

INSPECTION REPORT

PEVENSEY AND WESTHAM CE PRIMARY SCHOOL

Pevensey

LEA area: East Sussex

Unique reference number: 114519

Headteacher: Mr P Fleming

Lead inspector: Mr P Mann

Dates of inspection: 20th – 23rd September 2004

Inspection number: 267494

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

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INFORMATION ABOUT THE SCHOOL

Type of school:	Primary
School category:	Voluntary controlled
Age range of pupils:	5 - 11
Gender of pupils:	Mixed
Number on roll:	393
School address:	High Street Westham Pevensey East Sussex
Postcode:	BN24 5LP
Telephone number:	01323 762269
Fax number:	01323 465170
Appropriate authority:	The governing body
Name of chair of governors:	The Revd. G Barrett
Date of previous inspection:	15 th March 1999

CHARACTERISTICS OF THE SCHOOL

Pevensey and Westham CE Primary School has 393 pupils on roll, aged 5 to 11. It serves the villages of Pevensey and Westham and other villages and towns in the Pevensey Bay area. The home backgrounds of most pupils are average. The number of pupils eligible for free school meals is well below the national average. The original Victorian building is being replaced and is part of a complete site redevelopment. Significant building work was still being undertaken during the period of the inspection. The school is surrounded by playgrounds, a sports field and wildlife areas. At the time of the inspection, there were 35 children under five in the reception classes. The attainment of children at the start of school in Year 1 is average. The school has identified 72 pupils as having special educational needs; a quarter of these receive support from outside agencies. Currently, there are four pupils with

a statement of special educational need. The number of pupils with special educational needs is average. The proportion of pupils from ethnic minority groups is extremely small.

INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
23219	Phil Mann	Lead inspector	Science Information and communication technology Design and technology Physical education,
1305	Brian Rance	Lay inspector	
32142	Beryl Richmond	Team inspector	Mathematics Personal, social and health education Special educational needs
3205	Michelle Coles	Team inspector	English Geography History Religious education
23086	Wendy Jenkins	Team Inspector	Areas of learning in the Foundation Stage Art Music

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PART A: SUMMARY OF THE REPORT

OVERALL EVALUATION

The overall level of school effectiveness is **satisfactory**. Pupils work hard within a caring Christian community and respond very well to the wealth of interesting opportunities planned for them. Pupils' achievement is satisfactory overall. However, there has been insufficient focus on raising standards, and this has resulted in several inconsistencies in the quality of teaching and in pupils' achievement in some important subjects. Literacy skills are mainly taught well, but insufficient emphasis has been placed on teaching numeracy skills effectively across the school. The governing body provides good levels of support to staff and monitors the work of the school well. The headteacher has effectively led and managed the rebuilding of the school over the last two years, but this has diverted his time from other important aspects of his work. Given the resources available to the school, the overall achievement of pupils and breadth of learning opportunities available, the school provides satisfactory value for money.

The school's main strengths and weaknesses are:

- Pupils' achievement in mathematics and information and communication technology (ICT) is unsatisfactory.
- Standards are above average in science for 11 year olds and achievement is good.
- Pupils across the school are achieving well in design and technology and physical education.
- The pupils respond very well to the positive, caring and inclusive ethos that the headteacher and staff have previously set and continue to maintain, despite the prolonged and disruptive building programme.
- Information is not always used effectively to plan future learning activities.
- The monitoring of teaching and learning is not systematically planned.
- An extensive range of interesting and worthwhile activities enriches the curriculum.
- Good links have been established with parents and the wider community.

The level of improvement since the previous inspection has been satisfactory overall. There is now better provision for the higher-attaining pupils in many lessons, but some teachers do not always effectively match work to the pupils' abilities. Staff appraisal procedures are now in place and these are making a satisfactory contribution to school improvement. The reorganisation of the school and outdated equipment has severely restricted the ability of the teachers to teach computer skills effectively.

STANDARDS ACHIEVED

Year 6 results

Results in National Curriculum tests at the end of Year 6, compared with:	All schools			Similar schools
	2002	2003	2004	2004

English	B	A	C	C
Mathematics	C	D	E	E
Science	A	A	B	B

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

Overall, the rate of pupil achievement is **satisfactory** across the school. Children enter school at five with levels of attainment similar to that expected nationally. Inspection findings indicate that standards are above average in science by the age of 11 because the rate of achievement is good and the subject is taught well. Standards in English are average overall. The fall from the previously higher levels is mainly attributable to high number of pupils with special educational needs in the 2004 year group and not enough opportunity being provided for pupils to write at length. Standards in mathematics and ICT are below average by the time pupils are 11, and the rate of achievement in these subjects is unsatisfactory. This is because the skills of calculation are not taught effectively in mathematics lessons and there are insufficient opportunities for pupils to consolidate their computer skills in class. However, standards in religious education are above the expected levels, and the rate of achievement in design and technology and physical education is good. Provision for pupils' spiritual, moral, social and cultural development is **good** overall. All pupils respond very well to the very good provision for personal and social development. Pupils' attitudes to learning and their behaviour are very good and they are proud of their new school. Attendance is satisfactory and punctuality is very good.

QUALITY OF EDUCATION

The quality of education is **satisfactory** overall, with a strong emphasis given to providing an extensive range of learning experiences for all pupils, both in and outside of lessons.

The quality of teaching and learning is **satisfactory** overall with some very good teaching evident in several year groups. The teaching of children in the reception class is good overall, but there is an imbalance between activities that are adult-led and those that are freely chosen by the children. The teaching of pupils in the remaining part of the school is satisfactory overall. A good proportion of teaching is very good, but some lessons are mundane and sometimes unsatisfactory. The procedures for the assessment of pupils' progress are good, but the marking and assessment of pupils' work are inconsistent in quality, and often teachers make insufficient use of this information to match work effectively to the ability of all pupils. There are, however, models of very good practice in the assessment of pupils' progress within the school. The teaching of pupils with special educational needs is good, and classroom assistants make a good contribution to the achievement of these pupils.

Good provision has been put in place for children in the Foundation Stage. The curriculum for infant and junior pupils in lessons is satisfactory overall. It is enriched by an extensive range of extra activities both in and outside of lessons. Physical education makes a very positive contribution to the development of pupils' personal and social skills. The quality and range of accommodation and resources are currently satisfactory,

but there is insufficient equipment for the effective teaching of computer skills in lessons.

The school very effectively cares for its pupils in a friendly manner. The links and support that the school has with parents and the wider community is good.

LEADERSHIP AND MANAGEMENT

Leadership and management of the school are **satisfactory** overall. The headteacher shows clarity of vision in his desire to improve the accommodation and facilities of the school. He demonstrates good leadership in his management of the ongoing building project. High standards of health and safety have been maintained during this time, but his focus on the continued improvement of teaching and learning and the raising of standards in some core subjects has been insufficient. This has resulted, for example, in some underachievement in mathematics and ICT. Curriculum co-ordinators support the work of the school well and have monitored standards in their subjects. Governance is good. Governors are fully involved in the life of the school through regular focussed visits to review the curriculum and other aspects of the school's work. They have been very proactive in moving forward during the building project and make difficult decisions where necessary, in areas such as financial management.

PARENTS' AND PUPILS' VIEWS OF THE SCHOOL

Parents are pleased with what the school offers and, in particular, with the level of care and attention paid to their children's welfare. Many feel that the quality of teaching is good, but some expressed a concern about some inconsistencies year on year. Inspectors agree with many of the positive views of parents, but feel that there is still room for improvement in the quality of teaching and in the level of information provided for parents to help their children learn.

Pupils have very positive views about their school. They greatly value what the staff do for them and feel that they know whom to go to if they have a concern. They are very appreciative that their views are being listened to and are very excited about the new facilities being built.

IMPROVEMENTS NEEDED

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

- Raise standards in mathematics and ICT.
- Improve the overall quality and consistency of teaching and learning.
- Make better use of assessment information to monitor progress and plan for pupils' needs.

PART B: COMMENTARY ON THE INSPECTION FINDINGS

STANDARDS ACHIEVED BY PUPILS

Standards achieved in areas of learning, subjects and courses

Overall, the rate of pupils' achievement is **satisfactory** across the school. Standards are above average in science by the age of 11 because the rate of achievement is good. Standards in mathematics and ICT are below average by the time pupils are 11 and the rate of achievement is unsatisfactory. However, standards in religious education are good and the rate of achievement in design and technology and physical education is also good.

Main strengths and weaknesses:

- Insufficient emphasis is placed on writing.
- Achievement in mathematics is unsatisfactory because the skills of calculation are not taught effectively.
- Good opportunities for investigative work in science lead to good achievement.
- There are insufficient opportunities for pupils to consolidate their skills in ICT.
- Good provision in design and technology and physical education is leading to good achievement in these subjects.

Commentary

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

Standards in:	School results	National results
Reading	15.8 (16.2)	15.8 (15.7)
Writing	13.8 (15.1)	14.6 (14.6)
Mathematics	16.6 (17.0)	16.2 (16.3)

There were 64 pupils in the year group. Figures in brackets are for the previous year.

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

Standards in:	School results	National results
English	26.8 (29.7)	26.9 (26.8)
Mathematics	25.7 (26.2)	27.0 (26.8)
Science	29.4 (30.7)	28.6 (28.6)

There were 50 pupils in the year group. Figures in brackets are for the previous year.

1. The results in the 2003 national tests for 11 year olds were well above average in English and science; they were below average in mathematics. When these results are compared with schools of similar circumstances and based on value-added data, they

are well above average in English and science, but below average in mathematics. The results of pupils in Year 2 taking the 2003 national tests and compared to schools nationally were average in reading and writing; they were above average in mathematics. When compared to schools with similar circumstances using free school meals data, standards were below average in reading and writing; they were above average in mathematics. There are no significant differences between the achievements of girls and boys. The overall trend in improvement has been broadly in line with that nationally over the last few years. However, there has been a decline in mathematics standards at the end of Key Stage 2 since the previous inspection.

2. The unconfirmed results of the 2004 national tests confirm this picture in mathematics, with results that are well below average for 11 year olds. Standards are average in English and above average in science from previously higher levels. The main reason for this decline is that about a fifth of these pupils were identified as having special educational needs, and their overall level of achievement had not been as high as other year groups. Inspection findings mainly reflect the 2004 results, where standards for 11 year olds are judged to be average in English, below average in mathematics and above average in science. It should be noted that over the last two years the school has been going through an extensive period of rebuilding. This period has been particularly disruptive for both teachers and pupils alike, and some year groups have had to move classrooms on several occasions.
3. Even though spelling and handwriting are good, insufficient emphasis is placed on writing. Pupils do not have enough opportunities to develop their writing over longer periods of time. This affects the quality of their work, as they are not able to edit and redraft their work to improve it. However, reading is given a high priority throughout the school, and older pupils read fluently and with good expression.
4. Standards of work in mathematics are not high enough throughout the school because the skills of calculation are not always taught effectively. Consequently, pupils find it difficult to undertake simple mental problem-solving activities. This is an issue that the school had already identified before the inspection, and staff development work has been undertaken. Lesson observations across the school confirm that the teaching of these mental strategies is not consistent in all classes, and consequently gaps in the pupils' understanding are evident.
5. Good standards in science continue to be maintained across the school. Teachers plan good opportunities for investigative work and this leads to good achievement and high levels of challenge for the higher-attaining pupils. Good provision in design and technology and physical education is leading to good achievement in these subjects.
6. Standards in ICT were judged to be at least satisfactory at the time of the previous inspection. These standards have declined since then, because there are insufficient planned opportunities for pupils to consolidate their skills in ICT, and some aspects of the National Curriculum are not being fully implemented. It is recognised by the inspection team that the building programme has hampered the renewal and upgrade of resources.
7. The standards pupils with special educational needs attain are below those expected for the pupils' ages, but they are usually satisfactory in relation to the

pupils' identified needs and targets. These targets are clear, specific, achievable and suitably challenging. In the main, pupils make satisfactory progress towards these targets. Teachers track pupils' progress satisfactorily to ensure that satisfactory progress is made over time. Relationships are very good throughout the school. Because adults value pupils' work, this encourages the pupils to try harder. Dedicated and well-trained support staff give pupils additional input to enable them to make satisfactory progress.

Pupils' attitudes, values and other personal qualities

The provision for personal development is **very good**. Attendance is **satisfactory** and punctuality is very good. All pupils display **very good** attitudes to school and to learning; their behaviour is **very good**. Provision for pupils' spiritual development is **good**, for their moral and social development it is **very good**, and for their cultural development it is **satisfactory**.

Main strengths and weaknesses

- The good provision for moral and social development.
- Pupils like coming to school and enjoy learning.
- Pupils with special educational needs respond well to good levels of support.
- The good behaviour of pupils in classes and around the school.

Commentary

8. In 2002/3 and 2003/4 pupils' attendance at school was broadly in line with national averages. The procedures for monitoring attendance are thorough and the school is robust about recording absences as unauthorised when necessary. Even though pupils travel from a wide area, very few arrive late for school, so the day can get off to a prompt start.

Attendance in the latest complete reporting year (%)

Authorised absence		Unauthorised absence	
School data:	5.7	School data:	0.3
National data:	5.4	National data:	0.5

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

9. Under the leadership of the headteacher, the school has a clear Christian ethos, which is fully supported by the ministers of the two parishes in the school's catchment area. Good opportunities to support pupils' spiritual development are provided, particularly in assemblies, religious education lessons and during 'Circle Time'. Pupils are regularly given time to reflect on particular themes and are confident when expressing feelings and thoughts.
10. Pupils with special educational needs have a positive attitude to their work. They are keen to make progress and enjoy succeeding. They are well behaved and respond well to the encouragement they receive, which helps to boost their confidence and enable them to take pride in their achievements.
11. Pupils' levels of attendance and particularly their punctuality show that pupils enjoy school and mean that they can take full advantage of the education that the school offers. They take a pride in what they accomplish in lessons and join in all the school's activities with enthusiasm, including a wide range of clubs and other extra

events. In lessons, the majority of pupils listen carefully to their teachers and to one another, work very well in small groups and share resources sensibly. There were no exclusions in the previously reported year.

12. The school works hard to promote good behaviour and this is successful, so that pupils can get on with their learning. All the adults set a good example to pupils in the way that they treat everyone with respect. Teachers and classroom assistants make their expectations clear, and pupils know what is expected of them. Pupils know and understand the rewards that they can earn in their classes for good work, effort and behaviour. At playtimes, pupils play well together. Lunchtimes are well organised. In the dining hall, pupils chat happily together and welcome visitors.
13. At the beginning of each year, each class council decides on the rules for the class so that pupils learn right from wrong and how to live together in a harmonious community. The main rule of each class is shared with the whole school at an assembly and displayed in the main corridor so that everyone knows how they are expected to behave. The response of staff to pupils' very occasional poor behaviour and any instances of bullying is managed in accordance with school policies in a consistent way, and both pupils and parents recognise that this is handled quickly and efficiently.
14. Older pupils are given a wide range of jobs that help the efficient running of the school as well as developing their sense of responsibility. Pupils are taught to appreciate culture, art and music, and this is supported by visits to places of interest, and visitors coming into the school. However, the school has still to develop methods to help prepare pupils to appreciate the broad range of multi-cultural experiences that are found in the wider community.

QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

The quality of education is **satisfactory** overall. Teaching and learning are **satisfactory** and there is a strong emphasis placed on providing an extensive range of learning experiences for all pupils both in and outside of lessons. The level of care and welfare for all pupils is **good** and the school has built up a **good** partnership with its parents and local community.

Teaching and learning

The quality of teaching and learning is **satisfactory** overall with some very good teaching evident in several year groups. Assessment is **unsatisfactory**.

Main strengths and weaknesses

- Teachers display good levels of subject knowledge overall.
- Sometimes planned activities for children in the reception class are too restrictive.

- Numeracy skills are not being taught effectively.
- The behaviour of pupils is managed well.
- Pupils with special educational needs are supported well in class.
- Teachers use resources well to support pupils' learning.
- Good assessment information is not always used effectively in some classes to match work to the ability of all pupils.

Commentary

Summary of teaching observed during the inspection in 40 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0	9 (22.5%)	18 (45%)	11 (27.5%)	2 (5%)	0	0

The table gives the number of lessons observed in each of the seven categories used to make judgements about lessons; figures in brackets show percentages where 30 or more lessons are seen.

15. The quality of teaching and learning is satisfactory overall, but some inconsistencies remain as at the time of the previous inspection. Two-thirds of teaching observed is good or better with one in every five lessons being very good. However, some teaching, although satisfactory, is mundane, and two unsatisfactory lessons were observed in the classes for the youngest junior pupils during the inspection. Teaching is good or better for pupils in the infant and upper junior classes. The teaching of children in the reception class is good overall, but sometimes there is an imbalance between activities that are adult-led and those freely chosen by the children.
16. Teachers' subject knowledge is satisfactory overall. It is good in science and physical education, where it contributes positively to good pupil achievement in these subjects. Swimming is taught particularly well at the local pool by school staff. Very well qualified peripatetic teachers make a good contribution to the teaching of music. Inspection evidence indicates that the teaching of numeracy skills is not effective. Teachers provide insufficient opportunities for pupils to record their own mathematical investigations and mental calculation strategies in particular. Consequently, pupils are not learning the methods they need to be confident with numbers. As a result, many pupils lack the necessary skills to be able to confidently use increasingly complex mental calculation strategies as they move through the school. Currently, this weakness contributes to the below average standards being achieved by 11 year olds in mathematics. However, this weakness in teaching has been recognised by the school and staff development has been held to improve the recording of calculations by pupils.
17. All teachers manage the behaviour of pupils well. This is particularly so in the best lessons, where the pupils respond positively to very good teaching and persevere wholeheartedly with their set tasks.
18. Time and resources are used imaginatively to support learning in the vast majority of lessons. Some teachers are beginning to make effective use of the newly-installed interactive whiteboards to illustrate key teaching points. They use this new equipment confidently as graphics and text are displayed in front of the pupils who gaze in wonder at the images in front of them. Overall, the pace of most lessons is good and time is used effectively. However, when teachers rely too heavily on worksheets or lessons are unduly long then pupils' learning becomes mundane and some pupils become restless.
19. The teaching of pupils with special educational needs is good. This is because pupils have been accurately assessed, using outside agency support if necessary, and their individual education plans are targeted carefully to help them learn. Most teachers use a wide range of successful strategies to motivate, involve and challenge pupils, and regularly monitor the progress pupils are making towards achieving their targets. Records are well maintained and regularly updated. The effectiveness of teaching assistants' work is usually good when they are working with individuals, groups and the whole class. The special educational needs co-ordinator, teachers and teaching

assistants work together very well as teams, and consequently pupils benefit from knowledgeable teaching.

20. Procedures for the recording and assessment of pupil progress were judged to be very good at the time of the previous inspection. The procedures for assessing the progress of children in the reception classes remain very good. There are models of very good practice amongst the infant teachers. However, there are inconsistencies in the application of these procedures in other parts of the school. Inconsistencies exist in the quality of teachers' planning. When it is good, as for the youngest and oldest pupils, activities are effectively matched to the ability of pupils. However, some teachers are not using assessment information effectively to plan learning activities for all ability groups and in particular, higher-attaining pupils. Marking is also of variable quality. In the best examples, teachers' comments are very detailed, supportive and lead the pupils into new learning. However, marking by other teachers provides very little feedback to pupils other than simple ticks.

The curriculum

The overall quality of the curriculum is **satisfactory**, with a **very good** range of extracurricular activities. Overall the accommodation and resources are presently **satisfactory**.

Main strengths and weaknesses

- The mathematics and ICT curricula are not good enough.
- The provision for science and physical education is good.
- Extracurricular provision enriches the curriculum very well.
- Provision for pupils with special educational needs is good.
- Provision for children in the reception class is good and there is a good match of support staff to the curriculum.
- There is equality of access and opportunity for all pupils.
- Pupils are prepared well for later stages of education.
- The new accommodation within the school is good.
- The generous allocation of teaching assistants in classrooms supports the teachers well.

Commentary

21. There has been a sound improvement in the curriculum since the time of the last inspection. The national strategy for English is well embedded. The national strategy for mathematics is satisfactorily embedded, but more work is needed to ensure sufficiently rapid progression in mental calculation skills and written methods. The ICT curriculum is unsatisfactory and more work needs to be done to improve the use of ICT skills across the curriculum. The curriculum provides a broad range of worthwhile activities and experiences, which meet well the needs of pupils, and the curriculum meets all statutory requirements. The school is developing its physical education curriculum very well and pupils benefit greatly from very good provision in swimming. Many good opportunities are taken to link

together subjects so that learning is meaningful for pupils, but the school recognises that this is an area for development.

22. Pupils benefit from a curriculum that is effectively enriched by visits and visitors. For example, the pupils benefit from strong links with a local residential home, the various opportunities that are open to them through the Comenius¹ project, visits to Eastbourne to learn about the Victorian seaside and visits to a local farm. There is a very good range of extracurricular clubs for sporting, artistic and musical activities, opportunities for instrumental tuition and Year 6 have the opportunity to take part in a residential visit to France or the Isle of Wight.
23. Teachers and support staff are aware of the needs of pupils identified as requiring additional help. They plan work that provides satisfactory levels of challenge and give effective support so that these pupils are fully involved in lessons, learn well and succeed. Teachers and well-trained support staff work together well in teams so that these pupils have opportunities for both independent and supported work. The provision outlined in statements of special educational need is fully in place and reviewed annually in line with the Code of Practice² guidance. Good systems ensure that these pupils are fully included in all aspects of school life. The school is currently developing its provision for gifted and talented pupils. However, there is an opportunity for gifted mathematicians in Year 6 to attend a weekly master class at Bishop Bell Secondary School in the spring and summer terms.
24. The staff work hard to ensure that all pupils have equality of access and opportunity, including the higher-attaining pupils. Work is usually planned to challenge pupils at the correct level, and where pupils need some extra help, staff identify needs early and arrange for appropriate provision. If pupils have specific needs, the school ensures that the necessary resources are available.
25. Children and pupils are well prepared for subsequent stages of learning. There is a strong emphasis on personal development so that pupils become responsible individuals and keen learners. There are good procedures to ensure that pupils move successfully to their next class and the school works very closely with the local secondary schools to ensure a smooth transition for the pupils. Pupils are prepared well through homework activities and study skills for their work in secondary school.
26. There are sufficient classroom teachers to deliver the curriculum effectively. They are assisted by a generous allocation of teaching assistants who are well trained, managed and deployed so that they make a good contribution to pupils' learning. Resources for the staff to use in their teaching are sufficient in all subject areas, except the provision of computer equipment is presently unsatisfactory.

¹ Comenius Project: A European Community funded project to links schools through visits and cultural exchange.

² Code of Practice – this gives practical advice to schools and local education authorities about their responsibilities and tasks to ensure that pupils who have special educational needs receive the most appropriate help to further their learning and personal development. This is a statutory duty under the 1993 Education Act.

27. It is difficult to report on the accommodation itself since the school is coming to the end of a two-year major rebuilding programme, with builders on site during the inspection and improvements being made day by day. Where classes have moved to the new building they are of a good size, well resourced and furnished. The main hall is large and spacious and the school has been able to hold whole-school assemblies for the first time in several years. On the other hand, for the time being, the library is a storeroom. When the building work is complete and handed over, it will undoubtedly provide an excellent environment for staff to work and pupils to learn in.

Care, guidance and support

The care, welfare and safety of pupils are **very good**. The way in which the school guides and supports pupils, listens to and involves them is **good**.

Main strengths and weaknesses

- Procedures for ensuring the welfare, health and safety of pupils are very good, ensuring that pupils have a safe environment to live and work in.
- The knowledge that all the adults in school have of the pupils is very good.
- The involvement of pupils in the way that the school runs, particularly class councils, is good.

Commentary

28. Good child-protection procedures are in place, with the headteacher having the role of designated person. All members of staff know their responsibilities in this regard. Routines for dealing with first-aid, medicines and accidents are well established, with two staff fully trained in emergency first-aid and all staff having had basic training. There is a good health and safety policy in place and a thorough risk assessment is carried out and updated every term. The headteacher has worked well with the builder's site manager during the rebuilding programme to ensure very good levels of health and safety for pupils and staff. Parents have been kept fully informed about any changes. Annual risk assessments are effectively organised and recorded.
29. Staff know the pupils very well. All staff speak to pupils in a calm and caring manner. Through monitoring of each pupil's academic progress, the use of 'Circle Time' and private discussions, staff share effectively in the pupils' personal development. This is clearly shown in the perceptive comments that teachers make in the personal sections of the annual reports to parents.
30. The school positively seeks the views of pupils, for example, pupils enjoy their participation in class council, and in these sessions they discuss a wide range of issues about school life and make constructive suggestions for improvement. Examples include replacement of taps in the toilets with ones that do not drip, developments to the pond area and suggestions so that a partially-sighted pupil can move around the school more easily. Older pupils play an effective part in supporting younger ones at playtimes through the 'Buddy System' in the playground. This scheme assists with the efficient running of the school and at the same time benefits pupils' personal development. Class councils also discuss the charities that the school might support so that pupils learn to help others less fortunate than themselves.
31. The school cares very well for pupils with special educational needs. Their work is regularly monitored to ensure that they are making progress towards the targets set for them. There is a termly school-based review of special educational needs

provision in addition to other reviews which are made on an ongoing basis. The school uses a wide range of assessment tools that are used diagnostically to ensure that pupils' needs are met.

Partnership with parents, other schools and the community

The school's partnership with parents, the wider community and with other schools is **good**.

Main strengths and weaknesses

- Parents have a high regard for the school.
- Parents receive detailed information about the school and their children's progress.
- School activities involve the church, local community and businesses.
- Participation in the European Union Comenius Project is good.
- Liaison with the secondary schools and pre-school groups in the area is good.

Commentary

32. Parents are mainly very happy with the school. In meeting parents at school, informally and at the parents meeting, and from the questionnaire, few concerns were expressed. They appreciate the Christian ethos of the school, the care that the school takes, the standards of behaviour and the academic standards that their children achieve. The school provides parents with relevant information through frequent letters and regular newsletters. Even so, some parents still feel that they do not have sufficient information on how to support their children's learning at home. Parents appreciate the open-door philosophy of the school and feel able to approach the school at any time if they have any concerns about their children. At the end of the summer term, parents receive the annual reports on individual pupils. These reports are of good quality, and include a commentary on social and personal development. The formal documents for parents, namely the prospectus and governors' annual report are well presented and conform to DfES guidance.
33. The school has developed good lines of communication with parents of pupils with special educational needs. For example, teachers inform parents at an early stage in the process of planning work for these pupils. Teachers also invite parents into school to discuss pupils' individual education plans, but not all parents respond to this. Some parents come into school for a discussion about the support planned for their child. The school invites parents to all reviews and they can make an appointment at any time. However, if parents do not come into school, this is not always followed up. Many links between home and school are regular and constructive so that parents are aware of what they can also do to help their child make good progress.
34. Many parents are fully involved in the life of the school and this effectively contributes towards pupils' learning and achievements. For example, parents help

their children at home in their reading and homework assignments, and a number come into school to assist in class, particularly with the younger pupils. They attend school functions very well and make themselves available to accompany school trips. Together with the local community they support the fundraising activities of the Parent Teacher and Friends Association, which regularly raises very substantial funds, which have been used to improve the school's facilities and provide additional resources. The association expects to add some finishing touches to the new accommodation when the builders have eventually gone.

35. The school has established many effective links with the community and several schools in Europe. For instance, the vicar of St Mary's church takes an assembly every week and also runs an after-school activity on one day. The church is adjacent to the school and thus pupils go there at least monthly for an 'assembly', for services on special occasions, such as Christmas, Easter, Harvest Festival and a leavers' service. After-school activities include a good range of inter-school events, such as music festivals and sporting competitions. The school effectively participates in several science and technology events, for example, as part of the design technology curriculum, the school has a "sports car" which is continually being developed, and pupils are able to race at Goodwood. Of particular note is the school's involvement in the Comenius Project, which, with the help of European Union funding, allows pupils to share in projects with schools in Denmark, Latvia and Italy. This involvement of the church and community enriches the education experience that the school provides to the pupils.
36. The transfer arrangements with two local secondary schools are good. These include well-managed programmes for pupils to move on to Year 7, which includes an assignment for pupils in Year 6 to complete over the summer holiday and finish in the secondary school. This all helps give them confidence to face the forthcoming change. Liaison with several pre-school groups in the area is equally strong, and reception teachers visit children in their play groups, as well as making home visits, so that the children's start in school is as smooth as it can be.

LEADERSHIP AND MANAGEMENT

Overall, the leadership and management of the school are **satisfactory**. This represents a drop since the last inspection when this aspect of the school was good. The headteacher has worked hard to maintain the strong caring ethos of the school during the ongoing building project, but this building work and the impact of staff cuts have impeded his focus on the continued improvement of teaching and learning. Governance of the school is **good**. Governors are knowledgeable and involved well in the school's work.

Main strengths and weaknesses

- The headteacher and staff have maintained a positive school ethos in which all pupils are fully included.
- Monitoring of teaching and learning by the headteacher is unsatisfactory.
- Curriculum co-ordinators support the work of the school well.
- The governance of the school is good.

Commentary

37. The leadership of the headteacher is satisfactory. The headteacher shows clarity of vision in his desire to improve the accommodation and facilities of the school and demonstrates good leadership in his management of the ongoing building project. The headteacher has worked hard to ensure that very good levels of health and safety have been maintained throughout this period of change. He has also successfully continued to develop and protect the strong family ethos in the school throughout this time and has maintained the place of the school at the centre of the community. This vision is shared by all the staff, who work hard to ensure that opportunities both in and outside of the school day are open to all pupils. All staff emphasise the caring ethos by providing good role models to the pupils. They treat the pupils with respect, interact warmly and listen carefully.
38. However, the headteacher has not been able to pay enough attention to aspects of teaching and learning and the raising of standards in some core subjects¹ because of budget constraints reducing staffing. This has resulted in some underachievement in mathematics and ICT. The headteacher has not monitored teaching and learning on a systematic ongoing basis in order to pinpoint specifically what needs to be done to improve. He has not formally evaluated curriculum initiatives, especially in mathematics, to ensure that these initiatives are well conceived and are being implemented effectively.
39. The management of the school is satisfactory. The work of the deputy headteacher and senior management team is satisfactory, but time and resource constraints have prevented some initiatives taking place. For instance, the deputy headteacher has not been able to fulfil his management role fully during the last year because of a full-time teaching commitment.
40. The co-ordination of the curriculum is good overall. Subject co-ordinators have continued to fulfil their roles and support the work of the school in spite of time and resource restrictions. All co-ordinators have detailed and well organised management files, and several have monitored lessons in their subjects. The art and music co-ordinators, for instance, have monitored lessons in Years 1 and 2 and reported back their findings with specific points to help raise standards. The English co-ordinators have specifically targeted guided reading well throughout the school, which has resulted in raised attainment in this area of literacy. Their efforts have yet to be reflected in improved standards in pupils' writing. Several co-ordinators, such as the subject leader for design and technology, have built up a portfolio of assessed work, which gives examples of National Curriculum levels. These portfolios show clearly what is expected from pupils of all abilities, and sets

¹ Core Subjects: This is a term used to describe the subjects of English, mathematics and science.

guidelines for teachers to follow to improve standards. All co-ordinators have detailed action plans. Many of these are usefully annotated and show whether there has been any slippage and if actions are completed. However, some action plans are too wide ranging and do not analyse the impact of the actions rigorously enough. Where plans are specific and direct, such as in physical education, improved learning is clearly identified.

41. The special educational needs co-ordinator provides good leadership and management. She ensures that all pupils have been accurately assessed, using outside agencies when necessary, and that pupils have relevant achievable targets. She works very closely with all colleagues and regularly monitors the use made of individual education plans. The school has good resources, especially staffing, to meet the needs of this group of pupils.
42. The work of the school is planned satisfactorily through a detailed school improvement plan. The school's focus on raising standards is satisfactory overall with the biggest emphasis placed on ICT. Governors and co-ordinators have been fully consulted and included in its construction. Governors monitor the school improvement plan regularly and a formal review takes place annually.
43. Performance management procedures are satisfactory. This is an improvement since the last inspection when no appraisal of teachers took place. The objectives for teachers and the headteacher are set within the context of whole-school priorities, although teachers' professional development needs have not always been met, especially in foundation subjects¹ because of budget restrictions. Several co-ordinators have management performance targets related to their role, but these are not always rigorous and challenging enough. They limit the opportunities for staff to improve at a brisk rate. Non-teaching staff do not have staff development interviews and do not take part in appraisal systems. The school plans to extend the performance management procedures to this group, but has not drawn up a timetable to implement this.
44. Governance of the school is good. School issues are thoroughly discussed before decisions are made. Governors have a clear view of the school's strengths and weaknesses, place great value on the Christian ethos the school promotes and are aware that standards in mathematics need to be raised. Good lines of communication have been established between individual governors and the school staff; for example regular meetings between individual governors and subject co-ordinators. Information and findings are shared through clear and detailed written reports. A further strength of the governing body is their proactive approach in campaigning for better accommodation for the school. This support has contributed significantly to the overall development of the school's work.
45. The management of the school's finances is good. The support given by the school's administrative team is good. A recent auditor's report judged that financial control was good, and minor recommendations have been addressed.

¹ Foundation Subjects: A widely used term to describe all subjects other than English, mathematics and science.

The work on the budget over the last two years has been especially thorough. Governors made the difficult decision that as a result of less than expected income they would have to reduce the amount of teaching and non-teaching staff and restrict funds for professional development. This careful management has resulted in avoidance of a deficit budget and the reinstatement of the deputy headteacher to a non-teaching role in the current year.

Financial information for the year April 2003 to March 2004

Income and expenditure (£)		Balances (£)	
Total income	757 416	Balance from previous year	29 027
Total expenditure	750 188	Balance carried forward to the next	36 255
Expenditure per pupil	1 179		

46. The carried-forward figure would have been considerably lower had the building project been completed in November 2003, as originally scheduled.

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

AREAS OF LEARNING IN THE FOUNDATION STAGE

Provision is **good** in the Foundation Stage.

47. The children achieve well and will reach the Early Learning Goals in all areas of learning by the time they start in Year 1. The Foundation Stage team has established a stimulating and attractive environment in its new building and quickly built up sensible routines for the children in their early days in school. The strengths identified in the last inspection have been maintained. Currently, there are 59 children attending in the mornings, based in two classes, and 15 stay all day. The curriculum meets the needs of these young children well, although the overuse of worksheets restricts children's opportunities to plan and record their work independently, especially in knowledge and understanding of the world. There are very good procedures in place for monitoring and assessment, especially in communication, language and literacy. Assessments are used directly to plan work and move children on in their learning, including those with special educational needs, who are catered for well. Teaching and learning is good overall, although there are some missed opportunities to promote and encourage independent learning. Induction procedures are good and effective systems have been set up to prepare the children well for entry into Year 1. Leadership and management are good. The co-ordinator's vision for a high-quality experience for the children is a further strength, resulting in a calm, purposeful atmosphere in which children feel secure and comfortable. Teachers and support staff work well together and relationships are good.
48. Most children have attended local playgroups or nurseries and are attaining standards expected for their age or better when they enter school. This represents a rise since the last inspection. By the end of the Foundation Stage most are on line to achieve standards that are average in all areas of learning, although a significant minority of children may attain standards above their age in speaking and listening and reading.
49. Accommodation is good, although the outside area is at present underdeveloped. Resources are good, but there are not enough opportunities to allow children to make a free choice from the range available.

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

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

Main strengths and weaknesses

- Children achieve well because of the good teaching.

- Good relationships are quickly established so that children feel happy, confident, safe and secure.
- Planning is good.
- Children are not able to exercise their own choices on some occasions.

Commentary

50. Most children are attaining standards in this area which are expected for their age by the end of reception. They play well together, take turns and negotiate, ask each other for help and receive it. They show interest in all the activities and are confident and friendly. Staff provide interesting activities for the children, are good role models and interact with children in a variety of play situations to encourage social development. Children's already high quality interaction was further enhanced, for instance, in the 'medical centre', when the teacher joined in. This led to further sustained interest and concentration from the children and showed them their play was valued. However, on some occasions, children are not able to choose their own activities freely. This limits their independence and restricts opportunities to enjoy the wide range of resources available. Children with special educational needs achieve well because teachers plan activities carefully and brief support staff regularly. They play co-operatively in the sand and water and in an outside role-play activity they enjoyed a picnic and were fully included.
51. Children respond to new situations with confidence because of the well planned and ordered environment and routines, such as when they change for a physical education session in the hall for the first time. Most need minimal help and look after appropriate aspects of their own personal hygiene.

COMMUNICATION, LANGUAGE AND LITERACY

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

Main strengths and weaknesses

- All staff use every opportunity to develop the children's language skills.
- Assessment is very effective.
- Careful and thorough teaching takes place in the skills of learning to read and write, including the links between sounds and their symbols.
- Interest in books is well promoted.

Commentary

52. Most children start school with average language and communication skills, but a significant minority are above average. These children speak clearly and audibly with confidence and control. They show awareness of the listener and use language in imaginative play. Children enjoy listening to simple stories and join in with familiar rhymes and songs. All staff encourage the children to extend their language skills through activities that are well matched to their needs. They model

language at every opportunity, talk to children constantly, question, and encourage them.

53. Teachers have very good systems set up for assessing children's literacy skills. All adults make ongoing notes about the children's learning, which pinpoints and informs the direction of subsequent teaching. These notes are formally recorded for the individual children's Foundation Stage Profile, and shared with parents on a regular basis through discussion based on meticulous recording of the children's achievements.
54. Children are given plenty of experience with writing and drawing tools. Many already write their name, although letter formation is not correct. Letter recognition skills are introduced effectively through focused sessions in which the children are systematically and imaginatively taught. Spontaneous opportunities are seized on by teachers. For example, when practising the letter 'c', a caterpillar in a see-through container was carefully passed round the group and one child commented it had formed a c shape!
55. Teachers promote interest in books by encouraging children to take them home on a daily basis. A good dialogue with parents is established through a home-school link book. As a result, all the children are enthusiastic about reading.
56. Overall good teaching and very good ongoing assessment contribute significantly to the good achievement of the children in this area of learning.

MATHEMATICAL DEVELOPMENT

Provision in mathematical development is **satisfactory**.

Main strengths and weaknesses

- Direct teaching is good.
- Learning is limited by the lack of very regular focused and planned activities to promote mathematical development.

Commentary

57. The children are on course to have satisfactory attainment and achievement by the time they start in Year 1.
58. Teachers plan well for lessons and assess children's learning thoroughly. In these sessions, children have the opportunity to count, learn the concept of 'one more than', thread beads and record. Most children recognise the number symbols to five and thread beads accurately. A few children thread more than fifteen, and one child groups beads in fives by colour. Most children know basic shapes and complete number puzzles accurately. All achieve well in these lessons because teachers have good subject knowledge and implement plans flexibly. However, at present, these focused sessions do not take place on a regular daily basis, which limits the continuity of learning.

59. Some activities are ongoing, such as construction toys and puzzles, but the mathematical element of these activities is not specifically planned for in more general activity sessions. Sand and water play, which contribute to the children's learning, are limited to the outside area, which is not always available. By the end of reception, most children are recording simple addition and subtraction sums to ten, solve simple problems involving change in money transactions and identify short and long lines.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

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

Main strengths and weaknesses

- Teaching is good and provides children with many opportunities to learn about the world around them.
- Too much recording is based on worksheets.
- Children have plenty of opportunities to use computers and to become familiar with the keyboard and the mouse.
- Good-quality religious education enhances the curriculum.

Commentary

60. Children enter school with average attainment for their age and achieve well due to good teaching and a well-balanced and well-planned curriculum. By the end of the year, most children are on course to reach the early learning goals. A good range of appropriate and interesting activities is arranged to stimulate the children's curiosity and enhance their understanding. The analysis of last year's work shows that these include visits to a farm, the sea, dressing-up days and visitors, including a policewoman and nurse. Much of the recording is on worksheets, which restricts children's choices and opportunities to plan and record their own experiences in different ways. During the inspection, children had daily opportunities to play in the imaginatively equipped 'medical centre', and remembered when they were babies by discussing each other's photographs, which they brought in. At other times of the year, they learn about pets, grow seeds and compare old-fashioned lighting with electricity. The use of computers is good, with a variety of programs well within the children's capabilities. Good teaching ensures that children are confident in using the mouse to manipulate objects around the screen and create specific pictures relevant to the program.
61. Religious education enhances the curriculum and contributes significantly towards the ethos of the reception classes and the school overall. Many festivals are celebrated, including harvest and Christmas.

PHYSICAL DEVELOPMENT

Provision in physical development is **satisfactory**.

Main strengths and weaknesses

- Teachers plan well to ensure children experience the physical curriculum.
- There are missed opportunities for independent learning.

Commentary

62. Children enter school with physical skills appropriate for their age and achieve satisfactorily by the end of the reception year. The outdoor accommodation has not been developed fully to support this area of the curriculum because of the ongoing building project. However, in a lesson seen, teachers had carefully planned a range of activities to promote the outdoor curriculum in the playground. Children played calmly, enjoyed the fresh air and co-operated well. They showed control and dexterity in pedalling on the bikes, steered accurately and persevered when pushing each other's vehicles. All activities enabled children, including those with special educational needs, to progress satisfactorily in their learning and enjoy the space, supported well by the staff and a parent helper. However, there were missed opportunities for independent learning because the children were put in groups and moved to each activity at the teacher's command. This prevented children from exercising choice, and restricted their ability to develop spatial awareness in some activities.

63. Teachers plan well for indoor physical education. Children enjoy the activities and were rightly excited by their first ever visit to the hall. They controlled their movements to stop and start promptly and began to get used to the space.

64. Many indoor activities promote dexterity, such as threading beads, small world play, jigsaw puzzles, small construction toys, painting, drawing and gluing.

CREATIVE DEVELOPMENT

Provision in creative development is **good**.

Main strengths and weaknesses

- A good range of activities captures children's interests.
- Teaching and learning are good.

Commentary

65. Children enter school with skills and understanding in this area that are expected for their age. They are interested and motivated in the activities and experiences provided for them and do well in their learning because of the good teaching. They achieve well in this area. They have the opportunity to receive direct teaching in small groups to learn particular skills and techniques, such as printing or using glue. Appropriate language is used well by the adults helping them and adds to their learning. The children regularly take part in planned music-making sessions and enjoy joining in with familiar rhymes and songs. They learn new songs quickly and sing in tune because the teacher models this effectively. They concentrate hard when they copy loud and soft claps and echo the teacher's simple rhythm accurately by clapping.

SUBJECTS IN KEY STAGES 1 and 2

ENGLISH

Provision in English is **satisfactory**.

Main strengths and weaknesses

- Pupils enjoy their lessons and have good attitudes towards English.
- Reading is given a high priority throughout the school.
- Not enough opportunities are provided for pupils to work on their writing for longer periods of time.
- Marking gives pupils insufficient information about how they can improve.
- Insufficient use is made of assessment information to inform planning.
- Leadership and management of the subject are good

Commentary

66. Pupils make satisfactory progress and achieve average standards in English. Compared with those in all schools nationally and with similar schools, attainment in English was average for 11 year olds. Attainment for seven year olds in the 2004 national tests was average in reading and below average in writing. This represents a fall in standards from the previous two years' results but reflects the higher proportion of pupils with special educational needs that were in this year group. There is no difference in the achievement of boys and girls, and pupils with special educational needs achieve well because suitable work is planned for them and they receive good support from assistants in classes and in small groups.
67. Improvement since the previous inspection is satisfactory overall, bearing in mind the above average number of pupils with special educational needs in last year's Year 6 class and the upheaval caused by the rebuilding of the school. These factors have a particularly strong influence on the results gained in national tests. This fall in standards has been recognised by the school and a range of strategies are being implemented to raise levels of pupil achievement.
68. Reading is given a high priority and standards are average overall. Pupils enjoy reading. Older pupils read fluently and with good expression. They discuss their reading choices and read a variety of texts both in and out of school. Teachers encourage pupils to read and model reading aloud to them so that they know what good reading sounds like. Pupils in Year 6 regularly do reading or research homework and go to the library in their own time to complete this. Younger pupils' reading diaries are completed by parents and help to identify the progress that pupils make or any problems that they encounter. They are taught different strategies well at an early age that will help them to become confident, fluent readers. For example, they use pictures well to provide them with clues for reading words they do not recognise. Older pupils tackle unknown words using ideas from the context of the story and their knowledge of sound blends.
69. Standards in writing are average by the end of Year 6. Pupils write effectively in a range of styles. They use interesting vocabulary in creative writing and understand the features of persuasive and discursive writing styles. Pupils do not have enough opportunities to develop their writing over longer periods of time. This affects the quality of their work, as they are not able to edit and redraft their work to improve it. Standards in spelling, punctuation and handwriting are average, but presentation is good. This is because the staff set and maintain high standards for this aspect in all subjects. This is reflected in the colourful displays of pupils' work around the school.
70. The quality of teaching and learning is satisfactory overall. In classes for the younger infants and older juniors, teachers have created a good learning ethos in which pupils are keen to succeed. In these lessons, teaching proceeds at a lively pace, pupils enjoy their work because it is imaginative, and teachers have high expectations.
71. Teachers' planning is satisfactory, with several good examples. However, teachers do not always match work well to pupils' individual needs, which means that sometimes pupils do not always make as much progress as they could.

72. The quality and use of assessment information to inform planning is inconsistent. Teachers mark pupils' work regularly, but they do not take the opportunity to indicate what steps each pupil needs to take to improve their writing. There is no evidence to suggest that teachers systematically use information gained from marking the pupils' work to help them plan work that would help pupils to move on. In most lessons, all pupils are given the same tasks. Although there are suitable mechanisms to assess the levels pupils have reached, this information is insufficiently used to vary the programme for individual pupils. Those with lower levels of attainment usually receive good support from the extra adults in the classroom.
73. There is no systematic approach to the monitoring of teaching and learning. However, the subject leaders regularly analyse pupils' work, observe lessons and examine teachers' plans. There are satisfactory mechanisms in place for the collection and analysis of data for each pupil. In addition, good examples of data collection about pupil performance were seen in individual classes.
74. The co-ordinators' leadership and management of the subject are good. They are keen to improve standards and have implemented several improvement strategies. They have a good overview of the subject and acknowledge its strengths and areas for development. They are focused on improving standards, have a clear sense of direction and have structures in place for managing evaluations and feedback to staff.

Language and literacy across the curriculum

75. Satisfactory use is made of language and literacy across the curriculum. Links between subjects are made effectively in some other subjects, such as in science and religious education to increase the relevance of pupils' work. Teachers' planning often indicates how work undertaken in other subjects could provide the context for work in literacy lessons.

MATHEMATICS

Provision in mathematics is **satisfactory**.

Main strengths and weaknesses

- Standards of work are not high enough throughout the school, and pupils' achievement over time is unsatisfactory.
- The quality of teaching and learning in the infant classes is satisfactory, although teaching and learning seen during the inspection was always at least good.
- The quality of teaching and learning in the junior classes is satisfactory overall, although there are examples of good practice.
- The teaching of the mental and written methods of calculation is not good enough.
- Pupils' knowledge of number facts is not good enough.

- Teachers do not track pupils' progress rigorously enough to set precise targets and to ensure standards improve quickly.
- Monitoring of provision has not been sufficiently rigorous.
- ICT is not used well enough to support the learning of mathematics.

Commentary

76. In 2003, test results for Year 2 were average compared with the national average and average compared with schools with pupils from a similar background. The unconfirmed 2004 results indicate that a similar number of pupils have achieved at least Level 2, but the number achieving Level 3 is about half that in 2003. There is a significant discrepancy between the teachers' assessments and the test results. Pupils start Year 1 with average attainment and make sufficient progress, so that by the end of Year 2, their achievement is satisfactory and their standards are average.
77. In 2003, test results for Year 6 pupils were below the national average and below the average for schools with pupils from a similar background. The unconfirmed 2004 results are slightly below those of the previous year. In most recent years, except in 2001, the standards attained by pupils have been below the national average and sometimes well below the national average when compared with similar schools. The standard of work seen during the inspection for the current Year 6 pupils is below average overall, with some higher-attaining pupils achieving at a higher level. Pupils' achievement over time from Years 1-6 is unsatisfactory. There is no significant difference in achievement between boys and girls.
78. In the Year 1 and 2 classes, teaching and learning are satisfactory. Teaching and learning seen during the inspection was always at least good and sometimes very good. However, the evidence from the analysis of work indicates that pupils record too often by completing worksheets. There are insufficient opportunities for pupils to record their own mathematical investigations and mental calculation strategies in particular. Consequently, pupils are not learning the methods they need to be confident with before they move on to using more formal written methods in the junior classes. From discussions with pupils in Year 3, it is evident that they are not sufficiently confident with number facts and calculating mentally. In lessons, mathematical vocabulary is developed well because teachers display and model the words and check that pupils understand what the words mean. Teachers ensure all pupils are involved in lessons by careful planning for individual needs and the activities offered to pupils are interesting and challenging. Pupils have very good attitudes to their work, persevere and behave well.
79. In Years 3-6, teaching and learning are satisfactory, but not good enough over time. This is because teachers do not use assessment effectively enough to ensure that pupils make sufficient progress. The school has recognised that there is a need for more rigorous tracking, and is planning to obtain the relevant software. There was good teaching observed in all year groups, except Year 3. The school is not building on the good practice where the teaching is enthusiastic and effective. In the good lessons, activities are interesting and pupils are keen to participate. Teaching and learning in smaller groups are provided for pupils in Year 6 this year who need some extra help to catch up, but this did not take place last year.
80. The quality of leadership and management is satisfactory. The subject leader is aware of important areas for development, like the teaching of mental and written methods for calculation and problem-solving. She has provided staff with written guidance and training but has not had sufficient opportunity to monitor provision to ensure

consistency across the school and that pupils are building on their prior knowledge and progressing quickly enough. She has worked hard to put in place a range of initiatives over the past few years, but there has not been enough impact on pupils' standards of attainment. The school effectively analyses national and non-statutory test results and shares the information with staff to enable them to plan work to address pupils' specific needs. However, the school recognises that this work to raise standards is at an early stage of development. The action plan for mathematics is not sufficiently focussed on a few key areas for development to raise standards with explicit guidance on how success will be achieved and measured. Teachers still have to address gaps in pupils' knowledge and understanding. For example, many pupils are not secure enough with number facts, like addition and subtraction facts, and this affects their ability to learn effectively, for example, written methods of subtraction. Since the last inspection, there has been insufficient improvement in provision.

Mathematics across the curriculum

81. Pupils do not use their numeracy skills well enough in other subjects. There is insufficient evidence of the use of numeracy skills to develop spreadsheets and interrogate databases in ICT. There are good opportunities in science and design and technology to measure, calculate and explain results in tables and graphs.

SCIENCE

Provision in science is **good**.

Main strengths and weaknesses

- All pupils continue to achieve well in all year groups.
- A strong emphasis is placed on investigations.
- Good links have been made with other subjects.
- The subject is being led well.

Commentary

82. It was only possible to observe two lessons during the inspection. Judgements are based on the observation of these lessons, the analysis of pupils' work, talking to pupils and discussions with staff. Inspections findings confirm that provision is good and pupils are achieving well in science across the school. The good standards attained at the time of the previous inspection have been maintained. Results in the 2004 national tests reflect these above average standards with nearly half of these 11 year olds attaining the higher Level 5. When compared with schools of similar prior attainment, these results are above average.
83. These good standards have been maintained because teachers possess good subject knowledge and all aspects of the National Curriculum are fully covered. In particular, a strong emphasis is placed on investigative work. This in turn provides good levels of challenge for higher-attaining pupils, as demonstrated in a Year 6 class. In this lesson, pupils of this ability talked enthusiastically about the results of their plant experiment set up during the previous lesson. Many of these pupils could talk about setting up a control to further test the growing conditions of their plants and the possible variables involved.
84. It is not possible to make an overall judgement on the quality of teaching and learning. However, the analysis of pupils' work confirms that teachers endeavour to establish good links with other subjects. For instance, older pupils use a spreadsheet to record results gathered in an investigation. Writing is consolidated by the effective recording of results using the expected scientific conventions for pupils of this age. Procedures for assessing pupils' progress are good overall, with some very good marking evident for the oldest pupils. The quality of marking, however, is more variable in some other year groups but satisfactory overall.
85. Leadership and management of the subject is good overall. The co-ordinators have made a good start in monitoring the quality of teaching and standards across the school. Lessons have been effectively observed. A portfolio of pupils' work has been created to exemplify the standards being achieved.

INFORMATION AND COMMUNICATION TECHNOLOGY

Provision in information and communication technology (ICT) is **unsatisfactory**.

Main strengths and weaknesses

- There are still too few opportunities for pupils to achieve in all ICT skills.
- The lengthy building program has significantly held up the regular teaching of skills to all pupils.
- The installation of interactive whiteboards is providing very good opportunities for teachers to use ICT in support of class-based learning.
- The new co-ordinator is providing clear direction for future development of the subject.

Commentary

86. Judgements on standards achieved are based on the observation of some teaching of ICT skills, the observation of small groups of infant pupils working on the computer, talking to pupils and reviewing samples of their work. Despite some significant improvements currently being made to the quality and quantity of resources, pupils are being provided with too few opportunities to achieve in ICT skills. This judgement is similar to the findings of the previous inspection. However, inspection evidence indicates that standards are average for seven year olds, and planned learning activities for these pupils meet the requirements of the National Curriculum. This is currently not the case for pupils in the juniors who have had very little opportunity in the past to have regular opportunities to consolidate ICT skills and in particular to develop their use of control technology. This missing aspect of the curriculum is, however, now being planned for and the necessary resources are soon to be purchased. The disruption caused by the lengthy building programme is a major contributory factor in this level of underachievement.
87. The school has made a strategic decision to install interactive whiteboards throughout the new classrooms. Despite delays in the planned training, several teachers are successfully using these boards to not only enhance lessons in other subjects but to support the teaching of ICT skills to a whole class of pupils. Pupils are responding very well to this initiative. This is particularly so in the classes for the oldest infants where all pupils avidly watch moving graphics and the teacher's demonstrations of new ICT skills, in readiness for practise later.
88. Leadership and management of the subject is satisfactory overall. The newly appointed subject co-ordinator displays a clear vision of what needs to be done next, and much has already been achieved in the re-organisation of existing resources and the purchase of new hardware and software. The monitoring of teaching and learning is satisfactory overall, but a good start has been made in monitoring pupil standards across the school.

Information and communication technology across the curriculum

89. Despite organisational and resource difficulties, teachers are beginning to make better use of ICT to support teaching and learning. Satisfactory links are made with other subjects, such as English, mathematics, science and art. The Internet is used effectively to enable older pupils to communicate with other schools in Europe. Pupils are provided with some opportunities to use their numeracy skills through data-handling activities in science.

HUMANITIES

Geography and History

90. Insufficient evidence was available to support overall judgements on provision in history and geography. One lesson was seen in history and one in geography. Discussions took place with staff and pupils, and work in pupils' books was also examined. The work sampled from pupils indicates that standards are in line with national expectations for pupils of this age.
91. In **history**, pupils in Year 2 studied the Great Fire of London and were able to identify the main cause. Pupils in Year 6 studied the Victorians and could name some inventions of the time, although they struggled to recall any famous names from that period. No overall judgement can be made on the quality of teaching, but in the one lesson seen it was satisfactory. In this lesson, the teacher used resources well to develop work in English by asking the pupils to write their names using the Ancient Greek alphabet.
92. No overall judgement can be made on the quality of teaching in **geography**. However, it was good in the lesson seen for Year 2 pupils. In this lesson, pupils further developed their knowledge of the local environment by making good use of digital photographs of the main road to help them identify features controlling traffic flow. Pupils in Year 6 have studied the rain cycle. One pupil was able to explain this accurately, using the terms condensation, evaporation and precipitation.
93. History and geography are taught as separate subjects using nationally agreed schemes of work. All areas of the curriculum are effectively planned for, but links with other subjects are underdeveloped except in literacy, where some good work has been achieved. Both subjects are co-ordinated by staff who are well informed and who have a good overview of their subject.

Religious education

Provision in religious education is **good**.

Main strengths and weaknesses

- Resources are used well to support pupils' learning.
- Pupils show a depth of understanding and respect for others' beliefs.

- Pupils have a good understanding of several world religions in addition to their own.
- Insufficient opportunities are taken to develop links with other subjects.

Commentary

94. During the inspection, three lessons in religious education were seen and pupils' work was analysed. In addition, discussions were held with pupils and staff, and teachers' planning was examined.
95. Standards seen are above the expectations of the locally agreed syllabus across the school and teachers' planning shows that statutory requirements are met. These high standards have been maintained since the previous inspection.
96. Pupils make good progress overall in religious education and have very positive attitudes to the subject. Resources from different faiths are used well to help pupils learn. For example, in a lesson observed in Year 2, being able to look at and handle appropriate artefacts enhanced pupils' understanding of the importance of the Sabbath in the Jewish faith.
97. The quality of teaching and learning is good overall, and as a result, pupils develop a deep understanding and respect for the beliefs and traditions of others. Pupils spoke reverently about significant features of Islam and could explain the importance of several articles of the Jewish faith such as the holy book, the Torah.
98. Pupils are encouraged to see and explore links between different faiths. For example, in Year 6, pupils' study of Judaism led them to engage in a mature discussion about the role of symbolic representation in other world religions.
99. The school makes good use of the local church as a resource for festivals, such as Christmas and Easter, and the vicar is a regular visitor both to assemblies and to lessons.
100. Analysis of pupils' work and teachers' plans indicates that pupils are rarely required to record their learning other than by writing briefly in their exercise books. Although one very good example was seen in a Year 6 lesson where pupils were making models, opportunities are missed for developing links with other subjects, such as art, drama and English.
101. Leadership and management of religious education are good. The subject co-ordinator regularly reviews and updates the policy documents and ensures staff are kept well informed about any changes to the local syllabus. She assesses pupils' work and monitors the attainment annually.

CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

102. No lessons in **design and technology** could be observed during the inspection, and therefore no overall judgment on provision can be made. However, the analysis of a very good portfolio of pupils' work supports the judgement that all pupils are achieving well in all aspects of the subject as they progress through the school. The analysis of pupils' work in their books and photographs confirm that skills are taught progressively and the principles of design, making and evaluation are covered effectively. Digital cameras are used regularly to record the pupils' finished products. The subject is being led and managed well by the co-ordinator. Good links have been established with local businesses and the school is very proud to race its electric car annually at the Goodwood racing circuit.
103. In **physical education**, it was only possible to observe one very good swimming lesson for pupils in Year 5 and some short excerpts of gymnastics and games lessons at the school. Based on this evidence, it can be seen that all pupils are achieving well in a wide range of physical skills. High standards are being attained in swimming, and the school is becoming locally very successful in a range of competitive sports. Physical education is making a strong contribution to pupils' personal development. The coordinator is providing good leadership to colleagues and manages the subject well. A very extensive range of activities are organised for pupils outside of lessons, and the subject is becoming a significant strength of the school. The use of video by teachers to aid the self-assessment of the older pupils is a strong feature of the subject.

Art and design

Provision is **satisfactory**.

Main strengths and weaknesses

- Teaching in Years 5 and 6 is good and all pupils progress well in their learning.
- Extracurricular provision contributes well to pupils' achievements.
- There is no scheme of work which identifies skills and progression.

Commentary

104. Since no lessons in art and design were seen in Years 1 and 2, no firm judgements about standards attained or the quality of teaching and learning and achievement can be made. An analysis of samples of work and displays around the school in classrooms and corridors indicate that standards are at least at average levels. Year 1 pupils have painted a beach scene showing effective use of paint and accurate cutting out skills and Year 2 made individual collages using a wide range of materials including tissue, shiny paper and fabric.
105. Overall, junior pupils attain at least average standards. Year 6 printing based on William Morris wallpaper seen in the analysis of pupils' work was of a high standard, and attainment in this unit of work was good. Pupils enjoy art lessons and are eager to learn. They concentrate well and achieve good results. In the two

lessons seen, pupils learned about linear perspective and quickly understood about the horizon and the 'vanishing point'. The Year 6 pupils built well on the knowledge gained in the previous lesson and chose more complicated vanishing points than the Year 5 pupils. Both standards of attainment and the quality of teaching have been maintained satisfactorily since the last inspection.

106. Achievement of all pupils is sound with good achievement seen in two lessons. Pupils with special educational needs are supported quietly and discreetly and achieve well because the work is adapted for their needs.
107. In Years 5 and 6, teaching and learning are good. Teachers give clear instructions and explanations and provide demonstrations to enable pupils to understand what they have to do. Teachers are reflective, seek advice if subject knowledge is less secure and employ good strategies. These include the use of talk partners for discussion and exchange of ideas and they monitor groups well while working on practical tasks, providing advice and support. Planning is clear and detailed and learning intentions are shared and referred to appropriately. A good feature of teaching is the way staff encourage and plan for pupils to evaluate their work and that of their classmates.
108. The work of the pupils who attend the art club run by the co-ordinator is of a high standard. These include portraits with charcoal, mask making and the use of the digital camera to create portraits in the style of Picasso. This opportunity outside of lessons enriches the curriculum well.
109. Co-ordination in the subject is satisfactory. The relatively new co-ordinator has made a good start in monitoring the subject by building up a portfolio of pupils' work matched to National Curriculum levels. She has monitored teaching and learning in the Foundation Stage and in Years 1 and 2, and involved governors, one of whom has visited classes. The quality of resources is good overall and includes a comprehensive bank of good-quality prints by artists. The co-ordinator has effectively evaluated the action plan for art, which includes attendance of two courses earlier in the year, but has not been given an opportunity yet to share the findings with staff.

MUSIC

Provision in music is **satisfactory**.

Main strengths and weaknesses

- Teacher subject knowledge is not secure.
- Good enrichment opportunities are provided.
- There is no scheme of work to show progression in knowledge, skills and understanding of the subject.

Commentary

110. No whole-class lessons were seen in Years 1 and 2. It is therefore not possible to make an overall judgement about standards attained, teaching and learning and achievement. Singing in assembly was enthusiastic and tuneful, and pupils paid good attention to rhythm and diction. There were no judgements made on standards at the last inspection.
111. In the junior classes, pupils attain average standards. However, in a lesson seen for younger junior pupils, attainment was unsatisfactory. Pupils were not able to differentiate between two rhythms going on simultaneously or clap or hold the beat. Singing was out of tune, and they could not sing in two parts. Pupils were restless and unenthusiastic because teaching of the commercial scheme had not been adapted well enough to meet their needs.
112. In a lesson for upper juniors, the scheme was adapted well. Pupils listened attentively and performed the initial warm-up beat accurately with evident enjoyment. They worked co-operatively in groups, and the majority of pupils created and performed African cyclic patterns confidently and achieved well. The two groups who performed their composition to the rest of the class showed they understood the challenge of the musical pattern.
113. The quality of teaching seen was satisfactory overall. In one unsatisfactory lesson seen in a lower junior class, teacher subject knowledge was not secure, and planning lacked enough detail to help the pupils to learn. Where teaching was good, as in a lesson in an upper junior class, planning was meticulous with activities chosen that were well matched to the pupils' level of understanding. Strategies, such as working collaboratively, were used imaginatively with careful thought given to the groupings. Explanations were clear and motivated pupils, who were eager to try out the ideas.
114. Good enrichment opportunities are provided for all pupils from Year 1 upwards. Approximately 40 pupils learn a range of instruments, ranging from violin to keyboard. This tuition is of a very high standard and the systems set in place for support at home ensure that pupils achieve well. Pupils take part in local singing festivals and community events, and perform for parents on a regular basis at shows and musical plays. The recorder club run by the co-ordinator from Year 2 onwards is well attended.
115. The co-ordinator leads and manages the subject satisfactorily. There is a useful portfolio of musical evidence matched to National Curriculum levels to help non-specialist staff. There is a satisfactory policy for music, but no scheme of work to identify the progression of knowledge, skills and understanding, which could help staff who lack subject knowledge. Monitoring has taken place in the infant classes, but this has not been extended to the juniors where it is most needed. The action plan devised by the co-ordinator was evaluated recently and most of the actions have been implemented, with the exception of monitoring in the junior classes.

PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP

Provision is **good**.

Main strengths and weaknesses

- A very high profile is given to developing the personal development of pupils.
- A very extensive range of extra activities provides many opportunities for the development of social skills.
- Class councils provide very good opportunities for the fostering of good citizenship.

Commentary

116. . The school places a very high emphasis on pupils' personal development. There are good opportunities embedded in all the work of the school to enable pupils to develop into confident, healthy and motivated individuals who want to learn and succeed. They benefit from an enriched curriculum that gives them many opportunities for learning beyond the school in terms of clubs, visits and visitors. The provision for pupils' spiritual, moral, social and cultural development is good. The consequences of this provision are seen throughout the school, where the pupils work and play together in harmony. The programme for sex education is in place, but there is currently no policy for drugs education. Class councils are already working well. All pupils have a good opportunity to contribute their views in class to their representatives, and changes have taken place in school as a result of the pupils' suggestions. For instance, older pupils volunteer to help younger pupils at lunchtime. Pupils take responsibility for roles in meetings and they minute meetings. There is no whole-school council.

PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

Inspection judgement

Grade

The overall effectiveness of the school	4
How inclusive the school is	3
How the school's effectiveness has changed since its last inspection	4
Value for money provided by the school	4

Overall standards achieved	4
Pupils' achievement	4

Pupils' attitudes, values and other personal qualities	2
Attendance	4
Attitudes	2
Behaviour, including the extent of exclusions	2
Pupils' spiritual, moral, social and cultural development	3

The quality of education provided by the school	4
The quality of teaching	4
How well pupils learn	4
The quality of assessment	5
How well the curriculum meets pupils' needs	4
Enrichment of the curriculum, including out-of-school activities	2
Accommodation and resources	4
Pupils' care, welfare, health and safety	2
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	3
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	4
The governance of the school	3
The leadership of the headteacher	4
The leadership of other key staff	4
The effectiveness of management	4

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

