

INSPECTION REPORT

ST.WILFRID'S CATHOLIC PRIMARY SCHOOL

Angmering, Littlehampton

LEA area: West Sussex

Unique reference number: 126035

Headteacher: Mrs. M. Emery

Lead inspector: Elizabeth Camplin

Dates of inspection: 8th – 10th December 2003

Inspection number: 257994

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

© Crown copyright 2004

This report may be reproduced in whole or in part for non-commercial educational purposes, provided that all extracts quoted are reproduced verbatim without adaptation and on condition that the source and date thereof are stated.

Further copies of this report are obtainable from the school. Under the School Inspections Act 1996, the school must provide a copy of this report and/or its summary free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

INFORMATION ABOUT THE SCHOOL

Type of school:	Primary
School category:	Voluntary Aided
Age range of pupils:	4 – 11
Gender of pupils:	Mixed
Number on roll:	110
School address:	Arundel Road Angmering Littlehampton
Postcode:	BN16 4JR
Telephone number:	01903 782188
Fax number:	01903 850751
Appropriate authority:	Governing Body
Name of chair of governors:	Mr. M. Richardson
Date of previous inspection:	24 th April 1998

CHARACTERISTICS OF THE SCHOOL

St Wilfrid's Roman Catholic Primary School is located in Angmering, West Sussex. In 2002 and 2003, it won Schools Achievement Awards for improving standards. At the time of the inspection, the school have 113 pupils on roll, aged between four and eleven, nine of whom attend Reception part-time. The roll has grown by over 10 per cent since the school was previously inspected. It serves families of wide-ranging, though broadly average, backgrounds, from the parishes of East Preston with Angmering and Rustington in the Diocese of Arundel and Brighton. The percentage of pupils known to be entitled to free school meals is below the national average. Currently, 70 per cent of pupils are Catholic and all but one are white. English is pupils' first language, except for two who speak Portuguese and Italian respectively. The attainment on entry of the current Reception children is typical of their age group but the longer-term trend is below average. Furthermore, many more pupils than the average join or leave the school at other than the usual times. The percentage of pupils with special educational needs is above the national average. It includes seven pupils who need receive external support for a variety of specific learning difficulties, four of whom have Statements of Special Educational Need; a high percentage compared with the national average. Like many schools in West Sussex, the school experiences a high turnover of staff. However, all teachers in the present team have worked at the school for at least two terms, bringing some stability to the workforce.

INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
3586	E Camplin	Lead inspector	Mathematics Art and design Design and technology Personal, social and health education English as an additional language
9370	R Wingrove	Lay inspector	
7704	M Phillips	Team inspector	English Geography History Special educational needs
24221	R Ward	Team inspector	Areas of learning in the Foundation Stage Science Information and communication technology (ICT) Music Physical education

The inspection contractor was:

Nord Anglia School Inspections Limited
Anglia House
Clarendon Court
Carrs Road, Cheadle
Stockport
SK8 2LA

Any concerns or complaints about the inspection or the report should be made initially to the inspection contractor. The procedures are set out in the leaflet '*Complaining about Ofsted Inspections*', which is available from Ofsted Publications Centre (telephone 07002 637833) or Ofsted's website (www.ofsted.gov.uk).

REPORT CONTENTS

	Page
PART A: SUMMARY OF THE REPORT	6
PART B: COMMENTARY ON THE MAIN INSPECTION FINDINGS	
STANDARDS ACHIEVED BY PUPILS	8
Standards achieved in areas of learning and subjects	
Pupils' attitudes, values and other personal qualities	
QUALITY OF EDUCATION PROVIDED BY THE SCHOOL	11
Teaching and learning	
The curriculum	
Care, guidance and support	
Partnership with parents, other schools and the community	
LEADERSHIP AND MANAGEMENT	17
PART C: THE QUALITY OF EDUCATION IN AREAS OF LEARNING AND SUBJECTS	19
AREAS OF LEARNING IN THE FOUNDATION STAGE	
SUBJECTS IN KEY STAGES 1 and 2	
PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS	31

PART A: SUMMARY OF THE REPORT

This is an effective school that offers its pupils a good quality of education. Overall, there has been continuous improvement since the headteacher was appointed in 1999. Pupils enter school with below average attainment and by Year 6 standards achieved are average. As a result of good teaching pupils are achieving well, especially given the high levels of pupil and staff mobility. In return for its average costs the school is providing good value for money.

- Standards in reading and writing are above average by the end of Year 2.
- Pupils with special educational needs and gifted and talented pupils achieve very well.
- Teaching is good, with particular emphasis on pupils learning to speak, listen and collaborate.
- The school successfully encourages pupils to share feelings, respect others and behave responsibly.
- The headteacher maintains a determined effort to raise standards by developing an effective team and a close partnership with governors and parents.
- Governors work hard to appoint and retain staff and to improve the learning environment.
- The improvement of the curriculum for the Foundation Stage is not given high enough priority.
- There is insufficient attention to improving pupils' competence in mathematical investigations.
- Not enough is done to help pupils understand how to improve their work.

This small school has made good improvement since the previous inspection. Standards have risen at a faster rate than in other primary schools. Pupils now meet expectations in information and communication technology (ICT) and more able pupils achieve closer to capacity because there is a more rigorous focus on planning for their needs. Governors and curriculum co-ordinators have made sound progress in improving the manner in which they fulfil their responsibilities, despite many changes in the membership of both groups. There are now schemes of work for all subjects but no guidelines as yet for curriculum planning at the Foundation Stage. The quality of marking is still inconsistent.

STANDARDS ACHIEVED

Results in National Curriculum tests at the end of Year 6, compared with:	all schools			similar schools
	2001	2002	2003	2003
English	D	C	C	C
Mathematics	D	E	E	E
Science	D	E	C	C

*Key: A - well above average; B - above average; C - average; D - below average; E - well below average
Similar schools are those whose pupils attained similarly at the end of Year 2.*

Pupils achieve well, especially those with special educational needs and the most able, even though achievement in mathematics is only satisfactory and standards overall in core subjects are average. The results of national tests show that standards are rising at a good rate, despite pupils' low standards in mathematics. Pupils' achievement in 2003 was at least satisfactory when the high percentage of pupils with special educational needs is taken into account. (35.7 per cent, including 7.1 per cent with a Statement of Special Educational Need) Though boys have performed better than girls have in recent years, compared with their peer groups nationally, the difference is not statistically significant, given that there are usually fewer than 10 pupils in each gender group. Pupils in Year 2 were above average in national tests in 2003. Results in writing were high, above average in reading and average in mathematics. In English, above average standards are being sustained by the present Year 2 and they are average in Year 6. Standards are also average in mathematics and science at the end of Years 2 and 6. They are above average in singing in Year 6. Children in the Foundation Stage achieve well in personal, social and emotional development and achievement is

satisfactory in the five other areas of learning where judgements were possible. Children are on course to reach the goals expected of them by the end of the academic year.

Pupils develop very good relationships and their spiritual, moral, social and cultural development is very good. Their attitudes, behaviour and attendance are good and punctuality is satisfactory.

QUALITY OF EDUCATION

The school provides a good quality of education. Though the programme of work for children in the Reception Year is unsatisfactorily documented, pupils of all ages experience a balanced and varied curriculum. Overall, **the teaching observed was good**, often promoting good learning and progress through lively discussion, effective management of behaviour and interesting activities that foster collaboration. Weaker teaching was sometimes too formal for the age group, questions lacked rigour or lessons allowed insufficient time for pupils to complete their work. Assessment is satisfactory. It is used well to meet the needs of pupils with special educational needs and gifted and talented pupils but needs to be implemented more consistently in some classes. The curriculum is enriched by activities out of lesson time and supported by an effective partnership with parents, the community and other schools. Provision for pupils' care and welfare is good.

LEADERSHIP AND MANAGEMENT

Leadership and management are good. The headteacher provides very good leadership and leadership and management responsibilities are shared effectively in most areas, especially in a context of frequent changes of teachers with management roles. Governance is good overall, though there is not enough attention given to managing change in the Foundation Stage.

PARENTS' AND PUPILS' VIEWS OF THE SCHOOL

Parents have a very good view of the school and especially value its caring, Christian ethos. They consider that communication has improved considerably since the appointment of the present headteacher. Pupils' views are positive. They are very happy at school and think they are treated fairly.

IMPROVEMENTS NEEDED

- Improve planning for the curriculum in the Foundation Stage.
- Raise standards in mathematics by providing more opportunities for pupils to solve problems through investigations in mathematics and other subjects.
- Make better use of marking and concise individual targets to help pupils understand how to improve, particularly in spelling, handwriting and accuracy in mathematics.

PART B: COMMENTARY ON THE INSPECTION FINDINGS

STANDARDS ACHIEVED BY PUPILS

Standards achieved in areas of learning and subjects

Pupils' attainment on entry is below average; the result of no better than average attainment when children enter the Reception Year and the high percentage of pupils with special educational needs who are admitted to other year groups at times other than at the start of the academic year. Children make a sound start in Reception, and their achievement is satisfactory overall. Pupils of different backgrounds and capability in Years 1 to 6 make good progress and are achieving well. In particular, pupils in Year 4, a very high percentage of whom have special educational needs, have made rapid progress since Year 2. However, in Years 5 and 6, some pupils are capable of higher standards in mathematics. Currently, standards are above average in English in Year 2 and average in Year 6. Overall, pupils in both year groups attain nationally expected standards in core subjects, history, geography and ICT. By the end of the academic year, children in the Reception Year are likely to exceed the early learning goals in personal, social and emotional development and attain them in communication, language and literacy, mathematical and physical development and knowledge and understanding of the world. Insufficient evidence was gained during the inspection to judge standards in creative development in the Foundation Stage, in art and design and music in Year 2, or in design and technology and physical education at either key stage.

Main strengths and weaknesses

- Pupils of different ability and backgrounds achieve well overall in English, science and ICT. Singing is also good.
- Pupils' achievement is only satisfactory in numeracy because pupils, especially in Years 5 and 6, do not make full use of their knowledge of number, shape and measure to investigate and solve real-life problems.
- Children in Reception are likely to reach the goals expected of their age but they are capable of achieving more, if given sufficient opportunities to find things out for themselves.

Commentary

1. Pupils in Year 2 exceeded the national average for their age and performed as well as pupils in similar schools. Results in 2003 were considerably higher than in 2002, because pupils achieved particularly well in English. The exceptionally high percentage of pupils with special educational needs accounted for low results in 2002, which had a negative impact on the overall trend for the period 2000 to 2003.

Standards in national tests at the end of Year 2 – average point scores in 2003

Standards in:	School results	National results
Reading	16.4 (13.0)	15.5 (15.8)
Writing	16.1 (12.7)	14.4 (14.4)
Mathematics	16.8 (14.7)	16.1 (16.5)

There were 17 pupils in the year group. Figures in brackets are from the previous year

2. Despite a high turnover of teachers and the late admission of a much higher than average number of pupils during Years 5 and 6, standards have risen in Key Stage 2 during the past four years. In 2003, the school did not reach the statutory targets set a year earlier with the LEA, but this was because the composition of the group subsequently changed considerably. Indeed, improvement has been good enough for the school to win School Achievement Awards in 2002 and 2003. Due to the sustained efforts by the headteacher and staff, achievement was good in English and science. Pupils performed as well in both subjects as

those in similar schools who were not as affected by learning difficulties, change of school or turnover of teachers. The inspection team found no evidence that girls underachieved compared with boys. In the group of 14, a high percentage of the pupils with special educational needs were girls and the situation in the current Year 6 is similar.

3. Results in mathematics concerned the school, however, as fewer pupils than expected in Year 6 2003 attained either the average or above average standard. The school's self-review procedures highlighted that pupils did not reach high enough standards and the headteacher and governors immediately took strong action to remedy the situation. A programme of professional development in mathematics was implemented in the autumn term. It involved the whole school but focused most on provision for older junior pupils. It has made a positive difference to teachers' confidence and skill in devising work to match individual needs. Now, the oldest pupils achieve well in mental mathematics, data handling and aspects of work involving measurement. They are on course to meet challenging targets set for test results in 2004 with at least four out of 15 pupils likely to attain Level 5 in mathematics and English. It is also evident from looking at junior pupils' work that they are achieving well in mathematics in Years 3 and 4. The main issue, as emphasised in the school improvement plan, is pupils' lack of experience of using mathematics sufficiently in other subjects to investigate and solve problems. Each class now has one lesson a week for problem-solving, but some of these are based on duplicated worksheets rather than real-life problems that pupils can relate to easily.

Standards in national tests at the end of Year 6 – average point scores in 2003

Standards in:	School results	National results
English	27.0 (26.6)	26.8 (27.0)
Mathematics	24.4 (25.2)	26.5 (26.7)
Science	28.7 (27.4)	28.6 (28.3)

There were 14 pupils in the year group. Figures in brackets are from the previous year

4. When the staff work as a team and share their expertise effectively, the impact on standards achieved is good. A part-time teacher with expertise in music helps pupils during singing practice, for example, to improve their knowledge of musical terminology and ability to sing in unison with good phrasing and tone. Pupils with special talents in music achieve well because they have a variety of worthwhile opportunities to play instruments and sing during class lessons and at lunch-time. Standards have improved since the previous inspection in ICT because every teacher and teaching assistant has had access to training in ICT, which they are using effectively. They are creating more opportunities for pupils to use ICT regularly in their studies in other curriculum areas. Pupils in Years 3 and 4, for example, were seen to improve their writing and achieve well as they edited text on computers and learnt to select and arrange pictures to illustrate their stories.
5. Pupils with special educational needs have well defined targets. They are well supported in lessons and especially when withdrawn from class for extra help in literacy and numeracy. The large number of pupils with special educational needs in Year 4 have made especially good progress in all core subjects, due to sustained good teaching from the classteacher and other adults. As a result, the gap that existed between pupils with special educational needs and middle-attainers has narrowed. More pupils in Years 2 and 6 are likely to attain Levels 3 and 5 respectively than last year, as higher-attainers across the school are working closer to capacity. However, pupils in both key stages could achieve even more highly if they took more care with the presentation and accuracy of their work. They let themselves down by making unnecessary errors in spelling and mathematics, many of which they are capable of identifying and correcting independently. In this respect, some teachers do not make sufficient demands of pupils by making sure that targets for improvement are regularly discussed and monitored.

6. Children in the Reception class make steady progress. They express themselves well and show good understanding when responding to questions and instructions. They could achieve more highly if adults allowed them to take more initiative and did more to help them to develop vocabulary and speech when they are engaged in imaginative play.

Pupils' attitudes, values and other personal qualities

The school is working hard to improve attendance and when pupils' absence for ill-health is taken into account, attendance is good. The vast majority of pupils are punctual. Pupils enjoy coming to school and want to learn. They are keen and co-operative, have very good relationships with their teachers and their peers, and show respect for the school's Christian aims and values. This is why their personal development, including spiritual, moral, social and cultural development, is very good.

Main strengths and weaknesses

- Behaviour in and around the school is good.
- Lessons and assemblies include very good spiritual and moral teaching.
- The school builds pupils' confidence and self-esteem.
- The school has high expectations of its pupils.
- There is a good range of learning activities out of normal lesson time.

Commentary

7. Attendance has been closely monitored and is now only just below the LEA's target. Parents are regularly reminded of the importance of sending their children to school punctually every day. Unauthorised absences are below the national average. The frequent absence of two or three pupils with severe health problems is the reason why the school's attendance is below the national average. The attendance of the high majority is good.

Attendance in the latest complete reporting year 2003

Authorised absence (%)		Unauthorised absence (%)	
School data:	5.9	School data:	0.2
National data:	5.4	National data:	0.4

The table gives the percentage of half days (sessions) missed through absence for the latest complete reporting year.

8. Most pupils want to be in school. They look forward to lessons and to other activities and clubs that help to extend learning. Pupils' attitudes to learning are good and classrooms are quiet and business-like as pupils concentrate on their studies. Their behaviour is good and they are a credit to their school. Many pupils are class monitors and undertake duties around the school with obvious willingness. Older pupils are playground friends for younger ones and help to talk through with them any minor disputes. No evidence of anti-social behaviour was seen during the inspection and inspectors heard that, in one case where bullying was suspected, the child's parents were involved and his classmates set up a ring of friends to help him through a difficult time. Classes operate various reward systems and merits and there is a Golden Book where pupils and staff nominate those who have done something exceptionally well. Parents were concerned that pupils who work very hard and are always good tend not to be recognised in the Golden Book, but this was found not to be so.
9. Best use is made of the playground in wintertime by allowing junior pupils to have it to themselves and then, while they eat their lunch, the younger children play outside. There are strict rules about how and when the play equipment is used so that each year group has its fair share of time.

10. Pupils form friendships across the age groups and also have good relationships with their teachers. They show respect for the adults in the school and are courteous and helpful to visitors. They are proud of their school activities, whether it is written work, music or sport. The school is particularly keen to build the children's confidence and self-esteem. Those who have a problem in mathematics are offered extra help after school in 'magic maths' clubs, while those who are more able, are given group work which extends their mathematical abilities beyond the Key Stage 2 curriculum in an exciting, infectious way. Pupils are eager to progress and work hard in lessons and with their homework. They work well in pairs or groups. Many have mature attitudes for their years.
11. This is a very spiritual school where pupils of all ages are very aware of its Catholic ethos and way of life. Even the youngest children join in with prayers and grace, and sing praise in lessons and assemblies with enjoyment. The pupils are kind to one another, work hard to raise money for charities, often using their own ideas, and show respect for the values and beliefs of others. They are very aware of what is right and wrong and help one another to maintain the school's high standards. The cultures of other countries form part of their learning and they know about the celebration of festival days in other religions. Visitors to the school help to widen their knowledge of their own culture and the world around them. Pupils play a full part in the community, give musical performances locally, help the elderly and enjoy sporting fixtures with other schools.
12. Children in the Foundation Stage are progressing well towards achieving the early learning goals in their personal development, even though they have few opportunities to explore their environment independently at their own pace.

QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

A good quality of education contributes to pupils' enthusiasm for learning. Teachers plan topic work effectively to make logical links between different subjects and areas of learning, and involve parents and the community in making subjects come alive for pupils. Despite some strengths, however, the programme of work for the Foundation Stage does not allow sufficiently for children to learn through imaginative play.

Teaching and learning

The teaching observed was **good** overall, though better for infants and juniors than for children in the Reception Year. Assessment is satisfactory. It provides a good overview of pupils' achievement in English, mathematics and science but is not used as well in some classes as others to plan for improvement. It is well managed for pupils with special educational needs and special gifts and talents and is increasingly effective for ICT and art and design. Statutory requirements are met.

Summary of teaching observed during the inspection in 21 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0	6	9	6	0	0	0

The table gives the number of lessons observed in each of the seven categories used to make judgements about lessons.

Main strengths and weaknesses

- Good teaching is the result of success with recent initiatives to improve lessons in subjects that were not taught well in every class in the recent past.
- Teachers' expertise in science, music and ICT enhance the quality of lessons in these subjects.
- Assessment is used well to track how well pupils with special educational needs and gifted and talented pupils perform and to set individual improvement targets in reading and writing.

- Part-time teachers and teaching assistants support small groups of pupils consistently well.
- There is a good emphasis on encouraging pupils to share ideas, work independently and to collaborate effectively.
- Planning for children in Reception is too formal.
- Teachers mismanage time in some lessons and marking is inconsistent in quality.

Commentary

13. Teaching has improved since the previous inspection when it was mainly satisfactory with a small percentage of unsatisfactory practice. Teachers have very good relationships with pupils and this means that the climate for learning is always positive. Under the watchful guidance of the headteacher, teachers and their assistants regularly review how well teachers build on this happy learning atmosphere to ensure that all subjects are taught as effectively as possible. A strong feature of many lessons is the way that teachers encourage and engage pupils so that they are keen to learn. Since the previous inspection teachers have been trained to observe each other's lessons and participate in open debate about the effectiveness of lessons. They welcome support from others with expertise that they lack, and opportunities to attend courses to develop new skills. In the recent past this has led to improvement, for example, in the organisation of lessons for mathematics and art and design in Key Stage 2. That is why pupils are making better progress in both subjects. Though there are still times when teachers could challenge pupils more than they do, teachers have also strengthened the way that they use questions to develop thinking skills. This has subsequently made discussions more stimulating and improved pupils' ability to listen carefully and voice their ideas fluently.
14. Science and ICT are popular lessons with pupils because the high majority of lessons are exciting and purposefully linked to practical investigation and discovery. Teachers have a good understanding of both subjects and work effectively in partnership with teaching assistants to develop pupils' skills and knowledge. As a result, they are successful in teaching pupils to use technical and scientific vocabulary accurately and to approach investigative tasks by building systematically on what they already know and can do. In a science lesson for pupils in Years 1 and 2, for example, standards were above average and pupils of different age and ability achieved well as they worked out how to make circuits that lit up their model torches. Music is another subject that is taught well and fosters enthusiasm and considerable effort. Pupils in Years 5 and 6 were observed making good progress in singing new rounds and in the use of terms, such as crescendo and forte, as they described and evaluated their performance.
15. Targets for pupils with special educational needs and gifted and talented pupils are relevant and based on detailed information about their recent progress. Additional lessons to support the most and least able pupils are organised successfully and are helping these groups of pupils to make very good progress at these times. For example, in a mathematics lesson, a group of lower-attaining pupils from Years 5 and 6 made gains in adding three and four digit numbers to two decimal places, by approximating and then checking the plausibility of their estimates using a calculator. Appropriate support is also sought for the small proportion of pupils who are learning English as a second language.
16. In a high proportion of lessons, pupils enjoy themselves and learn effectively because there are frequent opportunities to talk and collaborate on joint tasks. Children in the Reception Year gained, for example, from working with a partner from Year 1 as they practised estimating more than and less than. In art and design, pairs of pupils produced some interesting patterns by combining their two designs to make the four quadrants on a tile.
17. Children in the Reception Year are mixed with pupils from Year 1 but still form the majority group within the class. Though lesson plans are detailed, they are weighted towards identifying objectives for pupils following the National Curriculum for Key Stage 1. They do not identify explicitly how adults will support children who are at different points on the 'stepping

stones' towards achieving the nationally agreed early learning goals for the Foundation Stage. In the lessons seen, the teacher always gave children clear guidance and direction, was consistent in her expectations of children to listen, co-operate and work sensibly together. This helped them to make sound progress. However, lessons were very directed by adults and opportunities for children to explore, experiment and learn from imaginative play were therefore restricted.

18. Teachers plan lessons in considerable detail. However, though they engage pupils successfully in question and answer sessions and often demonstrate and explain new learning well, oral periods sometimes overrun. On two occasions in mathematics lessons, for example, teachers found themselves in a position when they had to amend plans for group activities. Both realised that they had left too little time for pupils to cover the tasks set. This prevented teachers from assessing how well pupils could apply their new learning independently. Pupils were also disappointed that, having begun to enjoy their work, they had to stop before they had finished recording. Work in pupils' previous exercise books indicates that pupils used to often be under pressure of time to finish their assigned tasks, or they were not given enough guidance about what was expected of them. As teachers have improved their planning and marking methods, the quality of pupils' work has improved. Now it is very neatly presented in some classes. Nonetheless, teachers' written comments, though positive in tone, do not always spell out how pupils have progressed towards individual targets in English. The absence of such targets in mathematics also disadvantages pupils. Teachers, therefore, need to indicate consistently how pupils can improve spelling, handwriting and accuracy in mathematics.

The curriculum

The school meets statutory requirements and provides a **well-balanced curriculum** that challenges pupils of different ability. It gives a good emphasis to creative subjects. It also fosters pupils' learning through a wide range of activities during and outside of class lessons, although improvement is needed in planning separately for the Foundation Stage.

Main strengths and weaknesses

- The curriculum is reviewed regularly to provide good equality of access to all pupils.
- There are good planning strategies to reinforce literacy and numeracy skills.
- Pupils' learning is enriched through their involvement in art, sport and numerous activities outside lessons.
- The Foundation Stage curriculum does not consistently provide for the different learning needs of children in the Reception Year in a mixed aged class.

Commentary

19. There has been a good improvement since the last inspection when the curriculum was satisfactory but did not meet statutory requirements in ICT or cater well enough for more able pupils. The school's good, systematic evaluation of the effectiveness of the curriculum is the key to this improvement. The assessment of the different learning needs of the high proportion of pupils who replace those who leave the school informs curriculum planning well. As a result, the curriculum is regularly updated to ensure its relevance to the learning needs of pupils with special educational needs, higher-attaining pupils and for those who learn English as an additional language. Careful consideration of how well the curriculum affords equality of opportunity results in pupils with diverse learning needs being fully included in all the school offers.
20. Inspectors investigated the concerns of a few parents that the high proportion of pupils with special educational needs is sometimes an obstacle to their children's learning. These parents' understandable concerns are, however, unfounded. This is because there are numerous opportunities provided to support learning, individually and in small groups, to

make sure that the curriculum is matched to pupils' different learning needs in ways that interest and challenge them.

21. Planning is generally good in the way opportunities are identified for knowledge and skills taught in one lesson to be reinforced in others, though there is still a need to make more use of practical mathematics in some classes. As a result, as pupils grow older they improve their understanding about the connections between one subject and another. For example, in a Year 4 history lesson about the Tudors, learning in geography, English and mathematics was expertly reinforced and in a Year 2 literacy lesson pupils used their new knowledge of graphs to record information from a text. Good planning that ensures pupils understand the relevance of what they learn contributes to their joy of learning and to their good achievement by Year 6.
22. Provision for pupils' personal development is good. Curriculum planning identifies times for pupils to sit in a circle each week to discuss their feelings and how they can make the lives of others better. In science and in physical education there is a good emphasis upon teamwork. Pupils consider how famous artists, musicians and writers move and inspire others. There are numerous opportunities for pupils to listen, discuss and learn about faiths and cultures different from their own. All this contributes to excellent provision for spiritual development and pupils' very good moral, social and cultural development.
23. There is good provision for pupils with special educational needs, for higher attaining and for gifted and talented pupils. Good planning ensures that learning that occurs away from the classroom is reinforced when pupils return. This effective practice contributes to these pupils' very good achievement. The co-ordinators successfully evaluate provision each term to improve its impact. The best planning for pupils with special educational needs is in the mixed class for Year 1 and Reception, where the assessment of learning needs leads to learning targets and strategies being succinctly described in plans for the term. This best practice has yet to spread through the school.
24. Accommodation and resources are satisfactory. The school makes imaginative and innovative use of its small building. There is a well-stocked library in a corridor that reflects different cultures and faiths around the world. There is innovative use of space in the way the ICT suite makes attractive use of two, adjacent small spaces. Innovative curriculum planning for physical education involves the use of additional expertise from a nearby Sports' College, which just about compensates for the school hall's lack of space to teach one aspect of the physical education curriculum, gymnastics. Teaching and support staff match the demands of the curriculum and the diverse learning needs of pupils well and they use a satisfactory and improving range of resources effectively to help pupils learn. There are well-advanced plans to extend the building and to improve the satisfactory hard surfaced playground and large grassed area to further improve the curriculum.
25. There is good provision for pupils to participate in activities at lunch-times and after school. For example, it includes sport, learning French, playing musical instruments, drama, entertaining elderly folk at Christmas and theatre visits. Boys and girls play netball and football together. There are opportunities for pupils to improve learning in 'magic maths' lessons after school. Despite the wide catchment area of this school, these activities are very popular and contribute to pupils' enjoyment of school and their good achievement.
26. The Foundation Stage curriculum is unsatisfactory documented. Though provision is sound in practice, written plans do not pay sufficient attention to national guidance for planning to meet the early learning goals. This planning weakness means that governors have no secure means of checking that children consistently receive the teaching they are entitled to.

Care, guidance and support

The school provides **good** care, guidance and support for pupils. Parents, especially those with children who have special educational needs, and pupils feel that it is a very caring, happy school.

Main strengths and weaknesses

- The school takes very good care of all its pupils and pupils care for one another.
- Staff are trained in child protection.
- Governors are very aware of the health, safety and security needs of all pupils.
- Pupils feel confident to ask adults for help with their work and advice on their problems.
- Induction arrangements for new pupils are good.
- The school listens to pupils' views and, where appropriate, acts upon them.
- Individual targets are not precise enough in mathematics.

Commentary

27. Teachers know the pupils and their families well and are keen to see them make the best use of their time in the school. The headteacher is fully trained in child protection issues and all the staff have had training so that they may be aware of any problems that pupils may have. Staff know how to talk to pupils who may confide in them and what to do subsequently. Pupils are very caring towards one another. They soon make friends with new pupils who join the school during the term. As the building has been altered and improved, the governors have taken care over health, safety and security measures and ensured that the school provides a healthy environment for learning. The school lacks space for the proper provision of some lessons, notably physical education, and there have been justifiable concerns about the number and suitability of toilet cubicles for this growing school. Work is soon to start on a new hall that will provide the space needed for dance and gymnastics. One of the additional benefits is likely to be the better provision of toilets.
28. When new pupils are admitted parents are given a very good prospectus. It informs them about everything that happens in school and how to support their child through his or her primary school days. The Reception teacher visits all the playgroups in order to get to know the children who will be joining the following year and they and their parents have several opportunities to come into school and to meet the teachers and children. They are given a pack of letter and number games to introduce them to school lessons. Consequently, there are few problems when the big day comes and pupils join their new class eagerly.
29. Each class elects representatives to serve on the school council and the councillors take their role very seriously. Suggestions made by the pupils are implemented where possible. The school responded, for example, when the Reception children's spokesperson asked if the younger ones could sit next to Year 5 and 6 pupils when they visited the local pantomime, in case they found it scary. A full risk assessment is made before any school trip.
30. Teachers set targets for and record the personal development of all pupils. These procedures work well. They frequently assess academic progress by various means, including a number of standardised tests, which helps them to plan future work. Some teachers, however, still need help in interpreting the large amount of data gathered to set individual targets in mathematics. Pupils do not hesitate to ask a teacher if they do not understand something in a lesson and feel confident in talking to one of the adults working in the school if something troubles them.

Partnership with parents, other schools and the community

Links with parents and the support they give are **very good**. This maintains the quality reported previously. The local community also supports the school well and there are good links with playgroups and other schools in its area.

Main strengths and weaknesses

- Parents feel welcome, well informed and consulted and fully involved in the work of the school.
- Parents are very pleased with the education their children receive and are proud of the good behaviour of the pupils.
- Parents are keen to know how to help their children with work at home.
- The school co-operates well with other schools in its cluster.
- Arrangements for pupils transferring to local secondary schools are good.
- Reports for children in the Foundation Stage are very thorough but lack specific reference to progress towards the early learning goals expected for their age.

Commentary

31. Information provided for parents is very good both in the school prospectus and in the governors' annual report. In addition, there are regular informative newsletters, which keep parents up to date with the school's plans and activities. Parents have been very supportive of the school's efforts to provide proper teaching space for the full National Curriculum. In response to requests, parents receive a full report in February on their child's progress, how he or she has responded in the various curriculum areas and their attendance record. Within two weeks, parents are able to discuss the report with the classteacher and then there is time to work on any areas which the child finds difficult. Progress is then reviewed at the end of the summer term. However, the reports for children in the Reception Year did not explicitly summarise children's progress towards the early learning goals as described in the new curriculum for the age group.
32. Parents' views are sought from time to time and the school tries hard to follow their wishes, as in the case of the earlier production of pupil reports and positive response to requests for consistent use of the homework policy. Parents frequently want to know how best to help their children with their study at home. The school makes very good efforts to keep parents informed about the curriculum, for example, literacy and numeracy workshops were organised last year and guidance is provided about how to help at home with reading and spelling. Some parents provide valuable help in school, particularly by hearing children read and offering support in ICT and art and design lessons. In general, parents fully support the ethos of the school although there is some concern about the lack of competitive events on sports days. Inspectors, however, did not find that pupils were deprived of suitable challenge and opportunities. Parents come to assemblies and to listen to musical performances, but the size of the existing hall means that performances have to take place three times to accommodate all the parents and members of the community who want to attend. The new hall will considerably improve access for parents.
33. Liaison with local providers of pre-school education is good and there are frequent and mutually supportive links with the local worshipping community. Pupils act as servers at the Sunday Celebrations of the Eucharist and they visit Storrington Priory as part of Holy Week activities. The school is closely involved in the village fete each summer, and is a popular contributor to Angmering Music Chorale Christmas concert.
34. The school has close links with several nearby secondary schools, particularly with the local sports college, which sends advisers to encourage the pupils in physical education. When Year 6 pupils are preparing to transfer to secondary education, every effort is made to help them choose, and to become familiar with the staff and setting of their new school. Within the cluster of local schools, there are frequent opportunities to share good practice and to

establish common procedures. For example, there is a joint leaflet about attendance and applying for holidays in term time.

LEADERSHIP AND MANAGEMENT

The school is well led and managed. The headteacher capably motivates staff to work as a team and together they have steadily raised standards since the previous inspection despite having to deal with several major obstacles to managing change and development. Teachers with management responsibilities support the headteacher well, overall. Governance is effective too. Governors are strongly committed to helping all pupils achieve well and very skilled at managing the budget. Staff and governors share a very good vision of how the school needs to improve further over the next few years though not enough work has yet gone into planning provision in the Foundation Stage and there is a need to sustain very recent improvements in mathematics.

Main strengths and weaknesses

- The headteacher has high aspirations for the school, leads by example, and is very effective in developing the competence and skills of teachers who are relatively new to the profession.
- Part-time teachers and teaching assistants are deployed very effectively.
- The school makes effective use of external consultants, links with other schools and its systems of performance management to overcome obstacles to achievement.
- High mobility among pupils and staff and deficiencies in accommodation for an expanding school roll have made it difficult for the school to improve at the rate to which it aspires.
- The school improvement plan contains too many initiatives for a small staff to manage in one year. The school needs to tackle less and focus on a few key priorities.

Commentary

35. The headteacher has a realistic picture of the school's strengths and weaknesses and a very good understanding of what needs to be done to maintain the school's improvement in the results of national tests. This came through clearly in the self-evaluation statement provided to inspectors prior to the inspection and in the school improvement plan. Throughout the inspection, the headteacher drew upon detailed records of the performance of pupils in every year group. She tracks how well every pupil has achieved since starting school, whether this was in Reception or much later on. She is, therefore, able to explain accurately why some groups, such as pupils in Year 4, attained low standards when they were in Year 2 and yet achieved at least satisfactory standards for their ability. She is also able to explain why, but does not excuse, some middle and higher-attaining pupils in Year 6 did not fulfil their potential, especially in mathematics. Even more importantly, she provides convincing evidence of how these former weaknesses are being successfully addressed through professional development opportunities and rigorous performance targets for every teacher and support assistant. Because of this, strategies to improve the quality of teaching and learning, where it was deficient, are working. The involvement of a consultant for the whole of last term, for example, has led to significant improvements in the teaching of mathematics in Years 3 to 6. Additionally, teachers and teaching assistant are well deployed and trained in innovative methods that support slower learners and those capable of making rapid progress.
36. As co-ordinator for special educational needs, the headteacher provides an example of very good leadership and management to colleagues. She consults with teachers and pupils to set realistic targets that pupils and parents understand. Consequently, pupils with different learning difficulties, including those with a Statement of Special Educational Need, were seen to gain confidence and skill, as they tasted success. There is a shared commitment by teachers and assistants to use assessment information to plan for the continuous improvement of pupils' achievement. The current best practice for special educational needs is in the Foundation Stage because of recent training in using the newly published national guidelines. The headteacher recognises that this practice now needs to spread throughout the school to ensure that the current very good provision is maintained.

37. There are difficulties throughout West Sussex in recruiting staff but governors work hard to overcome these and appoint and retain permanent teachers. They liaise effectively with the headteacher to ensure that responsibilities are described appropriately in job descriptions and to support continuous professional development. The induction of newly qualified teachers is consequently good and the procedures for setting individual improvement targets for staff that support whole school targets are very good. Evidence of this was provided, for example, by the co-ordinators for art and design and ICT who are working effectively to raise achievement in both subjects. Improvements in resources and accommodation for ICT have also been planned well and are having a positive impact on standards. Detailed plans for future improvements to the accommodation are very well thought through and justified, especially for their potential to improve teaching and learning in gymnastics, drama, ICT and literacy and toilet facilities for pupils.
38. The school realises that it needs to take account of overload on a small team when planning for future improvement. To remove some pressure on the headteacher, governors have taken the lead in preparing for the impending building extension. This is good management practice but despite this, in reality, governors have identified too many priorities in the school improvement plan for one year and have underemphasised the shortcomings in early years' practice. Initiatives, therefore, need to be planned more realistically and monitored over a longer period to allow staff, especially the senior teacher, to focus on the development of a separate programme of work for children in the Reception Year based on the early learning goals in each area of learning. At present, the staff do not do enough joint planning and evaluation of target setting, marking and the use of numeracy and literacy in a wide variety of learning tasks. Instead of pursuing separate aims in almost every subject, more could be achieved by concentrating on the same improvement goals, irrespective of the subject.

Financial information for the year April 2002 to March 2003

Income and expenditure (£)		Balances (£)	
Total income	241,113	Balance from previous year	28,844
Total expenditure	248,136	Balance carried forward to the next	21,821
Expenditure per pupil	2,574		

39. The school has a large reserve at present. This is justifiably due to governors' determination to reorganise and improve different parts of the building and the range of resources for learning once the new school hall is built. This work is due to begin during January 2004.

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

AREAS OF LEARNING IN THE FOUNDATION STAGE

Provision for children in the Foundation Stage is satisfactory, maintaining the sound quality reported in the last inspection report. Children enter the Reception class in two stages; those with autumn birthdays start full-time in the autumn term and the rest of the children attend mornings only until the start of the spring term, when they may attend full-time. The children are taught in a mixed-age class with the younger Year 1 pupils. All of the new entrants have attended some form of pre-school provision. They were of broadly average attainment on entry but attainment varies from year to year, and the trend is below the national average. To address this issue the school provides a useful pre-school pack for parents to support their child on transfer into school.

Commentary

40. Children's achievement is satisfactory. By the end of the year most children are expected to achieve the early learning goals in all the areas of learning, with standards in personal, social and emotional development in advance of the others. Adults set good role models for the children and manage them well, and there is a good ratio of adults to children ensuring that the needs of all are well met. The accommodation inside is satisfactory and outside facilities have recently been improved to create a delightful, secure outdoor learning area. This is an improvement since the previous inspection. However, the policy for curriculum planning is not yet documented and this is a weakness. Plans for lessons focus mainly on the National Curriculum objectives for pupils in Year 1. They lack detail on how the areas of learning are to be covered to ensure children achieve well, and how a balance of child-initiated activities will be provided to offer sufficient scope for children to develop independence in learning.

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

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

Main strengths and weaknesses

- Children achieve well because of the clear and calm approach of the staff and their high expectations.
- The staff encourage a strong sense of community, resulting in children's good, co-operative relationships and well-developed respect for their own culture and beliefs.
- Some activities restrict choice and a chance to gain further independence.

Commentary

41. Teaching is good and as effective as it was at the time of the last inspection. Children have settled well into school life and routines including those who attend for mornings only at this time of year. Children understand already the high expectations of staff about behaviour and self-control and they know the difference between what is right and wrong. A particularly strong aspect of this area of learning is in the sense of community fostered by the classteacher and support staff. Time is given for reflection on aspects of life important to the children, such as starting school and baptism. This means that children develop respect for their own culture and beliefs and begin to show good empathy with and understanding of others.
42. Adults take every opportunity to encourage and praise children's efforts, so developing their self-esteem and self-confidence. Consequently, children have good relationships with their peers, and have positive relationships with adults. When given opportunities to share and work together, they show they are good at taking turns and co-operate well. Further

consideration should be given to the nature of activities available to the children so that there is a balance between those that are accessed by the children independently and those that are directed by adults.

COMMUNICATION, LANGUAGE AND LITERACY

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

Main strengths and weaknesses

- The six aspects of learning in this area are covered in the activities set for the children.
- Planning does not set out clearly how the aspects are developed over time.

Commentary

43. As a result of satisfactory teaching, children are making sound progress and are on course to attain the early learning goals for this area of learning. They enjoy using spoken language and use it effectively to negotiate with others, take turns, respond to adults' questions and, generally, talk to each other about their work. They enjoy stories, such as Nanu The Penguin Chick, and show an interest in the sounds and meanings of new words.
44. The teacher carefully guides shared reading and helps children to sound out easier words from text. Already, children have a clear understanding that print conveys meaning and the more able quickly pick out familiar words from a selection of labels. Children are keen to read and the teacher encourages pupils to use technology to help them. For example, one child used the computer to 'read along' with the voice and identify the main characters and the key events of a well-known story. Some children are confident enough to have a go at writing simple words and using their knowledge of sounds to word-build, but as yet the others are only at the stage of identifying initial sounds. Although children listen to adults and generally pay attention, their listening skills overall are less well developed for hearing initial and final sounds in words and linking those sounds to letters.
45. Most children can write their own names, though one or two need the support of name cards to copy letter formation. A few children are confident enough to begin using their phonic knowledge to write their own labels of previously read words. The classroom assistant continually supported these children through a lesson to ensure they successfully completed tasks.
46. Although planning for this area of learning is not well developed, activities are made interesting by adopting a game approach, such as finding labels for different cold weather clothes. New vocabulary is carefully explained, so that children are engaged in purposeful learning.

MATHEMATICAL DEVELOPMENT

Provision in mathematical development is **satisfactory**, as it was at the time of the previous inspection.

Main strengths and weaknesses

- Children gain confidence from working alongside older classmates.
- Activities in mathematics are linked constructively with other areas of learning.
- Lesson objectives are too broad and provide too little insight into how children are intended to consolidate understanding through activities of their own choice.

Commentary

47. Children achieve as expected and are likely to reach the early learning goals in mathematics because they respond well to sound teaching and learning alongside pupils in Year 1. Children learn to count, sort, classify and understand how to compare things using prior knowledge of size, shape, and texture, for example. In the start to a lesson about estimating numbers up to 20, children benefited from working with an older partner to find a number that was *one more* or *one less* than the number called by the teacher. The more able could cope with the higher numbers. However, it was not clear to the observer what the children in Reception were to learn, other than '*more about numbers and pattern*'. There was little in the lesson plan to indicate which children were in need of extra support and which were more advanced at mathematics. However, the teacher helped the class to develop their understanding of the term *estimate* by encouraging them to guess the number of objects that she held in her hand by looking at them carefully.
48. The teacher makes purposeful use of the covered area outside the classroom. In the lesson observed, she provided various activities intended to extend children's knowledge of counting and estimating. The aim of the task led by the teacher was to guess and then count how many large and small penguin shapes they could stick onto a mountain shape on the blackboard. Half the mixed ability group of six persevered well. With the teacher's help they successfully counted up to 27 small ones. This was good achievement. The other half lost interest, however, because the activity was too contrived and required them to stand still for too long. The boys were more motivated by the chance to estimate and count ice cubes caught in a net from the water tray. A teaching assistant helped them to count but this activity was also too difficult for some. They gained more when allowed to play freely in the home area. With skilled intervention from the teacher and teaching assistant, children could have easily initiated their own ways of practising mathematical vocabulary. Two boys, for example, pretended to make a cake for a Christmas party and enjoyed telling an inspector how many pieces of plastic fruit they had put in the tin before they could fit in no more.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

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

Commentary

49. The school has maintained standards in this area of learning since the last inspection. Children make sound progress and are likely to achieve the early learning goals by the end of the year. No observation of the specific teaching of children in Reception took place for long enough to judge the lesson separately from Year 1 provision. However, inspectors were able to draw on evidence from display, from talking to children and from noting children's experiences when observing pupils in Year 1. For example, in 'circle time' children reflected on their own experiences as babies when referring to past events. The featured theme of Cold and Dark was also well developed by the teacher to ensure children had the opportunity to understand about other people and animals that live in the Arctic.
50. The Dark theme was further developed through scientific investigations with torches and shiny materials, and because the teaching is very good for the other pupils this set a good climate for learning for the children in Reception. They wanted to be involved in the investigations themselves. Provision for children to access and use ICT is developing well through the use of computers in the classroom and ICT suite. The lack of detailed plans for this area of learning, however, means that it is not clear when children will cover all the aspects.

PHYSICAL DEVELOPMENT

Provision in physical development is **satisfactory**.

Commentary

51. Children are on line to meet the expected early learning goals in this area by the end of the year and their achievement is sound. Practical activities offered to the children allow them to show how they can move around safely and with confidence. Children have sound control of their bodies, stand still quickly when called and understand and respond to terms, such as 'jogging' and 'walking tall'. Children are beginning to be aware of the space around them as they sensibly use a range of small equipment, such as hoops and bean bags. In the classroom, they safely use tools, such as clay knives and shapers for controlling playdough.

CREATIVE DEVELOPMENT

It was not possible to make an overall judgement of provision or standards, but the school's own self-evaluation indicates that standards are as expected nationally. Half-day attendance by the majority of Reception Year children limits the time available for creative activities.

SUBJECTS IN KEY STAGES 1 and 2

ENGLISH

Provision in English is **good**.

Main strengths and weaknesses

- Teaching is good, enabling pupils to achieve well. Pupils with special educational needs and gifted and talented pupils achieve very well.
- Marking does not provide sufficient advice on how to improve handwriting and spelling.

Commentary

52. By Year 6, standards match national averages and by Year 2, standards are above national averages. There is no significant difference between the achievement of girls and boys. As a result of effective teaching, pupils are maintaining the good improvement shown in the 2003 national test results. Throughout the school, speaking and listening skills are above those expected nationally, and progress is good in reading and writing, even though from Year 2 spelling and handwriting need to improve. The achievements of pupils with special educational needs and gifted and talented pupils are very good. It is commendable that at this school pupils achieve so well given the high proportion of junior pupils who join the school at times other than the start of the academic year, especially in Years 5 and 6. These late admissions include a large proportion of pupils with special educational needs in language development. They settle quickly and make good progress because their needs are carefully assessed and catered for.
53. The literacy hour routines are well established, and work is explained clearly, therefore pupils know what is expected of them. Pupils achieve well because they listen carefully to questions and instructions. Teachers involve pupils of different ability in discussion effectively, often spreading questions well to keep pupils 'on their toes'. Behaviour is managed very well with skilful use of praise sprinkled with good humour, the mix of which contributes to pupils working enthusiastically. By Year 2, the conventions of Standard English are well established. Pupils speak clearly using a good range of vocabulary and sentence structures in English and other subjects. From Year 3, pupils explain their learning and they use technical words and expressions well, for example, in a science lesson in Year 6 about the heart. By Year 6,

they build upon the ideas of others during discussions. Lower-attaining pupils and those with special educational needs make good progress to explain their ideas and by Year 6 they confidently talk to adults. Pupils' good speaking and listening skills and positive attitudes help them negotiate tasks during group-work or when undertaking research, for example, in a Year 3 and 4 history lesson. Teachers sometimes miss opportunities to use these skills during the review of learning at the end of lessons to challenge pupils to explain their learning and to ensure they know what to do in the next lesson to improve.

54. Reading is managed well. Books from a commercial scheme are carefully assessed for levels of challenge. The well-organised school library provides other books that are also graded. Therefore, throughout the school, pupils enjoy reading and many regularly take books home to read. Pupils' interest and confidence are boosted as their skills improve. This aids their good progress. By Year 2, pupils with different levels of attainment use a variety of skills well to make sense of unfamiliar words or phrases. All are confident to describe what they have read and their favourite parts of the story. Higher-attaining pupils in Year 2 expand upon why they like certain characters as they talk about their favourite authors. By Year 6, higher-attaining pupils explain how authors use language to create a mood and express preferences for different authors' styles. They enjoy using non-fiction to do research that involves computers. Some average and lower-attaining pupils are not as adept at using non-fiction books to gather information, but most of them read fluently, with understanding and enjoyment.
55. Throughout the school, pupils write for many different purposes that include factual reports in history and geography, poetry and stories. By Year 2, pupils' standards exceed national averages because they use their wide spoken vocabulary well when writing. However, from Year 3 and for pupils who join the school late, their good spoken vocabulary is not as well reflected in their written work. This is because for most average and for lower-attaining pupils their weak spelling is a barrier to them expressing ideas in ways that they know would result in lively writing. The high proportion of good teaching evident during the inspection and the effective deployment of skilful support assistants to reinforce spelling are contributing to recent improvements and explain why standards are rising.
56. During the inspection, most teaching was good and occasionally it was very good. Resources are used effectively, for example, an overhead projector, big books, white boards and work sheets. All pupils are fully included in lessons and expectations are high. When pupils work in groups, interesting and challenging tasks match their learning needs well. The most challenging work occurs when pupils work individually or in a group with a teacher in the classroom or in another room, or with a teaching assistant. Planning is good at ensuring work done outside the classroom is reinforced when pupils return. Personal development is also effectively identified through opportunities to work in groups, to understand how poetry and stories touch the emotions and to discuss the effects upon others of the actions of characters in stories. The marking of completed work is encouraging but is not used consistently to provide advice that is linked to individual learning targets on how to improve. This weakness contributes to underachievement of some pupils in spelling and handwriting.
57. The subject is very well led and managed. There is careful analysis of national test results, and other tests pupils do, to arrive at successful strategies to improve the achievement of different groups of pupils and so raise standards. Colleagues receive good advice and strong support so that there is a shared determination for continuous improvement.

Language and literacy across the curriculum

58. An impressive feature of planning is the reinforcement of literacy skills in other subjects. For example, in ICT, pupils often compose and edit texts on computers and write instructions and accounts of their practical experiences in science, history and geography.

MATHEMATICS

Provision in mathematics is **satisfactory**. It has improved in recent months and is at least as good as at the time of the previous inspection.

Main strengths and weaknesses

- Standards are rising because attainment targets are planned and taught systematically in every class.
- Lively oral work at the start of lessons, often with good use of resources, keeps pupils involved.
- Pupils have positive attitudes, behave well and want to do well in lessons, though younger pupils lose concentration when asked to work without stimulating practical apparatus.
- There is good use of an external consultant to address staff professional development needs.
- Parents are being encouraged to become more involved in supporting their children.
- Pupils in some classes are not sufficiently aware of how to improve.
- Criteria in the subject action plan for measuring success with raising standards are imprecise.

Commentary

59. Standards at the end of Years 2 and 6 are average and achievement is satisfactory overall. Many pupils of all levels of capability work hard and achieve well, though a scrutiny of pupils' previous work shows that, in some classes, they are not in the habit of checking the accuracy of their work and occasionally do not complete tasks set, making their progress uneven.
60. Throughout the school, teaching and learning are good, and better than the quality indicated a term ago. All aspects of mathematics are covered appropriately. As a result, pupils show a good capacity to tackle mental mathematics and discuss a range of methods for solving and recording number problems. Teachers help all pupils to achieve well orally by managing the start to lessons well, and sometimes very well. Their questions are usually carefully matched to pupils' differing needs and they make good use of resources, such as felt pens and whiteboards, dice and number cards, to keep all pupils interested. Pupils in Years 3 and 4 achieved very well, for example, as they were questioned very skilfully by their teacher about doubling numbers and calculating near doubles. Pupils had to think hard before displaying their answers, using number fans. A teaching assistant was capably involved, helping a pupil with special educational needs to achieve a personal target to add on from 12 to 20. This pupil was delighted when deservedly rewarded for effort and success.
61. Lesson planning has improved since last term and teachers are raising their expectations of pupils. They are getting better at sharing lesson objectives and encouraging pupils to present their work well. Teachers pay more attention, for example, to planning tasks about shape, space and measures as a result of an analysis of previous weaknesses in teaching and learning. In Year 2, pupils achieve well in these aspects of mathematics and some work is already above average. This is reflected in some carefully recorded work about the properties of three-dimensional shapes, calculations of perimeter, and answers to simple problems about spending money. Junior pupils show growing competence in data handling and using units of measure. In Year 5 and 6 they achieve good results as they calculate, for example, average monthly temperatures and fuel costs, showing their findings in tables and charts. Higher-attainers in Year 6 use their advanced knowledge of number accurately when finding out the average yearly income of pop stars by multiplying daily, then weekly and then monthly incomes and dividing by 12.
62. Pupils behave very well in lessons, support each other and usually concentrate well. One example was when pupils in Year 1 helped Reception children to work out simple mathematics problems, using number fans. Younger pupils only become restless when a task and the resources used do not stimulate their interest enough. A group in Year 1, for

example, spent rather too long on identifying the lines of penguins or other objects on a chart that were less than or more than a given number. Older pupils are sometimes careless and make trivial errors in their written work because they do not check their answers carefully enough. This indicates that there is insufficient attention in lessons or when marking work, to making it crystal clear to pupils how they can improve. One capable pupil in Year 6, for example, did not spell the word *parallel* correctly when writing about quadrilateral shapes but could do so without difficulty when asked by an inspector. Another pupil in Year 3 used a multiplication sign instead of division when working out how to share a set number of marbles between four pupils, yet the teacher did not note this error. Pupils also occasionally fail to act on advice or instructions from the teacher, such as when a middle-ability pupil failed to complete an unfinished piece of work about the Millennium. This can easily happen when teachers give pupils too little time for recording, such as in Year 3 and 4 when pupils could only complete half of the work assigned to interpreting information from graphs.

63. Improvement since the previous inspection has been satisfactory because the subject is soundly led and managed. Provision for the more able and lower-attainers is better because individual needs are now assessed well and these pupils receive regular special support. Every week, for example, five pupils who are expected to attain Level 5 when they take national tests are withdrawn from the whole class to be taught advanced skills. In one such lesson, they worked hard discovering sequences of numbers, including odds and evens, squared, and tripled numbers, by exploring patterns using three-dimensional shapes. Lower-attainers from Year 4 were seen to respond well in two 'magic maths' clubs after school that enhanced their knowledge of fractions.
64. Recent initiatives to support the professional development of staff and develop parents' role as helpers have worked very well. The involvement of a consultant from the LEA, for example, has helped a newly qualified teacher, to improve aspects of teaching that were weak. At a special workshop about numeracy, the school established that some parents lack confidence with using modern methods. The school has subsequently agreed to provide special tuition once a week after school from January for 10 parents who requested help. Some success criteria in the subject action plan are not precise enough, however, making it difficult to detect improvement or lack of it. There is insufficient overview of how well resources are used to stimulate learning, the quality of pupils' presentation or the effectiveness of marking. There is also potential to provide clearer guidelines for expectations for setting out work and managing the end of lessons to summarise new learning and identify what pupils are ready to learn next.

Mathematics across the curriculum

65. The use of mathematics in topic work is satisfactory but the school has appropriate aims to improve it. There are good opportunities in science, for example, such as when pupils in Year 3 used tally charts and graphs to record outcomes of an investigation about pets. There are imaginative links with art and design that have made a positive difference to older junior pupils' understanding of rotation and symmetry. No direct evidence was seen, however, of pupils using ICT in mathematics, though some spoke confidently to an inspector about interpreting tables and graphs from computer programs. There is inadequate attention, overall, to using displays of work to celebrate success in tackling meaningful mathematical investigations in other subjects.

SCIENCE

Provision in science is **good**.

Main strengths and weaknesses

- The quality of teaching and learning is good and pupils achieve well.
- Staff expertise in science has improved, particularly in investigations.

- Marking does not consistently inform pupils of what they need to do to improve.
- Pupils' spelling of scientific vocabulary is not sufficiently checked.

Commentary

66. Standards in science are improving as evident in national test results in 2003, although there have been some variations year by year because of the make up of particular groups of pupils. During the inspection, evidence from lesson observations, work samples and talking to pupils show that standards in science by the end of Year 2 and Year 6 are currently in line with national averages. This represents good achievement for these pupils in relation to their prior attainment. Standards are improving because teaching is good. Teachers now ensure that all pupils are fully involved in lessons and, as a result, there is little difference between the attainment of boys and girls. Pupils with special educational needs achieve well because of the good support they receive. There is a good emphasis on developing pupils' investigative skills, and planning includes challenge for higher-attaining pupils.
67. In the best lessons seen during the inspection, teaching was very good. Teachers' subject knowledge was secure, and planning showed a clear focus on what pupils were to learn. Teachers used a rich variety of methods and resources that ensured pupils learned very well, and responded with interest and enthusiasm across all elements of the subject. Teachers provided good opportunities for pupils to carry out experiments and apply their knowledge and understanding of new work, as in an effective Year 1 lesson on Light and Dark where pupils made longer and shorter shadows of shapes using torches as the only light source. In Year 2, pupils built on this work to make electrical circuits and construct their own torches. By Year 6 pupils are able to set work out for themselves, explaining and using appropriate vocabulary, such as 'solid' 'liquid' and 'gas' in work on ice, water and steam.
68. Improvements since the last inspection are good and include:
- Subject knowledge of the staff through new appointments and in-service training.
 - A rolling programme of topics on a two-year cycle that caters for mixed-age classes and ensures that all elements of the subject are taught.
 - Development of plans to accommodate the learning needs of different groups of pupils.
 - The use of literacy skills, shown through descriptive words for the darkness in a cave, and of numeracy skills through mental calculations for measuring heartbeats.
 - A new assessment process which informs target setting.
 - Clear monitoring and evaluation of the subject to inform developments.
69. The subject co-ordinator has a very clear view of the strengths and areas for development. Time is allocated wisely for monitoring lessons, training staff, and analysing pupils' work to create an increasingly effective subject portfolio. These strategies are raising interest and enthusiasm for science. The co-ordinator continues to make recommendations for further improvement, but additional factors, which would contribute, are:
- Ensuring that pupils spell scientific and thematic vocabulary correctly.
 - Ensuring that marking builds on recent improvements to make explicit where pupils have worked well and what they have to do to improve.
 - Ensuring that pupils complete work in their books, especially where this involves a conclusion from an analysis of an experiment.
70. During the inspection pupils did not use ICT during science lessons to support or illustrate their learning.

INFORMATION AND COMMUNICATION TECHNOLOGY (ICT)

Provision in ICT is **good**.

Main strengths and weaknesses

- Direct teaching of ICT is very good in junior classes.
- There is clear and confident leadership of ICT.
- Provision is much improved since the last inspection though still needs to be used more widely in other subjects to support and illustrate learning.

Commentary

71. Pupils' achievement is good because they are working well within levels expected of their age having caught up from when provision was unsatisfactory, prior to the installation of the ICT suite. Teaching is now good overall and direct subject teaching seen in junior classes was very good because it enabled pupils to make rapid progress. In Year 1 and 2, pupils are making decorative borders for their writing and creating firework art designs. By Year 4, pupils change size, colour and style of text confidently, and add pictures from the Internet. By Year 6, pupils capably write a list of instructions for a control, such as switches in traffic lights.
72. Where the quality of teaching was best, there was clear focus on the tasks required of pupils, good prompts for them to apply skills, challenging questions and extension activities for high-attaining pupils and effective support for those with special educational needs. This meant there was no significant difference in achievement between boys and girls, or between more able pupils and those with special educational needs.
73. From being a major key issue at the last inspection, there has been significant improvement in provision. This is because the leadership and guidance of the headteacher and co-ordinator have created effective development strategies. The school has increased resources through the development of an ICT suite, including access to the Internet, and purchased a wider range of supporting materials. National guidance is used as the basis for careful planning to cover all subject strands. The co-ordinator offers weekly 'clinics' for staff to check out plans or access support while training for teaching assistants has enhanced their skills, leading to their good support in lessons. A two-file portfolio of carefully selected pupils' work has been produced which illustrates progression in each strand and assists monitoring and evaluation. The co-ordinator has taken opportunities through links with University College Chichester to strengthen the teaching of control in ICT.

Information and communication technology across the curriculum

74. The use of ICT across the curriculum is sound. During the inspection, for example, teaching of ICT skills was linked with art and design in Year 1 and literacy and history in junior classes. Although pupils were not seen accessing ICT independently in other subjects, they were keen to demonstrate their newly acquired skills to inspectors. The school recognises a need to continue development work to ensure that ICT is used consistently in other subjects to support and illustrate learning.

HUMANITIES

HISTORY AND GEOGRAPHY

No judgement about provision in these subjects is possible as no geography and only one history lesson was observed. Elements of provision were sampled.

Commentary

75. In geography and history, analysis of pupils' work shows standards match those expected nationally by Years 2 and 6. Pupils with different levels of attainment make satisfactory progress.
76. The analysis of pupils' work shows satisfactory coverage of geography and history. Knowledge and skills learnt in one subject are reinforced well in the other. Literacy skills are reinforced well, as seen in the satisfactory lesson in Year 4 about Tudor times that used learning from English lessons about Shakespeare. Although numeracy skills are reinforced, there are fewer planned opportunities for these skills to be consolidated. Pupils make good use of computers and supervised access to the Internet to undertake research that improves their research and ICT skills.
77. The co-ordinator provides effective advice and support in both subjects and is good at evaluating the effectiveness of teaching, learning and the curriculum to lead on areas to improve.

CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

There was not enough evidence to judge provision and report in detail on standards, teaching and learning in art and design, music and physical education in both key stages. All three subjects were sampled. One lesson was seen in music and in art and design for Years 5 and 6. One physical education and one art and design lesson were observed in Year 1. Inspectors spoke to co-ordinators about their work and looked at curriculum plans for each class. As a result, there was sufficient evidence to judge standards of singing and art and design by Year 6 and to assess the accuracy of the school's evaluation of strengths and areas for improvement. Work in design and technology was not inspected.

ART AND DESIGN

Commentary

78. Standards are average by the end of Year 6, and the school has addressed criticisms of provision made in the previous inspection report. Evidence available indicates that pupils now achieve well because of good subject leadership and management. The staff team undertook a thorough review of provision last year. They produced a detailed plan of action to address inadequacies in teaching and learning in junior classes. This plan has worked. Art now has a higher profile in the school, teachers are more confident, and pupils are more interested in art and design lessons. There is creative use of art diaries to record work in progress. This represents good improvement since the previous inspection when pupils could not see the progress they were making and teachers could not easily assess it. Resources are plentiful and there is imaginative use of parent helpers and other visitors' skills and knowledge. Two classes, for example, worked with two visiting teachers on a project about illustrating with water colours, and a parent with expertise in acrylics was observed supporting a lesson in Year 1.
79. During the inspection, there was good attention to teaching skills, such as when a small group of pupils in Year 1 mixed acrylic paint to make different shades of grey and orange to represent the coat of a penguin. They were encouraged to use a small brush carefully as they painted their small penguin sculptures. There was a strong emphasis, in the junior class lesson, on developing pupils' knowledge of pattern in design by learning more about the style of William Morris. A visiting consultant and the classteacher worked in tandem, sharing the management of the lesson effectively between them. The visitor enthused pupils by talking knowledgeably about Morris, using precise language to describe his working methods. Both teachers circulated to talk to pupils as they worked, encouraging the use of technical

language as well as initiative and collaboration. As a result all pupils worked hard and achieved well.

80. The subject makes a good contribution to pupils' personal development. Pupils' attitudes are positive and they respond well to suggestions. They take care when using resources and use their time productively. Pupils gained a lot from discussing the influence of Victorian artists and worked particularly well in pairs of mixed ability to combine two of their designs in rotation. All were eager to explain how they had improved on their earlier work and were justifiably proud of their achievement. The school provides good support for pupils with significant aptitude for art. They have access to advanced skills lessons at other schools from time to time; the school reports that this helps to motivate them and develop their talent.

MUSIC

Commentary

81. It was clear that the expertise and enthusiasm of teachers helps pupils engage with this subject and achieve well. Standards are above national expectations in singing by Year 6 and the school has continued to maintain the positive view of music identified at the last inspection. Planning ensures that all aspects of performing, composing, listening and appraising are covered across the school. More guidance for non-specialist staff could be included, however, to ensure understanding of 'timbre' and 'duration', for example. The school enhances curricular provision by involving itself well in local musical activities, such as the Angmering Music Festival & Christmas Chorale.

PHYSICAL EDUCATION

Commentary

82. The school plans carefully to cover all the elements of the scheme of work, even though the subject is not an area of development at present. A two-year programme ensures that both indoor and outdoor activities are regularly taught. The co-ordinator provides good advice and is supported by an additional teacher from the local sports college. Although parents feel there is insufficient emphasis on competitive sports on sports day, the school offers a good range of extra-curricular opportunities throughout the year in football, athletics, cricket, and tennis, and is regularly involved in a range of local and inter-school sporting events. Pupils were not engaged in swimming during the period of the inspection.
83. Facilities for physical education need improvement, as the present hall is a small converted church, making provision for gymnastics very difficult, especially for juniors. Plans are well advanced to address this issue through the imminent building of a new school hall.

PERSONAL, SOCIAL AND HEALTH EDUCATION

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

Commentary

84. Parents and pupils speak warmly about the school and its strong sense of community. Many parents choose it because of its welcoming atmosphere and its commitment to its Christian Mission Statement. Some pupils transferred to St Wilfrid's because they were unsettled and did not learn well in their previous schools. They soon make friends in their new classes and trust their teachers and other adults. Because of the school's well-developed systems for managing behaviour and rewarding effort, there are very few disputes between pupils. Some pupils wish others behaved better, but they acknowledge that they are referring to noise rather than unkind actions.

85. Every class has lessons where they discuss different topics that interest them, foster their health and welfare and plan to help members of the community. From the Reception Year onwards, pupils learn to listen carefully to each other and put forward suggestions to their school council, which is highly respected. Pupils are patient and supportive of those with learning difficulties and there was no sign during the inspection of pupils discriminating against others in any way. They work together happily in a variety of different groups and older pupils look out for younger ones. A visit from a local nurse during Years 5 and 6 helps pupils understand puberty and childbirth.

PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

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

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