

INSPECTION REPORT

**ST BARTHOLOMEW'S C of E PRIMARY
SCHOOL**

Brighton

LEA area: Brighton and Hove

Unique reference number: 114538

Headteacher: Mrs A Page

Reporting inspector: Mrs L Woods
21079

Dates of inspection: 24 – 27 June 2002

Inspection number: 195780

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

© Crown copyright 2002

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

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

INFORMATION ABOUT THE SCHOOL

Type of school: Infant and Junior

School category: Voluntary Aided

Age range of pupils: 4 – 11

Gender of pupils: Mixed

School address: Ann Street
Brighton
East Sussex

Postcode: BN1 4GP

Telephone number: 01273 692 463

Fax number: 01273 692 463

Appropriate authority: The governing body

Name of chair of governors: Miss D Seymour

Date of previous inspection: June 1997

INFORMATION ABOUT THE INSPECTION TEAM

Team members			Subject responsibilities	Aspect responsibilities
21079	Mrs L Woods	Registered inspector	The Foundation Stage	<p>What sort of school is it?</p> <p>How high are standards?</p> <p>How well is the school led and managed?</p> <p>What should the school do to improve further?</p>
			History	
			Physical education	
			Educational inclusion, including race equality	
			Special educational needs	
English as an additional language				
9614	Mrs C Webb	Lay inspector		<p>Attitudes, values and personal development</p> <p>How well does the school care for its pupils?</p> <p>How well does the school work in partnership with parents?</p>
25778	Mr A Hicks	Team inspector	Mathematics	How well are pupils taught?
			Science	
			Information and communication technology	
			Music	
11190	Dr W Burke	Team inspector	English	How good are curricular and other opportunities?
			Art and design	
			Design and technology	
			Geography	

The inspection contractor was:

Open Book Inspections
6 East Point
High Street
Seal
Sevenoaks
TN15 0EG

Any concerns or complaints about the inspection or the report should be raised with the inspection contractor. Complaints that are not satisfactorily resolved by the contractor should be raised with OFSTED by writing to:

The Complaints Manager
Inspection Quality Division
The Office for Standards in Education
Alexandra House
33 Kingsway
London WC2B 6SE

REPORT CONTENTS

	Page
PART A: SUMMARY OF THE REPORT	7 - 11
Information about the school	
How good the school is	
What the school does well	
What could be improved	
How the school has improved since its last inspection	
Standards	
Pupils' attitudes and values	
Teaching and learning	
Other aspects of the school	
How well the school is led and managed	
Parents' and carers' views of the school	
PART B: COMMENTARY	
HOW HIGH ARE STANDARDS?	12 - 14
The school's results and pupils' achievements	
Pupils' attitudes, values and personal development	
HOW WELL ARE PUPILS TAUGHT?	14 - 16
HOW GOOD ARE THE CURRICULAR AND OTHER OPPORTUNITIES OFFERED TO PUPILS?	16 - 18
HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?	19 - 20
HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?	20 - 21
HOW WELL IS THE SCHOOL LED AND MANAGED?	21 - 23
WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?	23
PART C: SCHOOL DATA AND INDICATORS	24 - 27
PART D: THE STANDARDS AND QUALITY OF TEACHING IN AREAS OF THE CURRICULUM, SUBJECTS AND COURSES	28 - 42

PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Saint Bartholomew's Church of England Primary School is situated in the centre of Brighton. There are currently 165 boys and girls on roll, between the ages of four and eleven. This makes it smaller than most primary schools. There is an imbalance between the number of boys and girls, with boys outnumbering girls by two to one in some year groups. All children in the reception class, except one, attend school full time. Pupils come from a very wide range of socio-economic backgrounds and geographical area, covering all parts of Brighton. Fifteen per cent come from the city's Education Action Zone, although the school is not part of this. Thirty-six per cent of pupils are known to be eligible for free school meals, which is above the national average. There is high mobility amongst the pupils, with around 35 per cent in a year joining or leaving other than at normal entry times. Twenty-two per cent of pupils come from minority ethnic groups, with 19 per cent of the school population learning English as an additional language; this is high by national comparisons. Nine of these pupils are at early stages of language acquisition, with Arabic, Bengali and Mandarin being among the languages spoken at home. The school also has 14 refugee pupils, from the Sudan. Thirty-six per cent of pupils are on the school's register of pupils with special educational needs, which is above the national average. Seventeen pupils are at Stage 3 and above of the old Code of Practice, and one has a statement of special educational need. Children's attainment on entry is below average, with half of current reception children not having had pre-school experience.

HOW GOOD THE SCHOOL IS

This is an effective school. Attainment when children join the school is below average, and they make good progress to achieve average standards in English, mathematics and science by the time they leave from Year 6. Standards in art and design and design and technology are good throughout the school. The quality of teaching is good, and this has a significant impact on the good value that the school adds, and the warm, caring atmosphere which pervades it. The commitment of all who work in the school is very high and all staff work as a close-knit team for the benefit of the pupils. The school is led and managed very well by the headteacher, governors and senior staff. Although its income per pupil is very high, all resources are used to maximum effect, and the school provides good value for money.

What the school does well

- Current Year 2 pupils are reaching above average standards in mathematics.
- Standards in art and design and in design and technology are above expectations for pupils' ages.
- Good teaching makes a significant contribution to pupils' achievement and progress.
- Provision for pupils' social and moral development is very good.
- The range of activities outside lessons is very good.
- The support and guidance provided for pupils, links with other educational services and procedures for dealing with oppressive behaviour are very good.
- The school is very well led and managed, and the shared commitment from all who work in the school is very good.

What could be improved

- Assessment procedures could be developed further.
- The role of subject co-ordinators could be strengthened.
- Pupils' behaviour and attendance could be improved.

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 progress in addressing the issues raised in the last inspection in June 1997. The school improvement plan is a comprehensive document, which clearly identifies priorities for development, and governors play an active role in the life of the school. The curriculum and school practice meet statutory requirements fully, and the quality of teaching has improved significantly. The school's accommodation has also improved considerably. Policies are detailed, and implemented successfully, although the school acknowledges the need to extend assessment practices to include all subjects. It also agrees that procedures for monitoring attendance and lateness could be tighter.

STANDARDS

The table shows the standards achieved by pupils at the end of Year 6 based on average point scores in National Curriculum tests.

Performance in:	compared with			
	all schools			similar schools
	1999	2000	2001	2001
English	E	E	C	A
mathematics	E*	E	C	B
science	E*	D	C	A

Key

well above average A

above average B

average C

below average D

well below average E

very low E*

The table shows that standards have been rising steadily over the past few years, and in 2001 were average compared with all schools nationally. When compared with similar schools, standards in English and science were well above average, and in mathematics they were above average. The school set challenging targets for 2002, to match these results. The school is delighted with very newly published test results, which show pupils have exceeded these targets in all three tested areas, particularly in the percentage of pupils reaching the higher Level 5. National comparisons, however, for the 2002 tests are not yet available. There is a high turnover of pupils other than at normal transfer times, which provides the school with a significant challenge, but it uses a good range of assessment to set its realistic and challenging targets each year. Inspection findings show that standards in English, mathematics and science are average by the end of Year 6.

In the 2001 national tests for pupils in Year 2, standards in reading and mathematics were well below the national average, and were in the lowest five per cent nationally in writing. Results were well below the average for similar schools. Preliminary results for the 2002 tests show a significant improvement in pupils' attainment in all three tested areas, which is a credit to the hard work of the teachers. In mathematics, in particular, all pupils who took the tests reached expected standards, and, for nearly two thirds, standards were above average. Inspection findings support this improvement. Standards in English and science are average, and in mathematics are above average for pupils currently in Year 2.

Throughout the school, standards are above expectations in art and design, and design and technology. In all other subjects, standards meet national expectations, although in swimming, these are below expectations. However, now that swimming is taught in a full-sized pool, standards are rising and should meet expectations next year.

Children in reception make a good start to their education. Standards meet expectations for their age in communication, language and literacy, mathematical development, knowledge and understanding of the world, physical and creative development. Standards in their personal, social and emotional development, however, are below expectations, as a result of the high level of special educational needs relating to this aspect in this year group.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Good. The vast majority of pupils enjoy school, are enthusiastic about their work and are keen to learn.
Behaviour, in and out of classrooms	Satisfactory overall. The behaviour of the vast majority of pupils is good, but there is a significant minority whose unacceptable behaviour disrupts the calm of the school.
Personal development and relationships	Good. Relationships are warm. Pupils take responsibilities seriously, and develop into mature and sensible individuals by the time they leave from Year 6.
Attendance	Unsatisfactory. The attendance percentage is well below the national average.

The vast majority of pupils are proud of their school and keen to please their teachers. It is a pity that the unacceptable behaviour of a minority of pupils disrupts the harmony which pervades the school for most of the time. Too many pupils arrive late in the morning, and parentally-condoned absence, together with term-time holidays, adversely affect attendance statistics and, more importantly, pupils' education.

TEACHING AND LEARNING

Teaching of pupils in:	Reception	Years 1 – 2	Years 3 – 6
Quality of teaching	good	good	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 is good throughout the school, and often very good. This is a credit to the hard work of the dedicated team of teachers and their assistants, in providing interesting and stimulating lessons, which capture and hold pupils' imaginations. Teaching in English and mathematics is good, and pupils make good progress as a result. The basic skills of literacy and numeracy are taught well and they are used extensively to support pupils' work in other subjects. Teachers work hard to include all boys and girls, including those with special educational needs, and those learning English as an additional language, in all activities, with notable success. Relationships are good, and the vast majority of pupils are keen to please their teachers and work hard. Teachers manage the challenging behaviour of a small minority of pupils well in almost all lessons, although these pupils take up considerable amounts of teachers' time and energy, and occasionally have a disruptive effect on the learning of the rest of the class. Teaching assistants play an invaluable role in supporting behaviour management and in assisting pupils who have special educational needs. The school values highly the work of volunteer helpers, who make a positive impact on the quality of learning. Pupils with special educational needs and those learning English as an additional language are very well supported in small-group and individual sessions with specialist teachers and assistants. They make steady and often good progress as a result.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Good overall. All statutory requirements are in place, and the curriculum is broad and balanced. The range of activities outside lessons is very good.
Provision for pupils with special educational needs	Good. Provision is managed well by the co-ordinator, and teachers conscientiously monitor pupils' individual education plans. Targets in these, however, could be sharper.
Provision for pupils with English as an additional language	Good. Provision is managed well by the local education authority support service, SEAL, which provides good personal support for these pupils and effective advice for teachers to help them in the classroom.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Very good overall. Provision for pupils' personal, moral and social development is very good. It is good for their spiritual and cultural development. The school provides many opportunities for pupils to take responsibility and debate moral issues.
How well the school cares for its pupils	Good overall. Procedures for monitoring and eliminating oppressive behaviour are very good, and other systems are effective.

The school works well in partnership with parents, and keeps them well informed with good quality information. The range of extra-curricular activities is a strength, as is the support and guidance provided for pupils. The links with other educational services to support the pupils, and the procedures for dealing with behaviour, are very good.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Very good. The headteacher leads the school very well, with energy and flair. Management of all aspects of the school's life is very good although subject co-ordinators could play a more prominent role in monitoring standards.
How well the governors fulfil their responsibilities	Good. Governors are deeply committed to the school and bring a good degree of expertise to their roles. They fulfil all statutory responsibilities well.
The school's evaluation of its performance	Good. The school has a clear picture of its strengths and areas for development, and the school improvement plan comprehensively details action to be taken.
The strategic use of resources	Good. The school has a very high income per pupil, but manages its budget and all resources well, to the full advantage of the pupils.

The school is well staffed with committed teachers, who receive invaluable support from experienced teaching assistants. The accommodation is generous for the number on roll, and resources in all aspects of the curriculum are good. The shared commitment to providing a high quality of education among all who work in the school is a strength. The school could, however, make better use of information and communication technology for administrative purposes. The school seeks and obtains the best value when purchasing goods and services.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

Fifteen parents attended the meeting with inspectors, and 61 questionnaires were returned.

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • Children like school and make good progress. • Teaching is good, expectations are high, and pupils develop responsible mature attitudes. • The school is approachable and is led and managed well. • Parents are satisfied with the amount of homework. • The range of activities outside lessons is good. 	<ul style="list-style-type: none"> • Some parents do not feel the school works closely with them, or keeps them well informed about how their children are getting on. • Some parents are concerned about behaviour in the school.

Inspectors fully support and agree with parents' positive views. They do not agree with the concerns over communication. The school works hard to keep parents well informed and involved in their children's work, and is disappointed by the low attendance at meetings it organises. The school manages the disruptive behaviour of a small number of pupils well.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and pupils' achievements

1. The attainment of children who join the reception class varies each year but is, overall, below average. In the current group of children, a third are on the school's register of special educational needs. These children, and those learning English as an additional language, are supported well, and all boys and girls make good progress in the warm, caring reception class atmosphere. The majority of children are reaching standards which meet expectations for their age in communication, language and literacy, mathematical development, knowledge and understanding of the world, physical and creative development. Overall, however, in the current year group, children's personal, social and emotional development is below expectations for their age.
2. The school has a significant number of pupils who join or leave other than at the usual time for transfer. The current Year 6 of 28 pupils, for example, has had 60 pupils on roll during the course of seven years. Only half of current pupils have spent all their time in the school. This changing population provides the school with a significant challenge, as many of those who come late have special educational needs or are learning English as an additional language. The school does an excellent job in absorbing these pupils, and they receive a high level of support. It uses a good range of assessment tests to monitor the progress of each individual, and uses the information realistically to set challenging targets for their performance in the national tests.
3. In the 2001 tests in Year 6, standards in English, mathematics and science were average compared with all schools nationally. Compared with similar schools, standards in English were above average, and they were well above average in mathematics and science. During their junior years, pupils made very good progress to reach these standards, when compared with their performance in the tests in Year 2. Teacher assessment for the 2002 tests confidently predicts that these standards will be maintained, but with slightly fewer pupils reaching the higher Level 5 than in 2001, particularly in science. The school is delighted with the very newly published results for 2002, which show pupils have greatly exceeded these targets, particularly in mathematics and science. Nearly twice as many pupils than predicted, in all three tested areas, reached the higher Level 5. Inspection findings support these predictions, and standards in English, mathematics and science are average for pupils in Year 6. Targets for the current Year 5, however, are significantly lower, as half of these pupils are on the school's special educational needs register.
4. In the 2001 tests in Year 2, standards in reading and mathematics were well below the national average, and very low in writing. Compared with similar schools, standards were below average in all tested areas. Teacher assessment of standards in science was also very low. The recently published results for the 2002 tests show a significant and pleasing improvement over last year, although national comparisons are not yet available. In reading, while the percentage of pupils reaching the expected Level 2 and above is, overall, lower than in 2001, the proportion reaching the higher Level 2A and Level 3 is greater. In writing, although, as last year, no pupils reached Level 3, many more achieved Level 2, particularly at Levels 2B and 2A. The greatest improvement comes in mathematics, where all pupils taking the tests gained Level 2, and almost two-thirds achieved the higher Level 3. Teacher assessments in science show all pupils reaching Level 2, and nearly half, Level 3. Inspection findings support this improvement;

for pupils currently in Year 2, standards in English and science are average, and in mathematics are above average.

5. Across the school, standards in art and design and design and technology are above expectations for pupils' ages. In geography, history, information and communication technology, music and physical education, standards meet expectations. Standards in swimming are below expectations for current Year 6 pupils, but improvements to the facilities for teaching this important aspect of the physical education programme mean that standards are rising steadily.
6. Thirty-six per cent of pupils are identified as having special educational needs. They receive effective support both in and out of the classroom and make good progress to achieve standards in line with their abilities. Pupils learning English as an additional language are also supported well and make good progress in acquiring a knowledge and understanding of English.

Pupils' attitudes, values and personal development

7. Pupils' attitudes to school have improved since the last inspection, and parents are pleased with pupils' good attitudes to work, and the positive values their children are taught. The Christian ethos, underpinning this church school's aims, is evident in the inclusive, nurturing and supportive environment which all pupils enjoy. Registration provides a calm and purposeful start to the school day. Children settle quickly into the warm and welcoming surroundings of the reception class, although, in the current year group, some are taking longer than expected for their age to learn right from wrong and how to play sociably together. They enjoy being at school and most listen attentively to stories and their teachers, demonstrating this by thoughtful comments.
8. Most pupils want to learn and, when their interest is kindled, they are very keen to give their opinions, as happened during a Year 4 history lesson. All hands were waving and some pupils were calling out, so eager were they to talk about the food Vikings might have eaten. During a reception class music lesson, children enjoyed throwing their imaginary hats in the air and were excited to learn words in another language, having listened attentively to the Indian music played on the sitar and tabla. Pupils in Years 3 and 4 eagerly anticipated their swimming lesson as they set off for the pool; all made noticeable progress, and their enjoyment showed in the level of noise! During a physical education lesson, Year 5 pupils' performance in athletics improved significantly as their teacher timed their efforts, and they were all involved in good teamwork. All pupils exceeded their personal targets, to their great joy.
9. Children and pupils like their school and the majority arrive on or before time in the mornings, but a minority persistently arrive five or ten minutes late and the reason for this is not necessarily traffic problems. Parents take their children on too many holidays during term time, causing the school's attendance percentage to fall well below the national average and therefore to be unsatisfactory. This practice also has a significantly adverse effect on pupils' education.
10. Pupils are generally polite and eager to help adults, for example, offering to fetch chairs for inspectors when on the upper playground, but they do make a lot of noise in some lessons and when eating their lunch. This latter, however, is largely due to the acoustics in the hall. Behaviour is good overall, although a significant minority, some with identified behaviour problems and others who sheepishly follow their lead, test both their teachers' and classmates' patience at times. Despite the school's very good strategies to cope with the most disruptive pupils, some teaching time is lost during

lessons when this silly, immature and occasionally disrespectful behaviour occurs. This was a concern raised by parents through the questionnaires and at their meeting with inspectors. Pupils know what is expected of their behaviour and what will happen if they do not follow the rules. Sanctions are effective for the majority in curtailing inappropriate behaviour. Racist and other derogatory remarks are not tolerated and rarely occur, and the school is a racially harmonious community. The number of exclusions has reduced to six this year and these have been used effectively to improve behaviour.

11. Outside in the playgrounds all pupils enjoy their activities. Exuberant and fiercely fought football games take place in the upper playground, whilst younger pupils enjoy the slide and adventure structure outside the building for their play. In the courtyard area, a good range of playground equipment is shared amicably. When the bell signifying the end of break time goes, the majority immediately become as still as statues.
12. Pupils' personal development is good. They are pleased to help their teachers and develop responsible and mature attitudes during their time at school. Relationships are good, teachers provide good role models, and pupils are genuinely concerned if one of their number is hurt in the playground. Although the school council is directed by adults, pupils appreciate the opportunity to speak of concerns identified by their class and are proud to be elected representatives. They were, for example, pleased to be invited to decide which type of litter-bin should be placed in the playground. Suggestions for council meeting agendas are invited from all pupils. Year 6 prefects take their responsibilities very seriously and, during their residential trip to Osmington Bay, the oldest pupils gain significant confidence and self-esteem.

HOW WELL ARE PUPILS TAUGHT?

13. The quality of teaching and learning is good overall. In three quarters of lessons seen it was good or better, and in one quarter of lessons, very good. No unsatisfactory lessons were seen during the inspection. This is a significant improvement since the last inspection, when nearly one in five lessons was unsatisfactory, and is all credit to the hard work of the current staff. As a result of this good teaching, pupils achieve well and make good progress.
14. Teaching in reception is good overall and often very good. The teacher has a clear knowledge and understanding of the curriculum needs of young children, and provides a rich and varied range of interlinked activities in each session. She and her teaching assistant are adept at engaging children in thinking and talking about what they are doing, and ensuring that they feel confident and secure in their learning. All activities are very well resourced, and children make good progress in this stimulating environment. All adults who work in reception know the children very well, and manage the challenging behaviour of a significant minority of children firmly and sympathetically, so that it causes as little disruption as possible to the learning of other children.

15. In the infants and juniors, literacy and numeracy teaching is good. Teachers teach basic skills well and give pupils good opportunities to practise what they learn in other lessons. For example, when researching information for a Year 4 class magazine on 'mini-beasts', pupils used their skim-reading skills when deciding what to include from information they had retrieved from the Internet. Pupils use measuring and graph drawing skills well in subjects such as science when they report on experiments. Teachers use the National Literacy and Numeracy Strategy guidelines well in planning for English and mathematics, and lessons are organised effectively to support the learning of pupils with special educational needs and those learning English as an additional language. Small-group lessons with specialist teachers are particularly effective in developing pupils' language skills.
16. Teachers have a very good understanding of the curriculum. They explain work well and question pupils effectively. In a Year 5 history lesson for instance, good questioning made pupils think carefully, and drew out well what they already knew about Victorian schools. Teachers teach practical skills well, for example in design and technology, physical education and science. In a Year 4 design and technology lesson on making a storybook with moving parts, the work built well on pupils' earlier experiences of different forms of mechanism. As a result, they quickly gained confidence and made good progress in their designs. In a science lesson, pupils designed an investigation to find out if woodlice prefer to live in damp or dry conditions. Good class discussion ensured that pupils planned to include a variety of materials such as leaves, stones and sandy soil when they set up damp and dry areas in their sampling tanks. Consequently, the lesson developed the pupils' understanding of a 'fair test' well.
17. Teachers' lesson planning is good. In most lessons, work is challenging and expectations of what pupils can achieve are high. A good illustration of this was seen in a Year 6 music lesson, where a two-part song was rhythmically complex. Pupils rose well to the challenge it presented and they worked hard. They quickly gained confidence and the quality of their performance improved noticeably as the lesson progressed. Although the level of challenge in work is good overall, just occasionally work is less demanding than it could be. Where this happened in lessons on control technology and geography, for example, there was insufficient new learning. This was the principal reason why teaching in these lessons was judged satisfactory overall, although other elements were good.
18. Most teachers control behaviour and manage classes well, and have good relationships with their pupils. Where management is effective, lessons are busy and productive because pupils settle quickly to work. However, in a small number of lessons, teachers are not always successful in managing the challenging behaviour of the small minority of pupils who constantly disrupt lessons. This affects the learning of other pupils because it slows the lesson pace, and the time needed to control the disruptions prevents teachers from giving sufficient attention to the remainder of the class.
19. Teaching for pupils with special educational needs is good overall, and is very good in small-group and individual sessions. Pupils' needs are clearly identified, and their individual education plans are reviewed regularly, although the targets in these are not always as precise and specific as they could be. In small groups and individual sessions, warm relationships and carefully planned work create a very positive learning environment, in which pupils thrive and make good progress. The school makes very good use of an 'army' of classroom support, including experienced teachers and teaching assistants, and many volunteers. Their invaluable contribution, for example in

hearing pupils read, providing 'nurture' sessions and reinforcing literacy and numeracy skills, makes a very important contribution to the quality of learning in the school.

20. Teaching for pupils learning English as an additional language is very good in small groups and individual sessions. The school receives good support from the local education authority's specialist team, Service for English as an Additional Language, SEAL. Pupils feel warmly welcomed and make steady progress in gaining competence in English. SEAL has provided very good guidance for supporting these pupils in class, and teachers work hard to include them in all activities. They take care to ensure that pupils understand what they are expected to do and, where necessary, provide them with different activities more appropriate to their level of understanding.
21. Teachers mix whole-class teaching, group work and individual work well in interesting and stimulating lessons. As a result pupils respond positively. They have good attitudes to learning and, apart from a small minority, they behave well. Teachers nearly always make good use of time. At its best, this ensures that lessons are brisk and pupils are involved well in their work. Occasionally, however, class discussions are too long, which results in pupils losing concentration, and this contributes to deteriorating behaviour. Teachers use learning resources well. A good example was seen in a Year 1 mathematics lesson, where dice, plastic cubes and a magnetic dartboard were all used well in practical activities to improve pupils' understanding and mental agility in addition. In another lesson in Year 6 on the Ancient Greeks, access to a good range of reference books enabled pupils to develop their skills in historical research very well.
22. The quality of teachers' marking and other day-to-day assessments of pupils' work is satisfactory overall, but could be improved. During lessons, close observation and discussion with groups and individual pupils enable teachers to assess how well pupils are progressing. However, teachers could make better use of teaching assistants in supporting classroom assessment. They are not, for instance, at the moment, used to monitor pupils' responses to questions in class discussions, in addition to helping with class management when required. Teachers usually write the aims of the lesson on the board and discuss them with pupils at the start of each lesson. This helps pupils to know what they are trying to achieve. However, teachers do not always return to these at the end of the lesson, thus missing opportunities both for themselves and also for pupils to assess how well they have done. The quality of marking varies across the school. Teachers praise pupils' efforts well but, with some exceptions, there are few constructive comments in pupils' books to show how they could improve their work. All pupils have learning targets in English, mathematics and personal and social development. Whilst these are broadly appropriate, they could be improved. For example, a target 'to get better at dividing decimals' will not enable the pupil concerned to know exactly what needs to be addressed in order to 'get better'.

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

23. The school provides a broad and balanced curriculum, enriched by organised visits and by visitors to the school. Curriculum time is in line with what is expected, and the balance between subjects is appropriate. All statutory requirements are met fully, and all subjects have appropriate schemes of work. The key issue in the last inspection relating to curriculum issues has been addressed fully. Provision for pupils' spiritual, moral, social and cultural development is very good, the school continues to make good use of local facilities, and links with the community are strong.

24. The curriculum for children in reception is good. It is based securely on the guidance for the Foundation Stage, and all six areas of learning are covered fully. Sessions are planned carefully to provide a rich range of interlinked activities, which are interesting and relevant, and engage children fully in active learning. All sessions place a strong emphasis on first-hand experiences, as for example when teacher and children used the playground enthusiastically to support work in positional vocabulary.
25. The school has made good progress in introducing the National Literacy and Numeracy Strategies. Teachers have all received training as well as follow-up support from the subject co-ordinators and local education authority advisors. This has ensured that planning is appropriate, and that sensible changes have been made in the light of experience. An example of this has been the greater emphasis on spelling, over a short period of time, leading to long-term gains in spelling accuracy in Year 6.
26. The school places a very high emphasis on including all pupils whatever their level of need in all activities, and is successful in achieving this. Some parents express concern that, in certain year groups, pupils are disadvantaged by the poor behaviour of a significant minority of pupils. However, good strategies are in place for modifying this behaviour and these work well, particularly when more than one adult is present.
27. Provision for pupils with special educational needs is good, with pupils benefiting from individual and small group work in a room specially designed for this purpose. Pupils' needs are met fully, although some of their individual education plans lack sufficiently precise targets, and the school is making good progress in implementing the changes in the new Code of Practice. Provision for these pupils within the classroom is also good. Learning support assistants monitor the use of specially prepared worksheets and offer extra guidance, particularly in English and mathematics lessons.
28. Good support is provided for pupils who are learning English as an additional language, enabling them to have full access to the curriculum. There are clear procedures that guide staff, and a systematic approach to targeting pupils' needs. Classroom teachers are provided with materials which enable them to support pupils appropriately. During the inspection, for example, translations of instructions and information about the working practices of the artist Claude Monet were seen. These had been produced so that two pupils who have recently arrived in this country could take a full part in the planned activities.
29. All pupils benefit from visitors and from visits organised by the school, as for example to the local church and public library. They also take part regularly in locally organised initiatives such as a mathematics festival. Good links have been established with local secondary schools through visits and shared initiatives, such as the recent provision for identified gifted and talented pupils. The very good range of extra-curricular activities, including dance, music, sport, art and design and technology, are well attended. Pupils enjoy the playground equipment provided for them, with many pupils making use of these facilities after the school day has ended.
30. The school makes very good provision for pupils' personal, social and health education. The school council is an important part of school life. Pupils' rights are acknowledged and, through group sessions known as circle time, pupils are encouraged to understand themselves and how they can fit into the community. Older pupils benefit from opportunities to become prefects. They willingly carry out such diverse but important jobs as watering the plants and helping younger pupils eat more healthily during the mid-day meal. The school has suitable policies for sex and drugs education although these have still to be approved by parents.

31. The school's provision for pupils' spiritual development is good. Through the weekly school mass, junior pupils develop a clear sense of community. Six older pupils serve at the altar and, during the inspection, stories of St. Peter and the fishes, very well told by the vicar, made them wonder at the miracles. During a session in the playground, reception children were fascinated to see their pictures disappear as the sun dried the water they had used for painting on the paving stones, whilst the chalk pictures remained. Older pupils appreciate the skills of others, breaking into spontaneous applause when the boy singing a solo during practice for the school's forthcoming musical had finished.
32. Provision for pupils' moral and social development is very good. All pupils know the school rules and understand why these are necessary, and assemblies are used well to promote strong moral attitudes and social understanding. Pupils have a clear sense of justice and disapprove when the behaviour of some of their classmates goes too far. A 'Circle of Friends' is formed when necessary; members take their responsibilities seriously and carry them out conscientiously. Sessions are beneficial for both friends and the one in need. Genuine concern is shown if pupils do not abide by the contract negotiated at meetings, and a strong feeling of achievement is felt by all involved when improvements have been sustained.
33. Provision for pupils' personal development is good. This is developed well through the many opportunities they are given to take responsibility. The smallest pupils carry the registers back to the office very carefully. After assembly, Year 2 pupils are eager to take their reception class 'charges' back to the classroom, and lead them by the hand making sure they do not walk too fast. Each class elects two representatives to the school council to serve for six months, and in Year 6, two prefects are elected for each of the four houses twice a year. Librarians are appointed and carry out their duties conscientiously. All Year 6 pupils take turns to get the hall ready for assemblies and all pupils like to assist their teachers. Staff are currently taking part in workshops run at school by the local education authority adviser in order to reorganise the school's personal, social, health and citizenship programme in time for September.
34. As a result of the school's careful planning, pupils' cultural development is good. They are aware of their own cultures, visiting museums and listening carefully to visitors who come to talk to them. They realise that others have different beliefs from their own and enjoy hearing traditional stories from other religions. They listen to music from other cultures and enjoy making their own in similar style. The school is a racially harmonious community, and pupils are prepared well for life in today's multicultural society.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

35. The school places a high priority on the health, welfare and safety of pupils, and has good procedures to ensure these. Some minor concerns were noted during the inspection, including the facts that some girls' footwear was not suitable, and that some wore hooped earrings during physical education lessons despite the school rule on jewellery. The conscientious caretaker deals promptly with any issues he finds on his daily round. Trained first-aid personnel are on site at all times and practice is good. The headteacher regularly updates her child protection training, and this is a regular agenda item at staff meetings. Good procedures are followed when concerns are raised.
36. The school is an inclusive community, and staff make every effort to ensure that all pupils' needs are met. Those who have had difficulties elsewhere are welcomed and supported very well. The small 'nurture' sessions, as well as the one-to-one assistance for some pupils successfully integrate most pupils into school life. Pupils with special educational or other needs, as well as those who are learning English as an additional language, are well supported by their peers and take their full part in life at school.
37. The school has good systems for promoting and monitoring attendance, although it does not keep a late book, which would necessitate every latecomer giving the reason for their time of arrival, nor are first day absence telephone calls made to all parents. Incentives for improving attendance overall are satisfactory, and include the weekly shield for the class with the best attendance and the annual parent-teacher association awards for individuals with the best attendance record. Although she comes into school at regular intervals, the educational welfare officer does not have time to monitor registers on every visit she makes.
38. Procedures for promoting and monitoring good behaviour are good. The recently reviewed policy is well written; it sets out the rules clearly and the graduated range of sanctions which follow if these are not adhered to. Individual rewards for attitude, behaviour and effort vary between classes. For example, 'Golden Time' is reduced in some classes and in others this has to be earned, although, whichever method teachers choose, pupils can redeem any 'Golden Time' they lose. Smiley face rewards are used well in the infants. Pupils in Year 1 receive holographic stickers and Year 2 pupils eagerly collect cubes in a jar. In Year 6, one pupil is nominated as student of the day. Similarly, the way in which sanctions are imposed varies between classes. All pupils, however, know what is expected of their behaviour and what will happen if rules are not followed. The school makes good use of the behaviour support team from the Alternative Centre for Education, ACE, to help those with identified behavioural problems. When necessary, timed sessions in another class give individuals space, and their classmates relief. Exclusions, both fixed-term and, on rare occasions, permanent, are well and judiciously used to improve behaviour overall.
39. Monitoring of pupils' personal development, carried out through the pupils' pastoral care files, is good, and teachers know their pupils very well. Comments made in the annual reports are helpful and valued by parents.
40. Systems being developed at the time of the last inspection for assessing and recording pupils' progress in the core subjects are now well established. Procedures are very good for English, mathematics and science, but insufficient for most other subjects. Pupils are tested regularly in reading, spelling, writing, mathematics and science, using nationally standardised tests where they are available. At the end of each year,

teachers record the levels of attainment that pupils reach in each subject, and completed record sheets give a satisfactory record of pupils' progress. However, there are no formal assessment procedures for many subjects, for example, information and communication technology, art and design, and history amongst others. Since the last inspection the school has developed the use of individual pupil portfolios of work. These start in reception, and include graded examples of pupils' work, making them a good addition to other records of progress.

41. The school makes good use of assessment information to guide long-term planning. Test data is analysed thoroughly and is used, for example, to help in the early identification of pupils with special educational needs and to identify strengths and weaknesses in learning for all pupils. These records, however, are completed by hand, making them time-consuming and the data difficult to manipulate. Teachers modify curriculum plans, and target effectively additional English and mathematics support for those pupils who need it. The progress of all pupils is closely monitored, and analysis of their performance shows that these interventions are effective in raising standards. Use of assessment information to guide short-term planning is satisfactory, but could be improved.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

42. Parents support the school's aims and ambitions for their children fully, and are pleased with the relationship and links they enjoy with the school. Although all parents are welcomed, few are able to offer their help, and not all have signed the home-school agreement. At school productions the hall is filled to overflowing with proud parents and relatives, eager to see what their children can do, but parents' support for meetings is not as good. Additionally, too many take their children on holiday during term-time and allow them to arrive late, which is detrimental to their children's schooling and adversely affects the school's attendance record.
43. Most parents help their children satisfactorily with work at home. They appreciate the opportunities they have to speak to teachers, and those who speak English as an additional language are well supported by their local community and interpreters from SEAL. Friendly staff in the office are always ready to help where they can, and the school organises courses for parents, for example, the 'Helping in School' workshop currently running. At the end of each day, the warmth of the school is evident as parents and children linger in the courtyard, the latter playing and the former chatting to staff and amongst themselves. This opportunity is used well to share information about the children and how the day has gone. The parent-teacher association, run by the enthusiastic few, holds enjoyable and successful events, and raises over £500 a year to swell school funds. This money is used to benefit the children according to the staff 'wish list'. The next eagerly awaited event is the leavers' disco and barbecue celebration.
44. The school provides good quality information for parents. The school prospectus, governors' annual report and regular, numbered news and other letters ensure that all parents know what is happening at school and about events planned for the future. Parents like the annual reports, although not all of these contain sufficient information on what individual children have achieved, nor targets for how they can improve their work.

HOW WELL IS THE SCHOOL LED AND MANAGED?

45. The headteacher provides dedicated and committed leadership. She has the full support of governors, teachers and the vast majority of parents. The school provides a

warm, welcoming environment, and its aims and values are reflected fully in its daily life. The school is managed very well by the headteacher, her deputy and staff with management responsibility. They work closely together as a highly effective team, and the school runs smoothly as a result. The school is currently seeking Investors in People status.

46. The quality of teaching and learning is monitored regularly by the headteacher and senior staff, with valuable support from the local education authority. The headteacher makes frequent formal and informal classroom visits and has a clear understanding of the strengths and areas for development in teaching. She keeps a close overview of the curriculum through regular evaluation of teachers' plans. Subject co-ordinators provide invaluable support for their colleagues and most are very knowledgeable and enthusiastic about their areas of responsibility. They have written detailed, effective action plans for the development of their subjects. However, apart from in the core subjects of English, mathematics and science, their role in monitoring curriculum planning, the standards achieved and pupils' progress is under-developed. The school's plans to improve this aspect of their work have been adversely affected by staff changes, which have been significant. Additionally, staff do not regularly evaluate work in foundation subjects together, to monitor progress, consistency and continuity in different areas of the curriculum.
47. Provision for pupils with special educational needs is managed well. The co-ordinator provides useful help and advice for her colleagues, and very much appreciates the invaluable services provided by the local education authority and other external agencies in supporting the high number of pupils on the school's register of special educational needs. She keeps an effective overview of pupils' individual education plans through regularly monitoring teachers' files, and is aware that the targets in these need to be more precise. The governor responsible for special educational needs is new to the role. She already has a clear idea of the school's provision and is very keen to develop her practical role further.
48. Provision for pupils learning English as an additional language is managed well by the local education authority's support service, SEAL. The SEAL staff liaise closely with class teachers and provide very useful advice and booklets on effective support for these pupils in class.
49. The chair of governors provides valuable practical support for the school; she and all governors are deeply committed to the school, and many are regular visitors, offering much appreciated practical help. They have a clear understanding of the school's strengths and areas for development through these visits, their interest in specific year groups and comprehensive reports from the headteacher. Governors also regularly take part in staff training sessions, and relationships between staff and the governing body are very good. Governors bring a good degree of expertise to their roles, and have good access to training to keep up to date with educational developments. They fulfil their statutory responsibilities well. Governors' committees meet regularly, to consider carefully all decisions on future actions and monitor progress towards current targets.
50. The school improvement plan is a detailed and comprehensive document, setting out development plans over a period of four years. This is formulated in consultation with all staff and governors, and includes individual co-ordinators' action plans. Priorities are monitored regularly and carefully, and evaluated closely to establish how successful action has been.

51. The school is generously staffed with well-qualified teachers, following a period of significant staff turnover. They are supported well by trained teaching assistants, students and parent helpers. Systems for introducing newly qualified teachers and for their mentoring are good. Performance management interviews are in place, and all staff are encouraged to go on training courses and to share what they have learnt with colleagues in the staff room. Useful work experience is provided for local secondary school pupils. The friendly office staff, willing caretaker and team of non-teaching staff all contribute greatly to the smooth running of the school.
52. Situated within a surprisingly large site, which is not evident from the road, the school provides generous accommodation for the number on roll. Much improvement has been achieved since the last inspection. For example, all infant and junior classrooms have been extensively remodelled, as has the office. The buildings are well maintained and cleaned and, although some of the exterior fabric is in need of decoration, this is planned for within the rolling maintenance programme. The large, airy hall, shared with the church, is used well by pupils and by the local community. Regular lettings, such as that to a local dancing school and for concerts and church celebrations, provide a useful income. These activities do not impinge on school or pupils' use, being outside normal school hours.
53. The large, tarmac area situated on top of a local car park, opened 18 months ago, is in good condition, and is used very well for physical education lessons, such as athletics, football and netball, and also for junior pupils' play. An attractive climbing frame, slide and wooden adventure structure form part of the lower playground, and the courtyard area, which can be enclosed for reception children's safe play, completes the good variety of outdoor play and physical education facilities for all ages, although the markings for playground games are faded on the lower playground. The fenced environmental area, containing the pond and from which the caretaker regularly rescues stray footballs, is a valuable resource but in need of refurbishment.
54. The school has good resources for the Foundation Stage and for teaching subjects of the National Curriculum. The library contains a good range of obviously well used fiction and non-fiction books, augmented by those kept in the classroom, as well as some with dual language text. The school makes good use of loan services to supplement its own resources. Materials for teaching pupils with special educational needs and for those who speak English as an additional language are good.
55. The school has secure financial procedures and sound financial control. Day-to-day administration is satisfactory, but could be improved by increased use of the computer, for instance to record and monitor attendance through the SIMS programme. The school buys into the local education authority financial services and uses them well. The budget is drawn up by the headteacher and office manager, with due regard given to educational priorities, and is presented to the finance committee for their comments and approval. Any expenditure is carefully scrutinised and monitored for best value. Lettings provide welcome additional income and the governors and headteacher are very successful in accessing church and other grants and business sponsorship to augment the school's finances. Although the income and expenditure per pupil are very high, specific grants are appropriately allocated and used very well, and the school gives good value for money.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

56. The governors, headteacher and staff should now:

- (1) Develop the use of assessment procedures by:
 - improving the consistency and value of teachers' marking of pupils' work;
 - developing the use of assessment in foundation subjects;
 - making better use of information and communication technology in managing assessment;
 - making better use of teaching assistants in supporting classroom assessment;
 - improving the quality of targets in English and mathematics for all pupils, and targets in the individual education plans for pupils with special educational needs;
(Paragraphs 19, 22, 27, 40, 41, 47)
- (2) Further develop the role of subject co-ordinators in monitoring and evaluating standards in their areas of responsibility.
(Paragraph 46)
- (3) Improve pupils' attendance and behaviour by:
 - keeping a late book in order to easily monitor those regularly arriving late and the excuses given for this;
 - telephoning parents on the first day of a pupil's absence if no reason has been given;
 - encouraging pupils to keep a record of their own attendance and rewarding improvement more regularly;
 - ensuring all teachers have similar high expectations of behaviour and are consistent in dealing with inappropriate behaviour.
(Paragraphs 9, 10, 37, 42)

In addition to the issues above, the following points could be included in the governors action plan:

- (1) Improve the content of pupils' annual reports. (Paragraph 44)
- (2) Refresh the playground markings in the lower playground. (Paragraph 53)
- (3) Make better use of information and communication technology in office management.
(Paragraph 55)

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	55
Number of discussions with staff, governors, other adults and pupils	50

Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	0	13	28	14	0	0	0
Percentage	0	24	51	25	0	0	0

The table gives the number and percentage of lessons observed in each of the seven categories used to make judgements about teaching. Care should be taken when interpreting these percentages as each lesson represents more than one percentage point.

Information about the school's pupils

Pupils on the school's roll	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	165
Number of full-time pupils known to be eligible for free school meals	60

FTE means full-time equivalent.

Special educational needs	YR – Y6
Number of pupils with statements of special educational needs	1
Number of pupils on the school's special educational needs register	59

English as an additional language	No of pupils
Number of pupils with English as an additional language	31

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	21
Pupils who left the school other than at the usual time of leaving	37

Attendance

Authorised absence

	%
School data	7.1

Unauthorised absence

	%
School data	2.2

National comparative data	5.6
---------------------------	-----

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 1 (Year 2)

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	2002	11	7	18

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys			
	Girls			
	Total			
Percentage of pupils at NC level 2 or above	School	73 (78)	78 (66)	94 (84)
	National	N/a (84)	N/a (86)	N/a (91)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys			
	Girls			
	Total			
Percentage of pupils at NC level 2 or above	School	83 (66)	100 (69)	100 (59)
	National	N/a (85)	N/a (89)	N/a (89)

Percentages in brackets refer to the year before the latest reporting year. Where the number of either girls or boys in a year group is 10 or less, individual numbers of pupils achieving a specific level are not included.

Attainment at the end of Key Stage 2 (Year 6)

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
	2002	14	14	28

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	12	13	13
	Girls	8	10	11
	Total	20	23	24
Percentage of pupils at NC level 4 or above	School	71 (74)	82 (68)	86 (82)
	National	N/a (75)	N/a (71)	N/a (87)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	11	11	12
	Girls	8	8	7
	Total	19	19	19
Percentage of pupils at NC level 4 or above	School	68 (71)	68 (74)	68 (76)
	National	N/a (72)	N/a (74)	N/a (82)

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

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	0
Black – African heritage	1
Black – other	0
Indian	1
Pakistani	0
Bangladeshi	6
Chinese	2
White	97
Any other minority ethnic group	17

This table refers to pupils of compulsory school age only.

Teachers and classes

Qualified teachers and classes: YR – Y6

Total number of qualified teachers (FTE)	9.5
Number of pupils per qualified teacher	17
Average class size	24

Education support staff: YR– Y6

Total number of education support staff	4
Total aggregate hours worked per week	82.5

FTE means full-time equivalent.

Recruitment of teachers

Number of teachers who left the school during the last two years	10
Number of teachers appointed to the school during the last two years	9

Total number of vacant teaching posts (FTE)	0
Number of vacancies filled by teachers on temporary contract of a term or more (FTE)	0
Number of unfilled vacancies or vacancies filled by teachers on temporary contract of less than one term (FTE)	1

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	17	0
Other minority ethnic groups	5	1

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	2001 / 2002
	£
Total income	502 526
Total expenditure	500 346
Expenditure per pupil	3 167
Balance brought forward from previous year	6 187
Balance carried forward to next year	8 367

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	165
Number of questionnaires returned	61
Percentage returned	37

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	56	36	5	3	0
My child is making good progress in school.	57	36	5	2	0
Behaviour in the school is good.	23	56	7	7	7
My child gets the right amount of work to do at home.	42	46	10	0	2
The teaching is good.	57	39	2	2	0
I am kept well informed about how my child is getting on.	47	39	11	3	0
I would feel comfortable about approaching the school with questions or a problem.	56	34	6	2	2
The school expects my child to work hard and achieve his or her best.	61	34	3	0	2
The school works closely with parents.	39	43	8	3	7
The school is well led and managed.	44	45	3	3	5
The school is helping my child become mature and responsible.	50	42	5	0	3
The school provides an interesting range of activities outside lessons.	58	22	5	5	10

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

AREAS OF LEARNING FOR CHILDREN IN THE FOUNDATION STAGE

Personal, social and emotional development

57. At the end of the reception year, children's personal, social and emotional development is below expectations for their age in important aspects of this area of learning. The majority of children are interested in all the exciting activities provided in the reception class, and come eagerly into school in the morning. During registration, they answer their names confidently in different languages, such as Spanish and German. Many are self-assured and friendly, and chat happily about themselves and what they are doing. Most concentrate well for reasonable periods of time, and they are supported effectively by good teaching which encourages them to think and talk about what they are doing. They tidy up efficiently at the end of sessions and know where everything is kept. Most manage to dress and undress independently, for example when changing their shoes and socks for a dance session.
58. However, despite the very good role-models provided by all adults who work in reception, and their unending patience, a significant number of children find it very difficult to share and take turns, for example, when talking about the story at the end of the day, or sharing the seaside animals in water play. Teachers use a wide range of strategies to reinforce their high expectations, such as positive rewards for good behaviour and hard work. The sunflower petals or honeycomb segments, for example, are coloured enthusiastically at the end of the day. Relationships on a one-to-one basis are good, and all adults deal firmly and sympathetically with the high number of children with special educational needs, so that they disrupt the concentration of the rest as little as possible. Even some of the more able children, however, are subject to mercurial changes of mood, and all whole-class sessions are punctuated by the need to manage behaviour and reinforce expectations of care and consideration for others.

Communication, language and literacy

59. At the end of the reception year, standards in communication, language and literacy meet expectations for the majority of children. They enjoy listening to stories, and notice considerable detail in these, although they find it hard to take turns in conversation when wanting to share their views. They handle books sensibly, and about a third of children are working well within the first levels of the National Curriculum in reading. Most children sing the alphabet song confidently and the majority correctly identify which letters have been removed in the 'disappearing letters' game. They settle to their individual letter activities quickly, if rather noisily, and several begin to spell out their names with the magnetic letters. Children enjoy experimenting with writing, for example, in the travel agents, and their books show good progress in mark making, trace and copy writing, into neat legible sentences for about a third of the children.
60. Teaching is good. Teachers work hard in focused literacy sessions and story times to capture and hold children's attention with talented story telling, and include all children in activities. Sadly, they are frequently interrupted, but adults have unending patience in dealing with these disturbances, and consistently reinforce their high expectations of behaviour and hard work. Adults work closely with groups and individuals as they work, encouraging them effectively to think and talk about what they are doing. All boys and girls, including those with special educational needs and those who are learning English as an additional language, make steady, and often good, progress as a result.

Mathematical development

61. At the end of the reception year, children's mathematical development meets expectations. The wide range of interesting activities provided in each session provides children with good opportunities to count, match and sort, and to develop their understanding of mathematical vocabulary. Activities are linked effectively to the current topic. Children confidently sort animals into groups according to their characteristics; for example, whether they have fur or not, whether they live in the sea or not. Their work shows that children complete a good range of different activities, with the more able pupils beginning simple computation and telling the time to the hour.
62. Teaching is good. Teachers seize every opportunity to encourage counting, and all adults consistently encourage children to explain what they are doing in correct mathematical terms. They work closely with children of all abilities to encourage their concentration and support good progress. In a lively session, Brunel Bear helped children understand positional vocabulary by sitting inside, on and under the bricks, and this was followed by an enjoyable walk around the playground, which reinforced the aim of the lesson well.

Knowledge and understanding of the world

63. At the end of the reception year, children's knowledge and understanding of the world meets expectations. Children enjoy exploring their environment in the wide range of interesting, interlinked activities provided in each session. They understand the life cycle of different animals, and treat a visiting slow worm with awed respect. They tend the flowers in their garden with loving care, plant their rainforest carefully and appreciate the needs of living things for healthy growth. Children talk confidently about their homes and families, and enjoy planning their holidays in the travel agents and discussing where they like to go in Brighton. They have a good understanding of the properties of wet and dry sand, pouring the latter and making footprints in the former with serious concentration. Brunel and Barnaby Bears are regular visitors to children's homes. Children enjoy using the computer, and handle the mouse confidently to create lively free art pictures.
64. Teaching is very good. All adults work closely with children, encouraging them to think carefully about what they are doing, and develop their play constructively. The rich environment provides ample opportunities for this, and is used to maximum effect. Too much of adult time, sadly, is taken up by resolving disputes, as children find it difficult to play harmoniously. The high quality of interaction, however, means that all boys and girls, including those with special educational needs and those who are learning English as an additional language, make good progress in this area of learning.

Physical development

65. At the end of the reception year, children's physical development meets expectations. Children are well co-ordinated as they move round the classroom, playground and school. They take great pleasure in pushing and pedalling a good range of wheeled toys, often at great speed! They handle tools and equipment carefully, for example, when playing in the sand or modelling clay. One grasshopper was particularly impressive. They glue and stick junk modelling materials carefully to create an interesting street of houses. Although this was not specifically observed, children use the climbing frame in the playground to practise climbing, balancing and moving imaginatively.
66. Teachers provide regular opportunities for children to develop co-ordination skills, and teaching is good overall. Children greeted their forthcoming dance lesson with great enthusiasm and changed reasonably quickly for this. In the hall, they use the large space well. The teacher explains the purpose of the lesson clearly, and uses both pre-recorded music and percussion instruments effectively to make the lesson interesting. Most children follow her instructions satisfactorily, although a minority become over-excited, and run about rather than moving in time to the music. They kept up a running commentary as they acted out the life cycle of a bee; 'I've stung someone – I'm dead'; 'I'm going to Australia'; which showed they had an interesting understanding of the way bees behave. As in most sessions, managing children's behaviour takes up a disproportionate amount of time, and both the teacher and her assistant show great patience in this.

Creative development

67. At the end of the reception year, children's creative development meets expectations, although their under-developed social skills mean that they find co-operative imaginative play difficult. Children enjoy playing with the good quality equipment, planning a picnic, for example, with great attention to detail. Children sing reasonably tunefully and play percussion instruments with great energy. They experiment effectively with a wide range of different media, creating attractive and interesting results. The gallery of self-portraits in the library corridor, for example, shows an impressive attention to detail and finish, which is above expectations for children's ages.
68. The teacher works very hard to create a stimulating environment, such as the spooky rainforest with scary spiders, to stimulate children's imaginations. Teaching is very good, and leads to the impressive quality of artwork in particular. In a very good music session, children listened with rapt attention as they learnt Indian sentences, and performed actions to the songs with great enthusiasm.

ENGLISH

69. Standards in English are average by the end of Year 2 and Year 6, which maintains the position at the time of the last inspection. In Year 2, standards in reading, writing and speaking are average, although listening skills are less well developed. In Year 6, standards in reading and writing are average, and above average in speaking and listening. Literacy is well planned to support other subject areas, for example, the use of glossaries of technical terms that are related to art, mathematics and science, and contents pages in topics in history and geography.

70. The quality of learning is good, and reflects the consistently good teaching pupils experience. In the infants, for example, pupils build well on the good early skills established in reception, and extend their reading, writing and spelling skills in all of their work. The good emphasis on phonics is raising pupils' awareness of the complexity of English spelling well. Teachers use good strategies to ensure the time between pupils demonstrating what they know and receiving feedback from the teacher is cut to the minimum. Teaching assistants could, however, be usefully employed in recording those pupils who, for example, reverse letters or only record the initial, middle or end of a word, so that future planning could target these areas for development.
71. Reading in the infants is well supported, both at home and school. ICT is used well in Year 2, to support the learning of specific high frequency words, and pupils enjoy working in pairs to complete their word searches. Whilst junior pupils enjoy reading in school, there appears to be less involvement by parents in encouraging their reading at home. Group readers are used regularly in class, and pupils make good use of the library, but since the introduction of the Literacy Strategy, only pupils with special educational needs are heard to read individually in school on a regular basis.
72. Good strategies exist to develop pupils' writing skills. Regular handwriting practice ensures that most pupils develop a good cursive style by Years 4 and 5. Pupils' understanding of the grammatical structure of language is developed effectively alongside writing in different styles and for different audiences. Little extended writing, however, is evident, although some was noted in history. Pupils learning English as an additional language are well supported, because not only are translations made to help bridge the gap when pupils first arrive, but qualified teachers are available to instruct and induct the pupils. The balance of learning opportunities within lessons, however, is not always appropriate for all groups of pupils. In a Year 5 lesson, for example, strategies were planned well for less able pupils, to help them understand the apostrophe for possession, but the tasks were not really challenging enough for the more able pupils. On the other hand, more able pupils were recognised as needing an extra challenge in a letter writing session in Year 3, and this freed the teacher to offer more help to pupils with special educational needs.
73. There is no significant difference in attainment for boys and girls. Some variations, however, were noted in their different approaches to learning. Girls in Year 2, for example, were more interested in words as carriers of rhythm, sound and description, whereas boys were more concerned with meaning. In Year 6, whilst boys gave good answers to technical questions such as the importance of a server for computers, more able girls offered extended answers to the theme of quests, in story writing. The needs of gifted and talented pupils are under consideration but little evidence of changes in teaching and learning practice are seen except at the point of linking with the secondary schools.
74. The majority of pupils behave well and enjoy English. Good relationships are evident in all classrooms. The school has a number of pupils, however, with behavioural difficulties. The positive behaviour policy works well for some teachers. Where classroom management is not secure, however, or the carpet session goes on for too long, the behaviour of these pupils quickly deteriorates and the learning of all pupils suffers.
75. Teachers have a good understanding of both the National Curriculum and the National Literacy Strategy, and use good procedures when assessing pupils' attainment against the National Curriculum level descriptors. The quality of marking and written feedback offered to pupils is more varied. Pupils in one year group, for example, receive

comments such as 'excellent' or 'very good', with no explanation as to why this judgement has been made, but in another year group, they are regularly required to think about their efforts and how they could improve. Similarly, whilst some teachers emphasise thinking, and allow time for this process within lessons, others rush the questioning process, and as a result pupils guess what is required of them rather than reflecting fully on what is involved. Teachers, their assistants and parent helpers work well together. Pupils with special educational needs benefit both from focused extraction sessions and also from support with reading, writing and discussion activities within the classroom. Pupils learning English as an additional language also benefit from individual support by the SEAL team, and are sympathetically supported in class, so that they make steady progress in acquiring English.

76. Leadership and management of the subject are very good. Issues raised by the local education authority advisor are closely followed up by the co-ordinator, for example, the need for more word level work in Years 1 and 2. Pupils' progress is tracked over time and targets are set for whole classes and individuals. The quality of some of these targets, however, is not as good as others, and this is evident in some of the reports to parents. Since the last inspection, library resources are much improved with a good range of fiction and non-fiction books, supplemented by loans from the East Sussex library service.

MATHEMATICS

77. Standards in mathematics for the current Year 2 class are above average. Although results have to be finally ratified, in the 2002 tests all pupils who took these reached the level expected for seven-year-olds and almost two-thirds of pupils reached higher levels. The school is a little surprised, but naturally delighted with this result, which continues the rapidly rising trend in standards over recent years. The school is also delighted with the very newly published 2002 tests for Year 6, which greatly exceeded the school's targets; nearly twice as many pupils achieving the higher Level 5 than predicted. Standards at the end of Year 6 have improved steadily over recent years, and are average in classwork overall.
78. Pupils make good progress and achieve well in reaching above-average standards by the end of Year 2. By the age of seven, pupils add and subtract numbers up to 100 or more. They use their knowledge of place value confidently, for example, to add numbers by grouping tens and units together and then counting up. Pupils add up coins, calculate change and write amounts of money using decimals. Many pupils know 2, 3, 4, 5 and 10 times multiplication tables. Pupils measure and weigh familiar classroom objects, they know the names of common two- and three-dimensional shapes and recognise when shapes are symmetrical. Pupils' work over the year shows that less able pupils start the year with noticeably weaker skills and levels of understanding, especially in number work. However, because teaching over the year is good, they make good progress and reach average standards by the end of the year.
79. Pupils make good progress and achieve well in the junior classes, because teaching is good. By the end of Year 6, nearly all pupils have a sound knowledge of standard calculating techniques with whole numbers and decimals. However, less able pupils find multiplication and division difficult, and make mistakes because they do not set work out correctly. Many pupils use simple algebra to describe patterns, for example using the formula ' $s = 3n+1$ ' to explain the number of matchsticks needed to make a continuous line of 'n' joined squares. Pupils have a good knowledge of shape and space. They find areas and perimeters successfully, and write metric measurements in different forms such as 45 millimetres or 4.5 centimetres. Pupils use protractors to

measure and draw angles, but average and less able pupils do not always read the scales correctly, and only more able pupils accurately calculate missing angles in shapes such as triangles. Pupils have satisfactory data handling skills. They draw bar graphs and line graphs and use the median, mode and range to describe simple data sets.

80. The quality of teaching and learning in mathematics is good. Teachers have a very good knowledge of the subject, and teach basic numeracy skills well. Planning is good, and work is well matched to pupils' needs and abilities. Lessons usually start briskly with whole-class work. A good example was seen in an infant class, where each pupil was given a differently numbered carpet tile. Exercises on sorting themselves into numerical order, collecting sets that differed by 10, and sorting into odd and even numbers were lively and worked well because pupils were actively involved. In a junior class, the teacher developed the 8 times multiplication table from what pupils already knew about doubling and the 4 times table. This was good because it made pupils think, and reinforced their understanding of how to use patterns to develop new knowledge effectively.
81. Standards in investigating and applying mathematical knowledge to real situations have improved since the last inspection, because teachers now place a greater emphasis on this strand and teach it well, especially in upper junior classes. A good range of problem-solving and investigation work was seen in pupils' work. Teachers give pupils good opportunities to use their numeracy skills in other subjects. For example, pupils weigh ingredients when cooking, and they use their knowledge of co-ordinates in geography map work. Older pupils use graphs particularly well to display and analyse the results of science investigations.
82. Teachers work hard to ensure that all pupils are fully included in lessons. They succeed well when they have other adults to help them. Specialist language teachers are particularly effective in supporting pupils in the early stages of learning English. When support is available, these pupils are fully involved in lessons and make good progress. However, when support is not available, they are not involved as well, and their overall progress is satisfactory. Teaching assistants support pupils with special educational needs well in group work. The close support they are able to give, helps pupils to behave and to maintain concentration on their work. As a result these pupils make good progress.
83. Although teaching in most lessons seen was good, in a small number it was judged satisfactory, but for different reasons. Teachers have good relationships with pupils and most manage classes effectively. However, some teachers are less effective in managing the disruptive behaviour of small groups of pupils, which affects the learning of the whole class. In some lessons discussions are too long, which leads to loss of concentration, and in one lesson over-long discussion also contributed to deteriorating behaviour. In another lesson, the work was challenging, but because the teacher rubbed from the board the examples of the technique they wished pupils to learn before they started their own work, pupils were unable to follow and apply the method they had just been taught. This made the work harder than it might have been and prevented the pupils making as much progress as they might otherwise have done.
84. The National Numeracy Strategy is well established. The planning framework ensures that pupils systematically build on skills and knowledge as they pass through the school. Teachers keep very good records of pupils' progress. They use assessment information well to target support for pupils whose standards are just below what is expected and to adjust long-term curriculum plans in the light of pupils' strengths and

weaknesses. However, some teachers could make better use of assessment information in the short term to guide planning. Marking is satisfactory, but few teachers give pupils enough guidance on how to improve their work. Teachers set all pupils individual learning goals. Some targets are good but others such as 'to learn long division' are not sufficiently precise to enable pupils to know exactly what they need to do in order to 'learn long division'.

85. The co-ordinator provides very good leadership for the subject. She is well informed about pupils' standards and the quality of teaching, and uses this information well to formulate development priorities. For instance, variation in the quality of marking has already been highlighted and set as a target for improvement next year. The school is well equipped for mathematics, including support from information and communication technology. However, because much of the software is new, teachers have not yet had opportunities to explore its use in the classroom.

SCIENCE

86. Standards in science are average by the end of Year 2 and Year 6, which maintains the position found during the last inspection. All pupils, including those with special educational needs and those learning English as an additional language, make good progress and achieve well throughout the school.
87. By the age of seven, there is little difference in the level of factual knowledge that pupils of different abilities possess. Pupils know, for instance, that plants grow from seeds, and they find by experiment that plants need water and light to grow well. Pupils know that water also exists as ice and steam, and they classify materials into man-made and natural. Although all pupils acquire similar levels of factual knowledge, some pupils' work is not neat enough, and only more able pupils make predictions in sufficient detail such as 'the car will go furthest on the hessian', when investigating forces such as friction.
88. By the age of eleven, pupils understand well what is meant by a 'fair test'. They know, for example, that repeating measurements and averaging the results will help eliminate experimental error, when investigating the relationship between the extension produced by a constant force and the number of elastic bands to which it is applied. Pupils use graphing skills well to display and analyse the results of investigations, making a good contribution to their numeracy skills. Pupils have a sound knowledge of living things. They know how plants reproduce, and explain the function of animal systems such as the skeleton. Pupils know that materials exist in solid, liquid and gaseous forms, and carry out simple experiments to separate mixtures by processes such as evaporation and filtration. Pupils investigate electrical circuits, and know, for example, that adding extra bulbs or batteries into series and parallel circuits will affect how brightly the bulbs shine. Pupils present work well and draw good, well-labelled diagrams.
89. The quality of teaching and learning in science are good. Lessons are well planned with a good emphasis on investigational work, which is taught well. For example, in one Year 5 lesson, pupils used a planning template to structure their work, as they investigated the effect of different forms of exercise on breathing rate. In another lesson in Year 4, pupils drew pictures to illustrate how they planned to investigate woodlice habitat. Both lessons were good because the different teaching approaches were well matched to the needs of the pupils, and enabled them to demonstrate their science knowledge effectively. Pupils use scientific terms well in their work, because teachers use them well when they explain what pupils are to do. A good illustration of this was seen in Year 6 books, where pupils had explained how plants use chlorophyll in their

leaves in order to carry out the process of photosynthesis. Most teachers, ably supported by teaching assistants, manage classes well and lessons proceed briskly and calmly. Some are less successful in managing a small number of disruptive pupils. In one Year 2 lesson, pupils' contributions to a discussion on how batteries should be placed in a torch in order for it to work were lost because of the constant interruptions of a few pupils. However, these pupils are a small minority. Most pupils behave well and have positive learning attitudes.

90. Analysis of pupils' work shows that they make good progress throughout the school. This is because teaching is good, and the scheme of work ensures that pupils build systematically on what they already know. Teachers keep very good records of pupils' progress. The school is well equipped for science, and teachers use resources such as textbooks and the Internet effectively. In one Year 3 lesson, for instance, pupils researched the topic of magnets. All pupils, including those with special educational needs and those learning English as an additional language, made good progress because the resources were appropriate for their needs. The headteacher leads and manages the subject well. Her monitoring role ensures that she is well informed about pupils' standards and the quality of planning and teaching. Consequently, she is able to guide developments in the subject effectively.

ART AND DESIGN

91. Standards in art and design have improved since the last inspection and are above what might be expected for pupils' ages throughout the school. Weaknesses identified in the previous report, such as mixing and controlling colour, have been resolved. Pupils use colour expressively. Drawing from observation, as in the Year 6 studies of Greek artefacts, and painting in the style of artists such as Monet, indicate that pupils have a good knowledge and understanding of the qualities they are aiming for, as well as having the skills to achieve them. Pupils enjoy art and concentrate well. This was evident as Year 6 worked hard to paint in an Impressionist style. They did not find controlling thick paint easy, and they learned that fresh colours quickly become muddy if over worked.
92. In the infants, pupils draw freely; there were few examples found of pupils saying that they could not draw. A good range of two- and three-dimensional work is undertaken in Years 1 and 2, including paper weaving, collage, montage, printmaking and imaginative painting. Good achievement and progress are evident for all groups of pupils, including those with special educational needs and those learning English as an additional language. Boys and girls achieve equally well. Sketchbooks are used appropriately for trying out ideas, but work is rarely dated. This is a missed opportunity to help teachers and pupils track progress over time.
93. By Year 6, pupils research information about a chosen artist using books and accessing the Internet. Homework is often used for this purpose, making a useful contribution to pupils' literacy and ICT skills. Current Year 6 pupils draw very well, adopting a critical, evaluative approach to their work. They also recognise that art skills are useful in other subject areas, for example, when extracting visual information in order to draw site maps in geography or reading pictures for information in geography or history.
94. Although few lessons were observed during the inspection, pupils' sketchbooks and the work produced over time show that achievement and progress in art and design are good for all pupils. Teaching is always satisfactory and often good. A good balance is achieved between an emphasis on observational drawing and more imaginative and analytical work. Technical terms are displayed, and pupils use correct language

appropriately. Numeracy is well used when squaring up pictures or when considering scale and proportion. Assessment, however, is not secure. Teachers do not monitor pupils' progress formally, and as a result do not have a clear picture of pupils' skill development or their progress.

95. Leadership and management of the subject are very good. The talented co-ordinator has worked hard to resolve the critical comments made about lessons during the last inspection. She has put effective systems in place that have enabled all teachers to gain confidence in teaching the subject. She is proud that teachers now mount high quality displays in public areas of the school, rather than relying on her help or advice. Resources are good, including the use of the locality.

DESIGN AND TECHNOLOGY

96. Only three lessons in design and technology were observed. These observations, together with an analysis of pupils' work and displays around the school, show attainment by the end of Year 2 to be above expectations for pupils' age. Attainment in Year 6 is also above expectations; this judgement is supported by talking to pupils and examining work. This represents a significant improvement since the last inspection, when standards for the older pupils were below expectations. Teaching is consistently good, with teachers planning interesting and imaginative projects for pupils to undertake. As a result, all pupils, including those with special educational needs and those for whom English is an additional language, make good progress in the subject. No significant differences are noted in the quality of work or approaches adopted by boys and girls.
97. In Year 1, for example, pupils used their knowledge of cams and cogs to design imaginative playground equipment for young children. They did this with great enthusiasm and interest. One talented pupil, for example, worked systematically to create a slide using a card construction. When tested, the model figure stuck halfway down. The solution was to apply a shiny strip to the surface of the slide, which allowed the toy to move easily. In Year 2, where pupils were using winding mechanisms, one more able pupil devised a water-raising device before refining earlier ideas. Thinking aloud as they worked showed pupils' reasoning well, as they not only explained what they were doing, but explored the possible consequences of actions. In both the Year 1 and Year 2 examples, pupils were drawing on previous learning in school as well as facts learned in the world outside. This focused thinking helped pupils very effectively to find possible solutions to the problems which they encountered.
98. Year 3 pupils have used pneumatics successfully to make moving parts for toys, for example, a crocodile's mouth. This followed the designing and making of nets for boxes using an ICT program. In Year 4, pupils practised card technology as they explored various mechanisms for making pop-up cards. Year 6 pupils have successfully designed and made slippers and evaluated the results in detail, making a useful contribution to their literacy skills. Year 5 pupils are in the planning stage of making biscuits. A particularly effective feature of the subject is the way that all projects set by teachers provide pupils with good opportunities to pursue their own ideas, and pupils can choose to work singly or in pairs. More able pupils, in particular, in all year groups, maintain total concentration when engaged in solving problems.
99. Pupils' learning is adversely affected, however, by the behaviour of a few pupils in a number of classes. These disruptive pupils seek attention and take too much of the teachers' time. Year 4 pupils, however, proved very responsible citizens when one pupil overturned a rubbish bin. With no fuss they efficiently cleared up the mess.

100. Leadership and management of the subject are good. The co-ordinator has introduced the government's recommended scheme of work, and staff confidence has grown significantly. However, there is no monitoring of teaching and learning, and assessment is still at an early stage of development, as it was at the time of the last inspection. There is a good range of resources, and the co-ordinator would like to produce advice boards as exemplary materials for teachers. A successful design and technology day was held in 2001, and the technology club is a very popular extra-curricular activity.

GEOGRAPHY

101. At the time of the last inspection, attainment in geography was below expectations by the age of seven and eleven years, and pupils across the school made unsatisfactory progress. The school has made good progress in improving this picture, and standards now meet national expectations at the end of both the infants and juniors. Evidence shows that pupils cover a satisfactory range of topics in the subject, in blocks of time which alternate with history.
102. In Year 2, for example, pupils learn about what life is like for a small girl in a Mexican village. Using role-play, pupils asked the girl previously-prepared questions about her way of life and her country. Most pupils enjoyed taking part, learned to speak clearly and communicate effectively. The girl playing the Mexican revealed good knowledge and understanding of the country under consideration as well as empathy for the girl whose life she was sharing.
103. In Year 6, pupils used photographic evidence to make and label a field sketch map accurately, and explored the meaning of 'land use'. More-able pupils did not just accept what the teacher said, but queried the facts as well as the approaches adopted. Under the topic on mountains, pupils carried out personal research for homework, using the Internet, making good use of ICT and literacy skills. Newspaper articles, mounted on a world map, effectively show their country of origin. In the course of this lesson all pupils made good progress in using drawing for analytical purposes. Two Chinese pupils were well supported by the teacher and the other pupils. They drew very clearly, with few wasted lines.
104. The quality of teaching is good overall. The best teaching resulted from good subject knowledge, and understanding and confidence growing from the support offered by the scheme of work, which has been introduced recently by the co-ordinator. Slower progress was made when the teacher did not realise that pupils' understanding of the idea being discussed was not secure. A number of Year 1 pupils, for example, thought that 'fog' came out of a car exhaust pipe. Assessment is undertaken securely against the expectations in the scheme of work, but is not always used sufficiently to identify strengths and areas for improvement for individual pupils. Marking in pupils' folders is minimal, and written comments vary in their usefulness to pupils.
105. Leadership and management of the subject are satisfactory. The caretaker co-ordinator has ensured that resources are much improved since the last inspection. The new unit on mountains has enriched the Year 6 geographical research, as well as their understanding of important features of the world in which we live. The school recognises that there is a need to devise a scheme for focusing on mapping and also to introduce a local area investigation into Years 3 and 4. Fieldwork, such as orienteering on a residential visit, and the local study, is undertaken in Year 6, and map work is incorporated into the Hastings residential trip undertaken by Year 5 pupils. Satisfactory

progress has been made in putting a scheme of work in place and in ensuring that assessment is being carried out.

HISTORY

106. Standards in history meet national expectations by the end of both infants and juniors, which is an improvement on the picture found at the time of the last inspection, when they were below expectations for younger pupils. The topic cycle meant that no history teaching took place in the infant classes during this inspection, but curriculum planning and pupils' work shows they explore past events appropriately, for example looking at the life of Florence Nightingale and the events of the Great Fire of London. They use information and communication technology satisfactorily to research the latter, and have produced lively charcoal and pastel pictures, which recreate the fire evocatively.
107. In the juniors, history lessons are lively and exciting. Teaching is consistently good and pupils' skills in historical enquiry are developed well. All boys and girls, including those with special educational needs and the majority of those learning English as an additional language, make good progress in gaining an understanding of past events, why people acted as they did and the consequences for life today. Newly arrived pupils from different cultural backgrounds are sensibly given individual projects to complete, entirely appropriate to their level of understanding. Teachers provide a very good range of historical resources to bring the subject to life. In a very good Year 3 lesson, for example, pupils studied a portrait of Henry VIII, and an animated discussion explored the symbolism in impressive detail. Teachers encourage pupils effectively to pursue their own lines of research, using the Internet, CD-ROM and reference books to discover information on the Vikings in Year 4, the Victorians in Year 5 and ancient Greece in Year 6. They have high expectations of good behaviour and application, which are rewarded amply by the majority of pupils. Pupils settle eagerly and co-operatively to their work, and a buzz of interesting and interested conversation characterises all lessons.
108. History links well with other subjects; pupils' literacy skills, for example, are used well when they record their findings, although this is not always done as neatly as it could be. Art and design plays a significant part; lively collages of Tudor houses and portraits are displayed effectively in Year 3, and the observational drawings of Greek artefacts in Year 6 are impressive. Mathematical and geographical skills are linked effectively with history in the detailed and interesting local study topic in Year 6. A good range of visits and visitors add an effective dimension to work in history.
109. The co-ordinator is caretaking the subject, and keeps an effective, informal overview through talking with colleagues and looking at pupils' work on display. However, there are no formal systems for assessing and monitoring standards and progress, which the school acknowledges as an area for development.

INFORMATION AND COMMUNICATION TECHNOLOGY

110. Standards in information and communication technology (ICT) meet national expectations in the infants and juniors. This maintains the picture found at the time of the last inspection, and resources have improved significantly since then. Each classroom has its own systems, and in the juniors, mini-suites shared between pairs of year groups provide valuable opportunities for pupils to use ICT to support their work in different subjects. All classes have regular, timetabled lessons, and ICT is used well to support work across the curriculum, for example, Internet and CD-ROM research in history, word processing in literacy and data handling in mathematics and geography.

Pupils experiment successfully with graphics, although this is not specifically linked to activities in art and design lessons.

111. Pupils in the infants understand that devices can be controlled by a correct sequence of actions, and enjoy recording their singing on a tape recorder. They use word processing competently to publish their poems on 'When I was one..' and experiment confidently with graphics to create lively free art work.
112. In the juniors, younger pupils enjoy using email to send each other jokes, and experiment successfully with font, style and colour in word processing. They create effective word searches, linking these well to other subjects, such as science. Pupils in Year 4 have created very effective artwork, manipulating digital images. They use the digital camera and microscope effectively to create these images and enjoy investigating the different effects they can achieve. Pupils understand the value of databases for researching information, and the importance of entering this correctly, for the work to be of value. The oldest pupils create multi-media presentations, in connection with their work in history, competently inserting buttons, text, graphics and sound into these.
113. Boys and girls, including those with special educational needs and those learning English as an additional language, work sensibly and co-operatively at computers and enjoy their work. Teaching is good overall. Teachers have a sound knowledge and understanding of the different programs available and work hard to make activities interesting and relevant, and to include all pupils in these. The vast majority of pupils respond positively to high expectations of application and good behaviour, and work hard to complete their tasks. In a good Year 5 lesson, for example, some pupils discussed how to control pedestrian crossings with serious concentration, and devised procedures to control the lights, whilst others used their knowledge of angles successfully to create polygons with a screen turtle. In small groups for pupils with special educational needs, computers are used very effectively to reinforce basic literacy skills.
114. The co-ordinator is knowledgeable and confident, and provides valuable support for colleagues. The school also values highly the contribution of an ICT teacher who works in school for one day each week, providing invaluable technical as well as teaching support. Computer clubs are popular and well attended. In most classes, pupils have individual books to keep ICT work, but the majority of these contain very little evidence, and do not appear to be marked by teachers. There is no system for assessing pupils' work or monitoring the progressive development of their knowledge and skills in the subject, and this is acknowledged as an area for development.

MUSIC

115. Standards in music meet national expectations by the ages of seven and eleven, which maintains the picture found at the time of the last inspection. Almost all pupils, including those with special educational needs and those learning English as an additional language, enjoy music and make satisfactory progress. Pupils in Years 1 and 2 sing songs and accompany themselves on percussion instruments confidently. Most teaching is very good, class management is effective and pupils reach good standards of performance. The quality of performance improves quickly, because the teacher gives good musical direction and pays attention to details such as playing in the correct rhythm and singing in tune. Although the teacher worked hard to prevent it, one lesson was spoiled by the unsatisfactory behaviour and poor work attitudes of a small number of pupils. This interfered with the smooth running of the lesson. Overall, the quality of

teaching in the lesson was satisfactory but the disruption impeded the progress of the class as a whole.

116. Two very good lessons, taught by the same teacher, were seen in the junior classes. Relationships were very good, and pupils behaved well. Consequently the lessons were brisk and purposeful. The teacher's musical expertise was evident in both lessons. She demonstrated very well what she wanted pupils to do, and expected high standards of performance in return. Because of this, pupils worked hard and made very good progress. By the end of the Year 3 lesson, pupils played and sang in three parts, reaching standards of performance higher than expected for pupils of their age. In the other lesson, Year 6 pupils sang a rhythmically complex two-part song, maintaining their parts confidently and securely. Their performance was well up to the standard expected for Year 6 pupils.
117. In very good lessons, teachers include all pupils effectively, and as a result they all make equally good progress. In one lesson, the teacher demonstrated a number of percussion instruments from around the world, explaining briefly how they were made. The class watched and listened in silence because the instruments were so unusual. The lesson contributed well to pupils' cultural development.
118. The co-ordinator leads subject development well. For example, she is developing the scheme of work to improve the balance between different aspects, and is modifying assessment arrangements to make them more workable. The curriculum is enhanced well by opportunities to sing in the school choir, to take lessons on violin or keyboard from visiting specialists, and to take part in local festivals and school productions. At the time of the inspection, for example, pupils were preparing enthusiastically for a musical play based on the story of Robin Hood. These additional opportunities contribute well to pupils' personal development, because they promote self-confidence and develop pupils' sense of teamwork and responsibility to others.
119. The school has sufficient resources for music, including a good range of instruments from around the world and recordings of all types of music. Music equipment is well organised in boxes and central storage, and is easily accessible to teachers as required.

PHYSICAL EDUCATION

120. Standards in physical education meet expectations for pupils' ages, although, in swimming, standards are below expectations. About half of pupils in the current Year 6 swim the expected 25 metres confidently. Until this year, swimming took place in the school's own small pool. All pupils in the juniors now attend a local full-sized pool, and standards in swimming are improving steadily as a result. The picture found at the time of the last inspection has been maintained, although swimming was not reported on at that time.
121. Apart from swimming, all physical education lessons seen during the inspection were related to athletics. All boys and girls, including those with special educational needs and those learning English as an additional language, enjoy their lessons. They make steady gains in developing their skills in throwing, for example the javelin, in working as a team in relay races and in developing effective strokes in swimming. In several lessons, pupils worked hard to improve their performance against personal targets, for example in Year 5 in beating the times achieved in previous lessons when racing, and in Year 4 in how far they could throw the javelin. This made a useful contribution to their

numeracy skills as they timed their runs and estimated and measured how far they had thrown, although the wind was not in their favour!

122. Teaching is good overall. Teachers work very hard to maintain discipline and pace in lessons, and the vast majority of pupils respond well to their instructions and expectations. They are skilled at encouraging and developing a sense of team spirit, and at including all pupils in sustained physical exercise. All lessons begin with brisk warm-up exercises, which are familiar to, and enjoyed by, the pupils. Occasionally, lessons overrun, which reduces the time available for cooling down at the end. Teachers share the purpose of the lesson clearly with pupils, and encourage them effectively to evaluate their own and each other's performance. This gives pupils a clear sense of ownership of activities and a sense of pride in their achievement. In a good Year 6 lesson, for example, teams of pupils worked closely together to invent imaginative obstacle relay races. Teachers' vigilance and detailed knowledge of their pupils are effective in ensuring that disruption to lessons is minimal, although one infant lesson had to be curtailed as a small number of pupils became over-excited in the freedom of the large hall space.
123. Planning shows that pupils complete a full range of activities in all aspects of the subject, including enjoying outdoor and adventure activities on the popular Year 6 residential visit. The school places a high emphasis on physical activity, to compensate for pupils' lack of opportunity outside school. The large, well-equipped hall, and extensive playground on top of the next-door car park provide ample space for all activities, and resources overall are very good. Many extra-curricular activities provide a valuable addition to the subject, and the school appreciates the contribution of professional coaches, for example, in football. The co-ordinators manage the subject well, and are enthusiastic about the good range of opportunities the school provides for pupils.