

# INSPECTION REPORT

## **WEST RISE JUNIOR SCHOOL**

Langney, Eastbourne

LEA area: East Sussex

Unique reference number: 114467

Head teacher: Mr Barry Kent

Reporting inspector: Mrs Shelagh Halley  
8203

Dates of inspection: 12<sup>th</sup>-16<sup>th</sup> June 2000

Inspection number: 189693

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

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## INFORMATION ABOUT THE SCHOOL

Type of school:	Junior
School category:	Community
Age range of pupils:	7 - 11
Gender of pupils:	Mixed
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Appropriate authority:	The Local Education Authority
Name of chair of governors:	Mr. Ian Longman
Local Education authority:	845 East Sussex
Date of previous inspection:	7th October 1996

## INFORMATION ABOUT THE INSPECTION TEAM

Team members		Subject responsibilities	Aspect responsibilities
Shelagh Halley	Registered inspector	Science Religious Education	<ul style="list-style-type: none"> <li>• What sort of school is it?</li> <li>• The school's results and pupils' achievements</li> <li>• How well are pupils taught?</li> <li>• What should the school do to improve further?</li> </ul>
Deborah Pacquette	Lay inspector		<ul style="list-style-type: none"> <li>• Pupils' attitudes, values and personal development</li> <li>• How well does the school care for its pupils and students?</li> <li>• How well does the school work in its partnership with parents?</li> <li>• Equal Opportunities</li> </ul>
Gerry Slamon	Team inspector	Mathematics Art Physical Education	<ul style="list-style-type: none"> <li>• How well is the school led and managed?</li> </ul>
Sally Handford	Team inspector	Information Technology Music Design Technology Special Educational Needs	
Enid Korn	Team inspector	English Geography History English as an additional language	<ul style="list-style-type: none"> <li>• How good are the curricular and other opportunities offered to pupils?</li> </ul>

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## **PART A: SUMMARY OF THE REPORT**

### **INFORMATION ABOUT THE SCHOOL**

West Rise Junior School is situated on the outskirts of Eastbourne and shares a campus with the infants' school. It is about the same size as other primary schools, with 270 pupils on roll – 142 girls, and 128 boys. There is a very small number of pupils from ethnic minorities and eight of these come from homes where English is an additional language. This is higher than in most schools. The school has identified 72 children as having special educational needs and this is higher than in most schools, the figure having risen since the previous inspection. Two pupils have statements of special educational needs, which is broadly in line with the national average. The pupils come from a very mixed area and their social and economic circumstances are below the national average, although the percentage of those eligible for free school meals is broadly in line with the national average. Overall, attainment on entry to the school is well below that expected for pupils at the age of seven.

### **HOW GOOD THE SCHOOL IS**

West Rise Junior is a much-improved school. Standards in English and mathematics are higher than the previous inspection but are still below the national average. The quality of teaching is good. The head teacher and the governing body have given the school a very clear educational direction. They have worked very effectively together and this has been a major factor in the successful drive to improve the quality of education offered and raise standards. The satisfactory attitudes of pupils contribute to the good climate for learning. The school gives good value for money.

#### **What the school does well**

- Uses of literacy and numeracy across the curriculum
- Good relationships; adults set good role models for pupils
- Very good procedures for monitoring attendance
- Very good assessment in English, mathematics and science
- Very good provision for pupils with special educational needs
- Good leadership and management by the headteacher and governors
- Good provision for personal development, including spiritual, moral and social development, and pupils are encouraged to show initiative and take on responsibilities

#### **What could be improved**

- Standards in English and mathematics
- Some teachers' expectations of behaviour and academic performance
- Assessment in foundation subjects
- Provision for, the teaching of, and standards in information technology
- Learning conditions for pupils in the demountable classroom

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

### **HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION**

The school has made good improvement since it was last inspected in 1996 and monitored by Her Majesty's Inspectorate in 1998. Most of the weaknesses in teaching have been successfully remedied. Standards of attainment have risen in all subjects criticised in the last report, except for information technology. The improvement has been particularly good in science where attainment levels are now above the national average. Many more pupils are working at the higher attainment levels in English, mathematics and science. Assessment procedures and the

use of the data obtained have greatly improved. Teachers now plan together to ensure each class in the year group covers the same topic at the same level. All staff have undergone appraisal. There has been considerable improvement in the provision and its management for pupils with special educational needs and this is now a strength of the school. All staff are fully aware of the school's procedures for child protection. All subjects of the National Curriculum and the act of collective worship now meet statutory requirements.

## STANDARDS

The table shows the standards achieved by 11-year-olds based on average point scores in National Curriculum tests.

Performance in:	Compared with			
	all schools			similar schools
	1997	1998	1999	1999
English	D	C	D	B
mathematics	E	E	D	C
science	B	D	B	A

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

Standards reached by 11-year-olds improved in mathematics and science in 1999 following sustained effort by the teaching staff. Results declined in English because of the nature of the year group with a large percentage of pupils with special educational needs. All results included a good proportion of pupils at higher levels. This reflects the school's much improved effectiveness since the previous report in matching the level of work to pupils' capabilities in English, mathematics and science. Current targets for further improvements are realistic and achievable. In comparison with other similar schools, all subjects have improved, with English above average, mathematics in line and science well above average.

Standards in numeracy are improving significantly, largely because the school has focused closely on this important subject with the consequent improvements in mathematics as shown by the results in Year 6. However, at the end of the key stage, attainment is still below the national average in the lessons seen. This is an improvement on the standards of attainment on entry when they are well below the average. Standards in literacy are improving in literacy lessons and in the use of these skills across other subjects of the curriculum but these teaching initiatives are relatively new and are not yet having a sufficient impact on the attainment of pupils. However, the school does not do enough to engender a love of books or develop pupils' speaking skills. Teachers do not have high enough expectations of how well pupils will listen. These issues adversely affect standards in some areas of learning in several classes, particularly in one Year 5 class. Standards in all other subjects are satisfactory except in information technology, where they are below average.



## PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Satisfactory. Pupils enjoy coming to school.
Behaviour, in and out of classrooms	Good and well-managed.
Personal development and relationships	Relationships between pupils are generally good. Relationships between staff and pupils are very good.
Attendance	Attendance is below the national average. Unauthorised absence is well above the national average. Lessons generally start on time.

Most pupils behave well in and around the school and settle to work satisfactorily. However, in some classes, teachers do not make their behavioural expectations sufficiently clear and this results in some inattention. This does not alter the fact that teachers and their pupils generally relate very well to each other. Attendance during the current year has begun to improve and registers show no significant unauthorised absence or unpunctuality.

## TEACHING AND LEARNING

Teaching of pupils:			aged 7-11 years
Lessons seen overall			Good

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

The quality of teaching during the inspection was good overall and this is borne out by improvements in attainment and progress across the key stage. It was satisfactory or better in 96 per cent of lessons observed. In over half of the lessons observed teaching was good, and very good in more than one lesson of every ten. There was a very small percentage (four per cent) of unsatisfactory teaching in Year 3.

Teaching of English is good and sometimes very good. Much time and effort has been put into implementing the National Strategy for Literacy. The teaching of mathematics closely follows the national framework and is good. Strategies for the three parts of the lesson are effective and most help to create a positive climate for learning. Strengths are found in teachers' planning which ensures work is matched closely to pupils' levels of attainment in English, mathematics and science. Teachers are less effective when they do not insist on pupils listening carefully and becoming involved in lessons. Most pupils' learning is good and, across the key stage, they make good progress. In some classes, however, higher attaining pupils are not given work which is sufficiently demanding and this leads to some restlessness. Those with average and below average prior attainment also make good progress in lessons where the teachers set demanding and interesting tasks. Where pupils are inattentive, their rate of progress is limited by the lack of a positive learning atmosphere in the classroom. Pupils with special educational needs make good progress towards the targets in their individual educational plans.

## OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	The curriculum is good and meets statutory requirements. The school correctly emphasises literacy and numeracy but the pupils receive a broad and balanced curriculum, which includes a good range of extra-curricular activities.
Provision for pupils with special educational needs	Very good support from the co-ordinator for special needs and the learning support assistants helps pupils achieve their learning targets.
Provision for pupils with English as an additional language	Satisfactory. The few pupils who have English as an additional language are well supported.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Provision for pupils' personal development, including their spiritual, moral and social development, is good. Provision for cultural development is satisfactory.
How well the school cares for its pupils	The school is a caring environment. There are very good procedures to encourage good attendance and behaviour. Pupils' safety and welfare are carefully considered. Assessment procedures are good and the results well used to plan future work in English, science and mathematics, but are unsatisfactory in other subjects.

The school works well with parents who receive good quality information, including reports, on what their children are learning and how well they do it. There was a good attendance at the curriculum meeting on numeracy and parents are often involved in filling in questionnaires. The majority of parents of pupils with special educational needs are consulted in reviews of their progress. Conversational French is taught in Year 6 but not to any other year group, and so is not reported upon.

## HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The head teacher, ably assisted by the governors, provides good leadership. With the support of the deputy head, the senior management team and all staff, they have striven successfully to raise standards and move the school forward.
How well the governors fulfil their responsibilities	The governing body discharges its responsibilities well. Governors are very knowledgeable and have a very clear understanding of the strengths and weaknesses in the school. They strike a good balance between supporting and questioning the school.
The school's evaluation of its performance	There are good systems in place for monitoring and evaluating the school's effectiveness. Head teacher, governors and co-ordinators monitor and review the curriculum.
The strategic use of resources	The school gives careful consideration to the use of resources available to it. The principles of best value are applied to spending decisions.

There is an adequate number of teachers. There is a small but well-trained number of support assistants who meet the needs of pupils with special educational needs in the core subjects of English and mathematics in the morning sessions. Unfortunately, the same support is not available in the afternoons and pupils are dependent on their teachers. There are shortcomings in accommodation, especially in the demountable classroom, which adversely affect pupils' standards, for example when they have to move out because of rain which comes in through the roof. This is disruptive to their rate of learning.

## PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> <li>• Quality of information from the school</li> <li>• The way the school consults them about their children's learning</li> <li>• Their children like school</li> <li>• Their children make good progress</li> <li>• They find teachers approachable and ready to listen to problems</li> </ul>	<ul style="list-style-type: none"> <li>• Involvement in the Friends of West Rise Association</li> </ul>

Parents overwhelmingly support the school and the inspection team agree with them on all the positive points. The team disagreed that the Friends of West Rise Association does not sufficiently encourage involvement. Social events are well attended and the regular newsletters are informative.

## **PART B: COMMENTARY**

### **HOW HIGH ARE STANDARDS?**

#### **The school's results and achievements**

1. The pupils' performance in the national tests in 1999 in English and mathematics was below that in most schools, although in mathematics, the results were better than in 1998. In science, pupils' performance improved significantly in 1999 to above the national average. In English and science, the school's results were better than in schools with pupils from similar backgrounds, notably so in science. In mathematics, the pupils did as well as those in similar schools.
2. A picture of steady improvement is reflected in the standards of work seen among current Year 6 pupils. In English and mathematics, most pupils attain the standards expected of 11-year-olds, and in science, standards are higher than typically found at this age.
3. Pupils enter the school with a broad range of abilities, which are generally well below the national average, particularly in English and mathematics. Inspection evidence is that recent improvements, for example the adoption of the National Numeracy and Literacy Strategies, are having a positive impact throughout the school. Most pupils reach the standards of which they are capable by working at the correct level throughout the school, but sometimes pupils with prior higher attainment do not achieve their best standards in some subjects. Most of the current Year 6 pupils are achieving at the appropriate level and standards are broadly in line with the national average at the end of the key stage.
4. Standards in literacy are satisfactory overall. The literacy hour is well structured and these lessons are effective, largely because of good planning and teaching. However, pupils are not enthusiastic readers with a broad knowledge and understanding of authors and genre because the range of reading materials is restricted. Literacy skills are used well in other subjects of the curriculum although there are not enough opportunities for pupils to practise their speaking and listening skills in line with the recommendations of the strategy and the school's attempts to focus on these.
5. Standards in numeracy are slightly below the national expectation although a good proportion of pupils are quick and accurate in mental arithmetic. This is a significant improvement since the previous inspection. All elements of the numeracy hour are taught well and most pupils respond positively and with enthusiasm which aids their learning. Number skills are used well in other subjects, such as practical science and design technology.
6. Pupils with special educational needs make good progress, and the very good improvement in provision to meet the recommendations of the national Code of Practice since the previous inspection, is being built upon successfully. Targets are clear, measurable and used well in planning tasks and activities. Pupils achieve standards in line with their ability and aptitude in literacy and numeracy lessons. Additional help for pupils at the end of the key stage enables them to improve their standards of literacy through a programme of targeted withdrawal support. Pupils' good progress in the core subjects of English, mathematics and science is ensured by the support of well-trained classroom assistants and a very knowledgeable co-ordinator. Their progress is slower in foundation subjects when there is no classroom support available.
7. Pupils with high attainment levels generally make good progress in mathematics and science. Most other pupils make the good progress of which they are capable in

English, mathematics and science and satisfactory progress in other subjects of the curriculum.

8. The few pupils from ethnic minority origins achieve similarly to the majority of the pupils and in some cases better than the majority.
9. Standards in science are good overall. Standards in practical science, involving experimentation and investigation, are very good and have significantly improved since the previous inspection. Standards in information technology are below the levels expected. This is because older pupils have rarely had the depth of experience necessary to make the best progress. Standards in religious education are satisfactory overall, although older pupils' knowledge of religion is better than their understanding. In other subjects, standards are satisfactory, and good in history and physical education.

### **Pupils' attitudes, values and personal development**

10. Overall, pupils' attitudes to school are satisfactory. Most pupils enjoy coming to school. Parental views also confirm this. Pupils are motivated, keen to learn and enthusiastic. This is evident from the significant number of pupils who actively participate in well-structured school activities such as school council meetings and acting as prefects, monitors and general helpers. During lessons there are some pupils who cannot sustain concentration for very long periods and find working independently difficult. Pupils with special needs are effectively supported.
11. Pupils' behaviour in the classroom and when moving around the school is satisfactory and generally well managed by staff. Most pupils are courteous, friendly and helpful and respond well to the expectations of staff. There is a significant minority of pupils with behaviour problems in the school; however, their needs are well identified and the school has clear and positive strategies for managing difficult behaviour. These strategies are not always put into effect by teachers in lessons and on these occasions, pupils' response is unsatisfactory. Parents attending the parents' pre-inspection meeting also supported the view that the few incidents of inappropriate behaviour are dealt with promptly and effectively by the school. Very little litter and no graffiti are present in the school. Most pupils respect and care for the school's property and environment.
12. Personal development and relationships are good. Personal development is fostered through personal and social education lessons, circle time, the school council and achievement assemblies. The provision has a beneficial impact on pupils' attainment and progress. Very good relationships exist between most pupils and adults and good relationships between pupil and pupil. Most pupils show respect to staff and visitors. Pupils are keen to take responsibility and show initiative when fulfilling a number of tasks around the school. They respond well to doing basic tasks in the classroom, at assemblies and in the playground. However, in a significant minority, respect for each other's feelings, values and belief is sometimes unsatisfactory, for example when they refuse to listen to their teachers, continually interrupting during lesson observations and class discussions or making derisory comments about other pupils' views.
13. Pupils with special educational needs have good relationships with those who support them, and try hard to achieve. They work well together in groups, and respect the views of each other. A number of pupils have education plans which target improvements in behaviour and the school provides effectively for these pupils.
14. Pupils' attendance overall is below the national average although it has improved since the previous inspection. A number of procedures are successful and make a positive contribution to the quality of learning, for example the way in which absences are followed up on the first day with a telephone call to the home and clear guidance in the

prospectus about unauthorised absence. The number of exclusions has fallen since the previous inspection; only one pupil has been excluded in the last year.

## HOW WELL ARE PUPILS TAUGHT?

15. The quality of teaching is good overall, and occasionally very good. This is borne out by the rate of progress made by pupils who come into the school with very low abilities yet achieve standards which are just below or close to the national average by the time they leave. Only four per cent of unsatisfactory teaching was observed during the inspection, and this is a significant improvement upon the time of the previous inspection when more than a quarter of lessons was unsatisfactory. The school has been very successful in addressing this key issue of the previous inspection report. Overall, 43 per cent of lessons were judged good, and 12 per cent very good. The bulk of this very good teaching was in Year 4. The overwhelming majority of parents who responded to the questionnaire feel that teaching in the school is good. The planning of lessons encourages pupils to improve and they build year on year in their knowledge, understanding and the progressive development of skills in the subjects they are taught.
16. The teaching of literacy is good overall, occasionally very good. Teachers plan their lessons well with clear learning objectives which, in the most effective lessons, are shared with pupils who work better because they know exactly what they are expected to do. This, coupled with high expectations of pupils' behaviour, and most pupils' own positive response especially to enthusiastic teaching, enables lessons to move on at a good pace. Where teaching is particularly effective, teachers also use questioning well to push pupils' thinking forwards and help them understand new ideas. Pupils' work is used very effectively to explain and expand upon what is expected when teachers refer to the previous lesson and point out the strengths and weaknesses in pupils' work. Teachers ensure that their classroom assistants are fully briefed and their strengths recognised and used well, for example when they assist pupils with special educational needs in exploring the text they are reading to enable them to make progress in improving and extending their vocabulary and their range of reading. In several lessons across the age range, however, teachers' expectations of how well pupils listen and become involved in class activities are not sufficiently high, so that the progress pupils with higher prior attainment make is not as good as it should be in some lessons.
17. The teaching of numeracy is good and much improved since the previous inspection report. As with literacy, planning is good. This is largely due to the good use of the frameworks for each subject. The structure of the three-part lesson is seen in all classes and pupils make particularly good progress during the mental mathematics session at the start of each numeracy hour. Teachers' knowledge and understanding, particularly in how to discuss various strategies for mental computation, are good and there is evidence of training in the numeracy hour being put to good use. In the most effective lessons, teachers and pupils alike shared an enthusiasm for learning and there was a clear sense of achievement at the end of the lesson.
18. Pupils with special educational needs make good progress towards the targets in their individual education plans, through the good support they receive. Teachers adapt work in the literacy and numeracy sessions to meet pupils' special needs. Teachers are aware of the targets in the individual education plans and of any social, behavioural or emotional needs that the pupils might have. They generally manage these pupils well. There is appropriate support for pupils with statements of educational need. Classroom assistants provide a very good level of support, especially in numeracy and literacy lessons, adapting vocabulary and simplifying explanations so that pupils can improve their understanding. Teachers organise this support well, and provide suitable material and activities to enable these pupils to achieve well. Support assistants keep records of the work they have done and the development of learning so that they and the teachers

can track the attainment and progress of individual pupils and set work which is suited to their needs. Afternoon sessions, in which other areas of the curriculum are mainly taught, leave the majority of special educational needs pupils without the support of the learning support assistants. While teachers do their best to give support and place pupils in groups where their peers can support them, this is not always effective in helping them to learn well because the task set is the same for all pupils.

19. Teachers' knowledge and understanding of most of the subjects they teach are good, their explanations are clear and, when pupils experience difficulties, they are able to resolve them. However, in information technology, teachers' knowledge and expertise are only just satisfactory and the school acknowledges the need for further in-service training with computers. In religious education and music, teachers are not always confident to teach the subject successfully and pupils make less progress than they should in these subjects.
20. Teachers know their pupils well, and carefully match work in English, mathematics and science particularly to pupils' capabilities. In many foundation subjects, the match is not as close. Pupils with high attainment levels in particular are not sufficiently catered for in information technology, design and technology and geography for example.
21. Good use is made of resources to illustrate teaching points and enable pupils to experience firsthand learning. Occasionally, displays are used to very good effect, being informative and challenging enough to take learning forward. Most lack challenges and questions for pupils to answer.
22. The few weaknesses in teaching largely relate to the management of pupils, tied to the teachers' expectations of how pupils respond. At times, teachers do not wait for their pupils to give them their full attention before continuing the introduction to a lesson or a class discussion. This means that pupils who do want to listen and learn are prevented from doing so.
23. Marking is very good, especially in the core subjects of English, mathematics and science. Pupils are given a clear understanding of what they have done successfully, and where they should concentrate their efforts in their next piece of work. Homework generally supports classroom learning in English and mathematics effectively. Approximately eight parents in every ten who responded to the questionnaire feel that their children get the right amount of homework. Inspection findings concur with this positive view and consider that pupils are prepared satisfactorily for entering the secondary phase of their education. The curriculum evening held to explain the numeracy hour was well attended by parents and some helpful advice and information was given, which parents found very useful.

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

24. The curriculum is broad and balanced. The quality of the curriculum and range of learning opportunities are good. The shortcomings found in the previous inspection have been remedied and all subjects now meet statutory requirements, and religious education meets the requirements of the locally agreed syllabus. There is now very good provision for English through the implementation of the National Literacy Strategy, the extra time given to writing and the opportunities for using literacy skills throughout the curriculum. Provision for mathematics is good, although the implementation of the numeracy hour is not yet having its full impact on the attainment of pupils. Nevertheless, the good planning ensures that pupils make good progress across the key stage. There is good provision for science through the use of local and national guidance which ensures a structured approach to continuity in learning and ensures that

pupils improve and extend their knowledge, understanding and skills. Provision for information technology has yet to be developed in terms of satisfactory resources for the teaching of the subject and a properly systematic approach, as the school acknowledges, and the standards that pupils achieve by the end of the key stage are unsatisfactory.

25. The literacy strategy is very well in place throughout the school. It is taught according to national guidelines with an appropriate focus on developing pupils' speaking and listening skills which, however, is not always carried through in lessons. Teachers develop pupils' speaking skills in all areas of the curriculum through their well-targeted questioning, and the opportunities they provide for discussion. The use of literacy skills in other subjects of the curriculum, such as history, geography, religious education and science is satisfactory. There is additional provision to raise pupils' attainment through a programme of additional literacy for all year groups and booster classes prior to the standard attainment tests, bringing results closer to the expected levels, although still below the national average. The strategy for numeracy is firmly in place across the school. It follows national guidelines and the mental mathematics sessions are effectively developing pupils' mathematical skills. Science and information technology provide the opportunity to use mathematical knowledge in other areas of the curriculum, through the processing of data in charts and graphs. There is a weakness in the provision for information technology in that there is a shortage of resources, and pupils are not offered satisfactory opportunities to develop their knowledge and skills. The syllabus for music has been developed appropriately. The absence of a co-ordinator has led to limited development in religious education but the curriculum is currently being re-established as a priority in the school development policy and provision is satisfactorily following the recommendations of the local Agreed Syllabus. The school follows an appropriate programme of personal and social education, including sex education and education in drugs awareness. Homework is regularly set and enables pupils to develop and practise what they have learnt at school.
26. The provision for pupils with special educational needs to meet the targets in their individual education plans is very good, with targets tailored to individual pupils, for example, in mathematics, English, behavioural development and the development of social skills. Pupils requiring help are identified at an early stage. Support is very good in literacy and numeracy lessons. The special educational needs co-ordinator and the well-trained learning support assistant give very good support to pupils to enable them to access the curriculum through work that is adapted to meet their needs. A particular strength is the focus on using the computer to enable pupils to re-draft work, and improve presentation. However, in other subjects, where there is no additional support for these pupils, although they receive good support from teachers and peers, they are less able to make good progress. The provision in statements of special educational needs is fully implemented. A small number of pupils have additional sessions to support their particular learning needs, and which aim to raise their self-esteem and social skills. This is an improvement from the last inspection when weaknesses were found in the management, organisation and monitoring of provision.
27. There is equality of access for all pupils to all areas of the curriculum. Pupils for whom English is an additional language are well integrated and achieve at the same level as their peers. No pupils are prevented from participating in the full curriculum. All pupils have the opportunity to attend visits and activities at some time during their school career. The provision for pupils with special educational needs to meet their literacy and numeracy targets in their individual education plans is very good. Work is modified in literacy and numeracy lessons to take account of their stages of development and the special needs co-ordinator and support staff are well deployed in these lessons to work with individuals or small groups so that they can take a full part in the lessons. However, the level of support in other subjects is not as good.



28. Pupils' opportunities are enhanced in Year 6 with a programme of study in basic conversational French and in a lesson seen pupils were enjoying the experience of talking about shopping for food, and by a sound programme of clubs and team events which run at various times during the school year. There is a good variety of sports clubs, such as basketball, gymnastics, rounders, netball and cricket, and the local borough council provides coaches for these sports. Pupils have the possibility of doing a cycling proficiency course. During the winter months, a computer club is run, and there is a regular choir group. There is a good programme of visits and visitors, which provides stimulating additions to the curriculum from which pupils gain practical experiences, and the contributions of experts. Pupils' historical and geographical understanding is extended through visits to local places of interest and field trips, such as to Lewes, Michelham Priory, the Seven Sisters Country Park and Birling Gap. The school trip to France provides pupils with a valuable cultural experience. The school encourages visitors such as theatre groups and the community policeman and school nurse.
29. The school tries hard to cultivate links with the local community. It has established links with the North Langney Forum, and with a local supermarket. Links with the local community make a good contribution to pupils' learning and social development and increase their sense of belonging. These include involvement in the annual schools' Christmas Carol festival in Eastbourne as well as the choir's participation in carol services at two churches in the wider area. Parents support the annual Christmas performance, and pupils have also performed an Easter musical, Resurrection Rock, at East Dean church. Awareness of the wider community is raised when pupils are involved in collecting money for charity, and they have contributed to the local Mustard Seed Appeal as well as to the Mayor of Eastbourne's charity, World Book Aid, Macmillan Cancer Appeal and Oxfam. They also collect money during Harvest Festival and Red Nose Day.
30. There is very close liaison with one of the local secondary schools, with older pupils attending the school for science and computer days. Pupils have the opportunity to visit the schools to which they will transfer, for taster days. A particularly close and fruitful liaison exists between the special educational needs co-ordinators, which means that the children involved make the transfer with the minimum of disruption to their education. Relationships with the adjoining Infants' school are developing to provide for effective professional links. There have been particularly effective links with the local business partnership that have provided teachers with valuable experience through spending time with local companies. For example, the science co-ordinator has spent time at Brighton General Hospital and is able to pass on to pupils the variety of ways in which scientific knowledge, understanding and skills can be used.
31. West Rise Junior School offers its pupils a welcoming, secure and caring environment. The learning environment is characterised by a sense of calm purpose built on mutual respect and shared values. Provision for pupils' personal development, including their spiritual, moral and social development is good and is a strength of the school. Satisfactory provision is made for their cultural development.
32. Pupils' spiritual development is nurtured in assemblies and in the opportunities for prayer and reflection, which form part of the daily acts of collective worship. The generally calm, working atmosphere established in most classes supports pupils' spiritual development. This is further developed in opportunities for reflection in areas of the curriculum such as reflective writing in English and history and opportunities for expressing the pupils' own thoughts and feelings through art.
33. The good all-round relationships that exist, and the very good example set by all the adults who work in the school, support pupils' moral development, which is underpinned by the school's aims. The importance of truth and justice is communicated through the

evident concern the school community has for its pupils. There is generally a consistent approach to the school's behaviour policy throughout the school day. Pupils' sense of citizenship is developed through the opportunities to discuss and reflect upon environmental issues, such as conservation of the natural environment. A recently appointed co-ordinator is successfully developing this important area of the school's provision.

34. The school actively encourages the development of good social skills. Assemblies are used well to promote a feeling of community. Pupils are offered an increasing range of responsibilities as they get older and are expected to use their initiative within the school community. The school council plays a full part in shaping the direction of the school, for example through the discussion and selection of resources for the playground. The very good working relationships between members of staff set a good example to pupils of how to interact socially with their peers. Members of the midday staff are caring and friendly in their approach to pupils and this helps to make lunch breaks social occasions when pupils can interact with others of different age groups. The midday games club provides pupils with a quiet break from the playground and a further opportunity for social interaction.
35. Extensive opportunities are provided for pupils to appreciate, and to contribute to the community in which they live. Local studies, harvest festivals, public performances, science days at a local secondary school, are examples. Pupils are also offered opportunities to contribute to the wider community through donating to charities such as Oxfam, World Book Aid, and the Mustard Seed Appeal. An annual residential trip or an activities week enhances the older pupils' social development and sense of achievement.
36. Pupils are encouraged to appreciate and to develop their knowledge of British culture and traditions, for example through visits to places of cultural and historical interest such as Anne of Cleves' House, Michelham Priory and Preston Manor. Pupils are taught French, take part in residential trips to France, entertain French pen pals, and have forged links with a school in Ireland. There are also planned opportunities for pupils to understand and to appreciate the diversity and richness of other cultures and faiths through their religious education programme, and through listening to music. The recently introduced multicultural policy is beginning to have an impact on this area of the school's provision through the addition of studies of non-white, non-European achievers in multicultural Britain and throughout the world.

#### **HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?**

37. The school's procedures for child protection and for ensuring pupils' welfare are satisfactory. The school takes child protection issues very seriously and, as well as the named member of staff with overall responsibility, all staff are aware of lines of accountability. Procedures are very well established and clear guidelines are made available to all staff. Pupils are well supervised and cared for by staff during the entire school day. Most pupils respond very well to the support and care given by staff. The provision for medical care and first aid is satisfactory. There is still no separate provision for the storage of medicines, although the school takes great care that no pupil is unsupervised when taking medicines or using inhalers. Also in spite of the many efforts of the school, a significant number of parents still stop outside the school, dropping off and picking up children, so that the road becomes congested and potentially hazardous. The school undertakes regular routine checks of the premises to identify any other hazards and to ensure the school is a safe environment.
38. Monitoring of pupils' academic performance and personal development is satisfactory. The school makes good use of assessment information gained in lessons to guide curricular planning. This is done through careful planning, marking and some target-

setting in the core subjects. Teachers also make use of information gained from statutory and non-statutory tests and information passed on from the infants' school. However, there is no whole-school policy for personal development, sharing of information or continuity. This sometimes means that teachers take insufficient account of the stage of personal development of some pupils.

39. Procedures for monitoring and improving attendance are very good. They are systematic and well implemented. The school currently uses strategies such as early daily telephone contact to families who have not notified the school about their children's absences. Latecomers are also monitored daily, and there are regular formal and informal meetings with parents as necessary. The school is working closely with the educational welfare officer to monitor and improve attendance. These strategies are improving the overall attendance and reducing lateness.
40. The school currently has very good procedures for monitoring and promoting good behaviour and eliminating oppressive behaviour. The school has recently reviewed its behaviour policy. The procedures are well implemented and are having a very positive impact on the attitudes and behaviour of most pupils, including those on the register of special educational needs. The school now has a consistent application of the behaviour policy particularly at lunchtime. In addition the school promotes self-discipline through many positive strategies that reward and sanction. The school also works closely with parents and external agencies to encourage and monitor good behaviour.
41. Educational and personal support and guidance for pupils are good. Personal support and guidance are consistently of a high standard and take account of parental views. The school liaises closely with a number of health professionals to ensure pupils are well cared for. Parents support the view that the school cares very effectively for their children. The school offers very good pastoral care for pupils with emotional difficulties where their views are taken into account.
42. The school now ensures that there is very good support for pupils with special educational needs, and there is a positive ethos in place to provide for these pupils. Their individual education plans are good with clear, achievable targets that are pertinent to pupils' needs. Plans are regularly reviewed and information from them is used well to plan pupils' work.
43. The school has developed very good ways of monitoring and supporting progress in English, mathematics and science. This is a very significant improvement since the time of the last inspection. Effective analysis is made of National Curriculum test results and of the results from its own internal testing, to identify weaknesses in provision and gaps in pupils' knowledge. This information is used to provide additional support where it is most needed and to set whole-school and individual targets. Pupils are well informed about how well they have done and how they can improve. The use of assessment information to guide curricular planning in English, mathematics and science is good.
44. The school recognises the need to extend this good practice to assessing pupils' attainment and progress in other subjects of the curriculum. Although teachers know their pupils well and keep informal records of their academic progress, systems for assessing and recording require refinement so as to ensure a more systematic development of skills and knowledge in all subjects as pupils move through the school.
45. The marking of pupils' work is good. Teachers take time and trouble with their marking, giving helpful feedback to develop pupils' thinking and give them ideas for future work.

## HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

46. Parental views of the way the school helps their children to learn and make progress are good. The majority of parents responding to the questionnaire and in discussion with inspectors feel that the school works closely with them and they are kept well informed about their children's progress. Overall, parents contribute satisfactorily to their children's learning at school and at home. Large proportions of parents commit themselves to the home-school agreement and support the home and school reading scheme. However, only few parents actively participate in the day-to-day life of the school, for example by helping in the classroom and with projects, although the school encourages their involvement.
47. There are a few parental helpers in the classroom and with projects in the school. The school has an active Friends of West Rise Association, which organises successful social and fundraising events. Some parents felt that they were not sufficiently included in the activities of the Friends' association, but inspectors find that they receive plentiful, regular newsletters and are always invited to participate in meetings. Parents overall are happy with the daily activities of the school and the 'open door' policy that is in operation.
48. The quality of information provided for parents, particularly about their children's progress, is very good. End-of-year written reports to parents give clear information about their children's achievements, and at regular consultation meetings parents can meet with the children's teachers to discuss progress and future targets for learning. Meetings about the curriculum and the regular newsletters provide parents with useful information so they can be involved in their children's education.
49. There is good liaison with parents of pupils with special educational needs. Parents are invited to meet regularly with the class teacher and co-ordinator to discuss their children's needs and progress. Review procedures for pupils with statements of educational needs are appropriate. Parents are made aware of the targets set in their children's individual education plans and invited to participate in helping them to meet them. Teachers alert parents to any initial cause for concern, and are always available for discussion with parents.

## HOW WELL IS THE SCHOOL LED AND MANAGED?

50. The head teacher provides good leadership, and with the deputy head and the senior management team, guides the school forward with determination and commitment. There is a clear educational direction for the school. The unity of purpose shown by all members of staff is having a significant impact on the quality of education provided and on raising standards for all pupils. Staff are fully aware of the strengths and weaknesses of the school and are taking effective action to remedy the shortcomings. The headteacher's very good relationships with staff and governors allow for professional dialogue which helps the school to adapt to new initiatives and necessary changes with the minimum of disruption. Standards of communication within the school are very good.
51. The school development plan is a clear, useful working document and is based on a thorough audit of the school's current position. The involvement of both staff and governors means that educational priorities identified are highly relevant. Targets are set for each year and efficient procedures are in place for monitoring and evaluating the extent to which these are achieved. The plan provides a secure framework for improvement and provides a means of judging value for money.
52. Educational developments are well supported through good financial planning. The school has good structures in place to ensure that resources are used effectively. The governors, through prudent management, have accumulated a considerable surplus. This is regarded as a contingency reserve that is targeted to meet identified needs, such as provision for information technology and music, and to cope with turbulence caused by changes in the numbers on roll. Recommendations of the last auditor's report have been implemented fully. The school always seeks best value for money in its spending. This is helping the school to achieve its objectives as set out in the school development plan. Good use is made of staff, accommodation and learning resources to support pupils' learning. Funds for pupils with special educational needs are clearly designated and pupils receive good support. Good financial control is complemented by very efficient school administration. The bursar and the administrative assistant provide a warm and efficient welcome to pupils, parents and visitors to the school.
53. The school's aims are clearly expressed and have been collaboratively developed and agreed. They are relevant and form the basis of a shared sense of purpose. The school is largely successful in meeting these aims, except in the case of those regarding the school's expectations of all pupils. Policies, such as those for improving pupils' behaviour, the professional development of staff, and teaching and learning, have all been developed through detailed consultations with staff and are being implemented effectively.
54. The monitoring, evaluation and development of teaching are satisfactory. Teachers are observed teaching English, mathematics and science. Feedback is given and some recommendations are made. This has resulted in improvements in the teaching of these subjects. However, subject co-ordinators of other subjects have not yet been sufficiently involved in monitoring the quality of teaching and learning in their areas of the curriculum so as to promote consistency of practice.
55. The special educational needs co-ordinator is knowledgeable and well informed on issues and provides good support. The policy provides appropriate advice and guidance to teachers and sets out procedures for monitoring and assessing pupils who may be experiencing difficulties. Teachers have received appropriate in-service training and the co-ordinator has effectively managed the training and organisation of the learning support assistants. Most of the support they give is in literacy and numeracy hours and this is proving effective in helping the pupils achieve to their capabilities. The level of support, however, is inadequate for subjects other than literacy and numeracy and

pupils' progress is slower because the class teachers are not always able to provide the individual attention required. A small number of pupils are withdrawn for small group sessions with the co-ordinator. These take place in the adjacent 'house', which provides a secure and safe setting in which pupils can develop social skills and confidence. There are good relationships with outside agencies.

56. There is an adequate number of teaching staff with an appropriate range of experience and qualifications for teaching the National Curriculum and religious education according to the locally Agreed Syllabus. Lunchtime supervisors are well trained by the school to administer the new behaviour management code and are supported in this by the class teachers. The secretary and site manager are both relatively new to the school and make a significant contribution. The appraisal process of teachers is fully implemented and their in-service training needs identified. However, there has been little in the way of this training for subjects other than literacy and numeracy in the last couple of years. There are good induction procedures for newly qualified teachers and, in addition, these teachers continue to receive support from a mentor throughout their second year of teaching. Procedures for the induction and support of experienced teachers new to the school and for supply teachers are unsatisfactory. Their classroom practice is not monitored and as a result, some teachers struggle with expectations of behaviour and work and their difficulties are not known to senior staff who could arrange for extra support to assist them in establishing themselves in positions of authority in the classroom. In general, staff training is satisfactorily provided to meet the needs of the school and the staff. Training for the literacy and numeracy strategies has been effective, but staff training for the use of the new computers has been identified by the school as unsatisfactory. Co-ordinators of the core subjects give effective training to colleagues. The headteacher and the site manager have sought and attended training prior to their taking responsibility, from the local authority, for the maintenance of the school building. Most members of the governing body have received training in their responsibilities and statutory duties.
57. The accommodation is satisfactory overall. Pupils in the main school are well catered for with large learning bays outside the classrooms, in which the school's computers are used. One class is housed outside the main building in a demountable classroom in which there are extremes of heat and cold. This accommodation is unsatisfactory as it has a significant detrimental impact on the pupils' learning when they have to move to another space for lessons. This happens on a number of occasions and time is lost whilst they wait for the room to warm up in the winter and the room being stiflingly hot in the summer. The site manager is enthusiastic and the school is well cared for. Although recently repaired, part of the school roof leaks and water damages displays in the school hall. Outside grounds are spacious and well cared for with a large grassed area for ball games. There is a millennium garden developed by a parent, two outdoor quadrangles and the school has prioritised the development of all its outside resources to maximise their potential as a learning environment. There is an outdoor demountable hut, which is well used for lunchtime art and craft activities, and the school house is well used for the teaching of pupils with special educational needs and for music lessons.
58. Overall the provision for learning resources is satisfactory. There are good resources in mathematics and there are sufficient computers. The school makes use of museum loans of both books and artefacts for history and religious education, to supplement their own collections.
59. Good progress has been made in dealing with the key issues and other weaknesses identified in the last inspection report. The governing body is closely committed to the school and fully meets its statutory responsibilities. It has effective systems in place for monitoring the school's effectiveness. Governors share and affirm the head teacher's plans for the future educational direction of the school, are fully aware of its strengths and weaknesses and are taking action to bring about improvements. They keep in

touch with the day-to-day life of the school by regular visits and through being linked to subjects of the curriculum. The finance committee has an important role in ensuring the efficient use of resources. It meets regularly and carefully compare prices and costs before committing themselves to expenses to ensure they obtain value for money. A very good example of the commitment of the governing body is the formation of the Education Action Forum to study ways in which governors can become more efficient in the performance of their duties.

60. At the time of the last inspection the school was reported as not providing value for money. The school now gives good value for money. This judgement takes into account pupils' personal circumstances and prior attainment, the quality of education provided, pupils' attitudes, behaviour and personal development, improvement since the last inspection and the outcomes of education in terms of standards achieved. It also takes into account the unit cost of education, which is average for a school of this type.

## WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

61. Building upon the good progress made in the recent past, the school should continue to:

Raise standards in Mathematics and English by: *(Paragraphs 64, 69, 73, 77,85)*

- a. broadening the range of reading experiences, for example, more complex and challenging texts for all pupils, especially those with prior high attainment\*
- b. developing better book provision in classrooms and the library \*
- c. raising teachers' expectations of what pupils can achieve

Increase the pupils' rate of learning by: *(Paragraphs 11, 16, 20, 22, 56, 81, 97, 102, 123)*

- d. raising all teachers' expectations of pupils' behaviour in lessons and improving their skills in managing pupils' inattention
- e. ensuring a greater level of support for pupils with special educational needs throughout the school day, especially for non-core subjects

Raise standards in information technology by: *(Paragraphs 9, 52, 106, 107, 109, 110)*

- f. improving teachers' expectations and confidence to teach the subject\*
- g. ensuring that the co-ordinator has sufficient release time to monitor the teaching and learning in the subject\*
- h. developing assessment procedures to assess pupils' attainment and progress and use the information to help plan lessons\*

Improve assessment procedures in the foundation subjects *(Paragraphs 44, 98, 105, 109, 124)*

Improve conditions for pupils taught in demountable classrooms\* *(Paragraphs 57,82)*

\* Issues identified and prioritised by the school

## OTHER ISSUES WHICH SHOULD BE CONSIDERED BY THE SCHOOL

The following minor issue should be considered by the school for inclusion in the action plan:

1) Improve the quality of support for experienced teachers new to the school. *(Paragraph 56)*



## PART C: SCHOOL DATA AND INDICATORS

### Summary of the sources of evidence for the inspection

Number of lessons observed	51
Number of discussions with staff, governors, other adults and pupils	53

### Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0	12	43	41	4	0	0

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

### Information about the school's pupils

Pupils on the school's roll	Nursery	Y3 – Y6
Number of pupils on the school's roll (FTE for part-time pupils)		270
Number of full-time pupils eligible for free school meals		54

FTE means full-time equivalent.

Special educational needs	Nursery	Y3 – Y7
Number of pupils with statements of special educational needs		2
Number of pupils on the school's special educational needs register		72

English as an additional language	No of pupils
Number of pupils with English as an additional language	8

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	27
Pupils who left the school other than at the usual time of leaving	23

### Attendance

#### Authorised absence

	%
School data	5.4
National comparative data	5.4

#### Unauthorised absence

	%
School data	1.4
National comparative data	0.5

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

## Attainment at the end of Key Stage 2

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
	1999	31	32	63

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	16	18	24
	Girls	24	21	27
	Total	40	39	51
Percentage of pupils at NC level 4 or above	School	64	62	83
	National	70	69	78

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	15	15	17
	Girls	21	21	23
	Total	36	36	40
Percentage of pupils at NC level 4 or above	School	57	57	63
	National	68	69	75

### ***Ethnic background of pupils***

	No of pupils
Black – Caribbean heritage	0
Black – African heritage	3
Black – other	0
Indian	0
Pakistani	0
Bangladeshi	4
Chinese	1
White	255
Any other minority ethnic group	2

*This table refers to pupils of compulsory school age only.*

### ***Teachers and classes***

#### **Qualified teachers and classes: Y3 – Y6**

Total number of qualified teachers (FTE)	10
Number of pupils per qualified teacher	27
Average class size	33.6

#### **Education support staff: Y3 – Y6**

Total number of education support staff	9
Total aggregate hours worked per week	118

*FTE means full-time equivalent.*

### ***Exclusions in the last school year***

	Fixed period	Permanent
Black – Caribbean heritage	0	0
Black – African heritage	0	0
Black – other	0	0
Indian	0	0
Pakistani	0	0
Bangladeshi	0	0
Chinese	0	0
White	1	0
Other minority ethnic groups	0	0

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

### ***Financial information***

Financial year	1999
	£
Total income	436486
Total expenditure	424510
Expenditure per pupil	1608
Balance brought forward from previous year	20446
Balance carried forward to next year	32422

## Results of the survey of parents and carers

### Questionnaire return rate

Number of questionnaires sent out	270
Number of questionnaires returned	74

### Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	62	36	1	0	0
My child is making good progress in school.	59	35	5	0	0
Behaviour in the school is good.	43	49	7	1	0
My child gets the right amount of work to do at home.	26	57	12	3	3
The teaching is good.	57	41	1	0	1
I am kept well informed about how my child is getting on.	55	38	4	1	1
I would feel comfortable about approaching the school with questions or a problem.	72	23	3	3	0
The school expects my child to work hard and achieve his or her best.	59	38	1	0	1
The school works closely with parents.	31	59	8	0	1
The school is well led and managed.	69	27	0	0	4
The school is helping my child become mature and responsible.	49	47	3	0	1
The school provides an interesting range of activities outside lessons.	41	45	12	3	0

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

### **ENGLISH**

62. Standards of attainment in the end of key stage assessments in 1999 national tests were below the national average, but above the results of similar schools. The proportion attaining the higher level was similar to the national average and above the average for similar schools. Attainment in English rose steadily between 1996 and 1998 and declined in 1999. Inspection evidence indicates that the number of pupils reaching the expected levels has risen to the proportions expected nationally, primarily due to the significant impact of the teaching in the booster classes. The majority of pupils are attaining satisfactory standards in speaking and listening, reading and writing and a significant minority are achieving higher standards in reading and writing. The standard of handwriting and presentation is very high. Given that pupils enter the school well below the national average in language and literacy, they make good progress across the key stage.
63. Standards in speaking and listening are satisfactory. Pupils demonstrate their good listening skills by the answers they give to questions and in their contributions to class discussions. This skill is developed throughout the school by the good role-model set by teachers who question pupils and then extend their responses, mainly in standard English. Year 6 pupils collaborate in pairs satisfactorily and in groups many 'brain storm' ideas for a class presentation. Throughout the school the majority of pupils generally listen carefully but in every class the attention of some wanders if they are not firmly managed. Some opportunities to develop confidence and to speak to an audience in a range of contexts are provided, such as a group presentation to the class being prepared by pupils in Year 6. In Year 4, pupils have some opportunity for 'hot seating' where they answer questions, taking the part of a character from a novel being studied in literacy, although many find it hard to find the words to express themselves without heavy prompting from the teacher.
64. Standards in reading are broadly in line with the national average, with one or two examples of higher attainment. The school has rightly prioritised reading as an area for development by providing a considerable amount of curriculum time in addition to the literacy hour in order to develop reading skills and reading habits. Pupils are heard to read individually on a very regular basis and their progress is carefully monitored and recorded. Texts are well matched to pupils' ability. By Year 6 all pupils are reading children's novels silently, fluently, expressively and with good understanding. The most able readers choose to read genres such as biographies as well as fiction. Many pupils do not use the public library and although they have books at home their main source of reading materials is the school library. The school encourages and prioritises the choice of fiction in the form of novels and for many pupils this is almost their only reading experience outside of the literacy lessons. More encouragement to extend pupils' range of reading, to include non-fiction for interest and pleasure along with more difficult themes and styles for the more able, is needed. Development of reading in the literacy lessons is very effective. Younger pupils have a good knowledge of using a dictionary, index and contents, how to locate information and how to retrieve information stored electronically. By the age of 11, pupils use skimming and scanning skills confidently in literacy lessons and across the curriculum for reading texts and to access information. They discern themes, character and plot in the stories they read.
65. Standards in writing are close to the national average. By the end of the key stage, pupils have had experience of writing in a wide range of genres, including poetry, and pupils with higher attainment select vocabulary and sentence constructions appropriately

to develop mood and for dramatic effect. The craft of writing is taught in literacy lessons through the study of good quality texts of all kinds and is then developed by practising aspects of writing such as beginnings and endings, scene setting and the use of vocabulary. Pupils have opportunities to work in groups with the class teacher, who guides their writing and helps them to make interesting choices in their vocabulary and these sessions have a good impact on pupils' writing style. There is a common policy in the school for pupils to draft their work, and their final presentation and standard of handwriting throughout the school and in all subjects are very good. Punctuation, spelling and grammar are generally accurate and at a satisfactory standard. The computer is used well to develop these skills as well as for composition and final presentation. A strong feature within the school is the pupils' use of their literacy skills to support most areas of the curriculum, for example when writing scientific reports or retelling events from history. In Year 4, pupils write about their feelings in relation to environmental issues and in Year 3 pupils start to write descriptively and with empathy about the lives of working class Victorian children.

66. Viewing the key stage overall, pupils make very good progress in reading and writing and satisfactory progress in speaking and listening but this progress is not steady. Pupils make good progress in reading and writing in Years 4 and 6 and slow progress in Year 5 and in one class in Year 3. Pupils in Years 3, 4 and 6 who received additional literacy support and through booster classes made very good progress during this period and continue to make good progress in classes where this is the norm for their peers. Progress in speaking and listening is restricted by the limited range of opportunities provided for development and practice throughout the key stage.
67. Pupils' attitudes to all aspects of their work in English are generally satisfactory. Most pupils consistently work hard and try to give of their best. The majority settle well to their work and take a pride in its appearance. However in most classes there is a small but significant element of pupils who are inattentive and restless and who work slowly, affecting their own attainment and progress, and that of others.
68. Pupils with special needs make good progress in the literacy lessons and in reading times, particularly in the mornings, when they are supported by the trained literacy support staff. Personal targets for these pupils are clear, achievable and appropriate. For pupils of average attainment and below, lesson objectives are precise and appropriate time is spent on spelling rules and the structure of language. Expectations and challenges for many of the more able pupils are usually appropriate, but tasks are sometimes not suited to their abilities. The few pupils with English as an additional language have no difficulty with the language work set and make satisfactory progress.
69. The quality of teaching is good overall and one lesson was very good. One lesson was unsatisfactory because the teacher was unable to attract and keep the attention of the whole class and keep them involved. Teachers generally have good subject knowledge enabling them to give clear explanations using appropriate technical terms. High expectations for effort, pace of work and attention and concentration were key features of the very good teaching seen. Positive behaviour strategies are employed well and the pupils respond by living up to these appropriately high standards.
70. The literacy strategy is well established and has led to consistency in teaching and the raising of attainment. The weekly and the individual lessons are well planned and work is suitably differentiated to the needs of all pupils, who work in ability groups. Individual targets for reading and writing are made known to pupils. Marking of work is generally very good and thorough. Teachers give encouragement, telling pupils what was good about their work, in which areas they need to improve and how to achieve this improvement.

71. Assessment is good and is appropriately used to inform planning, to select pupils for additional support and to set pupil targets. There is a school portfolio of work and teachers annotate most of the extended written work carefully.
72. The co-ordinator manages the subject very well and has given a clear direction to the school for the development of the subject and the implementation of the national literacy strategy. Teaching is carefully monitored through lesson observations and feedback is given to teachers. The policy statement is thorough but it is in need of a review and there is no mention within it of support for the able and talented pupil. Planning throughout the school is consistently good. Since the previous inspection the school has made very good progress in raising the standard of writing and presentation and in the implementation of the National Literacy Strategy which has raised standards of teaching in the basic skills.
73. Resources for the demands of the literacy strategy have been systematically built up and there are clear plans for further improvement. Classrooms and workstations outside classrooms do not give prominence to the display of books in attractive reading areas. Bookcases in classrooms and the library contain many old books. The arrangement of the library is not conducive to browsing and there are gaps in provision such as books on other cultures and countries and modern factual books to further stimulate and expand pupils' reading.

## **MATHEMATICS**

74. Assessments for pupils aged 11 in 1999 show that the proportion of pupils achieving the expected standards was below average when compared to schools nationally. Pupils' attainment was average when compared to schools with pupils from similar backgrounds. The proportion of pupils reaching standards above those expected for pupils aged 11 was in line with the national average. There was no significant difference between the attainment of boys and girls. Inspection evidence shows that standards achieved by pupils in the current Year 6 are just below the national average, with a significant number working at the higher level. This represents a good improvement since the time of the last inspection, when pupils were achieving standards well below the national average. The school now closely monitors test results so as to identify weaknesses in provision and teaching, and sets individual targets for pupils. These initiatives, including the successful implementation of the National Numeracy Strategy and a greater emphasis on mental mathematics, are having a positive impact on standards.
75. At the end of Year 6, pupils present information and results in a clear and organised way. However, many pupils are less secure in explaining the reasons for their presentation. They search for patterns and try out ideas of their own. In solving number problems they use a range of mental and written methods of computation with the four operations, including mental recall of multiplication facts. Higher attaining pupils successfully check solutions by applying inverse operations or estimating using approximations. Most pupils show good understanding of place value in numbers up to 1000 and have begun to develop mental strategies for adding and subtracting numbers with at least 2 digits. The majority of pupils develop a sound understanding of fractions, percentages and decimals. They find areas of shapes by counting squares and go on to understand and apply simple formulae. Higher attaining pupils measure and draw angles to the nearest degree, and use language associated with angles and triangles. Although data handling is not yet progressively developed through the school, or in other curriculum areas, pupils at the end of the key stage interpret graphs and diagrams, including pie charts, and draw conclusions from them. Higher attaining pupils have a good understanding of probability and use vocabulary associated with this, including

'fair', certain' and 'likely.' A strength in pupils' learning is the development of mental strategies because of the recent emphasis placed on developing this skill. Pupils with English as an additional language achieve as well as their peers in all aspects of the subject.

76. In the lessons seen, teaching was good overall. This represents a very significant improvement since the previous inspection. The quality of the majority of teaching ensures good progress in pupils' learning. Teaching observed was good in almost eight out of ten lessons, and satisfactory in one in ten. Only one unsatisfactory lesson was seen. Teachers are secure in the knowledge of the subject and use assessment well in planning work for individual groups of pupils. Lessons are well planned in accordance with the guidelines of the National Numeracy Strategy, and most teachers make effective use of the final whole-class review to reinforce pupils' learning of the lesson target. Pupils' work is marked regularly and corrections are followed up. Most pupils enjoy the subject, work enthusiastically and try hard. A small number of pupils have an immature attitude to work and try to disrupt the learning of those around them.
77. In the best lessons, teachers have high expectations of how pupils will cope with the problems set in mathematical investigations. Pupils are well motivated by the enthusiasm conveyed by the teacher. Lessons move at a brisk pace, especially during the mental mathematics sessions and teachers make effective use of intervention strategies to further challenge pupils as they work on individual or group tasks. Good examples of this were observed in a Year 3 lesson where pupils were highly motivated when consolidating and applying their knowledge of the four operations when playing number games. Another good example was seen in a Year 6 lesson, where the teacher continued to challenge pupils as they worked on individual tasks. Teaching has shortcomings where teachers fail to ensure that all pupils are involved during the whole-class mental mathematics session, and where the pace of learning slows when some pupils spend time in idle chatter during group activities. In the unsatisfactory lesson seen, pupils and time were not well managed, and this resulted in unsatisfactory learning.
78. Leadership of the subject is very good. The National Numeracy Strategy has been implemented effectively. The co-ordinator is dedicated to improving standards. All classes have a daily mathematics lesson, and lesson targets are precise because teachers are guided by the official framework. There are very good assessment procedures for identifying pupils' needs. Homework is used effectively to consolidate what pupils have learnt in lessons and to promote their independent learning skills. The subject makes a good contribution to pupils' literacy skills as teachers ensure that the correct mathematical vocabulary is taught. The good support that pupils with special educational needs receive in lessons ensures that they, as well as all other pupils, have full and equal access to the curriculum and make good progress in their learning.

## **SCIENCE**

79. Standards of attainment at the age of 11 are above the national average. Pupils learn about the human body, naming parts accurately and with the correct vocabulary. They develop their knowledge and understanding of materials by producing their own well-presented booklets on the wool-making process using key words and pictures to illustrate what they have learned. They have a clear understanding of how to devise and carry out a 'fair test', for example, when studying the growth of plants. Pupils demonstrate their progress in the development of scientific language such as the correct use of dissolve, soluble, insoluble, particle, filter and evaporation when carrying out an experiment on solubility. Their many investigations include a valuable topic on soil erosion, observing the absorption of water by rocks. Most have well-developed skills in various methods of recording their experimental results in writing, pictures, diagrams and



charts. They show a good understanding of man's responsibility to care for his environment and living things when discussing how to conduct themselves when searching for minibeasts. Pupils participate in lively discussions of life processes, using the knowledge they have acquired to suggest good ideas about how these can be illustrated. Literacy skills are well used in well-organised, factual reports of scientific investigations. Pupils take pride in the appearance of their work, and standards of handwriting and presentation are very good. Mathematical skills are used effectively when calculating or measuring, for example temperatures when heating liquids and angles of shadows. Pupils make a little use of computers for independent research but these opportunities are not frequent enough.

80. The very good standards identified in the previous inspection have been maintained and built upon. Procedures for assessing pupils' learning and progress have been much improved and the school has put a greater emphasis on the acquisition of the skills of scientific investigation and recording.
81. The overall quality of teaching across the key stage is good and this contributes greatly to the good progress pupils make in building on their very low attainment on entry to the school. Teachers plan clearly and in detail and lessons are generally well prepared, resourced and organised. They make good links with other subjects of the curriculum, notably literacy and design and technology. Their knowledge and understanding, both of the subject and their pupils, are good and their evident enthusiasm arouses pupils' interest and attention, encouraging them to work hard and persevere at their tasks. Teachers' management of pupils is generally good and relationships are warm in most cases. However, there are occasions when pupils are insufficiently encouraged to listen carefully to their teachers and to each other, and in some lessons pupils did not respect the opinions of others. In these lessons, a significant minority chatted continuously whilst the teachers were leading class discussions and occasionally made so much noise that it was difficult for anyone to hear what was being said. When pupils show challenging behaviour, teachers generally take appropriate action. Some pupils find it very difficult to work co-operatively in small groups. This adversely affects the rate at which pupils learn and prevents them from making even better progress.
82. The scheme of work for each year group covers all strands of the National Curriculum programmes of study and gives clear and useful guidance for teachers, ensuring continuity and the progressive development of skills of investigation and recording across the key stage. There is, however, insufficient advice on health and safety issues; for example, caution when handling materials provided for experiments in solubility. Good guidance is given on the purpose, strategies for, and the timing of assessment tasks and the data obtained is used effectively in planning future lessons. The assessed work in the school portfolio is carefully annotated and teachers' evaluations are accurate. Pupils are grouped in a mixture of abilities for science work but there is scope for further improvement in planning tasks which are well suited to individuals, especially for pupils with special educational needs. The co-ordinator has a very good understanding of the role, which is effectively exercised so that she has a positive influence through careful and regular monitoring and evaluation of teaching and provision. Some classrooms are rather cramped and do not allow sufficient space for investigative activities, especially in the demountable classroom in the school grounds which means they must leave their classroom and use the hall in winter or outdoor area in the summer, losing time in which they could be learning. The school makes good use of the shared areas between classrooms in the main building. Resources are adequate and kept up to date by a rolling programme of replacement and renewal. However, the disappointingly small volume of pupils' work on display hardly celebrates their achievements or reflects the good work seen in pupils' work. Most teachers' exhibits are sufficiently stimulating to take learning forward.

## **ART**

83. At the time of the previous inspection, pupils were regarded as making limited progress in art. Pupils are now making satisfactory progress, and by the end of Year 6 they are attaining standards that are average for their age. Pupils are taught a good range of skills and are given opportunities to put them into practice through effective cross-curricular links. The quality of artwork around the school enhances the environment and celebrates pupils' achievement in the subject. Art makes a good contribution to pupils' spiritual and cultural development, as they convey feeling in their work and study the works of famous artists. The school has yet to fully realise the contribution that art from other cultures can make to pupils' attainment in the subject and to their understanding of the diversity and richness of other cultures. The subject makes a sound contribution to pupils' literacy skills as they develop vocabulary relevant to the subject.
84. Throughout the school, pupils have many opportunities for independent decision making in their work. They choose materials, when making Greek masks and pottery, for example, for their visual and tactile qualities to stimulate and develop ideas for their work. They study the work of well-known artists, and make effective use of this learning in their own work. The subject is effectively used to support pupils' attainment in literacy as, for example, when they write poetry, which has been inspired by the works of Rousseau. Pupils in Year 6 were observed evaluating their work thoughtfully, and making modifications when necessary. By the end of the key stage, they present their work practically and imaginatively with materials, tools and techniques, in two and three dimensions. They represent chosen features of the surrounding world with increasing accuracy and attention to detail.
85. The quality of teaching and learning is satisfactory overall. In the three lessons seen, teaching in one was good and it was satisfactory in the other two. Work currently displayed around the school indicates that most teachers consistently reinforce the skills and techniques learnt during art lessons. Teachers' knowledge is secure and planning is clear with appropriate emphasis on teaching identified skills. Resources for lessons are generally carefully chosen and well prepared. Teachers provide pupils with good opportunities to develop a range of skills, so that they can learn effectively to convey their own feelings and ideas through their work. The good lesson was well organised, pupils were highly motivated, and the class teacher placed strong emphasis on developing pupils' skills as they worked. In this lesson, there was a good balance of whole-class teaching and individual work. Although on most occasions, pupils enjoy the practical experience and sustain concentration and good behaviour to achieve their best results, there are times when pupils are not challenged to concentrate as they work, and as a result, they do not produce their best work. Teachers support pupils with special educational needs, ensuring that they too make satisfactory progress in their learning. The positive attitudes of most pupils contribute strongly to the quality of learning. Most pupils share resources, work well together and show responsibility in handling the materials. They listen carefully to instructions and show pride in their finished work.
86. The deputy headteacher manages the subject efficiently and offers good advice to teachers. The scheme of work, together with a good range of resources, effectively supports teaching and learning. Pupils' learning is further enhanced through the school's participation in art exhibitions, visits to art galleries, and workshops held at the local secondary school.

## **DESIGN AND TECHNOLOGY**

87. Only one lesson in design and technology was seen. Evidence from a scrutiny of pupils' completed work, discussion with teachers and an analysis of teachers' planning,

indicates that pupils achieve standards that are close to those expected nationally by the age of 11. They make satisfactory progress across the key stage.

88. Teachers provide well for pupils to have good opportunities to make things. There are good cross-curricular links, and design and construction are frequently introduced through a topic approach. Pupils in Year 4 use measurement and estimation skills, for example to produce effective models of Tudor houses; these show careful construction skills in building the walls, adding the timber frame, and placing tiles on the roof. Pupils make careful designs for paper models of a flower to show the various parts. Year 3 pupils use their understanding of the factors to be taken into account, for instance appearance, function and safety, when planning a new piece of playground equipment. Year 5 pupils make, mould and shape malleable material, for example when producing Egyptian cartouches and Greek theatre masks to illustrate elements of their history topics. They make good progress in developing their manipulative skills in achieving satisfactory results. Photographic evidence shows that they measure and cut wood to produce good models of the shaduf used for water irrigation in Egypt.
89. However, the elements of having an initial idea and translating this into a design using suitable materials, and evaluation and refinement of the final product, are not yet fully in place. In some lessons, teachers depend too much on the provision of templates, and the similarities between many of the articles produced demonstrate that pupils are not developing ideas independently through investigative, analytical and evaluative activities.
90. In the one lesson seen, teaching was satisfactory. Resources were well prepared, but opportunities were missed to allow pupils some control over choice of material and design. From the evidence of work on display and in photographs, it is clear that teaching in the subject is at least satisfactory, and sometimes good. Planning indicates that teachers follow the scheme of work.
91. Pupils enjoy the subject and are able to sustain concentration to achieve satisfactory results. Pupils in the lesson seen worked well together, and handled tools and materials carefully, helping each other with the task. Pupils with special educational needs were fully involved.
92. The co-ordinator is new to the post, and has not yet had time to review standards to identify areas for development, or to monitor teaching and learning in the subject. She has correctly identified as a priority the need to revise the current policy to bring it into line with Curriculum 2000, as well as preserving the current good practice and links with topics.

## **GEOGRAPHY**

93. Pupils' achievement in geography in the restricted range of areas covered is unsatisfactory overall, although in the lessons seen achievement was satisfactory. However, pupils' broader knowledge of the subject and the associated skills and understanding are unsatisfactory overall.
94. At the time of the inspection pupils in Year 6 were working on a good thematic study of the benefits and shortcoming of a recent contentious local development of a marina, considering the effects on an area previously known for its rare flora and fauna. Pupils had constructed and word-processed questionnaires to find their parents' views of the development and their parents' shopping preferences. They were confident in their ability to record these results in graph form, recognising that a block graph, taught in numeracy lessons, was the most appropriate. Pupils in Year 6 have a good understanding of the impact of settlements such as the demands on local services that

an increased population would make and the economic benefits, which the development would bring, describing them in a mature manner. They also understand implications of building several metres below sea level, for example flooding. Pupils confidently use literacy skills such as preparing a reasoned argument, and skimming and scanning skills to retrieve information from work sheets. However, they do not have opportunities to use maps and aerial photos even when on a field trip or when planning a trip to France, nor do they draw their own plans and this severely restricts their attainment.

95. Pupils make uneven progress throughout the key stage. In Year 5, pupils are at the start of their geography project on settlements. At the time of the inspection only the higher attaining pupils were confident about compass points, keys and the countries of the British Isles. Pupils in this class have made no significant geographical progress in their understanding of the water cycle or the course of a river.
96. Lessons were only observed in Year 6. In this year pupils' attitudes are satisfactory overall and those of many are good. Pupils are interested and respond well with mature answers to teachers' questions. They work well in a group when brainstorming ideas and are keen to record all the information, complaining if teachers try to hurry the process of gathering data. However, in all lessons there is a small percentage of pupils who lose concentration and do not listen to the responses of their colleagues.
97. Teaching is satisfactory overall. Half the teaching seen was good. Teachers have good subject knowledge and questioning skills to develop pupils' knowledge. Marking is satisfactory and homework is well linked to the work in lessons, thereby extending learning and the curriculum effectively. Projects are well planned and individual lessons are satisfactorily planned but not with the refinement of the core subjects. Tasks are not adapted to suit individual needs, and teachers support special needs and less able pupils by acting as class scribes. This method of support effectively restricts the independence and the development of the research skills for the average and able pupils because they are not given the freedom to make their own research and select the information for themselves.
98. Management of the subject overall is unsatisfactory. The co-ordinator does not monitor the planning or the teaching in the subject. There is no school system for assessing and recording pupils' progress, although parents receive informative comments on their children's progress in the end of year reports. Displays contain little of the pupils' work and maps on the wall lack impact and are sometimes hidden by computers or are unrelated to pupils' activities. There is much to be done in planning for the new curriculum requirements to incorporate the systematic development of the map-making and map-reading skills and an assessment system to monitor progress and inform teaching.

## **HISTORY**

99. One history lesson was observed during the inspection and judgements are based upon this, observations of pupils' work and some discussion with pupils. Attainment in Year 6 at the end of the key stage is slightly better than that expected nationally and the subject has a much higher profile and presence than that found at the time of the previous inspection.
100. By the end of Year 6, pupils are achieving well in their knowledge of the Victorians and the social conditions of the time. In this topic they have visited Preston Manor and from this have produced some good, extended pieces of writing, for example informative letters, written in role, applying for a servant's position at the manor. They have developed good historical enquiry skills particularly in their project related to the

development of the local marina at the Crumbles, studying maps of the area showing changes over time and interviewing a researcher writing about this development.

101. Pupils make very good progress throughout the school. In Year 5, pupils study the Ancient Egyptians and the Greeks and write extended stories of the Greek legends. When studying the Egyptians, pupils write with enthusiasm about the embalming process and create a diary account of the discovery of Tutankhamun's tomb. They make links to archaeology in this year and in Year 4, where they discuss the robbing of the tombs of Pharaoh and the collection of valuable historical information from rubbish. In Year 4, pupils have studied in depth the Romans, writing newspaper accounts as they compare the fates of the Celts and the Romans. Currently in Year 4, pupils are studying life in Tudor times. They compare and contrast the life-style and diet of rich and poor. They develop chronological awareness as they study the Tudor monarchs and the main events in their reigns. In Year 3, pupils study the Victorians and the childhood of the poor, undertaking some descriptive and empathic writing.
102. In the lesson seen pupils' attitudes were good. They listened to each other when the teacher asked questions and generally remained focused on their work, but there was some underlying noise as pupils fiddled with pens. Pupils were keen to finish their work, independently took materials which they needed and some volunteered to tidy away at the end of the lesson.
103. In the one lesson seen, teaching was very good. The teacher had good knowledge, which she shared with the pupils as little anecdotes in order to help the pupils retain their learning. The teacher gave good support for all pupils including those with special needs, for example acting as scribe. The work was well planned and suited to the needs of all the ability levels in the class, the pace of work was good and the expectations of discipline and achievement were very appropriate.
104. History is successfully planned and taught to match the interests of the pupils and there is an emphasis on social history and the life of children. Each topic is planned to integrate with other areas of the curriculum, particularly geography, but also art and design and technology when pupils construct Tudor houses. Pupils use their literacy skills effectively in researching and recording information. Each area of study is well planned to include either a visit or a role-play day in the school. The school owns few resources but makes good use of the museum and library service to provide artefacts and books respectively for each period studied.
105. The management of the subject is satisfactory and there is a draft policy and planning. There is no standard assessment procedure in the school for the subject to inform future teaching and no monitoring of teaching or planning, which restricts continued progress across the school. The co-ordinator needs to take a more pro-active role in the development of the subject and the specific historical enquiry skills in order to ensure that the subject is effectively planned and taught to the new subject requirements.

## **INFORMATION TECHNOLOGY**

106. By the age of 11, pupils' standards of achievement are below nationally expected levels because they have insufficient previous experience and skills to build upon. Earlier in the key stage, pupils are being taught more systematically and therefore achieve standards which are satisfactory overall. There have been some good improvements since the previous inspection and the subject now meets statutory requirements. There is an effective scheme of work, and the policy is in the process of revision. There has been some improvement in teacher confidence; however, this is an area that has been identified for development. There were few opportunities during the inspection to see pupils using the computers during lessons. Assessment procedures have yet to be

developed to ensure that there is regular monitoring of the continuity and progression of pupils' knowledge and skills.

107. Teachers are effectively planning for the introduction of new software, and to teach the skills necessary to use it. Teachers' planning shows that there is provision for a good build-up of skills, which includes plans for directing the programmable robot, and for the use of the camera to take photographs of a partner in order to make a profile. However, during the course of the inspection, no direct teaching of computer skills was seen and there were few examples of pupils practising the skills planned for. Computers are accessible in classrooms; however, not all teachers make good use of the provision to encourage pupils to use computers for the drafting of work or for the processing of data. Pupils observed using computers, in classrooms or in the computer bay, show that they understand the function of the mouse, use the keyboard and can drag and click to edit and refine their work. The teacher effectively provides for pupils in Year 5 to use the computer to present information they have researched about a local town, and use the spell check effectively, saving and printing their work independently. Pupils are also encouraged to use the computer as part of the group activities in the literacy hour, to word-process a formal letter of complaint. The learning support assistants and the special needs co-ordinator work effectively with pupils with special educational needs to help them improve the presentation of their work. However, the gaps in past learning and experience means that by the end of the key stage pupils are in the early stages of developing computing skills and, from the evidence of their work, their competence is below that expected for pupils of this age, for example in the use of spreadsheets for data handling and their knowledge and understanding of the extent and effective use of modern communications technology. This will be rectified when the new computer suite is built and equipped, enabling pupils to gain access to the Internet.
108. There is some good evidence in books or displays of teachers developing computer-generated work in other areas of the curriculum, such as mathematics, science, history, geography and art. Pupils in Year 3 and Year 5 use the Dazzle program to produce work on symmetry and to interpret the work of Miro and Kandinsky. Data collected in surveys is effectively presented in graph and chart form. Pupils import images to present a well-designed poster – 'Welcome to Egypt' – as part of their history project. Science experiments, such as the time it takes for ice to melt, provide the opportunity for the remote sensing facility to provide an exciting record. There is evidence that pupils are provided with the opportunity to research topics using CD-Rom. Pupils in Year 6 were observed researching the flora and fauna they had found during a visit to the Crumbles, a local nature area. The support of the teacher enabled them to use the find and search facility, and to identify the exact information they needed, which they were then able to print off in order to report back to the class.
109. Assessment procedures are unsatisfactory; there is no systematic method to check on the development of pupils' skills and knowledge. The small sample of work seen comes mainly from the upper junior classes. In some classes, computers are underused. Despite the good guidance in the scheme of work, there has been a lack of a clear policy in which the place of information technology in the curriculum is prioritised. A small number of pupils in Year 6 have had the opportunity to develop their knowledge and skills further through attendance at a computer club, in which they have visited and used the computer suite at the local secondary school.
110. Pupils have good attitudes to learning information technology. They are keen and enthusiastic. They work carefully and methodically with partners when researching information. They work effectively independently to word-process their work, follow instructions, and help each other. Those pupils who have computers at home share their knowledge and understanding with their classmates, giving advice and support. A number of pupils spend time at lunchtime and after school developing their skills, and especially enjoy using the problem-solving programs.

111. The co-ordinator is enthusiastic and committed to ensuring that standards will be raised, and her future plans include providing training for teachers in the use of the new technology, and raising their levels of confidence. The co-ordinator has not had sufficient time to monitor the teaching and learning of information technology to ensure that provision is consistent throughout the school. Assessment and recording have correctly been identified as areas for development. There are plans in place to increase computers and other technology through funding from the National Grid for Learning. This will enable the school to be linked to the Internet. Funding will also be found to provide for the part-time services of a computer technician to maintain the equipment and provide valuable technical training and advice.

## MUSIC

112. The standards pupils achieve in music are broadly in line with those achieved by pupils of similar ages. There have been some improvements since the previous inspection, with the production of a comprehensive scheme of work. However, there is still an over-reliance on pre-recorded taped lessons and teachers have not yet developed confidence in the full delivery of the new scheme of work.
113. During the course of the inspection it was possible to see only three lessons in the lower junior part of the school. These provided satisfactory evidence of pupils' ability to follow clapping rhythms. They successfully transferred these skills to following notation and understood the symbol for a pause. The teacher effectively built on the skills developed in the previous lesson in which pupils had prepared a rhythmic composition to accompany a class book. In the parallel class, the teacher extended this element so that pupils could identify the words that needed emphasis. Percussion instruments were introduced and pupils showed that they knew how to use these correctly to accompany the 'Germination Rap'. In both classes, pupils made good progress and produced effective performances. Pupils with special educational needs were fully involved in the lessons.
114. Collective worship provides the opportunity for group singing, and pupils sing tunefully and demonstrate a satisfactory awareness of pitch. Younger pupils sing well and understand the need for pattern and control, and follow a conductor. Older pupils are developing musical appreciation skills, and experience a range of music. The school choir, composed of Year 5 and 6 pupils, is well established and gives regular performances. It participates in the annual Carol Concert for schools, and in carol services and Easter services at two local village churches. There are performances in school at Christmas and Easter to which parents are invited. The peripatetic music teacher, who provides for instrumental teaching for keyboards and violins, provides additional musical opportunities. The teacher promotes their learning well, and sustains the pupils' interest so that over three terms the pupils make good progress and achieve satisfactory standards in playing their chosen instruments.
115. Pupils' response to music is good. They are eager to participate and listen attentively to the teachers' instructions. They perform well in assemblies and sing with enthusiasm. Even when they are excited in music, clapping and handling percussion instruments, behaviour is good.
116. Teaching in the lessons seen was satisfactory. However, music does not currently have a high priority in the school. In the upper school, music lessons are mainly delivered through recorded radio programmes because teachers are not confident in teaching the subject. The co-ordinator is newly in post and is keen to review the current scheme of work so that it more nearly reflects staff knowledge and experience, and can be effectively taught. The school continues to look for a part-time teacher with music

expertise who can provide specialist teaching to extend the range of experiences open to pupils. Resources are effective and provide for a good range of percussion instruments, as well as a range of music tapes and CDs.

## PHYSICAL EDUCATION

117. Standards have improved since the last inspection and pupils now attain standards that are above average for their age by the end of the key stage. All aspects of physical education are covered through the year. Lessons in games, athletics and dance were observed during the inspection. Year 4 pupils attend swimming lessons at the local pool and evidence shows that they make good progress. Evidence shows that most pupils achieve the expected standards in swimming by the end of the key stage. Older pupils are provided with further opportunities for outdoor and adventurous activities during their annual residential trip or activities week. All pupils have full and equal access to the curriculum.
118. Pupils develop good knowledge and control of their bodies. They compose and combine basic actions by varying shape, size, direction and speed. They develop good games' skills and send, receive and travel with a ball with increasing control and accuracy. By the end of the key stage, pupils have a good understanding of the skills of attack and defence and apply these successfully to football, netball, cricket and basketball. When working together, pupils successfully evaluate and improve their performances through practice and observation. In a Year 5 athletics lesson, pupils were effectively comparing and improving their relay running techniques, through repetition and co-operation.
119. Teachers have very positive relationships with their pupils and they all set an excellent example to the pupils by being properly dressed to teach the subject. A small number of pupils are deprived of healthy exercise because they fail to bring their kits to school, despite many reminders to parents from the school. The quality of teaching and learning ranges from satisfactory to very good and is mostly good. Teaching was good or better in two thirds of the lessons seen and satisfactory in the rest. The good quality teaching is characterised by secure knowledge of the subject, good warm-up and cool-down sessions, and well-paced lessons, which motivate pupils to learn, and adds to their enjoyment. In these lessons, skills are progressively taught and teachers' high expectations ensure a sustained effort by pupils. A very good example of this was seen in a Year 5 cricket lesson where pupils were very well managed as they worked in groups, and where pupils were used well to support each other as skills were developed. In this lesson, the teacher's high expectations and direct coaching of skills ensured that pupils made very good progress in their learning. Although no unsatisfactory teaching was observed, shortcomings in some lessons relate to expectations of all pupils as teachers focus on a particular group and the rest of the class play around. Knowledge of pupils' abilities is generally effectively used within lessons to ensure a greater rate of progress. Pupils' learning is also well supported by the good attitudes and behaviour of most. Most pupils show commitment, are able to sustain effort and have a very good understanding of the need of fair play. Behaviour in lessons is generally good, and boys and girls work well together. Pupils appreciate each other's efforts and recognise each other's achievements. Teachers are aware of the needs of less able and more able pupils, and this helps to ensure that their learning and progress are good.
120. The subject co-ordinator has a very good knowledge of the subject, provides enthusiastic leadership and effectively promotes the subject throughout the school. There is a very good scheme of work, which offers practical advice to teachers and supports planning for different ages and abilities. This helps to ensure continuous progress as pupils pass through the school. There is a satisfactory range of equipment, which is readily accessible to pupils and efficiently used. The accommodation, both



indoor and outdoor, is well used for lessons and extra-curricular activities. A very good range of extra-curricular activities provided by teachers, visiting students and the local sports development officer, enhances the curriculum. The subject makes a strong contribution to pupils' social development and sense of achievement. Pupils achieve well in inter-school competitions, reflecting their attainment in the subject.

## RELIGIOUS EDUCATION

121. Standards of attainment are generally in line with the recommendations of the East Sussex Agreed Syllabus for pupils at the age of 11. There are some weaknesses which the school acknowledges in certain aspects of the subject. Pupils' knowledge is overall satisfactory; for example, the majority of pupils of all abilities remember, understand and sequence events of the parable of the sower and the seed accurately. They understand that Jesus told stories, which were relevant to the lives of his listeners, and they know that the New Testament contains the life and teachings of Jesus. Pupils know that the friends of Jesus were known as disciples and that his stories still have significance for believers who relate the teachings to their everyday lives. All pupils know the names of the principal gods and festivals of Hinduism. Higher attainers recall details of worship. Most know that the Hindu holy books are the Vedas and that any believers use them as a guide to living. They have a clear understanding of things which cannot be bought, for example a personality or belief. Pupils with prior lower attainment and those with special educational needs are a little unsure, although they have a secure understanding of what money can buy. Higher attainers produce good quality work in their descriptions of a local church. However, pupils rarely make comparisons with other faiths and give little evidence that they know that some Hindus are British. They have little understanding of how religions influence societies and the lives of believers past and present. Pupils' use of their literacy skills is underdeveloped in this subject; extended and independent writing is infrequent, although the appropriate vocabulary is developing.
122. Changes in staffing over the last couple of years have resulted in the school needing to re-establish the subject in the curriculum and to begin again on ensuring that lesson planning takes account of what has gone before and what is to follow. Standards are therefore a little lower than they were at the time of the previous inspection in the knowledge and understanding of how beliefs affect believers and unbelievers alike. The headteacher is temporarily co-ordinating the subject since the departure of the previous post-holder.
123. The quality of teaching is satisfactory overall. Teachers have a satisfactory knowledge and understanding of the subject but sometimes they lack confidence in teaching it. They have a firm but pleasant approach to discipline and tasks are very clearly explained. All pupils are very clear about what is expected of them and how to go about their work. In some classes there are very good relationships based on mutual respect, but sometimes opportunities are missed for greater spiritual development in relating religious beliefs to modern life and society. Most teachers make very good use of a plenary session to check and extend pupils' learning and understanding. However, in some classes, teachers' expectations of how well pupils will listen and pay attention to the topic under study are insufficiently high and pupils are allowed to continue to chat whilst others are speaking, calling out and interrupting, whilst others are speaking, slowing the pace of the lesson and limiting the progress made. Consequently, the subject does not yet make its full contribution to the spiritual and cultural development of pupils.
124. There is a new scheme of work, based on the locally Agreed Syllabus, which gives useful guidance to teachers. It is, however, not yet implemented consistently throughout the school. Assessment procedures are unsatisfactory, which the school acknowledges. The subject is prioritised for concentrated development in next year's

school development plan and the head teacher plans to monitor planning and teaching more frequently. Resources are adequate for teaching the subject.