembokoli and compare them to their own experiences. For example, they can compare medical health and explain how doctors have to travel through the bush/forests because there are no roads and the village has no power. One group is studying aerial photographs of Hassocks and displays good awareness of what aerial photographs are and the ability to recognise land features. Pupils work well together.
121. Year 5 have been studying the local area and were seen working on traffic surveys they have been designing. Almost all of them have a very clear idea of the kind of information needed and the type of questions they will need to include to get it. Several were able to talk about statistics and data and how data collected from different age groups may produce different results. They have been using computers effectively to produce the surveys using Excel spreadsheets.
122. Teaching in geography is never less than satisfactory and supporting evidence indicates good teaching overall. Effective planning, in year groups, ensures full coverage of the National Curriculum. Teachers manage pupils well and motivate them, giving clear instructions and guidance and using effective questions to keep them focused. Teachers know their pupils and target work to their needs. Pupils have a good, positive attitude towards work and work well independently and in groups. Occasionally the noise is allowed to rise to a level where it distracts some pupils before the teacher re-focuses the class. Although there is no specific planning for pupils' spiritual, moral, social and cultural development, there are clear elements in what is being done and taught. There is some useful spiritual and cultural development, such as when Year 4 pupils were discussing the feelings and reactions and way of life of people in Chembokoli. Social and moral development is evident in independent and co-operative working and in the consideration of life-styles of different people, for example in India and among different age groups in Hassocks.
123. The subject co-ordinator only took on the responsibility at the beginning of term and the role still needs development. No training has yet been given. The co-ordinator has seen and approved the medium term planning but there is as yet no monitoring of the delivery of the curriculum and no standard assessment process to inform planning. There has not been time to carry out a necessary audit of resources. The co-ordinator has a good grasp of the needs of the subject and a desire to raise standards even further.
124. In order to continue improving teaching and achievement in geography, the school should;

- develop the co-ordinator's role to include monitoring and evaluation of work in geography across the school,
- develop an assessment system,
- carry out an audit of geography resources.

HISTORY

125. Work seen and the two history lessons observed during the inspection indicate that standards in history are above expected levels and that learning and progress are satisfactory overall and sometimes good. In addition to the history lessons observed, the inspection team was able to observe several literacy lessons where the work was directly linked to the history theme being studied, for example the Second World War in Year 6 and the Ancient Greeks in Year 3. These observations and the discussions with pupils confirmed that standards are above average. Standards have been maintained since the last inspection.
126. In Year 3, pupils were observed studying the Trojan horse. Good use was made of a video and, in the class discussions before and after, it was clear that pupils have a good knowledge of life in Ancient Greece from what they have already studied. As well as simply learning the facts of the story, they were able to discuss sensibly which parts of the story are truth and which parts might be embellishments. After discussing the video, two pupils were asked to read different accounts of the reasons for the Trojan War, written from different points of view. The two pupils read the accounts well and expressively and almost all of the pupils were able to recognise which came from which source and give reasons. "It talks about 'brutal Paris' so it must have been written by a Greek because the Trojans wouldn't have said that about their own prince." and "It says Helen was brought 'to our beautiful city' so that must have been the Trojans because that's where she was taken by Paris." All pupils were able to talk about the story with understanding and are already beginning to look at different types of evidence. They talk intelligently about the part played by archaeology in uncovering the past and know, for example, that the most common archaeological find is pottery, "...because it doesn't rot away like cloth or people's bodies" and "because it was hard and there was a lot of it".
127. Pupils in Year 6 were looking at how evacuation and rationing affected families during the Second World War. They have a good knowledge of the details of the war, when it started and finished, who were the main allies on both sides and some of the important leaders, like Churchill, Hitler and Mussolini. They can explain the reasons for the evacuation and why it was felt that children would be safer in the countryside, "away from the big cities". They can also extrapolate and understand that people in, for example, Germany must have had the same problems and fears when the Allies were bombing them. They talk about the process of evacuation, not merely the facts, but what it must have been like for the children, the parents and the billeting officers.
128. There was no unsatisfactory teaching seen in history and, taking into account the good work being done through literacy, teaching is good. Teachers plan well and co-operatively and work and planning indicates that all elements of the National Curriculum are being covered effectively. Teachers set clear learning objectives and use their knowledge and resources well, including a variety of visits and visitors. For example Year 4 have visited a Roman palace at Fishbourne and during the week following the inspection a visit by an acting group was planned to do a workshop on the Greeks for Year 3. Sometimes time is not used effectively enough and use should be made of a greater variety of activities to stimulate and keep pupils focused.

129. As yet the role of the co-ordinator is underdeveloped. The co-ordinator has only been in place since the beginning of term and is as yet uncertain in her role and admits the need for training. However, she is keen to raise the profile of the subject. Although teachers know pupils well, there are no consistent planned assessment procedures to inform planning. There has been no recent audit of resources and this is something the co-ordinator is aware of needing to do as she feels there are gaps.
130. In order to continue improving teaching and achievement in history, the school should;
- develop the role of the history co-ordinator and address her training needs,
 - develop consistent assessment procedures to inform planning,
 - carry out an audit of history resources and identify any gaps.

INFORMATION AND COMMUNICATION TECHNOLOGY

131. Standards in information and communication technology (ICT) are below national expectations, despite the fact that pupils are competent in aspects of ICT, such as word processing and use of spreadsheets. This is because over their years in the school pupils are not taught the full range of skills and areas of knowledge and understanding laid down in the National Curriculum. This has been the case for several years. Specifically, they are not systematically taught control technology and data logging. The school plans to address this deficit in the near future using the national planning guidelines used for other subjects. As these guidelines provide only a bare framework the school will need to go on to develop a comprehensive scheme of work to steer teachers' planning for all elements of National Curriculum ICT across all subjects. The last inspection report indicates that statutory requirements were met at that time and that attainment was in line with national standards. Although it is now clear that there are gaps in pupils' attainment, overall their levels of competency in many uses of ICT have been maintained.
132. Year 6 pupils use word processing software well to draft their work. A good number of pupils use home computers to complete their schoolwork. They produce reports of sports and other events, for example, the Harvest Festival and often combine text and graphics in these reports, demonstrating sound desktop publishing skills. They can work with spreadsheets, using them to model information, for example, about the finances of a Halloween party. They insert formulae into their spreadsheets to create a currency converter or to find areas of 2D shapes. They have created bar and pie charts to communicate the findings of a survey they conducted into favourite colours. They use simple search techniques competently for research using the Internet. Because of current technical restrictions in the school, pupils use the Internet at home. Though they have not been taught about control technology and data logging, their knowledge of some of the uses of ICT in the world about them is good. When prompted about matters such as supermarket stock control or the use of sensors in hospitals, they offer a good range of observations and hypotheses about their use.

133. Despite the gaps in what is being taught, pupils attain satisfactory standards in specific areas of ICT. For example, Year 3 pupils gained a fair understanding of electronic mailing when, in a Greek myths project, they sent and received e-mails from Greek heroes. Year 4 pupils used a simple graphics programme very effectively to model designs after Clarice Cliff. In a task that contributes to their mathematical and geographical development, Year 5 pupils created a spreadsheet that recorded and communicated the findings of their traffic survey.
134. Pupils enjoy using computers. They mostly work well in pairs when they use the computer room. They are confident users and are not afraid to explore. These positive attitudes make a significant contribution to their progress and learning.
135. The teaching of ICT is good. Although teachers have not received the full benefit of New Opportunities Fund training, they have a good understanding of how to use the medium of ICT to support work in the other subjects in the curriculum. They prepare their pupils well with clear introductions that set out the day's work clearly. This gives lessons a sense of purpose and targets to work towards. Teachers carefully introduce key terms that will be used in lessons, which helps to deepen pupils' understanding. They use good question and answer techniques to draw out extended responses from pupils. The work they plan stimulates learning. Teachers are aware of the fact that their pupils often possess good ICT skills acquired at home and encourage them to be creative and inventive. They work around the class well to encourage and inform individual progress.
136. The ICT co-ordinator has had no time allocated for monitoring and evaluating teaching and learning in information technology. The development of a computer suite and the allocation of dedicated time slots for ICT has done much to encourage recent improvements in teaching and learning in the subject.
137. In order to continue improving teaching and achievement in ICT, the school should;
- ensure that control technology and data logging form part of the ICT curriculum,
 - ensure staff attend New Opportunities Fund training in ICT,
 - develop the co-ordinator's role to include monitoring of teaching and pupils' work.

MUSIC

138. Because of timetabling constraints it was only possible to observe one music lesson during the inspection. Year 6 were observed focusing on musical terms, repetition, pattern and bar lines. Much of the lesson was based on the commercial tapes which are used throughout the school and in this case linked well with the work being done in history, using music from the Second World War. They were learning how time and place influence music and were successfully singing two-part music. Standards and achievement seen were satisfactory. Lack of other inspection evidence makes it impossible to make a secure judgement about any changes in standards in music since the last inspection.
139. A review of teachers' planning documentation indicates that the National Curriculum for music is being covered, though discussions with the subject co-ordinator suggest that the school's stock of tuned and untuned percussion instruments is little used.

140. All pupils in Year 3 have recorder lessons with either their class teacher or the headteacher. Several dozen pupils have lessons in violin, cello, flute, guitar or piano from a number of peripatetic music teachers who visit the school. Discussion with one these teachers indicates that musical standards, certainly of performing, are high and will certainly help to raise the overall level of musical awareness in the school. There is a recorder club and a choir, composed of more than thirty pupils, meets weekly. These are mainly, though not exclusively, girls. Musical performance is given a fairly high profile through regular concerts; one is being arranged for later in the term. Last term all pupils were involved in the musical drama "Ocean Commotion". There are visits by performers and musical links with other schools.
141. The music co-ordinator has been in place for a year. He is a musician with a very good awareness of the needs of the subject. However, he has other management responsibilities, which limit the amount of time he can devote to music. He acknowledges the limitations of too close a reliance on the commercial tapes and the need for more staff training to raise teachers' confidence so that they can involve the pupils more in their own music making. Weekly planning is monitored but not the delivery of the curriculum. Music does not regularly take place in assemblies but in one seen during the inspection, where the pupils sang 'Streets of London', the quality of singing was very good. Resources for music are good. As well as the percussion instruments there is a range of tapes, books, including recorder books and there are some brass instruments.
142. In order to continue improving teaching and achievement in music, the school should;
- address staff training needs to raise teachers' confidence in music,
 - enable the co-ordinator to monitor teaching and learning in music,
 - make better use of the range of music resources available.

PHYSICAL EDUCATION

143. Standards attained by all pupils in physical education (PE), including those with special educational needs, are above average. Standards of attainment have been maintained since the last inspection. Pupils perform well across a good range of activities including dance, swimming, gymnastics and games. For example, by the time they leave the school all but a very few can swim a minimum twenty-five metres unaided.
144. By the age of eleven pupils have a good understanding of the purpose of warming up before physical activity. They have a good idea of what happens to their bodies during activity and why warming up and down are beneficial. They perform particularly well in dance where they perform with good control and fluency. Progress in dance is good in all years. Pupils work very well together to generate a variety of ideas, for example when they were asked to develop synchronised movements to accompany a Glenn Miller tune. Both boys and girls are enthusiastic about dance and all get fully involved in what they are doing. They comment intelligently on their own work and the work of others and are constructive in their suggestions of ways to improve performance. They respond well to guidance and work well to improve on what they do. In Year 3, for example pupils working on developing a dance with an Olympic theme followed their teacher very well as he modelled the actions of ice hockey players. In the sessions featuring a BBC Radio dance programme, listening was very good as pupils followed complex instructions from both teacher and presenter.

145. The teaching of PE is good. Teachers' planning for lessons is good and this leads to purposeful lessons that keep pupils involved and active throughout. The main elements of National Curriculum PE are systematically taught. Teachers share the lesson objectives with pupils at the start to give pupils a clear idea of where they are heading and what they will need to do to get there.
146. There is good dialogue throughout lessons, which helps to develop pupils' literacy skills. Lessons usually begin with effective warm ups that prepare pupils well for the activities that follow. Teachers help to develop pupils' independence by giving them responsibility for their own learning. This was so in one Year 4 lesson when the teacher asked a pupil to lead the warm up session. She did so well, recalling exercises from earlier sessions. When she flagged a little, the teacher was quick to discreetly signal other moves from the back of the class to keep her momentum going. Group work also features a good level of independence, as teachers set challenging tasks to be achieved by two or three pupils together.
147. Teachers' input is kept to a minimum to make sure that the good pace of lessons can be maintained. This is possible because of the productive relationships between teachers and pupils. Teachers are good role models giving effective demonstrations that pupils can use to model their performance. They are successful in ensuring that all pupils make similar progress and are fully included in all activities regardless of gender or level of ability.
148. There is good co-ordination of physical education in the school. The co-ordinator makes sure that teachers plan lessons that build progressively on skills. He has not been able to conduct a programme of lesson observations to monitor and evaluate teaching and learning in lessons. This would allow him to develop a clearer view of the strengths and weaknesses in the subject and inform its further development. There is a good programme of extracurricular activity in the school. Sports clubs are popular with pupils and a good number are involved in them.
149. In order to continue improving teaching and achievement in PE, the school should;
 - establish formal monitoring of teaching and pupils' work as part of the co-ordinator's role.

RELIGIOUS EDUCATION

150. At the age of 11 the pupils' knowledge and understanding of religious education (RE) is in line with the expectations of the agreed syllabus and pupils are achieving well. Judgements for this inspection are based on classroom observations, analysis of pupils' work, scrutiny of teachers planning, displays and discussions with teachers and pupils. The caring ethos of the school supports the teaching of religious education and the subject makes a distinctive contribution to pupil's personal development. All pupils make satisfactory progress in the subject as they move through the school. Pupils with special educational needs are involved in all class activities and make good progress. Teaching and progress in RE have improved since the last inspection.
151. The quality of teaching and learning is good throughout the school. Lessons are well planned, available resources are well used and classroom organisation and the management of pupils are also good.
152. Teachers have adequate subject knowledge but lack the confidence to use this in creative ways when making comparisons between religions. A strong bond of trust and support exists between pupils and teachers that promotes effective learning as pupils

explore their ideas. A strength of the teaching and learning throughout the school is the sensitivity and respect that teachers and pupils show towards the feelings, beliefs and opinions of others. Pupils are attentive listeners and teachers are starting to build on their ideas and experiences to promote learning. Good planning and class management means that pupils behave well and show remarkable levels of concentration and motivation.

153. Pupils study a number of the world's major faiths. In a lesson on pilgrimage, some links were made between Christian and Islamic pilgrimage but no comparison was made of the relative importance of pilgrimage to both religions. Some good strategies are used to reflect the caring ethos of the school and the way in which the subject supports the school aims. Skilful questioning of pupils ensures they have the confidence to give answers and helps them make positive gains in knowledge, but questioning to deepen pupils' understanding is much less evident.
154. The formal assessment and recording of pupils' progress is a weak feature of this subject. This makes it difficult for teachers to know how well their pupils are doing. This lack of information also makes it difficult for the teachers to ensure, accurately, that the work is set at an appropriate level for all pupils. This is particularly noticeable in the work provided for more able pupils.
155. The subject is led by a very new co-ordinator who is clear as to the direction that the subject should take. The locally agreed syllabus is the basis of the planning for the subject and this is under review by the co-ordinator. The subject is not adequately resourced, especially in artefacts and resources that use ICT. Monitoring of the subject is not carried out. Planning is reviewed, but there are no formal systems in place for monitoring pupils' work, use of resources, results of assessments or for classroom observations. This lack of information makes it difficult for the RE co-ordinator to produce a prioritised action plan for the improvement of provision and standards in religious education throughout the school. Marking is not evaluative enough and does not help the pupils understand how they can improve their work. The subject makes a very good contribution to pupils' spiritual, moral, social and cultural development.
156. In order to improve standards in RE further, the school should;
 - improve marking and put into place assessment systems to record pupils' progress and use the information to further refine the planning of lessons,
 - ensure that work is planned to challenge and extend the most able,
 - address resource issues for the subject, especially artefacts and ICT,
 - ensure that opportunities for using ICT are included within planning,
 - establish monitoring systems to provide information that will inform an action plan for the subject,
 - establish a programme of staff training to raise teachers' confidence.