

INSPECTION REPORT

North Lancing First and Middle School
North Lancing

LEA area : West Sussex

Unique Reference Number : 125841

Headteacher : Mr J Pearson

Reporting Inspector : Mrs Christine Hall
3505

Dates of inspection : 6th to 9th December 1999

Under OFSTED contract number: 707862
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Inspection carried out under Section 10 of the School Inspections Act 1996

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INFORMATION ABOUT THE SCHOOL

Type of school :	First and Middle
Type of control :	County
Age range of pupils :	4 to 12 years
Gender of pupils :	Mixed
School address :	Mill Road (Entrance in Browning Road) North Lancing West Sussex BN15 0PT
Telephone number :	01903 752301
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Appropriate authority :	Governing Body
Name of Chair of Governors :	Mr Brian Boggis
Date of previous inspection :	April 1996

INFORMATION ABOUT THE INSPECTION TEAM

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Mrs Christine Hall, Registered Inspector	English (support) Art Design and technology Under fives	Attainment and progress Teaching Leadership and management
Mrs Pamela Goldsack, Lay Inspector		Attitudes, behaviour and personal development Attendance Support, guidance and personal development Partnership with parents and the community
Dr Melvyn Bradshaw, Team Inspector	Mathematics Geography	Staffing, accommodation and learning resources Efficiency of the school
Mr Paul Stevens, Team Inspector	Science (support) Religious education History Modern foreign language Music	Pupils' spiritual, moral, social and cultural development
Mr Peter Scott, Team Inspector	Mathematics (support) Science Physical education Equal opportunities	Curriculum and assessment
Mr Mike Wehrmeyer, Team Inspector	English Information technology Special educational needs	

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MAIN FINDINGS

What the school does well

- Strong leadership which gives a clear direction for the work of the school.
- The management role of subject co-ordinators is well developed.
- Reception classes provide a good start to children's education.
- Teaching is good. Teachers plan well to ensure good breadth and balance to the curriculum and good cross-curricular links.
- The curriculum is enriched by a very good range of out-of-school clubs and activities.
- Pupils with special educational needs are well supported to make good progress.
- Relationships at all levels are very good. Pupils' cultural development is very good and their social and moral development is good. The school provides a caring and supportive environment for learning.
- The school is making good use of a recently equipped information technology suite.
- There are very good procedures in place to monitor attendance.
- Efficient administration contributes to the smooth running of the school. Finances are efficiently and effectively managed.

Where the school has weaknesses

- I. The quality of education and learning is adversely affected by conditions in the 'Medway Unit' including a lack of running water and of toilet facilities. Aspects of accommodation are poor.
- II. There is a wide variation in the quality of teaching at Key Stage 2.
- III. The school's marking policy is not applied consistently and the quality of marking varies.
- IV. Pupils' spiritual development is weak and there is a lack of meaningful collective worship.

The weaknesses are outweighed by what the school does well, but they will form the basis of the governors' action plan, which will be sent to all parents/guardians of pupils in the school.

How the school has improved since the last inspection

The school has made good progress since its last inspection. It has overcome many of the weaknesses pointed out in the inspection of 1996 and is now better than it was then in these areas: improved monitoring, evaluation, assessment and recording procedures are in place; the school's marking policy is now being applied more consistently; aspects of classroom organisation and management have improved; the management role of subject co-ordinators has been developed and includes the appropriate use of non-teaching time; teaching has improved; the school provides appropriately for the needs of pupils at the extremes of the ability range; the support and guidance offered to pupils has improved; the school has improved resources and the quality of work for information technology; there is a detailed scheme of work for each subject of the National Curriculum; completion of registers now complies with statutory requirements; efficiency has improved. There is still variation in the quality of classroom organisation and management. The school has set realistic targets to help pupils to do better in National Curriculum tests. It is well placed to build on its successes and make further progress.

Standards in subjects

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

Performance in	Compared with all schools	Compared with similar schools	Key
			<i>ey</i> K

1999 as in 1998, fewer pupils reached Level 5. In science, there was a slight improvement at both Level 4 and Level 5 this year. Boys perform better than girls in mathematics and science and girls perform better than boys in English. Achievements of pupils now in Year 6 provide evidence that standards are in line with expectation for age in English, mathematics and science. Achievements of pupils now in Year 7 show that, although standards in English and mathematics are similarly in line, standards in science are above expectation for age. There is no significant difference between the performance of boys and girls.

Standards in information technology and religious education are in line with expectation for age.

Quality of teaching

Teaching in:	Under 5	5 - 7 years	7 – 11 years	11 – 12 years
English	Good	Good	Good	Good
Mathematics	Good	Good	Good	Good
Science		Good	Good	Very Good
Information technology		Good	Good	Good
Religious education		Good	Good	Satisfactory
Other subjects	Good	Good	Good	Good

The quality of teaching is good overall. It is generally good for children under five and was very good in nearly 25 per cent of the lessons seen. Just over 94 per cent of teaching is satisfactory or better, over 63 per cent of teaching is good, and under six per cent is unsatisfactory. There is, however, wide variation in the quality of teaching at Key Stage 2. Occasional weaknesses in teaching at Key Stage 2 are associated with low expectation, inconsistent use of the marking policy and limited opportunities to develop independence in learning. Teaching of French is good.

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

Other aspects of the school

Aspect	Comment
Behaviour	Behaviour is good. Pupils are well behaved in and around the school. They are courteous, trustworthy and show a respect for property and for each other.
Attendance	Attendance is satisfactory. Procedures comply fully with statutory requirements. Pupils are punctual.
Ethos*	The school has a good ethos. Staff provide a caring and supportive environment for learning. Relationships between staff and pupils are good. Pupils are learning to form very good relationships with each other. Staff work hard and are committed to raising standards.
Leadership and management	Good. The headteacher leads the staff well. There is a strong senior management team in place. There is very good support and monitoring of teaching and curriculum development. The management role of curriculum co-ordinators is well developed. The school is successful in promoting its aims and values. There is good involvement of governors.
Curriculum	The curriculum is good overall. Appropriate emphasis is placed on English, mathematics and science. Provision is: good for under fives, English, mathematics, science, information technology, art, design technology, history, physical education and French; satisfactory for geography and religious education; unsatisfactory for music. Procedures for assessing pupils' attainment are good. Good use is made of assessment to inform planning, particularly in English, mathematics, science and information technology.
Pupils with special educational needs	Good overall. Good use is made of resources to meet the needs of pupils with special educational needs. Pupils with learning difficulties are identified early and are supported well.
Spiritual, moral, social & cultural development	Good overall. Cultural development is very good. Social and moral development is good. Spiritual development is weak.
Staffing, resources and accommodation	Good overall. There is a good number of suitably qualified teachers. Support staff work closely and effectively with teachers. There are good arrangements for the professional development of staff. Accommodation, however, is inadequate for the effective delivery of the curriculum. Resources are good overall.
Value for money	The school offers satisfactory value for money.

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

The parents' views of the school

What most parents like about the school	What some parents are not happy about
I. Children enjoy going to school. II. The school encourages parents to play an active part in its life. III. The school is approachable. IV. The school enables children to achieve a good standard of work. V. The school's attitudes and values have a positive effect on its children. VI. The school offers a good range of extra-curricular activities.	VII. A major area of concern is the quality of some of the accommodation. VIII. Homework requirements are inconsistent.

Inspectors' judgements support parents' positive views. The quality of education and learning is badly affected by conditions in the 'Medway Unit'. Although the accommodation allows the curriculum to be taught, there are areas which are poor and affect subjects such as art, science and design technology. Homework requirements are consistent and most homework is effective and purposeful.

KEY ISSUES FOR ACTION

Further to improve standards of work, teaching and learning of the pupils, the headteacher, staff and governors should seek to:

IX. improve the quality of education and learning for pupils, particularly in the 'Medway Unit' by:

- improving the areas of poor accommodation which adversely affect subjects such as art, science and design and technology.
(see paragraphs 55, 81, 99, 128, 147, 152)
- improve the quality of teaching in a minority of classes, particularly in Key Stage 2 by:
 - sharing best practice;
 - raising teacher expectation, confidence and expertise, where appropriate;
 - sustaining pace of lessons;
 - providing more opportunities to develop pupils' independence in learning;
 - targeting activities more precisely to pupils' capabilities and needs.
(see paragraphs 15, 28, 31, 33, 140, 170, 171, 176)
- improve the quality of marking by:
 - consistently applying the marking policy.
(see paragraphs 33, 35, 42, 106, 109, 120, 127)
- improve provision for pupils' spiritual development by:
 - consistently using opportunities to develop pupils' spirituality across the curriculum;
 - ensuring there are meaningful acts of Collective Worship during class assemblies.
(see paragraphs 44, 45, 137, 140, 141)

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

- independence in learning; (see paragraphs 21, 125, 127, 155)
- the classroom use of information technology to support learning across the curriculum; (see paragraphs 3, 12, 34, 39, 79, 110, 127, 134)
- pupils' progress in music; (see paragraphs 15, 29, 125, 169)
- statutory requirements are not met in relation to reports and collective worship; (see paragraphs 49, 60).

INTRODUCTION

Characteristics of the school

1. North Lancing First and Middle School is much larger than other schools of the same type. Currently there are 447.5 full-time equivalent pupils on roll. The school is situated in the Manor ward of North Lancing but only about one third of pupils come from homes within the ward. Half the pupils come from wards which have a significantly higher number of overcrowded households and a significantly lower percentage of children from higher social class households and adults with higher education than found nationally. Forty-three per cent of pupils come from outside the designated catchment area. The school is popular in the community and has increased in size since the last inspection.
2. Just under eight per cent of pupils are eligible for free school meals this year, a figure which is below the national average. This is a lower percentage than previous years. The school is organised into sixteen classes, two for each year group from Reception to Year 7. There are more girls than boys in full-time education. Nearly all pupils (98.6 per cent) are of white ethnic origin. This year 0.2 per cent of pupils speak English as an additional language, a figure which is about the national average. An above average number (seven pupils) have Local Education Authority (LEA) Statement of Special Educational Needs (SEN). A total of just over 23 per cent of pupils are on the school's SEN register, a figure that is above the national average. Attainment on entry covers a very wide range, but is broadly average overall. Children start school in the Reception class on a part-time basis at the beginning of the year in which they are five.
3. The school's aims are written in very simple language so that even the youngest pupils can understand them. The agreed aims are: to be kind; to take care; to be fair; to think for yourself; to try hard and aim for the best; to work together to achieve great things. The previous inspection took place in April 1996. The key issues from the previous report have been addressed, although not all have been completed. Since the last inspection, an important development for the school has been to improve standards. The school's initial focus was to raise standards in Key Stage 2 and the present focus is to do the same in Key Stage 1. Other development priorities include: development, implementation and evaluation of the literacy and numeracy hours; development of information technology.

Key Indicators

Attainment at Key Stage 1¹

Number of registered pupils in final year of Key Stage 1

Year	Boys	Girls	Total
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National Curriculum Test/Task Results		Reading	Writing	Mathematics
Number of pupils at NC Level 2 or above	Boys	24 (15)	24 (18)	23 (21)
	Girls	25 (20)	23 (23)	23 (20)
	Total	49 (35)	47 (41)	46 (41)
Percentage at NC Level 2 or above	School	82 (67)	78 (79)	77 (79)
	National	85 (80)	86 (81)	90 (84)

Teacher Assessments		English	Mathematics	Science
Number of pupils at NC Level 2 or above	Boys	23 (17)	24 (21)	28 (22)
	Girls	23 (22)	24 (22)	30 (24)
	Total	46 (39)	48 (43)	58 (46)
Percentage at NC Level 2 or above	School	77 (75)	80 (83)	97 (88)
	National	82 (81)	86 (85)	87 (86)

Attainment at Key Stage 2²

Number of registered pupils in final year of Key Stage 2 for latest reporting year:

Year	Boys	Girls	Total
1999	19 (33)	37 (22)	56 (55)

National Curriculum Test Results		English	Mathematics	Science
Number of pupils at NC Level 4 or above	Boys	12 (20)	13 (23)	28 (24)
	Girls	26 (16)	24 (17)	15 (16)
	Total	38 (36)	37 (40)	43 (40)
Percentage at NC Level 4 or above	School	68 (65)	66 (73)	77 (73)
	National	70 (65)	69 (59)	78 (69)

Teacher Assessments		English	Mathematics	Science
Number of pupils at NC Level 4 or above	Boys	11 (20)	13 (24)	15 (24)
	Girls	25 (12)	25 (16)	27 (15)
	Total	36 (32)	38 (40)	42 (39)
Percentage at NC Level 4 or above	School	64 (59)	69 (72)	75 (71)
	National	69 (65)	69 (65)	75 (70)

Attendance

Percentage of half days (sessions) missed through absence for the latest complete reporting year

		%
Authorised Absence	School	5.7
	National comparative data	5.7
Unauthorised Absence	School	0.0
	National comparative data	0.5

Exclusions

Number of exclusions of pupils (of statutory school age)

Number

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

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

during the previous year:

Fixed period	3
Permanent	0

Quality of teaching

Percentage of teaching observed which is :

	%
Very good or better	24.3
Satisfactory or better	94.8
Less than satisfactory	5.2

PART A: ASPECTS OF THE SCHOOL

EDUCATIONAL STANDARDS ACHIEVED BY PUPILS AT THE SCHOOL

Attainment and progress

1. By the time pupils leave school at the end of Year 7, their attainment is in line with expectations for age in English and mathematics and above expectation for age in science. Pupils make satisfactory progress in mathematics, good progress in English and very good progress in science in Year 7.
2. Attainment on entry is of a wide range but is broadly average overall. County averages for baseline assessments are not yet available for this year. Using the 1998 West Sussex averages as a guide, children are slightly below expectation for age in their personal development and in their speaking and listening skills and, with the exception of writing development, where they are in line with averages, very slightly below in all other areas. Pupils are admitted to school part-time at the beginning of the school year in which they are five. Their entry to school is sensitively managed so that they settle well.
3. Children who are under five in the Reception classes are well supported and make good progress over time in all areas of learning. On occasions, pupils make very good progress, particularly in their personal and social development and in development of their language skills. Attainment is in line with expectations for age in personal and social development, language and literacy, mathematics, physical and creative development, knowledge and understanding of the world. By the age of five, the majority meet the targets set in the Desirable Learning Outcomes for the areas of learning and a small minority exceed them. Children are well prepared to start the National Curriculum.
4. In 1999, in National Curriculum Tests at the end of Key Stage 1, the proportion of pupils achieving the expected Level 2 in reading and writing was below the national average. The proportion achieving Level 2 in mathematics was well below the national average. However, an average proportion attained Level 3 in reading, writing and mathematics. When taking both Levels 2 and 3 into account, reading was in line with national averages and with similar schools, writing was below national average and similar schools and mathematics was well below national averages and similar schools. Teacher assessment for science is above national averages and similar schools.
5. The 1999 Key Stage 1 results in reading were a marked improvement over the 1998 results. Writing and mathematics results were similar to those achieved in 1998. Since 1996, standards in reading, writing and mathematics have improved slightly. The 1999 test results showed that boys performed better than girls in reading, spelling and mathematics and girls performed better than boys in writing. The effective literacy and numeracy programmes are beginning to have a positive impact on standards and progress. Attainment of current Year 2 pupils shows that standards are in line with expectation for age in reading writing, mathematics and science. Pupils make satisfactory progress overall in Key Stage 1. Progress is satisfactory for English and mathematics and good for science. Pupils on the special educational needs register are well supported and make good progress.
6. There are factors which make North Lancing First and Middle different from other schools. These include a high number of pupils with special educational needs (nearly a third of last year's Year 6 pupils were on the special educational needs register) and a transient population. Only twenty-six of the 56 pupils who were in last year's Year 6 started school in the Reception class. In addition, ten pupils joined the school after the Reception class but left before the end of their schooling. Three pupils entered Year 6 during the summer term. All three attained levels below expectation for age in the Key Stage 2 National Curriculum tests, thus reducing the Level 4 and above results by five per cent.
7. The school's 1999 National Curriculum tests showed a slight decline on the 1998 results in mathematics at both Level 4 and Level 5. In English, although a similar percentage of pupils attained Level 4 in 1999 as in 1998, fewer reached Level 5. In science, there was a slight improvement at both Level 4 and Level

5 this year. Boys perform better than girls in mathematics and science. Girls perform better than boys in English. Achievements of pupils now in Year 6 provide evidence that standards are in line with expectation for age in English, mathematics and science. Achievements of those now in Year 7 show that, although standards in English and mathematics are similarly in line, standards in science are above expectation for age. There is no significant difference between the performance of boys and girls. Progress in Key Stage 2 is satisfactory overall and is often good in English and science but it is generally satisfactory in mathematics. Pupils with special educational needs are well supported and make good progress.

8. The literacy strategy is satisfactory and is having a positive effect on standards. The numeracy strategy is effective and is beginning to have a significant impact on standards.
9. Standards in information technology are in line with expectation for age and progress is satisfactory. The school has improved information technology resources and the quality of work in the subject since the last inspection. Pupils have good opportunities progressively to develop their knowledge, skills and understanding during the effective timetabled use of the new, well equipped information technology suite. However, opportunities are missed to apply these skills in classrooms to support learning across the curriculum. Pupils make good progress in all key stages during the timetabled sessions in the information technology suite.
10. The previous inspection report found attainment in religious education to be generally good throughout the school. Inspection evidence, through classroom observation and examination of pupils' work and discussion with pupils, shows that standards in religious education meet the expectations outlined in the local education authority Agreed Syllabus. Progress is satisfactory throughout the school.
11. Since September, when he took up post, the acting headteacher (who has subsequently been appointed headteacher with effect from January 2000) has systematically analysed and evaluated performance data, resulting in the development and implementation of well-focused and realistic target setting and action plans. The deputy headteacher, who took up post in April 1998, is also the special educational needs co-ordinator. Pupils on the special educational needs register are well supported to make good progress.
12. With the exception of music, attainment in the foundation subjects is in line with expectation for age at the end of Key Stage 1. By the end of Key Stage 2 and in Year 7, attainment is above expectation for age for French and history and, with the exception of music, in line with expectation for age for the other foundation subjects. Music is below expectation for age at Key Stages 1 and 2 and in Year 7. Pupils' ability to develop rhythmic and melodic structures is very under-developed in all key stages, and they lack confidence to improvise. Generally, their knowledge of music is poor, not least because of their very limited capacity to appraise it. Overall, in the foundation subjects, pupils make satisfactory progress. They make good progress in French in Years 6 and 7. They make satisfactory progress in all aspects of history and geography at Key Stage 1 but good progress in both subjects at Key Stage 2. In geography, especially good is the way pupils' awareness about cultures around the world is raised, including European and African culture. Pupils' awareness of different cultures within the United Kingdom is not similarly raised. With the exception of music, where progress is unsatisfactory throughout the school, progress in all aspects of other subjects is satisfactory overall. On occasions, progress is good in art and in design and technology. In art there are good examples of observational drawing and printing, particularly in the style of William Morris. On occasions in physical education, the lack of subject expertise is having a detrimental effect on skill acquisition. Hockey skills are low.
13. The attainment of pupils with special educational need is well below average. Children with special educational needs make good progress overall. Those with learning difficulties make good progress throughout the school. Pupils attain the realistic targets set within their individual educational plans. Problems are picked up early and good quality support is provided. On occasions, in a minority of classes, progress slows for the more able in Key Stage 2 in English, mathematics, science and information technology when they are insufficiently challenged and extended.

14. The school is committed to improving standards. The initial focus has been Key Stage 2. Developments have included: extension and enrichment groups for pupils of marked abilities; setting for the numeracy aspect of mathematics; target groups for English, mathematics and science. More pupils are now achieving Level 5 since the introduction of these initiatives. Lessons learnt from Key Stage 2 are now being applied to Key Stage 1.

Attitudes, behaviour and personal development

15. Pupils across the school, including children who are under five, have a good attitude towards their work and this is similar to the last inspection's findings. Pupils are willing learners and like to succeed. There is a direct link between the quality of teaching and the quality of pupils' response. A typical example was seen in a well presented science lesson where pupils at the end of Key Stage 2 persevered to solve problems and concentrated very hard for an extended period of time. In the very few lessons where pupils were unsettled and noisy the tasks set were unchallenging. Pupils like school and their enthusiasm is reflected in the high rate of participation in the many extra-curricular clubs.
16. Pupils' behaviour is good and this has been maintained since the last inspection. Pupils understand what is expected of them. They respond well to the school's positive approach to discipline and look forward to receiving merit awards. The school is an orderly community and pupils behave responsibly as they move around this large site. Pupils are polite to adults and to each other. They are trustworthy and treat the building and resources with care. The many displays and artefacts are left undisturbed. Year 7 pupils treat the equipment in their science block in a sensible and mature manner. One pupil was excluded on three occasions over the last reporting year and issues surrounding these exclusions appear to have been resolved.
17. Relationships within the school are very good and have improved since the last inspection. Pupils are very supportive of each other and listen carefully, even if a classmate offers the wrong answer in a lesson. They are able to work in small groups and share ideas. This supports attainment in English and mathematics as pupils are able to work together successfully in the literacy and numeracy hours. Pupils respect each other's feelings and this is reinforced by relevant discussions in group time and Circle Time. During the inspection pupils treated visiting speakers with a great deal of quiet attention and respect. This helped to extend learning during the respective lessons in science and history.
18. Personal development is satisfactory and takes place mainly in the class lessons. This is similar to the last inspection. The teacher leads lessons and pupils follow directions. Pupils take homework seriously and complete assignments as required. Year 7 pupils are assigned some extra monitoring jobs, which they perform responsibly. There are appropriate opportunities for pupils to act responsibly during the annual residential trips for those in Years 4, 5 and 6. However, there are not enough opportunities for pupils to show initiative and self-discipline during the course of the day at school. The library is not used regularly for independent research. There are no specific ways for pupils to assume more participation in the life of the school community as they move from one key stage to another.
19. Pupils with special educational needs maintain a positive self-image and develop a good attitude to work. In particular, in lessons with practical activities, such as science and information technology, their involvement is intense and promotes good progress. Support assistants encourage confidence in the pupils to tackle challenging tasks with determination. Pupils' behaviour is increasingly good and their relationships with peers and adults are mostly productive.

Attendance

1. Pupils' attendance is satisfactory but is not as good as it was at the last inspection. The rate of attendance is average. However, there is virtually no unauthorised absence. As seen in the previous inspection, pupils continue to arrive promptly for school. The school now has an attendance policy and registers are maintained to a high standard. Lessons begin on time. Attendance would be improved if parents did not allow pupils to take days off for insignificant reasons and if they refrained from taking

family holidays during term. Pupils' prompt, regular attendance has a positive effect on attainment and standards.

2. The rate of attendance is a significant factor in the lower attainment and progress of a small minority of pupils with special educational needs, but not a significant factor for the group as a whole.

QUALITY OF EDUCATION PROVIDED

Teaching

1. Teachers are hardworking and committed. Teaching is good overall. It is generally good for children under five and was very good in nearly 40 per cent of the lessons seen in the Reception classes. Just over 94 per cent of teaching is satisfactory or better, nearly 64 per cent is good, and less than six per cent is unsatisfactory.
2. Teaching has improved since the last inspection, when it was judged to be variable, but sound overall. The most significant factor contributing to the variation in the quality of teaching was found to be the variable quality of classroom organisation and management, particularly at Key Stage 2. This continues to be the case. The last inspection found 88 per cent of teaching to be satisfactory or better, nearly eight per cent to be very good and 12 per cent to be less than satisfactory. The previous inspection also found that teachers generally set very challenging tasks in Key Stage 3 but that, on occasions, their expectations of what pupils might achieve were not sufficiently high, or work was not sufficiently challenging to deepen and extend pupils' thinking, particularly at Key Stage 2. This continues to be the case.
3. Teaching, in all areas of experience, is at least good for pre-Key Stage 1 children. It is very good for pupils' personal and social development and it is often very good for language and literacy. In the Reception class, teachers have a good knowledge and understanding of the way in which young children learn. Planning for lessons is good and is appropriately based on the Desirable Outcomes for all areas of learning. The curriculum is designed very effectively to improve the social skills of children, who make particularly good progress in this area. Children make at least good progress in all areas. Expectations are high and management of pupils, methods and organisation are very good. There are very good procedures for assessing attainment. Assessment is used well to inform teaching and planning. Teachers work closely together and with well-informed and well-briefed trained nursery assistants.
4. Teaching is good overall in Key Stages 1 and 2 and in Year 7. No unsatisfactory teaching was seen in Key Stage 1 and Year 7, where teaching ranges from satisfactory to excellent. In Key Stage 1, over 53 per cent of teaching was good or better and just under 18 per cent was very good or better. In Year 7, 75 per cent of teaching was good or better and over 30 per cent was very good or better. There is, however, wide variation in the quality of teaching at Key Stage 2 where teaching ranges from unsatisfactory to excellent. Just over 90 per cent of teaching was satisfactory or better. Almost 60 per cent was good or better and nearly a quarter was very good or better. Almost 10 per cent of Key Stage 2 teaching was unsatisfactory. Unsatisfactory teaching was located in the middle years of Key Stage 2.
5. Overall, teaching is good in the core subjects of English, mathematics, information technology (for lessons observed in the information technology suite) and religious education in all key stages. For science, teaching is good for Key Stages 1 and 2 and very good for Year 7. Teaching of history is good in Key Stages 1 and 2 and very good in Year 7. With the exception of music, which is unsatisfactory, teaching in other subjects is satisfactory overall or, on occasions, good. In music, teachers do not develop skills progressively. French is well taught in Years 6 and 7.
6. Teachers have a good knowledge and understanding of the subjects of the National Curriculum and their expectations are generally high in Key Stage 1 and Year 7 but expectations vary at Key Stage 2, although they are satisfactory overall. Planning is thorough and well focused throughout the school. Teachers use a good range of methods and organisational strategies to support learning and they generally manage pupils well in Key Stages 1 and 2 and very well in Year 7. Use of time and resources

and day-to-day assessment are good in Key Stage 1 and Year 7, satisfactory overall but more variable in Key Stage 2. Homework is used well to support learning throughout the school.

7. Since the last inspection, the role of subject co-ordinators has been developed to include the strategic use of non-contact time. Planning is carefully monitored and supported by subject co-ordinators. This, together with monitoring of the quality of teaching and learning by the acting headteacher and his deputy, has helped to improve the quality of teaching. But there continues to be wide variation in the quality of teaching in Key Stage 2, although now it is good overall rather than satisfactory.
8. Teaching throughout the school is generally having a positive effect on pupils' learning and progress. The best teaching is well matched to the different levels of attainment in the class. Well-planned and well-structured sessions have a clear introduction, development and a well-managed conclusion to the session which gives pupils opportunities to reflect on their work. An example of this occurred in a stimulating and very well organised science lesson on reflection in Year 3, using concave and convex mirrors. The session was very well planned and resourced. Learning intentions were clear. Activities were well matched to pupils' capabilities and needs within the ability groupings. Pace was brisk. Probing questions helped pupils move forward in their thinking. Good use was made of information technology data sensing equipment on two class computers to support learning. Pupils had a very good range of opportunities to fair test the reflective properties of concave and convex mirrors, the reflective properties of common (clothing) materials and less common prepared materials. They consolidated fair testing, predicting and looking for conclusions. The final session was used well to allow pupils to share and think about their work.
9. Occasional weaknesses in teaching at Key Stage 2 are associated with low expectation, slow pace, inconsistent use of the marking policy and limited opportunities to develop independence in learning.
10. Although classroom computers were well used to support learning in the very good science lesson with Year 3, teachers generally under use information technology in the classroom to support learning across the curriculum. Pupils are not having regular planned opportunities in the classroom to apply their appropriate information technology skills developed during timetabled use of the information technology suite.
11. There are regular planned activities which appropriately consolidate and develop pupils' skills in literacy. The school's strategy for developing numeracy skills is beginning to have a positive impact. Teachers generally use test and assessment information well to group pupils. They generally make systematic use of on-going, diagnostic assessment to inform in a satisfactory manner their teaching, learning and planning. Marking of pupils' work is inconsistent and does not always conform to marking policy guidelines. At its best, marking is positive and constructive and helps pupils to improve their work. Homework is used consistently to support learning and is effective and purposeful. Homework arises from and contributes well to the work pupils are undertaking in school. There are planned opportunities for research in connection with class topics. Pupils take reading books and spellings home on a regular basis. Parents are encouraged to help their children as they consolidate and develop their literacy and numeracy skills through suitable homework.
12. The teaching of pupils with special educational needs is good. Teachers plan work in a good range of subjects to match the level of their needs, which enables them to work with confidence and to make good progress. This is much improved since the previous inspection. The matching of work for the lower and higher attaining pupils is not consistent in Key Stage 2. The use of material which relates to very precise needs is mostly undertaken within the programmes used by support assistants, who are well deployed. Teachers overall create an atmosphere of trust and encouragement and set high expectations. Close teamwork between class teachers and support assistants ensures the effective transfer of instructions and feedback.

The curriculum and assessment

13. Curricular planning has improved considerably since the last inspection. A number of key issues identified then were linked and actioned by the school as joint targets to enable more efficient management. Good policies and schemes of work are now in place or being reviewed for all subjects. Since the last inspection there has been a main focus on extension and enrichment groups for Key Stage 2 pupils with marked abilities, setting for numeracy and a targetting in the core subjects on groups of pupils. The lessons learned from these developments are now to be applied to Key Stage 1.
14. The curriculum for pupils who are under five is well planned and broadly based. Activities are appropriately varied and relevant and take proper account of the areas of learning. It prepares the children well for the next stage of learning.
15. The school provides a broad curriculum in all subjects of the National Curriculum and religious education. It is broadened further with the inclusion of French and European links. The time allocated to mathematics, science and art in Key Stage 2 is comparatively low. Sex education is delivered within the curricular framework for Year 4 pupils and also within general topic and science work. The balance of curriculum time is being achieved satisfactorily within the constraints of the current national demands for literacy and numeracy. The National Literacy Strategy is satisfactorily implemented across the school and the National Numeracy Strategy well implemented for all year groups. The Numeracy Strategy is well supplemented by an effective setting arrangement in Key Stage 2. In Key Stages 1 and 2 and Year 7, the curriculum is well planned to follow the relevant schemes of work. This ensures good continuity throughout and across the key stages. The planning also indicates clear progression in the development of pupils' knowledge and skills. The provision for information technology in this respect has been considerably improved since the last inspection and is developing well in timetabled lessons within the information technology suite. There is, as yet, insufficient consistent cross-curricular use of information technology in classrooms to support the teaching and learning in other subjects.
16. The breadth of the school's curriculum is enhanced by the inclusion of provision for personal, social, health and sex education. Residential journeys, field trips and visits to places of educational interest such as a residential trip to France, Blacklands Farm and Kingswood are successful in promoting and widening pupils' experiences. Extra-curricular club activities after school show a very wide range to cater for many pupil interests from being a majorette to playing chess! Activities on offer include a number related to sport, music and the arts. These represent a real strength of the school and contribute significantly to an enrichment of the curriculum. The school is involved in inter-school sporting fixtures and pupils have considerable success in some of them. Boys and girls from Key Stage 2 and Year 7 have opportunities to be involved in most of these clubs. Arrangements for homework are good and are well implemented.
17. Provision for pupils with special educational needs is good. Pupils have equality of access to the curriculum by means of individual educational plans which set out the targets and programmes of work which enable them to acquire necessary basic skills. The quality of individual plans is much improved since the last inspection, although the precision is stated more in the programmes of work than in the phrasing of the targets. This restricts the information teachers have to use within their daily planning. Whole school initiatives, such as setting by attainment in mathematics benefit both lower and higher attaining pupils. An effective programme of support teaching for markedly able pupils extends their skills in language and mathematics, and is to be extended to science this term. The requirements of the special needs Code of Practice are well implemented throughout the school.
18. The last report noted a number of key issues related to the area of assessment. Procedures for the assessment and recording of pupils' progress and the use of assessment data to inform planning are well addressed and are now good. Monitoring and evaluation arrangements are now much better and effective in response to the findings of the last inspection and targetting and tracking are good. The school has a good marking policy. However, it is not being applied consistently and the quality of the marking is variable. The school has a good policy for assessment, recording and reporting. Pupils are assessed regularly against National Curriculum levels of attainment and grades are well recorded in the pupils'

profiles. In most subjects, teachers use the results of assessment well to inform their lesson planning and the organisation of their classes. A good example of this is seen in mathematics where pupils in Key Stage 2 are set in ability groups to enable more efficient and focused teaching and learning. Procedures for assessment are less secure in the foundation subjects.

19. A good programme of testing is identifying more precisely the area and level of need for pupils with special educational needs, with improved accuracy since the previous inspection. Pupils' progress towards achieving the targets in their individual educational plans is regularly reviewed, but the timescale of termly assessment is too long for some purposes. The school's formal monitoring of data is good, enabling it to identify trends and chart the value added by teaching. The register of higher attaining pupils is to be reviewed to identify a smaller grouping to reflect the more precise needs of the markedly able.

Pupils' spiritual, moral, social and cultural development

20. Overall, provision (including provision for children who are under five) for pupils' spiritual, moral, social and cultural development is good. However, provision for spiritual development is unsatisfactory. This is a decline since the previous inspection. Provision is good for pupils' social development. There have been significant improvements in provision for both moral and cultural development, which is now very good. Provision for multi-cultural education in particular is excellent, which represents a very significant improvement since the previous inspection.
21. Provision for spiritual development is unsatisfactory. The school bases its curriculum and overall approach upon worthwhile values, but misses many opportunities to develop deeper thinking in such subjects as English, history and science. Wonder is spontaneous rather than planned for, such as in information technology, when pupils react to the graphics on a programme about a Victorian village, or in science when they use magnets. There are a few examples of pupils writing reflective poetry, such as about the Earth, the sea and the wind. Pupils in one class were keen to emulate Charles Causeley's powerful use of imagery. Neither religious education nor assemblies make a significant contribution to pupils' spiritual development, because each gives little or no time to reflect on what they are learning.
22. Provision for moral development is good. The school inculcates the value of having simple rules which help pupils to distinguish right from wrong. Pupils have been involved in drawing up the school's code of conduct, which is supported by a good behaviour policy. The programme for personal and social education plays an invaluable part in teaching pupils about including people in one another's activities and what is wrong about bullying. Religious education provides support when, for example, older pupils consider the relevance today of the Ten Commandments. In English, pupils consider important moral issues such as foxhunting.
23. Provision for social development is good. Pupils are continuously encouraged to collaborate in all subjects, and many opportunities are given to participate in team sport. Older pupils attend worthwhile residential courses both in this country and in France. Pupils develop a good sense of social responsibility through organising activities to benefit charities and creating a dance about saving rain forests. The choir participates regularly in local events. The school has, however, missed the opportunity to give older pupils a number of duties which are less mundane than delivering registers, and which enable them to make a worthwhile contribution to the school community. Moreover, Year 7, in particular, have no formal opportunity to voice their views and suggestions about how the school is run.
24. Provision for cultural development is very good. It is excellent for multicultural development, which is supported in religious education by study of different world faiths and their festivals. The school has made very worthwhile links with two countries using its international policy, whereby pupils develop awareness of the French and Spanish cultures. In art, Monet, the cubists, William Morris and Paisley often inspire pupils' work. In English, Shakespeare's Macbeth stimulates some imaginative poetry, and pupils also learn to write in Haiku and Tanka form. In art, design and technology pupils use what they learn about African culture, as well as tasting Greek food and making model guillotines in connection with the French Revolution. The school welcomes many visitors including Morris dancers, African

dancers, and play actors. On occasions, special weeks are held which involve pupils in many different activities inspired by the arts.

25. School assemblies do not comply with statutory requirements. Although whole-school assemblies contain many of the elements of an act of collective worship, a large proportion of the class assemblies are little different from religious or moral education lessons. Moments of reflection are cursory and little attempt is made to create a spiritual atmosphere.
26. Pupils with special educational needs share the same provision for spiritual development. They receive enhanced social training through the social disorders programme. They share equally in the provision for moral and cultural education.

Support, guidance and pupils' welfare

1. The support and guidance provided for pupils, including children who are under five, and the arrangements for ensuring their welfare are good and have improved since the last inspection. Induction arrangements are good.
2. The school makes good use of a wide range of tests to monitor pupils' academic progress. The information gathered is used well to support progress. Setting pupils in ability groups for mathematics at Key Stage 2 is effective and helps to support attainment. Pupils' personal development is well monitored by class teachers and reported clearly to parents in the end of year reports sent home. The school's positive approach to discipline is good and the system of rewards and sanctions is effective and seen to be used consistently. The behaviour policy includes guidance to discourage bullying and pupils are encouraged to discuss the dangers of bullying in circle time sessions. The absence of bullying is supported by the very good relationships found within the school.
3. The procedures to support prompt, regular attendance are very good and the school makes good use of the pro-active involvement of the education welfare officer. There has been much improvement in recording and supporting attendance since the last inspection.
4. The school's arrangements for child protection are very good and fully meet legal requirements. The headteacher has responsibility for this area and is supported by the deputy headteacher. Guidance in this area is reviewed regularly with teaching and non-teaching staff. There are good links with outside support agencies, such as the educational psychology service, the police and social services.
5. Overall, the procedures for promoting pupils' health and well being are good. The governors carry out regular risk assessments and fully comply with the legal requirements regarding their role in health and safety. However, there is a plank missing from a fence panel surrounding the swimming pool. The Year 4 classrooms leak when it rains, with water running down electrical wiring. As a result, pupils had to be evacuated to the main building twice this term. There are effective safety practices in practical lessons. Although there are still no separate changing facilities for girls and boys in Year 7, they do use different areas to get ready for physical education lessons. The pottery kiln is now enclosed in a safety cage.
6. There are consistent arrangements in place to care for children with chronic illnesses or allergies. Pupils who become ill at school are well cared for by members of staff trained in first aid. However, the absence of a medical room means that pupils are treated in the corridor and this is intrusive, particularly for younger or more sensitive pupils. The school now records head injuries systematically and sends appropriate forms home to parents. However, the accident book still lacks sufficient detail to make it a useful tool for recording and monitoring first aid given to pupils.
7. The inspectors agree with the parents' concerns regarding the poor condition of the 'temporary' classrooms, particularly the block housing Year 4 and the music room. None of the 'huts' have running water or lavatories and this has a negative effect on the well-being of the pupils assigned to them.
8. Pupils with special educational needs receive good support in their daily learning from teachers and

support assistants. They have access to a range of specialist services, much increased since the last inspection, with whom the school has established very good relationships. Particularly valued by the school are the links with the education psychology service and the Sensory Service, whose guidance informs many of the individual educational plans. The individual behavioural targets contain good detail, but insufficient reference is made to them by teachers in the course of normal lesson management.

Partnership with parents and the community

9. The school's good partnership with parents and the community has been maintained since the last inspection.
10. Overall, the quality of information provided for parents is good. The prospectus and the Governors' Annual Report to Parents are informative and include all the required information. A newsletter is also sent home each week. Information about the curriculum is provided for parents at the year group meetings that are held each term. Parents are able to communicate with teachers through the home school contact book. The good parental links have a positive impact on pupils' attainment and progress. However, the pupils' end of year reports to parents do not meet statutory requirements. Not all reports include pupils' progress in information technology. The best examples of pupils' reports give detailed information on progress in English and mathematics but many only include descriptions of what pupils have covered in other subjects.
11. Parents provide very good support for their children's learning, for example through making good use of the home school contact book and helping their children with homework. Parents provide practical support through the fund raising activities of the Parent Teacher Association. A significant amount of money is raised each year to help provide extra resources. Parents helped to provide important funding for the new information technology suite. A number of parents help in school on a regular basis and support reading, swimming, after-school clubs, class trips and work in the library. Retired members of the local community also provide useful volunteer assistance. Parents who collect antiques have loaned artefacts to help Year 3 pupils in their study of the Victorians.
12. The school maintains good links with the local community. There are good links with secondary schools. There are regular visits by the local police to support safety. Good use is made of local sites to support geography and history lessons. From Year 4 onwards pupils are able to take part in residential trips. Pupils in Year 7 have a week in France. The study of European culture is enhanced by the school's participation in the prestigious Comenius Project, organised by the European Union. Through this the school has direct links with other schools in France and Italy. The school does not have any links with the business community.
13. The parents of children with special educational needs are involved in the process of identification, and are kept fully informed of their children's progress at all stages. Parents are always invited to attend review meetings and a good percentage are able to attend.

THE MANAGEMENT AND EFFICIENCY OF THE SCHOOL

Leadership and management

14. The previous headteacher had been in post for one term when the school was last inspected (April 1996). Her appointment had followed a difficult period for the school due to a long period of ill health suffered by her predecessor. The previous inspection identified nine key issues for improvement. In order to manage them effectively, they were sensibly linked together and actioned as joint targets. Good progress has been made since the last inspection in addressing these issues. During a three year period of stability, the school has overcome most of the weaknesses identified in the inspection of 1996 and is now better than it was then in a number of ways.

15. Improved monitoring, evaluation, assessment and recording procedures are in place. The marking policy is now being applied more consistently, although there still remains variation in the quality of marking. Aspects of classroom organisation and management have improved, although there is still variation in quality. The management role of subject co-ordinators has been developed and includes the appropriate use of non-teaching time. The school provides appropriately for the needs of pupils at the extremes of the ability range. The school has improved resources and the quality of work for information technology. There is now a detailed scheme of work for each subject of the National Curriculum. Completion of registers now complies with statutory requirements. Accommodation is unsatisfactory in many respects and its management is an issue for the school.
16. The school is under new management. The acting headteacher joined the school in September 1999 following the promotion of the previous headteacher. He has subsequently been appointed headteacher with effect from January 2000. The strong, perceptive and supportive leadership of the acting headteacher, together with his sharp analysis and evaluation, is providing a clear educational direction for the work of the school. He is well supported and ably assisted by his capable senior management team of deputy headteacher and three senior co-ordinators. The deputy headteacher, who is also the school's special educational needs co-ordinator, took up post in April 1998. Since appointment, the acting headteacher has analysed systematically available information and set realistic development targets. Development priorities include the development, implementation and evaluation of the literacy hour, numeracy hour and development of information technology as both a discrete and inclusive aspect of the curriculum. Financial priorities support the development and maintenance aspects of the school development plan very well. The role of the co-ordinator is well developed. All school staff continue to be encouraged to develop their own expertise and this is, where possible, supported by non-teaching time.
17. Governors have analysed year group information carefully and set appropriate targets. They have appointed a 'Target Setting Governor' who has a responsibility to report back to the Governing Body about the process of target setting. The school has set realistic targets to help pupils to do better in National Curriculum tests. It is well placed to build on its successes and make further progress.
18. Teaching quality has improved since the last inspection. The 1999 National Curriculum test results at the end of Key Stage 1 and 2 tests show that standards were slightly lower than the previous years but there were good reasons for this, including a high percentage of pupils with special educational needs and a turbulent population.
19. The quality of leadership is good and is having a positive impact on the quality of education provided and on standards achieved. The hardworking and committed teaching and non-teaching staff are supporting the senior management team well. There are good induction procedures.
20. The school's clear aims, values, policies and priorities are understood, well supported and well reflected through its work. The head and staff successfully contribute to the quality of education offered by providing a happy, secure, supportive environment for learning. Parents find the school approachable.
21. The school's ethos is positive. Emphasis is firmly placed on the development of a happy, caring atmosphere, where pupils develop confidence and grow in all respects. Teaching and learning are being monitored well by the acting headteacher and his deputy. This term they have undertaken focused observations concerned with aspects of classroom organisation and management. The acting headteacher has concentrated on Reception to Year 3 and his deputy has observed teaching in Years 4 to 7. Monitoring is linked to an effective staff development system. These initiatives are having a positive impact on the quality of teaching and learning. Curriculum developments are carefully monitored, evaluated and supported. The school is successful in developing children's confidence and self-esteem. Special educational needs is managed well and enables pupils on the special educational needs register to make good progress. Statutory requirements are met fully with regard to the Code of Practice.
22. The school, through its careful and well-focused development planning, identifies relevant priorities, sets

realistic targets, takes the necessary action and monitors and evaluates its progress towards those targets. The five-year plan is sensibly reviewed on an annual basis in order to accommodate both internal and external pressures. Individual co-ordinator's action plans arise from and contribute to the plan well. The plan is carefully prioritised. It includes relevant details related to suitable targets, responsibilities, realistic time scale, appropriate resources including costings, appropriate success criteria and monitoring procedures.

23. The governors are fully involved and contribute well to financial and strategic planning. With the exception of reports and collective worship, which do not meet statutory requirements, governors fulfil their statutory responsibilities. The governing body meets regularly and has a well-organised committee structure with clear terms of reference and schemes of delegation. Terms of reference are subject to regular review. The school development plan is well conceived and includes clear and achievable targets.
24. Governors have a clear role in monitoring progress. They monitor the curriculum. Each governor has adopted a subject and regularly liaises with the subject co-ordinator. Co-ordinators report progress on their respective subjects to the governing body. Test results are being analysed. The governing body is supportive and committed. Many governors work in classrooms on a regular basis. A working party is currently considering ways in which classroom visits can be used to best effect. Governors are well informed, proactive and actively involved in all aspects of school life.
25. The governors have worked hard to redecorate, to carpet and to create new cloakroom facilities for pupils, as they recognise the potential impact of a pleasant, stimulating environment on educational standards. Their latest self-help development was an information technology suite. The governors and parents are pro-active in trying to resolve the accommodation difficulties but despite their best efforts, aspects of accommodation, particularly in the Medway Unit remain poor.
26. The school has a very clear and very well-prioritised programme for action arising from the headteacher's review and evaluation of the school development plan and current practice. The bursar, administrative officer and clerical assistant are very efficient. Co-ordinators' realistic action plans are based on appropriate audits and regular review.
27. The management and organisation of the provision for pupils with special educational needs is very good. It has achieved a strong whole-school ethos for special needs provision, with a systematic and determined response to weaknesses identified in the previous report. Through its action plan, the school rapidly initiated effective strategies to strengthen the provision. The revised policy clearly indicates the school's commitment to meet the requirements of the Code of Practice. The co-ordination and administration of procedures is thorough. Good strategic monitoring enabled the school to evaluate the effectiveness of its strategy.

Staffing, accommodation and learning resources

28. The school has good staffing levels and the pupil:teacher ratio is about average. There is sufficient expertise and experience amongst the teachers to cover the National Curriculum, except for limitations in the areas of information technology. The arrival of eight new teachers over the past two years has helped to raise the quality of teaching which, in turn, is increasing pupils' progress. The use of additional teachers, headteacher and deputy headteacher has enabled mathematics classes to be set in Years 2 to 6 for part of the week. This is helping to improve progress in the subject. The school also benefits from a good complement of experienced support staff. All staff work together very well and are effective in supporting pupils' learning and progress. In addition, the school is fortunate to have the benefit of numerous parents, grandparents, visitors and governors who assist and help to promote pupils' progress.
29. The arrangements to support teachers new to the school, including mentoring arrangements, are good. The headteacher has plans to improve further this support. Members of staff who started work in the school in September were fully involved in preparations for the current academic year. These arrangements have helped staff to settle quickly and the benefit is evident in pupils' improved progress.

Subject co-ordinators have a clear understanding of their roles in relation to the monitoring of pupils' work and the quality of teaching in their subjects, as well as planning for further development. They report regularly to the Governing Body about their work, although not always using previously agreed criteria. Appraisal was complete up to July 1999, but has been suspended temporarily awaiting further guidance. Staff development training is effectively organised, reflecting the need to meet the school's identified priorities as well as those of individual teachers. Subject co-ordinators regularly lead staff development sessions in their areas. Training has been effective in ensuring a smooth implementation of the National Numeracy Strategy and has increased teachers' confidence in information technology. As a result, the subject is well taught in the suite, but it is used less consistently in classroom activities.

30. The administrative staff contribute to the smooth running of the school. All staff, including lunchtime supervisors, who have received appropriate training, are hard working and contribute to the positive ethos and success of the school. The involvement of visiting professionals and specialists is well managed and has a positive effect on pupils' learning.
31. Accommodation is unsatisfactory, and limits the development of practical subjects such as science, art and design and technology. Although accommodation is sufficient to allow the curriculum to be taught, there are major weaknesses which affect efficiency. The rooms for Reception children are attractive and well organised, but they are in different buildings and, as a result, co-operation and social development are hampered. The secure outdoor area is only large enough for one class to use at a time. Many of the classrooms are small for the number of pupils and over half do not have running water. This has an adverse effect on art lessons, where much time is wasted collecting and emptying water. The hall is too small for whole-school assemblies and does not contain fixed climbing equipment suitable for pupils in Reception or Key Stage 1. The two Year 4 classes are located in huts. Their accommodation is poor and some distance from the main school. It leaks when it rains with water running down electrical wiring. As a result pupils have had to be evacuated to the main building twice this term. They are then located in space used for the teaching of mathematics sets. The location of these huts also badly affects teachers' efficient use of time. Pupils have to go to the main building if they wish to use the toilet, the library, for assembly or to collect equipment or water for practical sessions. In addition, the route from the huts to the main building is uncovered. When rainfall is heavy large puddles collect in front of the entrance to these classrooms. The two Year 6 classes are also located in mobile classrooms. These are mostly satisfactory, but they do not have water available. The Year 7 pupils are located in a pleasant area and benefit from a well organised science area. An information technology suite has also been developed in this area. It is unsatisfactory for a school of this size not to have a dedicated medical room. The school also benefits from a good sized, heated outdoor swimming pool, which is used mainly in the summer. The outdoor areas are good, providing opportunities for physical education, sport, science, geography and art.
32. The previous report suggested that resources were satisfactory, except for information technology. Resources in all areas are now at least satisfactory or, in some areas, good. In particular, the number and range of computers are good and enable pupils to receive lessons with sufficient machines and good access. In addition, classroom computers allow teachers to incorporate aspects such as word processing or numeracy work into classroom based lessons. Literacy work is assisted because there is a good range of both fiction and non-fiction books throughout the school. The number of calculators and stop watches is limited and this, on occasions, affects learning in mathematics and science. The problem is exacerbated because of classes being spread far from the main building. In general, there is a variety of resources appropriate to the age and interests of the pupils and the curriculum taught. A good range of specialist resources are available for work with pupils with special educational needs, which contribute effectively to their progress.

The efficiency of the school

33. At the time of the last inspection the school had a deficit budget. This has been effectively overcome and the school now carries an adequate balance forward each year. Financial planning is very good. The annual budget allocation process is well organised to support the work of the school and identifies those areas requiring financial support. Careful attention is given to useful budget projections, supplied by the Local Education Authority, which are based on anticipated pupil numbers. Reliable financial information

available during the year helps the school to ensure that new targets can be supported. The Finance Committee is fully involved in monitoring the school's expenditure against the yearly plans, and appropriate adjustments made during the year. They receive detailed, monthly statements which help governors track expenditure and make adjustments as necessary. The school's income has been spent wisely to provide sufficient teaching to keep average class sizes, to provide a broad curriculum and address the needs of higher and lower attaining pupils, especially in mathematics. As a result, pupils in most classes receive good support and this promotes their progress. The provision of sufficient learning support staff has also helped to ensure pupils with special educational needs make good progress.

34. Financial administration and budgetary control are very good. The school has very reliable procedures to provide the headteacher and governors with suitable monitoring information of expenditure compared with predictions based on the annual agreed budget. In addition, subject co-ordinators, who have their own budget, receive regular up-to-date information about their purchases and balances. The most recent audit report suggested that procedures in the school were comprehensive and efficient. It identified only minor issues, associated with the value added tax. The administrative staff provide very good support in ensuring the smooth running of the school, allowing the headteacher and other staff to carry out their professional duties. They are also effective in promoting the school's ethos in their dealings with pupils, parents and visitors. The governing body monitors the progress of pupils, mainly through the headteacher's report, an analysis of assessment data and reports given by subject co-ordinators.
35. Teaching and support staff are well deployed throughout the school, particularly in relation to pupils who have special educational needs or higher attainers, especially in English and mathematics. Teaching time is usually used well, although some time is wasted moving around the school owing to the difficult accommodation. The school receives a satisfactory level of funding to support pupils with special educational needs. This money is used to very good effect, especially in the provision of good support in class and opportunities for pupils to be withdrawn for group or individual support. Additional finance through the 'standards fund' is also being used effectively to support specific groups of pupils.
36. Staff development funding, including specific grants, is used effectively to support a programme which ensures national needs are met, particularly literacy and numeracy. Progress in mathematics is improving, suggesting a success in the training of staff. Staff training in the area of information technology has resulted in more confidence, good use of the suite and an improvement in standards. Good use is made of available resources and accommodation, except for the limited use of information technology in the classroom. The swimming pool is often let and this income, together with parental donations, covers its general running costs. The school's grounds and the locality are used very effectively to promote pupils' progress, particularly in geography.
37. After allowing for funding for special educational needs and pupils in Year 7, the school's level of funding is a little above average. The school benefits from significant income through donations and lettings. This is used effectively to ensure pupils, who enter the school with average attainment, make satisfactory progress by the provision of good teaching and a broad curriculum. The good teaching evident is improving progress. Pupils leave the school with broadly average standards and the school therefore currently provides satisfactory value for money.

PART B: CURRICULUM AREAS AND SUBJECTS

AREAS OF LEARNING FOR CHILDREN UNDER FIVE

38. Teaching in the Reception classes for children who are under five is good. The curriculum is broad, rich and well balanced. It is appropriately based on areas of experience and on the Desirable Learning Outcomes. Children are admitted to the Reception classes at the beginning of the year in which they are five. They attend school on a part-time basis (mornings only) until the term in which they are five, after which they come full-time. A good induction programme includes home visits. Sensitive arrangements are in place to ensure that children settle quickly. Attainment on entry is of a very wide range but is broadly average overall.
39. County averages for baseline assessments are not yet available for this year. Using the 1998 West Sussex averages as a guide, children, shortly after starting school, are slightly below expectation for age in their personal development and in their speaking and listening skills. With the exception of writing development, where they are in line with County averages, other areas are very slightly below. Baseline assessment is used well to aid planning.
40. Children who are under five in the Reception classes are well supported and make good progress over time in all areas of learning. On occasions, pupils make very good progress, particularly in their personal and social development and in development of their language skills. Attainment is in line with expectations for age in personal and social development, language and literacy, mathematics, physical and creative development, knowledge and understanding of the world. By the age of five, the majority meet the targets set in the Desirable Learning Outcomes for the areas of learning and a small minority exceed them. Children are well prepared to start the National Curriculum.

Personal and social development

1. Children are beginning to learn to work, to play and to co-operate with others. They are developing in confidence and self-esteem and are establishing effective relationships with other children. They are beginning to learn to work in groups, to share materials and to take turns. They are developing their concentration spans and the ability to persevere. They will seek help when needed. Most are learning to take the initiative and enjoy exploring new games and activities and solving simple problems. Most are developing their independence by selecting on-going and purposeful play activities. Some children take a while to settle into class routines. They are taught what is acceptable behaviour and what is not and they are making good progress or, in some cases, very good progress in their personal and social development.

Language and literacy

1. The majority of children listen attentively to stories, songs, nursery rhymes and poems. They enjoy sharing the Big Book 'The Snowman' by Raymond Briggs. The majority show a developing understanding of book language, of pattern and of rhyme. The majority talk with developing confidence about their experiences at school, using developing vocabulary. A few can make up their own stories and take part in role-play in the Class Post Office with developing confidence. They enjoy books. The majority know that words and pictures carry meaning and they handle books with care. A minority are beginning to associate sounds and symbols and recognise their own names and some familiar words. A minority recognise some letters of the alphabet by shape and sound. A minority write using words and the majority can pick out letters from their names. The majority can write their names using capitals and lower case letters. They practise their developing writing skills in the Class Post Office as they fill out forms, write cards and letters and address envelopes. Good teaching has a positive impact on children's attainment and progress.

Mathematics

1. In the Reception classes, as a result of good teaching, the majority of children who are under five make

appropriate use of mathematical language such as 'circle,' 'square,' and 'rectangle' to describe two-dimensional shapes. A few know the names of three-dimensional shapes such as 'cube' 'cuboid' 'sphere' and 'cylinder'. The majority recognise and recreate simple patterns. A group of children thread round and square coloured beads onto laces to make colourful repeating patterns. A minority of children are beginning to use their developing mathematical understanding to solve simple practical problems at a basic level. All are familiar with number rhymes, songs, stories, counting games and activities. The majority compare, sort, match, order, sequence and count using everyday objects with varying degrees of success. A minority recognise and use numbers to ten. Only a few show secure understanding of numbers to ten. All pupils are well supported and make good progress.

Knowledge and understanding of the world

1. Under half the children are beginning to explore and to recognise some features of living things, objects and events in the natural and man-made world. A minority are beginning to look closely at similarities, differences, patterns and change. They have observed the changes as Autumn turned to Winter and know that leaves fall from the trees. Children investigate patterns, tracks and footprints in the sand tray. They look at the marks made and try to match them to the source. When questioned, most talk about their families and about past and present events in their own lives. They use scissors, with developing control, to cut out pictures and shapes to use in their snowman books and pictures. They are improving their ability to use simple tools. The majority of children are beginning to use the computer and the mouse with developing confidence to support their learning. A minority use a widening range of tools and are beginning to make simple choices in selecting materials. Good teaching has a positive impact on pupils attainment and progress. Attainment is in line with expectation for age and progress is good.

Physical development

1. Nearly all children are learning to control their physical movements, to increase their mobility and to develop an awareness of space and of each other in the classroom, hall and designated outdoor play area. They are developing their hand control as they make patterns, thread beads, roll out, use cutters and make decorated biscuits and Christmas cakes with Playdo. In the hall, under-fives use an appropriate range of balancing and climbing apparatus. They make very good progress as they move more confidently and with increasing control. teaching is good.

Creative development

2. Children are developing in confidence and are learning to express their ideas and feelings in creative ways as they take part in art, craft, music, story making and imaginative role-play in the Class Post Office. In the hall, they respond to 'Snowman' music as they become the drifting snow, make the snowman and then become the snowman as it comes to life. At the art table, children enjoy mixing colours and explore what happens when they mix white with other powder colours in their snow pictures. Children are taught well and make good progress. Their attainment is in line with expectation for age.
3. Teaching of children who are under five is at least good and is very good in over 40 per cent of the lessons observed. In a very good literacy session the teacher made very good use of probing questions to move children forward in their thinking. Very good use was made of a wide range of resources to support learning. The teacher used spontaneous opportunities to develop children's language very well and made very good use of specific vocabulary. Class teachers, nursery assistants and parent helpers work very well together as a team, with agreed aims and working practices, to produce a positive impact on pupils' progress. Class teachers have a good knowledge and understanding of the needs of young children and of the way in which they learn. Their expectations are high. Planning is thorough, of good quality, and is appropriately based on the Desirable Learning Outcomes. Learning intentions are clear. There are very good assessment procedures. Focused assessment sheets are used very well to aid teaching and planning. Nursery assistants are well informed, well briefed and well used. They offer good quality support.

4. Activities, both inside and outside the classroom, are well planned and well structured. Due account is taken of the need for children to gain confidence, to raise self-esteem and to learn to take responsibility. They have opportunities to initiate activities and to take responsibility. Teachers are good listeners and skilled questioners. Their explanations are clear and there are appropriate opportunities for practical investigations. Adults sensitively support, reinforce and extend children's responses.

1. Although satisfactory overall, unfortunately the accommodation for the under-fives is located in two separate buildings. Available space in the classrooms is well and creatively used. Materials and equipment are well organised and well used to give children a rich and stimulating range of activities. Because the outside play area of one of the classes is too small for the appropriate use of bicycles, tricycles and other large mobile outside play equipment, two classes share the other designated area. This area is too small for both classes to use it simultaneously. Play times are staggered so that each class can use the space and equipment separately which limits the opportunities for the classes to play together. The separate locations also have a cumulative effect on the efficient use of space and resources, restricting the possibility of flexible, team teaching arrangements.

ENGLISH, MATHEMATICS AND SCIENCE

English

1. Generally the trend over the last four years for English in both key stages is of slightly rising standards, but at a lower rate than nationally. The number of pupils in Key Stage 1 achieving the expected Level 2 for reading in the National Curriculum tests for 1998 was well below the national average. The number achieving Level 3 was close to, but a little higher than the national average. In writing, the achievement at both levels was close to the national average. While average in relation to schools nationally, pupils' performance was below the average for schools with pupils of a similar background. Girls performed better than boys in reading. In response to the school's analysis of this trend, the library and reading scheme book stock was expanded to represent more of boys' interests, influencing the improved performance of boys at Level 3 in the 1999 tests. Reading at Level 2 improved significantly in 1999. The results for writing in 1999 were very similar to those of 1998, but girls achieved better than boys on this occasion.
2. Pupils' achievement in the National Curriculum tests for 1998 in Key Stage 2 was close to the national average taking Levels 4 and 5 together. Achievement at Level 5 was above the national level. The school's performance was below that for similar schools in Level 4, but above their average for Level 5. The school's results for the 1999 standard tests improved slightly on their 1998 results at Level 4 but declined at Level 5. Girls outperformed boys in achievement at Level 5. Pupils' achievement in the National Curriculum tests for 1999 in Key Stage 2 was slightly below the national average and results attained in similar schools.
3. Inspection findings confirm that near the end of Key Stages 1 and 2, attainment is in line with the national average. Pupils in Year 7 are in line to achieve the national average. Several factors combine to restrict the potential for high achievement. These include a greater than normal proportion of children with special educational needs in the composition of the classes, together with a significant minority of pupils more recently arrived in the school who have not had the benefit of the full programme of tuition.
4. Standards in speaking and listening are broadly average throughout the school. Most pupils listen attentively and reflect on what they hear. They take in information from teachers and fellow pupils, and follow instructions accurately. About a third of pupils in Key Stage 1 are eager to talk and are quite articulate, particularly when they use complete and complex sentences. A similar proportion of Year 6 pupils in classroom discussions have an above average clarity of diction and phrasing. A minority are more hesitant and barely achieve the average level by the end of Year 6. Lower attaining pupils display less confidence, and many pupils with special educational needs have a smaller working vocabulary and are more reticent. Pupils in Year 7, in extending their own playscripts, demonstrate a good capacity to

listen to each other, and speak with expression, but overall within the average range.

5. Standards in reading at the end of both key stages are in line with the national average. By the end of Year 2, a large minority are in line to achieve the higher Level 3, already demonstrating fluency and awareness of character. By the end of Year 6, pupils possess a satisfactory groundwork of words known by sight, and can use the strategy of splitting words into syllables to tackle new words. The majority extract information accurately from text, either in books or on the computer screen. The ability to read with lively expression and infer deeper meaning within the text is stronger in higher attaining pupils, who can explain their understanding of narrative well. However, they do not know the genre of the books they are reading and lack the vocabulary to express comparisons of authors' style. Pupils with special educational needs achieve at a lower level, with phonics not as secure, and with a smaller vocabulary of words known by sight. Nonetheless, they can read with expression, reasonable fluency and maintain motivation and interest. Overall, skills in using the library as a source for research, and the habit of working independently on personal projects are limited, even in Year 7.
1. Standards in writing are in line with the national average at the end of both key stages, with a large minority of pupils nearing the higher levels for their age group. The majority of higher, and many middle, attaining pupils are competent in writing for a wide range of purposes, in an interesting style. The majority of Year 6 pupils are able to emulate the styles of many well known authors, with a good awareness of the power of selected vocabulary. In Year 7, pupils have a good understanding of matching the text to suit the audience. Their range of non-fiction writing is expanded, but not yet self-initiated, nor are they making use of fast reading strategies of skimming and scanning. Pupils with special educational needs find it difficult to distinguish between the styles. The school has acted effectively to eradicate the issues from the previous report related to writing. The use of draft books is now closely monitored and they contain good evidence of genuine planning and drafting skills. A formal handwriting programme in Key Stage 1 promotes a consistent long-hand style for most pupils by the time they leave Year 2. An effective spelling programme has brought standards up to nearly average levels in both key stages. Grammar and punctuation are also in line with the average.
2. Pupils make good progress throughout the school, although the rate of progress varies considerably at Key Stage 2. Progress is linked closely to the quality of teaching. Teaching throughout the school is good overall. The teachers, including a significant number of teachers new to the school, make best use of the purposeful ethos set by the school. Reading progress is maintained at a steady pace through the structure of the reading scheme, enhanced by the teaching of phonics and sentence level work in the literacy hour. Teachers use assessment effectively within the literacy hour to identify different attainment groups and to match work appropriately. In contrast to the previous inspection findings, the tasks set meet the needs of the "less able" pupils, and the "more able" pupils are well challenged in most lessons. There is wide variation in the quality of teaching, however, at Key Stage 2. It ranges from satisfactory to excellent.
3. In the strongest lessons, and in examples of very good teaching occurring in all key stages, the key factor is planning. In these lessons, teachers set precise objectives for what they want pupils to know, to understand and to be able to do, and they set high expectations for quality of work done. They make these objectives known to the pupils and assess progress towards them at the end. The marking of work in these lessons relates closely to the learning goals. In such a lesson, very good questioning drew out from Year 2 pupils their knowledge of ways of writing a shorter version of a story. The materials selected enabled them to make good progress in practising the skill while consolidating their accuracy of spelling and punctuation and exploring a range of more challenging vocabulary.
4. While planning in most lessons is good, in a few lessons in Key Stage 2 the steps by which pupils' skills develop through the week are not clearly laid out. In a few lessons in Key Stage 1, the learning steps are very clearly defined but too narrow, restricting the pupils' own ideas and the rate of progress they make. Teachers' subject knowledge is sound and the extensive range of authors introduced for developing pupils' reading and writing gives a breadth and quality of experience. Older pupils make good progress in learning about writers' imagery which they use to good effect to enliven their own writing. Insufficient attention is given to training pupils to discuss and use this knowledge verbally.

5. Teachers' good preparation of materials allows pupils to make a quick start to the independent activities. Group reading books contribute well to progress in reading with expression. Occasionally, pupils are asked to use more interesting words without a thesaurus ready to help them do it. Lessons are usually well structured and at a suitably brisk pace. Where lessons are satisfactory, the introductions tend to be overlong, and the instructions either vague or too complicated. The quality of marking varies. Teachers deploy their classroom assistants well. Good communication is established and the assistants know what they have to do and who to support. The support they give is an important factor in the good progress of pupils with special educational needs.
6. Effective management of the subject, monitoring by co-ordinator, headteacher and governors, and teamwork of the staff, have achieved a sound start to the literacy hour. It ensures that English fully meets the requirements of the National Curriculum, and promotes consistency of teaching and learning throughout the school. Literacy is becoming well established across the curriculum. The technical vocabulary, which is less strong in English itself, is extensively used in science and geography. Reading is the primary means of acquiring information in subjects such as history. Writing is the key medium for recording impressions in most subjects, involving a wide range of styles. The computers in the information technology suite are used increasingly to support literacy, where pupils are putting in headings, labelling drawings or reading instruction sheets. Information technology is underused in some classrooms to support learning. Examples of good practice in Key Stage 3, however, encouraged pupils to look closely at their word processed playscripts, or their Lewes Castle brochures, for the purpose of modifying their text to make it more effective.
7. A comprehensive programme of standardised testing is used effectively to track the value added by the school in reading, writing and spelling. It also serves effectively to identify trends or weaknesses so that the school can plan accordingly. Teachers effectively use the evaluations column of their planning sheets to adjust further planned work to the rate at which pupils are learning. Though the staff have an agreed marking policy, it is not applied consistently, and does not always convey to pupils the steps they need to take to effect improvement. The school has set realistic targets for raising standards. The English policy does not indicate clearly how the planning from the literacy strategy links with attainment targets, nor how it will influence the rate of progress towards the school's global targets. The reading partnership with parents has maintained its good impact on pupils' progress.

Mathematics

8. By the time pupils leave school at the age of 12, their attainment is similar to the national average. In 1999, in the National Curriculum tests, at the end of Key Stage 2, 66 per cent of pupils achieved the expected Level 4 or above, below the national average figure of 69 per cent. Twenty-one per cent achieved the higher Level 5, similar to the national average. Owing to a significant proportion of pupils failing to achieve Level 3, attainment was below average overall and below the results of similar schools. These results were lower than usual owing to a large number of pupils being on the special educational needs register and the arrival of three pupils, whose performance did not reach Level 4, shortly before the test date. They do, however, represent a significant improvement over the results reported at the time of the last inspection when only 33 per cent of pupils achieved Level 4 or above. Over the period 1996 to 1998, pupils' results were close to the national average, and were above them in 1998. There is no clear pattern to variations in the performance of boys and girls.
9. In 1999, at the end of Key Stage 1, attainment in the National Curriculum tests was well below the national average. Seventy-six per cent of pupils achieved the expected Level 2 or above, below the national average of 87 per cent. Thirteen per cent achieved the higher Level 3, an improvement over 1998. Overall, the results are well below the national average and the results of similar schools. These results, which are lower than might be expected, reflect the high number of pupils on the special educational register. The results, however, show an improvement over those reported at the time of the previous inspection, when 57 per cent achieved Level 2 or above. Over the period 1996 to 1998 pupils'

results increased gradually, but were below the national average overall. The 1999 results are not significantly different. There is no consistent, significant difference between the performance of boys and girls.

10. The attainment of current Year 2 pupils is close to the average. The majority of pupils have a sound knowledge of tens and units. They add and subtract accurately numbers up to 20. About 25 per cent of pupils, who are higher attaining, work accurately with numbers above 100. All pupils draw simple bar charts well, and higher attaining interpret the graphs carefully. Pupils know a range of two-dimensional shapes, including square, rectangle, triangle and hexagon, and describe features, such as number of edges or faces, of simple three-dimensional shapes. Most pupils are working close to the average standard, and about a quarter above. Lower attaining pupils understand simple addition and subtraction and also know a range of two-dimensional shapes. Numeracy skills are average. Mental skills are improving, with pupils completing simple division in their heads. Pupils enter the school with average mathematical skills and make generally satisfactory progress in Key Stage 1. This satisfactory progress is evident in Year 1, with pupils building soundly from their work in Reception. Most of the pupils in Year 1 are confident with numbers above ten. They add two single digit numbers correctly, progress to working in tens and units, and recognise simple patterns. They know simple shapes and compare weights and lengths well. By Year 2, this progresses to measuring accurately in half centimetres. When using money, pupils in Year 1 are not as accurate as when using simple number addition and subtraction. Special educational needs pupils make good progress, especially in Year 2. This progress is related to the setting arrangements which enable pupils to be taught effectively in smaller groups and given greater support. Progress is being accelerated for all pupils in the key stage, owing to improved teaching evident in many lessons.
11. Attainment of current Year 6 pupils is similar to the average and is likely to show at improvement over 1999 when they leave the school in July. Average and higher attaining pupils in Year 6 have a sound understanding of number. They use the four rules of number correctly, and work confidently with numbers above 100. They complete simple division problems, including with remainders, accurately. Most pupils understand the link between simple fractions, such as one tenth, and decimal fractions. Their understanding of fractions is improving, illustrated by the ability to compare fractions and order them according to size. Pupils draw accurate bar charts and histograms from data they have collected. They complete straight line graphs, for comparing imperial and metric measurements, correctly, interpreting the information displayed well. They understand mathematical terms related to probability and suggests events that are very unlikely, very likely or where there is a 50 per cent chance. Mental skills are average. Pupils are quick and accurate when responding to questions, showing, for instance, a good understanding of decimals.
12. In relation to their attainment at the end of Key Stage 1, pupils' progress has been satisfactory in Key Stage 2. However, the improved quality of teaching is already having an impact and progress is improving. This is especially evident in Years 3 and 6. The demanding nature of the work in some classes, together with the setting arrangements, is helping to improve progress. In Year 3, higher and average pupils accurately add and subtract numbers above 100, and apply their knowledge to solving simple problems. They complete simple multiplication, identify a wide range of two- and three-dimensional shapes and understand lines of reflective symmetry. By Year 4, higher attaining pupils complete addition and subtraction problems involving thousands accurately, and are beginning to use decimals. All round numbers and calculate halves and quarters correctly. Pupils in Year 5 use multiplication and division accurately and understand fractions. They draw accurate histograms and line graphs. Generally all pupils, including those who have special educational needs, are now making good progress.
13. Year 7 pupils, whose standards were below average last year, have made good progress and should leave the school with broadly average attainment. Higher attaining pupils calculate percentages of given amounts accurately, for instance, when calculating the amount of interest payable on money borrowed. They define terms such as mode, mean and median, and summarise trends in data. All pupils identify or calculate mean and median. They identify two-dimensional shapes, such as parallelograms and isosceles triangles from descriptions. The good progress is related to well organised and challenging teaching,

together with good support, especially for pupils with special educational needs.

14. The previous report identified pupils' ability to use and apply mathematics to every day problems as a weakness. This area has improved, due to well organised tasks. Pupils in Key Stage 2 planned their Christmas card spending with a £10 budget, while Year 7 pupils with special educational needs were skilfully led through how to plan the buying of presents for members of the family, wrapping paper and sticky tape using a £100 budget. The challenge being not to overspend, but not to have a lot left over. Pupils in Key Stage 2 investigated how long it would take to save up to buy particular sports gear.
15. Most pupils in the school enjoy their mathematics. They enjoy solving problems by applying their number knowledge. This was especially evident for pupils with special educational needs. Pupils listen well and confidently answer questions. They concentrate well on problems they have been set, persevering and working hard. Most work well independently of the teacher once the task has been set. Occasionally, pupils do not listen closely enough, but they respond quickly to the teacher's instruction to attend. Presentation of pupils' work is good, with care usually being taken in completing bar charts in mathematics and other subjects. Occasionally, presentation could be improved by the more consistent use of a ruler. Pupils respond well to teachers' requests to correct work marked wrong.
16. The quality of teaching is good in both key stages and Year 7. It is more variable in Key Stage 2, where some outstanding teaching is balanced by occasional unsatisfactory lessons. The best lessons, for instance in Year 5/6 investigating patterns, Year 4 exploring number puzzles and Year 2 working on fractions, were imaginative and challenging. The teacher's own enthusiasm was an important factor which stimulated interest. Throughout the school, teachers make good use of the correct terminology. Most lessons move on at a good pace. This is related to pupils' own enthusiasm, as only in the best lessons do teachers use time targets to move pupils on. There are occasions, in Key Stage 2, when the lesson drifts and there is no urgency. Resources are generally used well, although opportunities to move pupils on quickly by the use of calculators was an omission in an otherwise outstanding lesson. Marking is mostly complete, but of very variable quality. The best marking is clear and helpful, and notes areas requiring improvement. Some marking is poor and does not identify pupils' errors correctly or indicates correct work is wrong. This limits the value considerably as pupils cannot be given realistic targets. The best lesson planning identifies clearly how the needs of different pupils are to be met, a process aided by setting for some lessons. Good use is made of homework, especially in supporting basic numeracy skills. A common weakness in the mental section of the lessons was that they were not organised to include all pupils the whole of the time. A notable exception was in a Year 6 class answering questions involving decimals.
17. The school is placing an appropriate emphasis on numeracy and on the development of other mathematical skills. The delivery of mathematics is well planned. There is a good, broad curriculum, with an increased emphasis on applying the knowledge gained. The school had been part of the local authority pilot numeracy programme and is now gradually modifying its planning to match the National Numeracy Strategy more closely. Plans for other subjects do not identify in detail how aspects of numeracy can be developed or used within them, although good links are made with geography and science. The setting arrangements are effective in providing equality of access and opportunity in Years 2 to 6. The lack of setting in Year 7, where there is an especially wide range of attainment, makes the task of the teachers very difficult. To their credit well organised, good teaching and some outstanding support are helping to ensure good progress by these pupils. Extensive assessment systems, using standard tests and school material, are in place. These are good, and used effectively to inform the setting of groups, and individual targets for each pupil as they move through the school. This process begins with an analysis of 'baseline' data and progress towards the targets is reviewed regularly. Satisfactory use of numeracy skills occurs in the use of co-ordinates in geography, and in measurement in science. Increasing use is being made of information technology to develop pupils' basic number skills and produce graphs, such as bar charts. It is not yet extensive enough. Mathematics makes a good contribution to pupils' cultural development through, for instance, the investigation of digital roots and their link to Islamic patterns, Rangoli patterns and the Fibonacci series. One of the two co-ordinators only arrived in the school in September. They provide good leadership, are working well together and

have accurately analysed the next steps for improvement. Appropriate guidance has been given to help staff in the introduction of the National Numeracy Strategy. Planning is carefully checked and the monitoring of the standards of attainment and teaching reflected in pupils' work and by direct observation is well organised. Resources are adequate, although relative shortages, for instance of calculators, cause problems because of the geography of the site. The co-ordinators have identified the need for more resources for practical mathematics in Key Stage 1 and for extending pupils in Year 7.

Science

1. In 1999, when pupils left the school at the end of Key Stage 2, attainment recorded in the National Curriculum tests was slightly below the national average with 77 per cent of pupils achieving the expected Level 4 or above. Twenty seven per cent achieved the higher Level 5, which was in line with the average and similar schools. These results were not as good as in the previous year, reflecting a change in the Year 6 pupil population in 1999 which adversely affected the results by some five per cent. Additional factors to be considered when analysing pupil performance in 1999, are the high proportion of pupils with special educational needs in the school and the turbulence of the school population due to transience. There was some difference in performance by gender with boys achieving better than girls by ten per cent.
2. In the results of the teacher assessments in 1999 for the end of Key Stage 1, 96 per cent of pupils were recorded as having achieved Level 2 whilst the remainder were reported as achieving Level 3. These results were above the national benchmark and represent an improvement on the previous year's results at both Levels. During Key Stage 1, in lessons observed, pupils attain satisfactorily and make good progress. Sound planning ensures that pupils extend their knowledge of science and develop their skills well. Teaching encourages pupils to make simple predictions based on their previous experiences and engage in basic investigative work. Pupils respond positively to science based work and show an interest in what they do. Reception children explore magnetism and discover that magnets pick up metal objects. They make good progress through talking about things like the changes they see when mixing different coloured paints. Year 1 pupils begin to notice similarities and differences between natural and man-made objects and they sort toys into sets according to the feeling of the materials they are made of. Year 2 pupils build on this kind of knowledge by examining the senses that humans have. Higher attaining pupils are developing a good understanding of how the senses enable us to become aware of the world around us. By the end of the key stage, pupils understand that visually impaired people use other senses more acutely. They identify and name parts of the human body and record their work in a number of suitable ways such as drawings, single words and simple sentences. Some high attaining pupils write more detailed descriptions of the senses using a good vocabulary. The content of the lessons is well matched to the age and stage of the pupils' development as a result of good assessment procedures, the data from which is well used to inform planning.
3. During the last inspection, attainment in all key stages was judged to be broadly in line with the national averages. Judgements made on this inspection based on lessons observed, from viewing pupils' work and in talking to them, show an improvement in Key Stage 3 and a maintaining of standards in Key Stages 1 and 2. The good progress pupils are making in Key Stages 1 and 2 and the very good progress they make in Year 7, indicate that there is a good capacity for further improvement especially in view of the developing use of information technology to support teaching and learning in science and the now good planning and use of resources which exist.
4. Pupils' progress in Key Stage 2 is good overall. Their knowledge and understanding are extended well due to efficiently organised teaching. The skills of investigative science develop satisfactorily, although teacher over-direction sometimes prevents pupils from setting up their own investigations based on previously well taught skills. Pupils in Year 3 examine how a zoetrope works and in doing so extend their knowledge of light. They improve their understanding that light travels in a straight line but can be reflected. Their cultural development is enhanced by information about the Lumiere brothers and how they used the idea of a zoetrope to project images onto a screen to create moving pictures. In Year 4, through teacher-directed work, they begin to understand the force of gravity and the effects of wind

resistance. They build on this to go on to understand that friction creates heat and wear, that friction slows moving objects down and that the effects of friction can be overcome. They give examples such as the use of wax on skis and oil in car engines. However, they are given no opportunities to develop their ideas through self-devised experiments and to extend their currently insecure understanding of fair testing. Clear, knowledgeable teaching in Years 5 and 6 ensures that pupils have a good understanding of electricity and of insect habitats. High attaining pupils recognise that a generator creates power which can be recorded by digital number, volume of sound or light intensity. Middle attaining pupils know how to produce static electricity by friction and the lower attaining pupils can draw simple circuits using appropriate symbols. Year 6 pupils progress well in recognising the need to plan experiments and do this satisfactorily in devising a fair test to examine the preferred habitat of woodlice. A scrutiny of pupils' past work reveals that pupils are encouraged to use scientific vocabulary in the correct contexts. They make predictions and sometimes collect good quality data. Opportunities to record such information using computer skills are evident at times but are not consistent throughout the school. Numeracy skills are used though to produce block and line graphs manually and measuring skills are sometimes developed in science work. Pupils' literacy skills are used to a limited extent, in writing up experimental work according to a given format, for instance. By the end of Year 6, the well organised programme for science ensures that pupils have a sound understanding of how insects pollinate plants, are able to name parts of a flower using terms such as stamen, carpel and ovary and can carry out fair testing in work on soil, solubility, evaporation and condensation. By the time pupils leave the school at the end of Year 7, they have made very good progress to attain well in areas of learning such as cell structure, the conditions required for the germination of seeds, the classification of vertebrates and invertebrates and the use of equipment such as bio-viewers and microscopes. The very good teaching in Year 7 together with able and effective support from classroom assistants, ensures the pupils' high standards and progress and prepares them well for the next stage of their education in science. Pupils with special educational needs make increasing progress as they pass through successive key stages. Their work is appropriately pitched to meet their needs, sometimes through the use of worksheets, through the provision of appropriate resources and of effective teacher and classroom assistant support.

5. Pupils usually enjoy science, especially when the work presented to them is stimulating and offers 'hands on' experience, as seen in the work on electricity in Year 4, for example. Behaviour is generally good, although some become inattentive and potentially disruptive at times. Such behaviour is seen to be well contained by effective teaching strategies. Most pupils respond eagerly to the teachers' questions. They are supportive of each other when working in small group situations and under these circumstances, their social and moral skills are being well developed. Their cultural development is also sound through the introduction by good teaching to famous inventors such as Isaac Newton and the Lumiere brothers.
6. The quality of teaching is good overall in the Reception classes and in Key Stages 1 and 2. It is very good in Key Stage 3. Of the lessons observed, 92 per cent of them are sound or better with 69 per cent being good or better. Forty-six per cent of teaching is very good and only eight per cent unsatisfactory. There is, however, wide variation in the quality of teaching at Key Stage 2 where teaching ranges from very good to unsatisfactory. The best teaching is based on good subject knowledge and clear planning which is developmental and builds on good day-to-day assessment procedures. Target setting and tracking is good in science and there is some effective monitoring of planning by the headteacher. Although the marking of work is regular the quality is not consistent over the year groups. Some teachers use constructive comments to develop pupils' understanding but this use of annotated advice or suggestion is not sufficiently used throughout classes. Procedures for more formal assessment are good and the use of homework is effective. The unsatisfactory teaching occurs where the lesson is uninspiring and questioning techniques are not well developed. In the well taught lessons, teachers use questions to provoke meaningful pupil thought and are used as a way of assessing pupils' knowledge and understanding. In some lessons, there are missed opportunities to develop pupils' understanding and to promote their investigative work and independence in learning. The given tasks are undemanding and offer insufficient challenge to the more able pupils. On occasions, insufficient use is made of information technology to support learning in some classes. The most effective teaching is where there is the planned use of resources and effective class management to ensure they are available to all pupils.

7. The policy is outdated and there is insufficient reference to more recent issues affecting science. The recently up-dated scheme of work ensures a broad and balanced science curriculum through a programme of topics which makes for a good coverage to satisfy the requirements of the National Curriculum. It gives topics for each year group with learning objectives, a focus for activities, enrichment work and links with information technology. There is good guidance on the knowledge to be taught but insufficient focus on the teaching of skills and the levels to be aimed for in the different year groups. The working of this scheme is not sufficiently monitored due to a lack of allocated time for the co-ordinators to fulfill this role. There are two co-ordinators, one recently appointed for Key Stage 1 and another experienced teacher appointed for Key Stage 2. The planning for science is good and consists of three spiral modules with some work being covered once every two years. Extra-curricular activities include a science investigators club where pupils make good use of the school environment and resources to extend their scientific knowledge. Pupils in Year 7 have access to very good laboratory facilities and their course material is designed to prepare them very well for studies at the secondary level. The accommodation for the teaching of the subject is generally satisfactory. However, it is poor in relation to the Year 4 classes housed in a block separate from the main building. The deficiencies of this building are detrimental to the effective delivery of the science curriculum. Visiting speakers and events such as science fairs are very well used to enhance the science curriculum and extend pupils' experiences and learning.

OTHER SUBJECTS

Information technology

1. Standards in information technology are in line with those expected for the pupils' age by the end of Key Stages 1 and 2. Pupils in Key Stage 3 are in line to achieve the expected standards for their age. Progress within lessons and over time is good, and has improved since the previous inspection. The reason for the improvement lies in the determination with which the school has tackled the findings of the previous inspection, of weak teacher expertise, weak curriculum planning and failure to implement the full National Curriculum requirements. Through its action plan and well targeted in-service training, the school has established its new scheme of work, based on quality planning to promote sequential teaching of capability skills. The breadth and balance of this programme exceeds the national provision generally. The significant upgrading of resources to include a computer suite, earlier this year, promotes a good consistency of skills acquisition throughout the school, and across whole year groups.
2. By the end of Year 2, most pupils use word processing software, edit their text simply, and print their work. They input data into a simple database and investigate features of an art package. They understand how a floor robot can be programmed. At the end of Year 6, most pupils cut and paste, change fonts, colour and size of print, and import graphic illustrations into their word-processed text. They can enter data in spreadsheets, analyse it and select relevant graphs for display. They use a control software to write small programs to create mathematical patterns on-screen, creating effective links with numeracy. They can investigate colour, shape and pattern using an art package effectively for imaginative creations. By the end of Year 7, the majority of pupils are working at Level 5, by selecting information technology as an appropriate form for recording work, for instance using a word processor to modify their playscript dialogue, or to confidently amend the complex layout of their Lewes Castle brochure by use of a graphics programme.
3. Good progress in lessons, within the information technology suite, is closely linked to the good quality teaching. Teaching is good in all three key stages. Planning is the strength within teaching. The teachers communicate the clear learning objectives well to the pupils by precise explanation and demonstration. The effective lesson structure includes ample time for pupils to practise the skills taught. The provision of challenging extension tasks enables the faster workers to elaborate their thinking, while the very effective support the teachers give to slower pupils, and those with special educational needs, enables them to speed up and keep in touch with the class progress overall. During the free exploration time, pupils often exceed the teachers' planned learning intentions. The in-house training given by the co-

ordinators has had a significant positive impact on the teachers' expertise. Teachers state that they try to keep one step ahead of the pupils. In fact it is a point of professional pride that they are well prepared and answer pupils' questions accurately and confidently. In Year 7, the tasks set are planned effectively to meet the needs of the slower learners and to challenge the higher attaining pupils.

4. Teachers make good use of the conclusion of sessions to highlight what was covered in the lessons, referring the learning back to starting objective. On the rare occasions when hardware or software problems occurred, teachers recovered well and demonstrated the flexibility the pupils will need in dealing with an imperfect technology. The provision of sufficient equipment to enable a whole class to work at the same time contributes positively to the rate of progress. The scheme of work incorporates elements of the national guidance and promotes structure and progression in teachers' planning by laying out clearly the sequence of skills and steps by which pupils will progress. It also ensures that all strands are to be covered during the year so that the subject not only meets National Curriculum requirements, but is an effective reinforcement of literacy and numeracy skills. Teachers create very effective links across a range of subjects. Year 3 pupils, for instance, made very good progress in extending their science and computer skills by using sensing equipment to prove that light reflects more from light coloured fabrics. The art program they used to draw maps enhanced not only their geographic knowledge of features and routes, but also well extended their appreciation of the nature of a Victorian village community.
5. Pupils' response is good. Working together in pairs they interact effectively, take turns fairly and engage in purposeful discussion. There is equality of opportunity, interest and progress for boys and girls. Pupils are enthusiastic, listen and concentrate well, and take account of teachers' instructions. The older pupils have a capacity for persistence to carry a difficult task through to its conclusion. Collaboration to achieve successful outcomes is particularly effective. Many instances occurred of more knowledgeable pupils helping slower partners or neighbours, promoting enhanced progress for one and good personal development for the other. The response of Key Stage 3 pupils is very good. Pupils display a high level of independence in problem solving, and a mature approach to their work.
6. Teachers use a simple system of assessment to track progress of skills, but do not yet involve pupils directly in the process of self-evaluation. Teachers observe pupils closely and identify key points to call to their attention. By building up a good picture of their attainment, teachers can adjust further planning and select appropriate starting points for lessons. Classroom computers are not used sufficiently to reinforce pupils' skills, or to develop applications in other areas of the curriculum and this has a negative impact on pupils' attainment and progress. The work in the information technology suite includes a good balance of attention to literacy and numeracy. Planning for the numeracy and literacy hours does not identify opportunities for the classroom computers to be used. The very effective joint management of the subject has achieved a secure place for information technology on the timetable. It is an urgent priority on the subject action plan to extend the use of the computer suite to Year 1 pupils, and to promote more consistent use of classroom computers. Much of the older equipment is allocated to Key Stage 1. While it does not inhibit pupils' learning, the lack of standardisation makes it more difficult for the younger pupils to transfer their skills from one system to another.

Religious education

1. Overall, standards of attainment are in line with the expectations of the Locally Agreed Syllabus at the end of Key Stages 1 and 2, and by the time the pupils leave the school. This maintains the standards found in the previous inspection. However, pupils' good factual knowledge is not complemented by an ability to discuss what religion means to them and to consider the deeper questions it poses.
2. At the end of Key Stage 1, pupils appreciate the importance of Jesus and his relationship with God as taught in Christianity, and the relevance of the major festivals. Higher attaining pupils are beginning to understand that religion influences people's behaviour towards one another. Many pupils have visited a church and are aware of some of its major features and their symbolism in different services such as christenings. They recount a few biblical stories from the Old and New Testament. However, only higher

attaining pupils are beginning to ask questions, and, while appreciating the value of having friends, most cannot discuss their own feelings or what belonging to a family means to them.

3. At the end of Key Stage 2, pupils know about the history behind the nativity story, but are not aware of the meaning of Easter to Christians. They have a detailed knowledge of the features of a church and can explain the symbolism of bread and wine. Pupils know in good detail the acts involved in Christian worship and many biblical stories. Higher attaining pupils understand their inner meanings. Most pupils recall their learning about other faiths such as Hinduism very well. However, they are slow to respond to the idea of asking deep questions and are unable to explain how religion affects people's lives. Pupils in Year 7 have a very broad knowledge of some of the major world religions, but are only beginning to consider what it means to have a faith and to think about spiritual matters.
4. Pupils at all levels of attainment, including those with special educational needs, make satisfactory progress in the three key stages. There is no significant difference in attainment between boys and girls. Well-prepared lessons enable those in Key Stage 1 to learn, for example, what the features of a Christingle represent. However, they make very simple pictorial records of Bible stories and do not develop their writing. Pupils of different ages study the Christingle, and those in Years 3 and 4 develop a good understanding of the meaning to Christians in its various symbols. Pupils in Years 5 and 6 develop a detailed knowledge of the Bible and explain that the same event has been written and translated from different points of view. Once again, except for some higher attaining pupils, their writing is underdeveloped. Year 7 produce some very well presented and illustrated projects on Christianity and other world religions, sometimes employing their word-processing skills.
5. Pupils show good attitudes in their lessons. In Key Stage 1 they are attentive during teachers' introductions, and are motivated to ask questions. They are courteous to one another in discussions and work hard on set tasks. In Key Stage 2, pupils respond well to fast paced questions about previous learning and sustain group work. They express strong enjoyment of the subject. Pupils are rarely distracted by those with behavioural difficulties, who themselves respond well to adult guidance. Pupils in Years 6 and 7 are willing to discuss what they have been learning at length, and to discuss issues concerning Mary's birth in a very mature manner.
6. Overall, the quality of teaching is good. Five out of ten lessons are satisfactory, while four are good and one is very good. Very good teaching is characterised by the use of probing questions; for example, the deeper issues behind the Christmas story are thoroughly explored. Thorough preparation, strong organisation and good resources enable pupils to develop their independent learning skills. Teachers are knowledgeable and plan lessons well. There is a good balance of teaching input and pupil activity which takes their age into account, as when they look at the Christingle. Teachers and assistants manage pupils well and give good support to pupils with special needs including those with behavioural difficulties. Occasionally, expectations of the quality of writing are low. Teachers make effective use of homework to help pupils to extend their learning. However, they do not often encourage pupils to reflect on what they are learning, which does not help their spiritual development.
7. The co-ordinator provides strong support for teachers to place due emphasis on learning about world religions. The school now offers good resources to support learning, often by creating interesting displays. The co-ordinator has provided useful guidance on some of the study units in the new local Agreed Syllabus. The school makes good use of local pastors and other Christians, as well as of parents who belong to other faiths. Teachers do not yet make effective assessments of pupils' progress, especially in their ability to interpret their deeper experiences and to express their beliefs.

Art

1. Seven art lessons were observed. Additional evidence was available from teachers' planning, from examples of pupils' work, from displays, from an art portfolio and from discussions with staff and pupils.

2. By the time pupils leave school at the end of Year 7, attainment is in line with expectation for age and a small minority of pupils attain above expected levels. Throughout the school, pupils usually make sound or, on occasions when teaching is good, good progress in a wide range of media that include drawing, painting, printing, models and textiles. Pupils with special educational needs are well supported and make good progress. Pupils record what they see with developing skills and appropriate awareness of shape, colour, form and texture. Around the school, there are some good examples of close-observational drawing and printing, particularly in the style of William Morris. The curriculum is broad and balanced and there is planned progression.
3. Inspection evidence reflects the findings of the previous inspection in that, from the earliest stages, pupils have opportunities to explore a wide range of media. Pupils are developing an interest and pleasure in art. They enjoy communicating and recording their ideas in a visual form. Most use different media and techniques with developing confidence. Pupils show good knowledge and understanding of different kinds of art and most review and modify their own work when required. They apply their knowledge of the work of other artists, craftspeople and cultures to their own work.
4. In a Year 2 lesson, pupils were well motivated, concentrated well and took a pride in their work. They were appreciative of each other's work. They were developing appropriate paint mixing skills as they used powder paint and poster paint and added glitter and glue to make attractive textured snow scenes. Year 5 pupils appreciated the work of Turner. They looked carefully at particular elements of his sky and the way he used light and dark images. They used to good effect colour wash techniques to create their own pictures in his style. They discussed the work using appropriate vocabulary. They took care with their work and applied well the techniques they had discussed. Throughout the school, pupils respond appropriately to the work of other artists in their painting and drawing. Art work is confident and bold.
5. Teaching is satisfactory overall and, on occasions, it is good. In a particularly good lesson with Year 5 the teacher showed a good subject knowledge of the work of Turner and explained his use of light and dark images clearly, had high expectations of the pupils, and made good use of a good range of suitable methods and organisational strategies and resources. Teachers and classroom assistants manage pupils well, making good use of praise, of encouragement and, on occasions, use probing questions to help pupils improve their work. The quality of on-going assessment is satisfactory.
6. The subject is well planned and well managed. It makes an appropriate contribution to pupils' social and cultural development. Resources are appropriate and well organised. Although there is appropriate time allocation for most years, Year 6 is low (30 minutes per week). Although the accommodation allows the curriculum to be taught, the lack of running water in the mobile classrooms, combined with the travelling distance for pupils in the Medway Unit to get water and wash up after sessions causes problems and is unsatisfactory.

Design and technology

7. A limited number of design and technology lessons were seen but ample evidence was available from artefacts, from portfolios of work, from displays of pupils' work, discussion with pupils, scrutiny of work and photographic evidence. By the time pupils leave school at the end of Year 7, attainment is in line with expectations for age and a significant minority of pupils attain above this level. Pupils make satisfactory progress in design and in the evaluation of the effectiveness of the design. They also make steady progress in the progressive development of the skills of making and constructing. National curriculum requirements are fully met.
8. In Key Stage 1 and 2, pupils make satisfactory progress and attain standards in line with expectation for age. By Year 2, pupils use a good range of materials and components to make artefacts. By the end of Key Stage 1, they show appropriate attention to detail and build on previous skills by selecting and using appropriate tools, materials and fastenings with developing confidence and expertise. Key Stage 2 pupils have opportunity to reflect on their work in response to challenging open-ended questions. For example,

Year 4 pupils design a moving greetings card. They draw on their knowledge of simple mechanisms to produce different movements and apply these to their cards. They measure, mark out and finish their cards with care. They join materials accurately. Good use is made of appropriate technical language. Older Key Stage 2 pupils can use a good range of materials with developing confidence and dexterity. Pupils with special educational needs are well supported and make good progress in both key stages.

9. Teaching is satisfactory overall and, on occasions, it is good. In a good lesson with Year 4 pupils, the teacher made clear the purpose of the tasks. She supported pupils well to develop their ideas through use of praise, encouragement and questions to focus, check and extend pupils' thinking. She used an appropriate range of resources well and offered constructive feedback to pupils to help them modify their designs. Pupils enjoyed making a moving greetings card. They were well motivated. They worked enthusiastically and co-operatively. They drew well on previous knowledge and experience of simple mechanisms to make moving part for their cards. Most pupils have appropriate self-assessment skills.
10. The school is providing a rich and balanced design and technology curriculum. There is equality of access and opportunity for all within the design and technology curriculum. There is a good policy and scheme of work, which is having a positive impact on pupils' attainment and progress. The scheme is based on the Qualifications and Curriculum Authority framework. The previous report found that textiles and food technology were aspects of the subject that needed to be strengthened. The school now covers these areas well. Children evaluate their own work either orally or in written form after every design technology task. Appropriate assessment procedures are in place.
11. The role of the co-ordinator, who has very good subject expertise, is well developed. The subject makes an appropriate contribution to pupils' social and cultural development. Although the accommodation allows the curriculum to be taught, the lack of running water in the mobile classrooms, combined with the travelling distance for pupils in the Medway Unit to get water and wash up after sessions causes problems and is unsatisfactory. Resources are appropriate. The National Curriculum requirements are met.

Geography

12. Owing to the organisation of the curriculum for this term, little geographical work was available in Years 3 and 4. In Year 7, the history topic related to Lewes has included a little geographical work. Pupils make good progress, particularly in extending their knowledge of the environment and map skills. Progress is particularly good in Key Stage 2. Attainment is in line with expectation for age. Pupils in Year 1 draw simple maps to illustrate Goldilocks's journey, the higher attaining pupils adding features such as river and bridge. They clearly record their route from school to the toy shop, visited as part of their history topic. Year 2 pupils draw plan views of objects, such as tables and bookcase, found in their classroom. They identify specific locations on maps using simple letter and number co-ordinates. They know there are many countries beyond England and associate toys, such as a kangaroo and kite, with particular ones. In Year 5, pupils understand the nature of settlements, such as hamlets, villages, towns and cities, and how they vary. They relate features on maps with a picture of the same locality and have a good understanding of environmental damage and recycling. Year 6 pupils use their map knowledge well to identify features around Cuckmere, compare the River Ganges and Sussex Ouse, using information gained from maps. They calculated the length of the Ouse accurately, counted its tributaries and used the information to estimate the number of tributaries of the Ganges. All use four-figure grid references well, and about half in one Year 6 class is confident with six-figure grid references. They know that rocks vary in permeability and illustrate how springs form. They use correct terms, such as source, tributary, meander and mouth, when describing a river. Year 7 pupils display secure mapping skills; they know the main symbols used on Ordnance Survey maps and use six-figure grid references well. They make good comparisons of old maps of Lewes with those of the present day, identifying accurately some of the main changes.

13. Pupils enjoy geography, complete a good volume of work and produce neat, high quality work. From an early age pupils show a fascination with maps. Year 2 pupils were excited when using an atlas to locate countries where the different toys came from. Older pupils enjoy discussing what the maps may tell us and concentrate well when trying to trace the course of the Ouse back to its source. Behaviour is consistently good and care is taken of maps. Pupils listened attentively to a story, which had an environmental theme, being read to them. They have a growing concern about the care of the environment and use of the Earth's resources.
14. Only four lessons were observed during the period of the inspection. Three of these were in Key Stage 2. Teaching is at least satisfactory. One lesson in Year 6 was outstanding. In this lesson, the teacher skilfully led pupils through the use of maps and grid references before setting a range of challenging tasks using maps of the local area which included the Ouse. Pupils were allowed to exercise independence and also given very good support. The plenary was particularly well managed with pupils reporting back on each task to the whole class. The teacher used each one to extend the work further, for instance, by comparing the Ouse and Ganges. Higher attaining pupils, working with six-figure grid references, were effectively used to extend other pupils' understanding of map skills. In other lessons, satisfactory teaching often displayed enthusiasm for the subject and good use of questions. Occasional weaknesses included some inaccuracies on worksheets, tasks that were too prescribed, allowing pupils little chance to demonstrate initiative and limited challenge for higher attaining pupils. Teachers make effective use of pupils' literacy and numeracy skills.
15. The co-ordinator is very enthusiastic, and has a keen interest in the environmental side of geography. She has produced a clear policy and helpful guidance on the skills to be developed. The scheme of work, based on the National Curriculum guidelines, gives suitable advice and is an improvement over the last inspection. The co-ordinator has produced good guidance related to geographical vocabulary to be developed as pupils move through the school. The curriculum has a heavy emphasis on map work and environmental and local studies. In addition, comparative studies of locations in France, Italy and Africa widen pupils' geographical awareness. Very good use is made of the locality to provide a wide range of opportunities to develop geographical skills. Pupils' spiritual, moral, social and cultural development are promoted effectively. Especially good is the way pupils' awareness about cultures around the world is raised, including European and African cultures. Opportunities to raise an awareness of different cultures within the United Kingdom are not developed so effectively.

History

1. Only five lessons were observed during the inspection. However, pupils were interviewed from the three key stages, and work was available for scrutiny.
2. Overall progress by the time the pupils leave school is good and attainment is in line with expectation for age. This is an improvement since the previous inspection. It is not possible to make a secure judgement of progress in Key Stage 1. By the end of the key stage, pupils know the chronology of their life and a little of the order in the more distant past. They are unsure about simple historical words, but are well able to compare the mechanics and materials of modern and past toys as well as the styles of children's clothes. Higher attaining pupils can compare car shapes, and know that some shops like 'Next' are new. They also know that metal objects rust with age. In the one lesson seen, pupils were able to discuss photographic evidence of babies' wear.
3. Pupils make good progress in Key Stage 2. They soon learn about Victorian times through handling artefacts and toys and role-play about a picnic. Very good teaching enables them to compare people's lives in the past and now. Low attaining pupils learn words associated with the steam era and understand, for example, why trains had tall chimneys. As they progress through the stage they write with increasing empathy about people in the past such as the pyramid-builders and children in World War II, and to write persuasive letters on behalf of Henry VIII when he lost the 'Mary Rose'. Pupils are less confident in discussions than in writing and role-play, but they recognise first-hand sources of historical evidence.

4. Pupils continue to make good progress in Year 7. Through their historical projects they develop a broad knowledge of eras such as the Middle Ages and Ancient Egypt. They write in considerable detail about various aspects of people's lives and illustrate very accurately. Using correct terms, they explain the siting of Lewes Castle and the causes and consequences of Thomas Becket's murder. Pupils progress well at all levels of attainment, and in no key stage is there any significant difference between boys and girls. By Year 7, they understand the differences between fact, opinion and bias in historical writing. They develop good research skills, discriminating between first- and second-hand evidence.
5. Pupils increasingly enjoy this subject as they progress through the school. They are attentive in lesson introductions, and very polite to visitors who give them interesting talks. In discussions they take turns courteously. They ask sensible questions and then proceed to work very hard in groups, collaborating over resources or in preparation of dramas. Pupils behave very well throughout the school, and show respect for resources which provide primary evidence. In particular, pupils' work in Year 7, is very well presented, with good handwriting and illustrations.
6. Overall, the quality of teaching is good. One lesson was satisfactory, one was good, two were very good and one was excellent. In all lessons, teachers had a good knowledge of the subject matter. Pupils' work sometimes shows low expectations of the quality of writing. Where teaching is very strong, there are excellent first-hand resources, sometimes accompanied by exciting talks by visitors, such as about Victorian trains. Teachers expect pupils to prepare sensible questions and they increase interest by including role-play, observational drawings and first-hand investigations. The rapport with the class is such that the teacher can good-humouredly dress up without pupils becoming silly. Work is very well matched to pupils' abilities and lower attaining pupils. Classroom assistants provide good support for those with special educational needs. Teachers have very high expectations of older pupils as they examine historical accounts of Thomas Becket's murder. Teachers' rapport with their class yields a mature response which, in turn, promotes progress in their historical skills. Occasionally they do not encourage reticent pupils to participate in discussions.
7. The history co-ordinator has been recently appointed. Nevertheless, action is already being taken in subject development, monitoring and supporting teaching, and maintaining a helpful portfolio of work. The co-ordinator recognises the need to discuss teachers' plans in order to develop pupils' enquiry skills. Resources are good and support an exciting broad curriculum. Homework is well used to extend pupils, and the cross-curricular themes enrich the history programme. Pupils make a number of very interesting visits, such as to Lewes Castle, Preston Manor, and the Wild and South Downs Museum, which have a positive effect on pupils' enjoyment and standards of work.

Modern foreign language - French

1. Pupils' attainment in Year 7 is above average in comparison with national expectations. This is an improvement since the previous inspection. Most pupils know numbers from one to thirty, the days of the week, and months of the year. They can respond orally to questions such as 'Qu'est-ce que tu aimes faire?' and 'Est-ce que tu as un animal chez toi?' In doing so they compose complete and accurate sentences. They are less sure about everyday questions, such as 'Comment t'appelles-tu?'. However, they are able to hold brief conversations about the weather. Pupils' pronunciation is satisfactorily accurate. As part of their French, pupils produce very good books about France and maintain a dossier of their work. This includes songs they have learnt, written conversations (some several sentences long), and factual statements in French about their relatives. These complement the work in their exercise books in which they write in accurate French. Girls tend to be more confident than boys in oral French.
2. Pupils' progress at the end of Key Stage 2 is good. After less than one term, they can already count to thirty, list the months, and repeat and answer simple questions such as 'C'est quand ton anniversaire?' Pupils continue to make good progress in Year 7. Pupils learn to understand short passages made up of familiar language such as 'Qu'est-ce que tu aimes faire?' 'J'aime le football'. They also develop sequences of sentences about themselves: name, country of origin, age, hometown, and birthday. Pupils

progress well in lessons because of stimulating teaching and their own enthusiasm.

3. Pupils enjoy learning French. Although in some lessons they tend to talk through the teacher's instructions, they behave satisfactorily overall. They show their interest by keenly raising their hands in response to questions, and collaborate well when practising conversations with a partner. They are kind to one another over attempts at using new oral vocabulary. Willingness to speak is not always correlated with general levels of attainment.
4. The quality of teaching provided by the specialist is good. She has very secure knowledge of the subject and plans and executes lively lessons. French is characterised by quick-fire questions and answers, and a variety of activities to challenge pupils to learn. Expectations of behaviour are usually high, and good resources, matched to pupils' needs, are well used. When pupils work individually on a written task, care is taken to move about the classroom in order to give support where it is needed. In some lessons, pupils hear too much English and insufficient French. Consequently, pupils are not challenged to think in French as often as they could be.
5. The relevance of French to pupils is enhanced by a residential visit to France, and correspondence with a French school. On the visit, pupils are encouraged to purchase food by holding brief conversations with shopkeepers. A link with Orange, and research into French life extend their interest in French culture. Some pupils progress to write quite long letters. Cross-curricular links enrich French; for example, pupils learn about the French Revolution, partly by designing and making a guillotine, and some of their art is inspired by such artists as Cezanne and Rousseau.

Music

1. Overall, pupils make unsatisfactory progress in music in all key stages and attain standards below those expected for their age. This is a decline in standards since the previous inspection. Although only four lessons were seen, evidence was taken from a representative number of pupils in each key stage and from tapes of performance. Singing is sometimes good but can lack volume, except when working with the accompanist. The one exception to this was in a Year 3 lesson where teaching was very good. Here the teacher had high expectations and enabled pupils to make subtle variations in dynamics, pitch and tempo, as well as to maintain a steady beat. Pupils' ability to develop rhythmic and melodic structures is very under-developed in all key stages, and they lack confidence to improvise. Generally, their knowledge about music is poor, not least because of their very limited capacity to appraise it. However, a small proportion of them develop their musical talent by learning one of a wide variety of instruments, and there is a good choir which participates in local music festivals.
2. Too few lessons were seen to make a secure judgement of pupils' attitudes or of the overall quality of teaching. In the very good lesson, the teacher was confident and had prepared the lesson very well. Pupils warmed up with a short, briskly paced session of rhythm work. They then moved on to a good-humoured but thoroughly disciplined game called 'Have you got your singing voice?', which taught them most of the major elements of music. The teacher helped pupils to refine their work and impressed upon them the importance of having a sense of performance. Pupils responded to this by showing mature control while being very enthusiastic. Their enjoyment enhanced the quality of their work. Where teachers were less confident or not as demanding, pupils' responses to music were shallower and behaviour deteriorated.
3. Music has no appointed co-ordinator at present, although one teacher is temporarily managing the subject. He has appropriately ensured that there is a wide variety of good quality instruments accessible to everyone, although at present these are not well used. Other supportive in-service training for staff is lacking, so that they are not aware of what pupils can achieve at different key stages given high enough expectations.

Physical education

1. Standards in physical education remain substantially the same as seen at the last inspection. In the

lessons seen, pupils in Key Stage 1 and 2 attain levels appropriate for their age and make sound progress. Lessons in gymnastics, dance and games are seen at Key Stage 1 and in gymnastics and games at Key Stage 2.

2. Reception children make very good progress in spatial awareness during a movement lesson in the hall. They are beginning to make good body shapes at different levels whilst on the move. The quality of their movements, including those with special educational needs, also develops well. This progress is continued into Key Stage 1 where Year 1 pupils begin a satisfactory development of observational and evaluation skills. They create sequences of body movements but are rather heavy-footed and there is a general lack of fluency and quality to their movements and in their body shapes. In games lessons too, these younger pupils lack hand/eye co-ordination in throwing and catching a ball. They make satisfactory progress in these skills but are given insufficient opportunities for repeated practice. In a Year 2 dance lesson, pupils attain well and make good progress in response to a musical stimulus. They build on work from a previous lesson to improve and refine dance movements to develop good rhythm and spatial awareness.
3. In Key Stage 2, pupils continue to make satisfactory progress in gymnastic ability. Year 4 pupils travel along and over a range of apparatus with growing confidence and sound body control. Again there is an overall lack of quality in performance and, although many land safely from height using bent knees and a light landing, some land too heavily. They lift, carry and place apparatus safely using the correct techniques. In games activities, Year 5 pupils' sending skills are variable. They pass a large ball quite well with their strongest foot but in hockey, they make unsatisfactory progress. They hold and use the stick incorrectly, use their feet to control the ball and often swing the stick too high. By the end of the key stage, pupils in Year 6 make steady progress in gymnastics using apparatus and better progress in observing and evaluating the performance of others. Their general skill level remains low and this is also the case in Year 7 games.
4. The response of the younger pupils in Reception and Key Stage 1 classes is good. They show interest and are keen to be involved in physical activities. They are well behaved and react to the teacher readily and correctly. In Key Stage 2, the attitudes and response to physical education are satisfactory overall but on occasions unsatisfactory. Pupils in all classes are appropriately changed for physical education and for gymnastics they sometimes work in bare feet. Most move from their classroom to the hall or outside in an orderly fashion and the majority are well behaved. There are some though, who are inattentive and chatter while the teacher is talking. Sometimes they become too boisterous and move off task easily. By the time pupils leave the school at the end of Year 7, their hockey skills are of a low order. Many lose control whilst travelling with a ball and tend to hold the stick with only one hand. No other aspects of physical education are observed in Year 7 during the inspection.
5. The teaching of physical education is satisfactory overall. There are instances of unsatisfactory teaching where there is a clear lack of subject knowledge and of strategies to contain pupils' misbehaviour. The lack of expertise is having a detrimental effect on skill acquisition in all forms of physical education seen across the year groups. The only very good teaching is seen in a Reception class. All teachers set a good role model for pupils in being correctly dressed and they sometimes participate to some extent with the pupils. The lessons are mostly well planned and prepared and in some cases, as in Year 1 for example, have links with other subjects. There is a very good provision of good quality resources although these are not always used to their greatest potential. In Year 5 for instance, the hockey sticks are not used skilfully by pupils and sometimes their use offends the rules of the game. This is a reflection of the teacher's lack of knowledge and ability to teach effectively to progress pupils' skills acquisition.
6. The subject is led satisfactorily by a co-ordinator. Teaching time for the subject is well allocated and covers all the required elements to ensure a well balanced curriculum within the constraints placed on the subject by other recent curricular initiatives. Policies and schemes of work are in place and being satisfactorily implemented. They tend to be disparate rather than all embracing and cohesive. Resources are ample and of a good quality. They are appropriately stored to be readily accessible by staff. The accommodation for the subject is good, there being one adequately sized hall, extensive although sloping

hard surface and field areas, an 'adventure' area with scrambling and balancing apparatus and a ball aiming structure. There is also a good, heated open-air swimming pool which is well used during the warmer months. A real strength of the curriculum is the wide range of sporting clubs and activities on offer for the pupils. These are well organised and resourced and reflect a high commitment on the part of the staff and other adults who run them. School teams take part in a number of competitive fixtures and record a high level of success in some of them. All these factors have a positive impact on pupils' attainment and progress.

PART C: INSPECTION DATA

SUMMARY OF INSPECTION EVIDENCE

7. The team consisted of six inspectors, including a lay inspector, who spent a total of 24 inspector days in school. The inspection team:
- . spent 90 hours observing 115 lessons and reviewing children's work
 - . attended a sample of registration sessions attended assemblies and a range of extra-curricular activities had lunch with the pupils on several days
 - . observed pupils' arrival at and departure from school
 - . observed nearly all teachers at least once and most several times
 - . had discussions with the headteacher, teaching and non-teaching staff, the Chair of Governors and other governors
 - . reviewed all the available written work of a representative sample of three pupils from each class
 - . held informal discussions with many pupils
 - . analysed a large amount of documentation provided by the school both before and during the inspection, including:
 - .the school prospectus
 - .school policies
 - .the Governors' Annual Report to Parents
 - .minutes of governors' meetings
 - .financial statements
 - .the School Development Plan
 - .subject policies and planning
 - .pupils' reports and records, including special educational needs records
 - . held a meeting attended by 22 parents and considered 186 responses from parents to a questionnaire asking about their views of the school.

DATA AND INDICATORS

Pupil data

	Number of pupils on roll (full-time equivalent)	Number of pupils with statements of SEN	Number of pupils on school's register of SEN	Number of full-time pupils eligible for free school meals
YR – Y7	447.5	7	105	34

Teachers and classes

Qualified teachers (YR – Y7)

Total number of qualified teachers (full-time equivalent)	19
Number of pupils per qualified teacher	23.6

Education support staff (YR – Y7)

Total number of education support staff	15
Total aggregate hours worked each week	136

Average class size:

28

Financial data

Financial year:	1998/1999
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	£
Total Income	711787
Total Expenditure	682627
Expenditure per pupil	1517
Balance brought forward from previous year	29490
Balance carried forward to next year	58650

PARENTAL SURVEY

Number of questionnaires sent out:

470

Number of questionnaires returned:

186

Responses (percentage of answers in each category):

	Strongly agree	Agree	Neither	Disagree	Strongly disagree
I feel the school encourages parents to play an active part in the life of the school	41	48	6	4	1
I would find it easy to approach the school with questions or problems to do with my child(ren)	40	49	5	6	1
The school handles complaints from parents well	22	41	27	8	3
The school gives me a clear understanding of what is taught	25	62	11	2	1
The school keeps me well informed about my child(ren)'s progress	25	52	18	4	2
The school enables my child(ren) to achieve a good standard of work	27	59	10	4	0
The school encourages children to get involved in more than just their daily lessons	27	51	17	5	0
I am satisfied with the work that my child(ren) is/are expected to do at home	25	54	12	6	3
The school's values and attitudes have a positive effect on my child(ren)	29	53	15	3	0
The school achieves high standards of good behaviour	33	49	13	4	1
My child(ren) like(s) school	46	42	7	3	2