

INSPECTION REPORT

TELSCOMBE CLIFFS PRIMARY SCHOOL

Telscombe Cliffs, Peacehaven

LEA area: East Sussex

Unique reference number: 114420

Headteacher: Mr Andrew Kearsy

Reporting inspector: Philip J H O'Neill
3162

Dates of inspection: 26 – 29 June 2001

Inspection number: 196896

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

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INFORMATION ABOUT THE SCHOOL

Type of school: Infant and Junior

School category: Community

Age range of pupils: 4 - 11

Gender of pupils: Mixed

School address: Central Avenue
Telscombe Cliffs
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Appropriate authority: The Governing Body

Name of chair of governors: Miss P Jeremy

Date of previous inspection: 4 March 1997

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9748	Cliff Hayes	Lay inspector		
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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Telscombe Cliffs School is an infant and junior school catering for boys and girls between the ages of four and 11 years. It is much bigger than most other primary schools, having 607 full-time pupils on roll, of whom 283 are girls and 324 are boys. The school is located in a residential area of owner-occupied houses, varying from terraced to detached. Children come from a variety of social backgrounds; nine per cent claim eligibility for free school meals, which is below the national average. Three per cent of pupils come from ethnic minority backgrounds and a very few speak English as an additional language. Twenty-three per cent of pupils are included on the school's register of special needs, which is in line with the national average; the percentage of pupils with a statement of special educational need, at 0.5 per cent, is below the national average. The vast majority of pupils have pre-school playgroup experience and enter the school with average levels of attainment. The school has nearly completed a move to newly-built accommodation; the final phase of the building programme is due to be finished in 2002.

HOW GOOD THE SCHOOL IS

Telscombe Cliffs Primary is an improving school, where pupils thrive as a result of good teaching and very good support and learning opportunities, achieving good standards in most subjects. The school is very well led and managed and offers good value for money. Its strengths far outweigh its weaknesses.

What the school does well

- Standards in most subjects are good.
- Pupils experience a high proportion of good and very good teaching.
- The school manages the pupils' behaviour very well and pupils' behaviour and their enthusiastic and positive attitudes support learning.
- Pupils have a very broad range of learning opportunities, including a very rich variety of extra-curricular activities.
- Provision for pupils' personal, social and moral development is very good.
- There are very good procedures for promoting the pupils' welfare.
- The school works very well with parents to support their children's learning.
- The leadership and management of the school are very good.

What could be improved

- Standards of reading and writing are not good enough.
- Assessment is not always used well enough to support pupils' learning.
- There are weakness in the organisation and management of the teaching of literacy.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The last inspection took place in March 1997. Since that time, the school has responded well to the issues identified. The first of these related to attainment and progress in information and communication technology, which have now improved significantly through additions to resources and the full implementation of the National Curriculum requirements for the subject. The second issue required further development of the management roles of co-ordinators in all subjects. This has been addressed effectively by placing greater emphasis on the monitoring role of those who manage subjects. There remain

weaknesses in the co-ordination of English. The school has made good strides in its response to the issue concerning multi-cultural education by fostering the development of knowledge, understanding and appreciation of the range of the cultures and traditions represented in society.

Standards of pupils' work and teaching have steadily improved, and the school has become more refined in its management of finance as result of involvement in the private finance initiative. The new building represents an outstanding improvement on what existed at the time of the last inspection. With the new building has come a parallel improvement in the quality and range of resources. The school has the drive, the commitment and the expertise to bring about further significant improvements.

STANDARDS

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

Performance in:	compared with				Key
	all schools			similar schools	
	1998	1999	2000	2000	
English	C	C	C	C	well above average A
mathematics	B	B	B	A	above average B
science	C	C	B	A	average C
					below average D
					well below average E

The above table shows that 11-year-olds' standards in English have been average over the last three years in relation to all schools and to schools in similar circumstances. In mathematics, standards have been above average for all schools and well above average for similar schools. In science, standards rose from average in 1998 and 1999 to above average in the 2000 tests. This represents well above average attainment in relation to similar schools. The school sets and generally meets challenging but realistic targets for attainment. In the 2000 tests for seven-year-olds, pupils achieved average standards in reading, writing and mathematics. In comparison with the results in similar schools, pupils' attainment was average in writing and mathematics but below average in reading. Attainment in science, according to teachers' assessments, was average.

The evidence of inspection shows that pupils, towards the end of Year 2, attain similar standards to those achieved in the 2000 tests. Most pupils make satisfactory progress in reading, and overall attainment at age seven is broadly at the level expected nationally. Whilst attainment in writing at this age meets the national expectation, very few pupils reach the higher levels. Pupils aged seven have a secure grasp of number. Their standards in art, design and technology, geography, history and religious education reach expected levels, and in information and communication technology, music and physical education these standards are exceeded. At the end of Year 6, standards in lessons reflect those reached in the 2000 tests. Pupils continue to be good speakers and listeners and reach the expected standard in reading and writing, with an increasing proportion, mostly girls, reaching the higher levels in writing. Eleven-year-olds exceed the national standards in mathematics and science and also in art, design and technology, information and communication technology, music, physical education and religious education. In geography and history they reach expected standards.

As a result of good teaching, the great majority of pupils, including pupils with special educational needs, those for whom English is an additional language, the highest-attaining pupils and those with particular talents, make good progress from their earlier levels of attainment.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Pupils are happy and confident members of the school community. They are enthusiastic about their lessons and take responsibility for their own learning.
Behaviour, in and out of classrooms	Pupils behave very well in lessons and around the school. They are polite to staff and very open and welcoming to visitors.
Personal development and relationships	Pupils respond very well to the opportunities provided to exercise responsibility and take initiative. Relationships between pupils are friendly, they work together constructively and support each other's learning.
Attendance	Satisfactory. Pupils arrive punctually and lessons start promptly.

The pupils enjoy life at school, whilst working hard to achieve to the full extent of their talents. They appreciate the commitment and dedication of the teachers. The care they show to their younger peers at lunchtime is particularly impressive.

TEACHING AND LEARNING

Teaching of pupils:	aged up to 5 years	aged 5-7 years	aged 7-11 years
Lessons seen overall	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 overall quality of teaching is good for children of all ages. The commitment of the teachers and the quality of their work have a strong impact on the standards achieved, on the school's supportive environment and on the rate at which pupils advance in their learning. Of the lessons seen, around three per cent were excellent, 23 per cent very good, 56 per cent good and 18 per cent satisfactory. No unsatisfactory teaching was observed.

Although literacy is satisfactorily taught across the curriculum, there are weaknesses in that not all teachers make effective use of the opportunities that arise for extending pupils' language. Numeracy is taught well because the planning and introduction of the National Numeracy Strategy have been effective. Teachers provide well for pupils with special educational needs through support in lessons and special help given through withdrawal from lessons. Teachers ensure that pupils for whom English is an additional language are fully included in all lessons. Pupils with particular gifts and talents are helped to extend them to the full.

Pupils are good learners and show considerable commitment to their work. They are almost invariably eager to refine and improve their work. Occasionally they are unclear about how to improve as a result of inadequate feedback on their work.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	The curriculum fully meets the legal requirements. The school offers its pupils an interesting and varied range of learning opportunities, enriched by a very good range of extra-curricular activities, including sports and games, but the strategy for the promotion of literacy skills is not firmly embedded.
Provision for pupils with special educational needs	Pupils with special educational needs are well supported in lessons and when they are withdrawn for additional help. Gifted and talented pupils are identified and supported well.
Provision for pupils with English as an additional language	The very few pupils for whom English is an additional language are well supported in their learning.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Provision for pupils' moral and social development is very good. There are some missed opportunities to allow pupils to reflect on issues of spiritual significance. There are some good opportunities to develop pupils' awareness of cultures other than their own.
How well the school cares for its pupils	The school takes very good care of its pupils. It ensures that the school is free from oppressive behaviour, including bullying, and offers the pupils many opportunities for personal development. There are some inconsistencies in the way teachers work with pupils to identify their individual difficulties in learning.

The school has established a very good partnership with the parents, many of whom work in the school to support the teachers. The school is meticulous in attending to the welfare and safety of the pupils. There is a strong commitment to supporting pupils effectively in their work. Procedures for monitoring academic progress work well in many cases, but there are weaknesses in the quality of feedback sometimes given to pupils.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The school is very well led by the headteacher, supported effectively by his deputy and other senior colleagues. The headteacher provides the school with very clear educational direction and has led it very well through the challenge of relocation.
How well the governors fulfil their responsibilities	The governors now know the school well and support it effectively. They have been appropriately involved in the recent initiative to provide new accommodation for the school.
The school's evaluation of its performance	The school recognises clearly its strengths and weaknesses and identifies areas for development.
The strategic use of resources	The use of resources is tied appropriately to the priorities that have been identified in the school's planning.

There is a good range of staffing and accommodation to meet the needs of the National Curriculum and to support teachers in their work. The new accommodation is excellent and has brought a new spirit of enthusiasm to the pupils and staff. The clear and decisive leadership exercised by the headteacher, his deputy and other senior colleagues lies at the heart of the school's success. The governors ensure that, in decisions about all major items of expenditure, considerations of cost and value are invoked.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • their children are happy in the school • their children are making good progress • the school expects their children to work hard and do their best • they can approach the school their concerns • the leadership and management of the school 	<ul style="list-style-type: none"> • the information about how well their children are progressing • the amount of homework • the teaching of writing

The inspection findings confirm the parents' very positive views of the school. Some parents thought there was too much homework, while others thought there was not enough. The inspection team judged that the amount and use is generally appropriate. The inspection confirms the parents' view that there are weaknesses in the teaching of writing but does not support the misgivings of some parents about the quality of information they receive about their children's progress: what is provided is clear and informative.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and pupils' achievements

1. By the end of Year 6, overall attainment exceeds the expected standards. In the National Curriculum tests for seven-year-olds in 2000, attainment in reading, writing and mathematics was average in relation to standards achieved by all schools nationally. In relation to the attainment of schools in similar circumstances, pupils' results were average in writing and mathematics but below average in reading. An average proportion of pupils reached the higher levels in all aspects of English and mathematics. In the 2000 teachers' assessments in science, an above average proportion of seven-year-olds reached the expected Level 2, whilst a well above average proportion reached the higher levels. Boys and girls reached comparable standards in all three subjects. This overall good picture of attainment has been sustained over the years through the quality of teaching and the commitment of the teachers to high standards. The school sets and generally meets challenging targets for further improvement in the standards achieved.
2. In the 2000 national tests for 11-year-olds, attainment in English was average, and in mathematics and science it was above average. In relation to attainment in similar schools, 11-year-olds reached average standards in English, whilst results in mathematics and science were well above average. Over the last four years, attainment has been steadily improving in English, mathematics and science, but particularly in science where standards have risen sharply. The trend in the school's overall attainment in English, mathematics and science, taken together, is broadly in line with the national trend. The unconfirmed results of the most recent tests (2001) also point to an overall improvement in standards, continuing a steadily rising trend. The fact that standards in English have remained stubbornly average is due, to some extent, to the slow pace at which the literacy strategy has taken root across the school. The numeracy strategy, on the other hand, is embedded successfully and is having a clear impact on the pupils' progress in number and measures.
3. The evidence of inspection shows that pupils, towards the end of Year 2, attain similar standards to those achieved in the 2000 tests. Pupils are confident speakers and attentive listeners. They take turns in discussion and exchange views using a good range of language. Most pupils make satisfactory progress in reading, and overall attainment at age seven is broadly at the level expected nationally. Higher-attaining pupils show a wider range of language in their work. In discussion, pupils give reasons for their opinions. Whilst attainment in writing, at this age, meets the national expectation, few pupils reach the higher levels. Pupils aged seven have a secure grasp of number, adding and subtracting numbers up to 100. They are confident in counting on and back and in rounding numbers and can work out simple money problems. They understand some of the main properties of two and three-dimensional shapes. Standards reached by seven year-olds in art, design and technology, geography, history and religious education reach the expected levels, whilst in information and communication technology, music and physical education these standards are exceeded.
4. Standards in lessons and in work at the end of Year 6 reflect those reached in the 2000 tests. Pupils continue to be good speakers and listeners in Years 3, 4 and 5,

showing a growing awareness of the difference between formal and informal language. They progress steadily to the national standard for 11-year-olds in their reading and writing, with an increasing proportion, given that these are mostly girls, reaching the higher levels in writing. Eleven year-olds exceed the national standards in mathematics and science. This is also true of art, design and technology, information and communication technology, music, physical education and religious education, whilst in geography and history 11-year-olds reach the expected standards.

5. Children at the Foundation Stage reach good standards in developing language, in early reading, writing and mathematics, in creative and physical development and in their knowledge and understanding of the world. The vast majority achieve the expected standards before they are five. Many children are already achieving these standards. The excellently appointed new accommodation and resources and the very good use made of them have been key factors in accelerating the learning of these children.
6. As a result of the good support they receive in lessons and the effective teaching they experience when withdrawn from lessons for special help, pupils with special educational needs achieve well in relation to their prior attainment. The learning targets in the individual education plans are well devised. The pupils respond enthusiastically to the teachers and support staff and work steadily towards achieving their targets. Pupils for whom English is an additional language achieve as well as their peers. Higher-attaining pupils and those pupils with particular talents achieve well in relation to their competence.

Pupils' attitudes, values and personal development

7. The pupils have very good attitudes to learning. They like coming to school. Pupils are very enthusiastic about school and interested in their lessons. From the time they arrive in the Reception classes they work hard and co-operate well with each other. They quickly learn right from wrong and develop good social skills. They engage enthusiastically in lessons. For example, when Reception class children mimed their actions in a physical education lesson, the 'hens' gave a very life-like performance as did the 'foxes', who were keen to catch them. All participated in this session to the full, channelling their excitement into productive work.
8. Pupils want to do well and concentrate hard, especially when they are involved in practical work. They support one another when they work in groups. For example, in Year 6 all enjoyed completing their graphs on the varying speed of 'spinners' made of different materials and helped each other to ensure that they applied the principles of fair testing.
9. Behaviour in lessons is good. All pupils are aware of, and the majority follow, the school rules. Sanctions are regarded as fair. In the corridors, the temptation to run is sometimes irresistible but behaviour overall is orderly. There have been no recent exclusions. However, in some assemblies, such as one provided for the junior years, a minority of pupils showed a lack of respect and chatted quietly during hymn singing and when the teacher was talking. In the playground, where supervision is very good, few unruly incidents occur, given the number of pupils. They play well together. Should injuries occur, the injured party is accompanied by at least one anxious friend to the medical room.

10. Pupils' personal development is very good. All are sensitive to the feelings of others and aware of the effect of their actions on their peers. They quickly develop a sense of responsibility. They care very well for their peers as a result of the school's high expectations of concern for others. Through the carefully planned personal, social and health education programme and discussions conducted while pupils sit quietly in a circle, any difficulties they have experienced are sensitively explored and resolved. Those who have special educational or other needs, including pupils speaking English as an additional language, integrate well with the other pupils. Relationships between pupils and with all adults are very good, with teachers providing good role models for all to follow. Pupils are aware of those less fortunate than themselves and collect for charities.
11. As they progress through the school, pupils respond well to the opportunities offered to take the initiative and to develop independence. All are willing to give their assistance when asked. Membership of the school council, following elections throughout the school, is taken very seriously by Year 6 pupils. They meet weekly with their adopted class in order to gain their views. The council is a positive means of communication and effecting change. For example, pupils are proud of having obtained more playground equipment through their deliberations. Older pupils take their responsibility to help their younger peers very seriously. All carry out any duties given to them with real care; for example, when Year 5 pupils read with those in Year 1, they do so very conscientiously and well. Participation in the residential school trip develops pupils' independence and self-reliance.
12. Overall attendance, as reported in the last inspection, is satisfactory. Most arrive on or before time in the mornings. Despite the school's best efforts, too many holidays are taken in term-time. The pupils' very good attitudes, values and commitment to school have been sustained since the last inspection.

HOW WELL ARE PUPILS TAUGHT?

13. The overall quality of teaching is good in both key stages and for children at the Foundation Stage. The commitment of the teachers and the quality of their work have a strong impact on the standards achieved, on the school's supportive environment and on the rate at which pupils advance in their learning. Of the lessons seen, around 3 per cent were excellent, 23 per cent very good, 56 per cent good and 18 per cent satisfactory. No unsatisfactory teaching was observed.
14. All subjects are taught well in Key Stage 1, apart from mathematics and geography, where teaching is satisfactory. Though literacy is satisfactorily taught across the curriculum, there are weaknesses in that not all teachers make effective use of the opportunities that arise for extending pupils' language, with the consequence that overall standards in reading and writing are not good enough. Numeracy is well taught, as the planning and introduction of the numeracy strategy have been effective. Teachers make good use of the opportunities that arise for applying and extending pupils' skills in number and measures.
15. Most of the teaching is sustained by the teachers' meticulous planning, thorough preparation and imaginative use of resources. In an excellent literacy lesson in Year 2, for instance, the teacher fired the pupils' imagination by skilfully combining reading and listening and writing, using large-scale text and recordings of the pupils' voices. The pupils engaged in the activities with great enthusiasm, showing a high level of accuracy in recalling stories. They were left in no doubt about what counts

as excellence in their work. Pupils are successfully taught to listen and take turns in discussion, justify their assertions and give reasoned consideration to the views of others. The success of many lessons is rooted in the clarity with which tasks are explained and the focused way that demonstrations are used to illustrate concepts and principles. The quality of explanations was the key to the success of an excellent lesson in mathematics in Year 6. This higher-attaining group of pupils understood the mathematical principles and rules immediately and applied them to very good effect in their work on number sequences and divisibility. They demonstrated great attention to detail, settling down quickly in their groups and working at a really good pace. The quality of the relationships between the teachers and the pupils and the good climate for learning created in the classrooms are further strengths. There is sufficient homework to support independent study.

16. The teachers have settled quickly into their new building. Through the very imaginative use of displays of work and resources, they have created a stimulating classroom environment in which the pupils thrive. The consistency with which physical education is taught well has resulted from very good in-service education and support provided by the co-ordinator. A particular strength is the emphasis on precise aspects of skill. This was the most telling feature of the good and very good teaching of swimming.
17. Though teaching is always at least satisfactory, it is occasionally weakened by lapses in classroom routines when pupils are inappropriately allowed to determine the pace. Unclear explanations of some aspects of the tasks are a further occasional weakness. Assessment, particularly judgements about attainment in lessons, though satisfactory overall, is not used as well as it might be: pupils are often not told clearly about their levels of attainment or about how they might do better.
18. Pupils with special educational needs are taught well. A real strength is the effective way the class teachers and the learning support assistants plan and work together, taking good account in their planning of the targets set for these pupils' learning and for those with higher prior attainment. Targets in individual education plans are clear and achievable. Pupils are appropriately grouped according to their prior attainment and any particular needs for the teaching of literacy and numeracy. This ensures that tasks are matched well to their needs. They have skilled support from experienced and committed teachers and support staff, sometimes on an individual or small-group-withdrawal basis. They also receive additional care and attention whilst working with the rest of the class. Staff maintain good records and there is regular, relevant and high quality sharing of information between staff, who work together as a team in an effective way.
19. Pupils are keen learners and make good use of the opportunities provided for independent work. This is clearly evident, for instance, in some of their imaginative stories, particularly in Year 6, where they often make good advances in their understanding of the structure of narrative and of how to capture the interest of the reader. Most pupils have good attention spans and often seek to refine and improve their work to the highest standard through sustained effort. However, not all pupils are clear enough about their attainment and about how to do better. This is usually as a result of unclear feedback.
20. There have been considerable improvements in the quality of teaching since the last inspection. This has resulted from more refined monitoring and support for teachers.

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

21. The curriculum for pupils aged five to 11 is generally well balanced. It provides very good opportunities for pupils, including those with special educational needs and the higher-attaining pupils, to achieve well. Teachers make good use of recent nationally recommended schemes of work in most subjects. These ensure that each aspect of the curriculum is taught in appropriate depth and detail, and that pupils develop their understanding in a systematic way. An example is in science, where pupils' ability to investigate and solve problems has improved significantly and pupils regard science as part of their lives. In addition, teachers have worked hard to implement the national programmes for numeracy and literacy. The numeracy strategy has been implemented effectively and a sound start has been made to the implementation of the literacy strategy. There are weaknesses in the breadth and coherence of the English curriculum. For example, the lack of an overall framework tends to lead to inconsistencies in the teaching of the basic skills.
22. The curriculum for children in the Foundation Stage (reception classes) is good, with a very wide range of learning opportunities and interesting activities. It is planned to make sure that children have experience of all the areas of learning and there is a particular emphasis on developing children's language and numeracy skills.
23. There has been an improvement since the last inspection in that, because of the significantly increased resources and staff expertise, enough time is now allocated to teaching information and communication technology to allow the subject to be taught in sufficient depth. This means that the school curriculum now meets statutory requirements, including the teaching of religious education according to the locally agreed syllabus, and the provision for collective worship.
24. The provision for pupils with special needs is good because of the caring and supportive atmosphere in the school and the way in which pupils with special educational needs are fully included in all aspects of the school's life. The good quality of provision has been maintained since the last inspection. Pupils are treated as individuals and, because teachers and classroom assistants know their pupils well, they make sure that their individual needs are met. Pupils receive good specific support in literacy and numeracy lessons. Carefully planned programmes effectively support pupils with emotional and behavioural or physical needs. Teachers and support staff are appropriately involved in the preparation and review of individual education plans. There are currently three pupils with statements of special educational need. There are individually appropriate and challenging activities for higher-attaining pupils. A small number of pupils have been identified as having particular talents. The staff ensure that there are appropriate opportunities and programmes for them to ensure that their needs are met effectively.
25. The school offers a very wide range of activities, such as clubs and visits, to enrich pupils' learning. Pupils in Year 6 find the lunchtime opportunities to work on computers an excellent innovation. Music clubs are well attended and of high quality. There is a wide range of sporting activities over the year. Staff plan to introduce other clubs, such as gardening, when the building work is completed. Very good use is made of visits and visitors into school. Pupils take part in a series

of well-managed residential trips. Local resources are used very well to enhance the range of experiences and the quality of learning in geography and history.

26. Pupils of all ages and capabilities benefit from a curriculum that meets their personal and social needs very well. The content and organisation of the curriculum ensure that all pupils have equal opportunities to experience all that the school offers. Pupils with special educational needs, those who learn English as an additional language, younger and older pupils mix very well. Very good provision is made for personal, social and health education, based on the guidelines used throughout the school. The curriculum includes a sensitive approach to growing up, sex education and drugs awareness. Teachers deal thoughtfully with any issues that arise and at a level suited to the pupils' understanding. The personal development of pupils is strongly emphasised. They have opportunities to discuss and consider many issues, such as their fears and friendships. At special times during the week they sit quietly in a circle to discuss them or, as in Year 6, have a carefully constructed lesson to discuss feelings about moving to another school.
27. There are good arrangements for children to visit reception before entry to the school and for transfer into Year 1. The school has very good links with other schools in the area. Pupils and staff benefit from increased contacts between schools, for instance in music, when pupils from Year 2 and Year 5 join in a schools' music festival. Very good links have been created to ensure easy transition when Year 6 pupils transfer to the new secondary school in September. Pupils and their parents value the 'taster' days and none are apprehensive about transfer. These links have a positive effect on pupils' learning and social development.
28. The school has developed very good links with the local community. Representatives of religious groups, the police, fire service and the school nurse are regular visitors to the school, which has benefited from local support and interest during the construction of the new building. Contacts with a primary school in Southwark give valuable opportunities for pupils to celebrate the diversity of society. Involvement in the initiative by which the school is supported by private finance has had a very strong impact on its involvement with the surrounding community.
29. A strength of the curriculum is the provision for pupils' personal development, which is very good overall, with social and moral development better than the spiritual and cultural dimensions, which are nevertheless good. This is an improvement since the last inspection, when the spiritual and cultural elements were less well developed. Pupils' spiritual development is good and it is developed through assemblies, religious education and many other lessons. Opportunities to reflect are provided in assemblies, but pupils do not find this as easy as when, for example, they are given a visual, artistic or musical stimulus. There are missed opportunities for pupils to reflect on issues of deep personal concern to them. Some exceptionally moving work was produced during the visit of an artist when pupils thought about their souls. For example, a Year 5 pupil produced a picture of a sunny day and wrote, 'My soul is a sun because I feel happy about life' and a Year 6 pupil chose to draw a phoenix because the bird represented his spirit. He commented, 'I am a fiery personality, a jack-in-a-box character, and I keep coming up like the phoenix'. These dimensions were brought together to very good effect in the Year 6 project on non-violence and respect for life, through which pupils conducted research into the lives of Martin Luther King, Mother Teresa and Nelson Mandela.

30. Teachers use assemblies effectively to encourage pupils to learn about other faiths and to develop their understanding of right and wrong. Pupils' achievements are celebrated, making them proud to think that their efforts have been recognised and that everyone is sharing in their success. Pupils in Year 2 celebrate when the 'Superstar' of the week is chosen out of a selection of names and everyone says something positive about the person selected. On all occasions, pupils are encouraged to think about how their actions affect others. There is a clear code of behaviour in classes and throughout the school and this helps pupils to have a very clear idea of right and wrong. It is used very effectively to promote moral and social development and pupils have a voice in what rules should be applied in the school. The very good relationships provide a firm basis for the very good social development of pupils.
31. Older pupils develop their social awareness through taking on responsibility for younger pupils in the dining hall and proudly showing visitors around their new school. They learn to work and collaborate with pupils from other classes, for example when older pupils read with younger ones and classes work together in music.
32. What is offered to support pupils' cultural development is good. Pupils are given regular opportunities to learn about their own and other cultures through visits to places of interest in the local area and through people who come in to share their own experiences and knowledge with them. A rich experience of music from around the world is provided in music lessons and in assemblies. The religious education curriculum, English literature, history, geography, art and music offer good opportunities for pupils to learn about other faiths and cultures. This results in lively displays around the school and provides opportunities for pupils to reflect upon the beauty of the world around them.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

33. During the current building works, the school continues to ensure pupils' safety and welfare. Risk assessments are carried out regularly and security is under regular review. Vandalism and litter are minimal. All who administer first aid have current certificates: incidents are recorded and well monitored. The welfare officer is always ready to provide help and comfort, as well as medical assistance. The designated teacher for child protection has shared her recent training with all teaching staff, and the school follows very good procedures when any problem is suspected.
34. Procedures for monitoring pupils' personal and academic progress are satisfactory. The school has worked hard to gather information on pupils' attainment and uses it to let teachers know how attainment in different subjects compares. Day-to-day assessment in lessons, by which pupils are made aware of how they are achieving and of how they might improve, is satisfactory in all subjects apart from geography, where it is good. Feedback to pupils in lessons is often of a very general nature and does not identify the precise barriers to their learning or the steps needed to make further advances in their work.
35. The school has good systems to promote and monitor pupils' attendance. These include 'first day absence' telephone calls and visits to the school at least once a term from the education welfare officer. Registers are scrutinised for patterns of absence, and the school will be initiating a letter to parents in September.

Persistent latecomers are well known when they report to the office, and parents are reminded of the importance of regular attendance and punctuality to their children's education. However, too many continue to take their children on holiday during term-time.

36. The very good procedures for encouraging and monitoring behaviour are well known and understood. The policy is consistently implemented by staff, all of whom have received recent training in the management of behaviour. Achievements, personal as well as academic, are celebrated with certificates and applause in assemblies.
37. The school is inclusive in its approach and this is evident in its concern for pupils with learning difficulties and the steps taken to ensure that higher-attaining pupils are given work that is demanding. The school has very good procedures for promoting and monitoring pupils' personal development and has plans to extend these to include a house system. School councillors in Year 6 take their lunchtime duties very seriously and make sure that all have had a drink as well as finishing most of their food before going out to play. Visits from representatives of the local police and fire services extend pupils' experience of the world beyond the school. The welfare assistant in school is always available to pupils who need advice or support. Pupils are very well prepared for transfer to their secondary schools.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

38. The school has maintained a very good partnership with parents. This was also the judgement of the last inspection. Parents, in turn, are very supportive of the school's aims and ambitions for their children and delighted that they have a place at this popular and over-subscribed school. Attendance at the two annual consultation meetings for all parents is very good. Almost all parents returned the home-school agreement, denoting their strong support for the school. Up to ten parents regularly help in classes in the lower school, where they are used well to assist teachers. Others, including older members of the community, come in to hear pupils read during the week. Most parents help their children with work at home: the homework reading diary is well used in communicating between teachers and parents. A recent performance of the musical, *Bugsy Malone*, was much appreciated and enjoyed by all. The school hall was filled to overflowing with proud parents and relatives eager to see their children perform.
39. Parents receive sufficient, good quality information from the school. The brochure and governors' annual reports for parents contain detailed, comprehensive and useful data. Weekly newsletters are attractively presented. Administration staff are always ready to help parents. Parents who speak English as an additional language and those whose children have special educational needs or other needs are well supported and informed. The annual reports to parents on their children's attainment and progress are clear and helpful.
40. The friends of the school association, run by a number of dedicated parents, raises substantial monies through popular fund-raising events, such as quiz nights, fashion shows and the very successful Christmas bazaar, after which over £2000 was made available for the school fund.

41. The school's very good partnership with parents, coupled with their strong support, makes a very considerable contribution to pupils' achievements and to their personal development.

HOW WELL IS THE SCHOOL LED AND MANAGED?

42. The overall leadership and management of the school are very good. The headteacher, who is relatively new to the school, has provided decisive and inspiring leadership throughout recent developments. He is very ably supported by his deputy and other senior colleagues. He provides a good role model for the staff in that he teaches a significant proportion of lessons for the headteacher of such a big school. At the heart of the school's success is the abiding commitment to excellence shared by all the staff. This shows itself in the quality of planning and in the comprehensive documentation and policies that challenge, but support, the teachers.
43. The delegation of responsibilities is managed sensibly by ensuring, for instance, that those who carry responsibility for managing subjects are sufficiently skilled and effectively supported as they develop their roles. The delegation of responsibility to the deputy headteacher and assistant headteacher is strong and effective. The recent reduction in the unwieldy size of the senior management team has led to more clearly defined policies and practices. The high quality of the overall leadership and management of the school has supported the raising of standards of attainment, though standards in English remain stubbornly at the national average. The leadership and management of subjects, which are clearly directed to the raising of standards of attainment, are: very good in science, geography and physical education; good in mathematics, art, design and technology, history, information and communication technology, music and religious education; but satisfactory in English. The management of English and literacy across the curriculum has many strengths but is debilitated to some extent by the inconsistencies in practice across the school and by some weaknesses in assessment.
44. The governing body is well led in the exercise of its responsibilities. It has good and relevant expertise, and has begun to play a more significant role in supporting the school in its development. The governors are steadily becoming a cohesive group, monitoring the school's effectiveness, whilst respecting the professionalism of the teachers. Parent governors play a particularly strong part in linking parents with the school and responding to parental concerns. The fact that some of these governors are also teaching assistants further strengthens their role. The governors' clear understanding both of the school's strengths and where it needs to go forward in its development, allied to their very positive relationship to senior managers in the school, puts their role on a very firm footing. They have ensured that all statutory requirements are met, including those relating to the provision of religious education and of a daily act of collective worship for all the pupils.
45. Pupils with special educational needs are well served by the designation of an experienced governor with responsibility for the oversight of this area. The governors fulfil all their responsibilities related to provision for pupils with special educational needs, including those concerned with reporting to parents about how relevant resources have been deployed. The school provides the governors with clear information on budgeting and planning for the needs of pupils with special learning difficulties. This places them in a strong position to exercise a very good

level of monitoring of what is provided. This is also true of the pupils for whom English is an additional language.

46. The very good management of the school has brought about significant improvements in the quality of teaching since the last inspection and this, in turn, has improved the pupils' learning and raised standards of attainment. Central to improvements in the quality of teaching have been effective monitoring and the quality of support provided through well-managed in-service education. As teachers feel valued, they are unstinting in their commitment to the pupils. Teachers who experience difficulties are helped to identify their strengths and extend their skills through appropriate additional training. The senior management team has a detailed knowledge of what is happening in classrooms. The newly qualified teachers receive a very good level of support. Staff who are new to the school receive very good support from colleagues. Teaching assistants are managed well in working effectively with the class teachers. Good teaching of pupils with special educational needs is sustained through the effective management by the special educational needs co-ordinator. The good management of the teaching of pupils who are new to English ensures that they acquire the level of fluency needed for full participation in lessons.
47. The day-to-day administration of the school is conducted very effectively by an efficient school office. Daily routines are clearly established and maintained. Teachers are kept well informed about standard procedures, particularly those relating to the health and safety of the pupils. First contact with the school communicates a sense of good order.
48. The recent move to very new accommodation has been managed very well. The teachers have marshalled their talents effectively in making the transition almost seamless. A sense of common purpose, clarity of vision and enthusiasm for their work are defining features of much that happens in the school. Planning for the future development of the school is very good. Appropriate, challenging, but feasible targets are set and met. After the last inspection, the school responded decisively to the issues raised. There has been much detailed and effective planning related to the development of literacy and numeracy. The numeracy strategy has been managed well and has led to increasing use of number skills across the curriculum. The literacy strategy has had a less positive impact, through some weaknesses in the consistency with which it is implemented across the school. Financial planning is tightly linked to the school's development plan and is very effective in ensuring that expenditure is directed towards agreed priorities.
49. Involvement in the private finance initiative has increased funding to the school, and improved resources and accommodation. The school's good level of resources is well managed. Accommodation is very good and the school manages it well. As the building programme is not yet completed, some classes remain in deteriorating hatted accommodation. This position will soon be remedied with the completion of the building programme. The school is well maintained. The speed with which the teachers and pupils have created attractive displays of work is impressive.
50. The new accommodation includes very good facilities for information and communication technology. The school makes good use of these and has steadily improved the level of the teachers' expertise. All subjects provide opportunities for the use and application of information and communication technology. Pupils make use of the Internet and e-mail on a regular basis. Information and communication

technology is also used well to support financial planning and management. The computerised system in use gives easy access to clear and accessible statements of accounts. The most recent auditor's report found the systems used by the school to be in good order, apart from a few minor procedural matters which have been effectively addressed.

51. Additional funds have been used appropriately. The generous expenditure on books has helped towards the development of the school's initiatives in raising standards of literacy and numeracy. There is a very good match of the teachers' qualifications and experience to the needs of the curriculum. Support staff, including teaching assistants, show a good level of knowledge in carrying out their work. There is a good level of appropriate expertise to support pupils with special educational needs and the small number who have English as an additional language.
52. Some members of the governing body have financial expertise. They apply this well in ensuring that the school applies the principles of achieving the best value, when purchasing goods and services. The school compares its costs to those of similar schools in order to ensure efficiency. The cost of educating each pupil is above average. Given these factors, the good quality of teaching and the good standards achieved, the school provides good value for money.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

53. The governors, the headteacher and the school staff should now:
- (1) Raise standards in reading and writing by:
 - making good use of the opportunities that arise in lessons for extending pupils' language;
 - working more creatively within the guidelines of the national literacy strategy so that opportunities for extended writing are not missed.
(paragraphs 2, 3, 64, 65)
 - (2) Use assessment more effectively to support pupils' learning by:
 - developing systems of assessment that teachers find manageable;
 - placing greater emphasis on effective, specific feedback in lessons;
 - using marking more effectively, for instance by supplementing it with oral feedback showing pupils what they need to do to improve.
(paragraphs 17, 69)
 - (3) Improve the management of literacy by:
 - ensuring that the monitoring of the implementation of the literacy strategy is more effective;
 - providing the right level of training for teachers who need to improve their practice in the development of pupils' oral and written English.
(paragraphs 43, 70, 71)

Other matters for the governors' consideration:

- There are missed opportunities for the promotion of the pupils' spiritual development. (paragraph 29)
- There are weaknesses in information technology resources in geography and history. (paragraphs 107, 112)
- Despite the school's many efforts to improve attendance, too many pupils take holidays in term-time. (paragraph 12)

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	87
Number of discussions with staff, governors, other adults and pupils	40

Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
3	23	56	18	0	0	0

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

Information about the school's pupils

Pupils on the school's roll

	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	607
Number of full-time pupils known to be eligible for free school meals	55

Special educational needs

	YR – Y6
Number of pupils with statements of special educational needs	3
Number of pupils on the school's special educational needs register	140

English as an additional language

	No of pupils
Number of pupils with English as an additional language	15

Pupil mobility in the last school year

	No of pupils
Pupils who joined the school other than at the usual time of first admission	47
Pupils who left the school other than at the usual time of leaving	22

Attendance

Authorised absence

	%
School data	4.7
National comparative data	5.2

Unauthorised absence

	%
School data	0.2
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

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	2000	45	38	83

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	35	38	40
	Girls	36	36	36
	Total	71	74	76
Percentage of pupils at NC level 2 or above	School	86 (92)	89 (94)	92 (94)
	National	83 (82)	84 (83)	90 (87)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	35	40	42
	Girls	35	35	38
	Total	70	75	80
Percentage of pupils at NC level 2 or above	School	84 (92)	90 (94)	96 (96)
	National	84 (82)	88 (86)	88 (87)

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

Attainment at the end of Key Stage 2

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
	2000	38	45	83

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	26	27	33
	Girls	39	38	43
	Total	65	65	76
Percentage of pupils at NC level 4 or above	School	78 (72)	78 (75)	92 (85)
	National	75 (70)	72 (69)	85 (78)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	22	27	33
	Girls	41	39	43
	Total	63	66	76
Percentage of pupils at NC level 4 or above	School	76 (71)	80 (79)	92 (86)
	National	70 (68)	72 (69)	79 (75)

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

Ethnic background of pupils

Exclusions in the last school year

	No of pupils
Black – Caribbean heritage	0
Black – African heritage	2
Black – other	0
Indian	0
Pakistani	1
Bangladeshi	1
Chinese	4
White	511
Any other minority ethnic group	6

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)	22.6
Number of pupils per qualified teacher	26.9
Average class size	30.4

Education support staff: YR – Y6

Total number of education support staff	21
Total aggregate hours worked per week	442

	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	0	0
Other minority ethnic groups	0	0

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

Financial information

Financial year	2000
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	£
Total income	1035583
Total expenditure	1024490
Expenditure per pupil	1746
Balance brought forward from previous year	6075
Balance carried forward to next year	17168

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	607
Number of questionnaires returned	159

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	58	38	4	0	0
My child is making good progress in school.	58	41	1	0	0
Behaviour in the school is good.	50	47	0	1	2
My child gets the right amount of work to do at home.	41	51	7	1	0
The teaching is good.	59	40	1	0	0
I am kept well informed about how my child is getting on.	39	48	12	1	0
I would feel comfortable about approaching the school with questions or a problem.	76	22	2	0	0
The school expects my child to work hard and achieve his or her best.	60	39	1	0	0
The school works closely with parents.	43	48	6	0	3
The school is well led and managed.	75	25	0	0	0
The school is helping my child become mature and responsible.	60	39	0	0	1
The school provides an interesting range of activities outside lessons.	42	44	8	0	6

Other issue raised by parents

There are weaknesses in the quality of writing

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

54. Children who are coming up to the age of five are in the three reception classes. Their attainment on entry is average and they make good progress overall in their first year in school. The provision was judged to be good at the last inspection, although there were weaknesses in the accommodation at that time. Since the building work has partly finished, the children are in their new classrooms and this has had a major impact on their learning. By the end of the reception year, the children will have achieved the standards expected for their age; a majority have already reached these and some have exceeded them. The overall quality of the teaching of these children is good.

Personal, social and emotional development

55. Children are making good progress in their learning due to the good teaching they receive. They learn confidence and self-respect as their opinions and suggestions are valued. They are happy and settled in school and relationships are secure. Their learning about other cultures and traditions is effective and this adds to their social development, as they learn tolerance and respect for others. Behaviour is good overall: it is sometimes very good. Through the good range of activities provided, the children learn to share and take turns. They learn to be independent, to concentrate on their work and persevere at tasks set.

Communication, language and literacy

56. Children develop good skills in communication, language and literacy. They are very attentive and this helps them to listen to their peers and share views. They have appropriate opportunities to be involved in role play and they learn to use language well to express themselves and share their ideas. Although some children come into school with below average skills in discriminating between sounds and letters, they make good progress because of the good teaching they receive. As they reach the end of the reception year, they identify sounds and letters accurately and also use their knowledge when attempting to write simple sentences. They enjoy books, handle them correctly and make good use of the recently created library facilities. They write their own names correctly, using the appropriate upper and lower case letters.

Mathematical development

57. The children' learning in this area is progressing well. Teachers have high expectations of what the children learn and can do. They rise to this challenge and make good progress as a result. They count accurately to ten and many manage to count to 100. Children become increasingly aware of the patterns in numbers. For example, they identify numbers in the 'tens' column on a 100 number square. They use this information correctly to make deductions and some have a very secure grasp of numbers and their relationship with each other. They know, for instance, that the number five can be made of different groups of number such as 'four and one' and 'two and three'. They develop a secure understanding of number operations, for instance adding objects or taking them away from a group. They have a good knowledge of two-dimensional shapes, knowing, for instance, the

difference between a circle and a triangle. They make accurate repeating patterns, using different colours and shapes and learn about simple capacity and measurement, using sand, water and other media.

Knowledge and understanding of the world

58. The children's knowledge and understanding of the world are at the expected level. They explore living things and plants, for instance growing seeds and observing animals in their natural surroundings. A trip to a nearby farm was used well for the children to observe and consider the characteristics of domestic animals such as sheep. They learn appropriately to explore manufactured objects and to question why things happen, for example exploring the properties of magnets and how they make objects react. The children develop good skills in design and model making; for instance, they made accurate models of swings and other apparatus in a playground. The children develop good computer skills, having access to good quality equipment to support their learning. They develop sound ideas about the passage of time and the features of the environment. They learn to consider the needs and beliefs of others and to respect them.

Physical development

59. Children's physical development is at a good level due to the good teaching they receive. They have some opportunities to climb and balance, but these kinds of activity are curtailed at present until the building work is completed, when the children will have access to a climbing frame and other apparatus. However, they develop very good ideas about space and move confidently and well, avoiding obstacles and other children in their imaginative movement. They show confidence in swimming activities. They thoroughly enjoy these sessions and, considering they have used the swimming pool only a few times, are already making good progress. They learn about how their bodies work, for instance that they become hot after exercise. They have reasonable access to a range of equipment, such as bikes and other wheeled toys, to develop their skills in pushing, pulling and pedalling. Hand control is developing very well, the children use implements well, for instance to draw and write, and when using the computer they display a good level of dexterity. They use scissors correctly and develop good control. They use malleable materials well to mould and knead into different shapes.

Creative development

60. Overall, the children make sound progress in their creative work. They learn to explore a variety of media in developing their ideas and in expressing themselves imaginatively. For instance, they use paint to create pictures, various materials to make collage and a range of techniques to make symmetrical patterns. They use chalk at playtime to decorate the concrete slabs in the playground and three-dimensional materials, such as clay, to make models of animals. They enjoy exploring sound, for instance to imitate the sounds animals make. Their progress in imaginative movement is good.
61. Teaching in the reception classes is good overall. The staff plan an appropriate curriculum, with a good emphasis on communication, language and literacy and mathematical development. The planning covers the six areas of learning and is well balanced, offering all children a broad range of activities. Activities are well matched to the children's stages of development and abilities, and build well on

what they know and can already do. The staff manage the children very well, and present positive role models. The children respond by behaving well. They are offered a good level of challenge. Generally, the balance between work directed by adults and those activities the children choose for themselves is appropriate. All children, including those with special educational needs, are involved in the full range of activities provided. The children identified as having special educational needs are well supported. The learning assistants participate in the children's work effectively. Assessment opportunities are used well to plan the children's learning. At present, however, there are few records of what the children achieve in each of the six areas of learning. Teaching and learning for children who are under five are well managed. The partnership with parents and carers is effective in helping the children work towards the early learning goals. Parents receive good information about what the children learn. There is a good induction programme to ensure that children settle when they first start at school.

ENGLISH

62. Overall attainment at ages seven and 11 is in line with national averages. In the 2000 tests, attainment in reading and writing was in line with the national average for both age groups. Girls did better than boys in both reading and writing. Over the last few years, standards have risen in line with the improving trend nationally. In relation to the attainment of schools in similar circumstances, standards in the 2000 tests were average for reading and below average for writing. The proportion of seven-year-olds reaching the higher level in reading is in line with the national average, but below average in writing. The proportion of 11-year-olds reaching the higher level in English is in line with the national average. Pupils with special educational needs and those for whom English is an additional language make good progress in relation to their prior levels of attainment. Pupils generally perform better in mathematics and science than in English.
63. Attainment at ages seven and 11 in speaking and listening is above national expectations and pupils make good progress. There is an improvement in the development of these skills from Year 1 to Year 2, where standards rise from average to above average. At age seven, most pupils are confident speakers, keen to respond to teachers. Most pupils speak fluently in pairs and groups; for example, a group re-told a story very well using a tape recorder. Higher-attaining pupils give clear explanations during whole-class discussions; for example, one pupil accurately described a glossary. Listening is equally well developed. Teachers take opportunities to encourage active listening, for example listening and following stories on tape. By the age of 11, most pupils are confident and articulate speakers and attainment is above national expectations. Higher-attaining pupils are capable of thinking on their feet and composing a cogent argument. For example, in a Year 6 class pupils discussed the ethics of using persuasive language in advertising text.
64. Most pupils make satisfactory progress in reading, and overall attainment at the ages of seven and 11 is in line with national averages. There is an improvement in boys' reading in Key Stage 1, where overall standards are rising from below the national average, but few of these pupils have sufficiently well-developed strategies to build words for themselves. In classes in other years, teachers have identified groups of boys who are under-performing, and the additional support provided is beginning to have an impact on their attainment, raising standards from below national expectations towards the average. The additional literacy support, provided for lower-attaining boys and girls, is also helping to raise the standards

achieved by a significant number of pupils. Effective reading strategies are well established; for example, regular reading at school and at home contributes significantly to pupils' progress. An example of good practice is the 'paired reading' programme. The end of each session is especially valuable when older and younger pupils together evaluate and record the progress made. Less successful aspects of the management of reading are the development of research skills and the ability to find information in reference books in Key Stage 1, and ensuring that pupils read sufficiently widely and at an appropriate level in Key Stage 2.

65. Although attainment in writing is in line with national standards at the ends of both key stages, few pupils reach the higher level by the age of seven. However, by the age of 11, the proportion of pupils reaching the higher level has risen and is at least in line with national expectations. In Years 1 and 2, the majority of higher-attaining pupils are girls and there is a significant gap between the quality of vocabulary chosen, sentence development and accuracy of spelling of these pupils and others. This gap remains in other years. By the age of 11, high-attaining pupils write effectively for a range of audiences, with a wide and thoughtfully chosen vocabulary, whilst many other pupils have not mastered the basic skills sufficiently well to write fluently and accurately in an extended form. Amongst many average- and lower-attaining pupils there is insufficient continuous writing. A reason for this is the fragmentary nature of some teaching. For example, although the basic skills are taught well as exercises and effectively within the National Literacy Strategy, they are not sufficiently well reinforced through regular practice in continuous writing. Handwriting is generally legible and fluent, and presentation of work is neat and tidy.
66. The quality of teaching and learning in both key stages is equally good. All the teaching seen was at least satisfactory, over three-quarters was at least good and over a quarter was very good. There was some excellent teaching in both key stages. A reason why pupils' learning is effective is the quality of lesson planning, with teachers ensuring that pupils understand the objectives of the lesson. For example, in a lesson where pupils were considering how language is used to persuade, they focused on identifying relevant words and short phrases in a letter. Because they were quite clear about the task, the final whole-class discussion enabled them to extend their thinking and to evaluate the progress they had made. The learning was all the more meaningful because pupils built on previous learning about the lay-out and style of the letter. Almost all the teaching is characterised by effective class management. In one lesson, for example, firm discipline underpinned the effectiveness of a free discussion, and in a particularly well-organised lesson, the objectives were the same for all groups of pupils of different abilities but the strategies to achieve them were varied appropriately. In this lesson, some pupils retold a story with the help of a learning support assistant, others analysed the story for the main points before writing, whilst a third group re-told the story using a tape recorder. In many lessons, teachers' high expectations of pupils, allied to imaginative and creative approaches to teaching, provide motivation. In these lessons, pupils rise to the challenges presented to them whilst enjoying the difficulty of the activities. For example, pupils discussed the ethics of the sort of writing found in holiday brochures and then converted a series of facts into appropriate journalese. Pupils developed sensitivity to and an understanding of the power of language as the lesson proceeded.
67. A research lesson in the library clearly showed the teacher's ability to create a secure working environment whilst providing a range of appropriate and stimulating

activities. Pupils took responsibility for their own learning as they completed a range of different tasks. For example, some researched topics using the Internet, others found books from a list of authors, others found references in encyclopaedias and others were effectively helped by learning support assistants. A feature of the teaching is that in most classes all pupils are equally well taught. Pupils with special educational needs and pupils for whom English is an additional language receive effective support in the classroom. Most of these pupils are very well integrated into their classes and are enabled to join in class discussions and activities. A significant contribution to their learning is the additional specialist support provided for them, during which their progress is carefully monitored.

68. Pupils' behaviour is good. Positive and productive relationships exist for most of the time in most classes. Most pupils work hard and concentrate well. Their positive attitudes to work enhance their learning.
69. Much has been done to improve assessment throughout the school. Pupils' attainment and progress are limited by the lack of a form of assessment that would identify more clearly the strengths and weaknesses of individuals and groups and record their progress. Pupils are provided with homework regularly and this supports learning in the classroom. Marking is regularly completed. There are some inconsistencies in the quality of marking, which is positive and supportive but not always constructive.
70. The curriculum meets the requirements of the National Curriculum and the teaching arrangements ensure that all pupils have equal access to it. There are weaknesses in the breadth and balance of the curriculum. For example, the lack of an overall framework affects its coherence, and the fragmentary nature of teaching the basic skills affects the continuity of learning for some pupils. Although drama activities take place in a number of subjects, these have yet to be mapped to ensure that skills are being developed progressively.
71. The overall leadership and management of English are satisfactory, but there are some unsatisfactory areas. Strengths are the provision and organisation of resources, the whole-school assessment programme, the identification of appropriate priorities in the subject development plan and the liaison with specialist advisers from the local authority. Less than satisfactory are the monitoring of pupils' work and aspects of assessment. Other areas for development are the monitoring and development of new initiatives, the development of a literacy strategy to embrace teaching in other subjects and the further development of the role of the co-ordinator – a key issue from the last report.
72. Although much remains to be done, there has been satisfactory improvement since the last inspection. Much of the good progress made in raising standards of individuals and groups has yet to impact fully on attainment as a whole.

Literacy

73. Levels of literacy are sufficient to support learning in subjects across the curriculum. Most subjects have clear policy guidelines. There are some effective strategies in place to support the development of literacy; for example, teachers take opportunities to develop knowledge and understanding through discussion. They make some good use of the library for research and there are some effective links made between subjects. Although not all classrooms have sufficient display

material to support literacy, they do have dictionaries and thesauruses. Strategies to improve literacy are inconsistent; for example, not all teachers provide lists of key words when starting new topics. There are too few opportunities to develop continuous writing.

MATHEMATICS

74. The pupils come into school with average levels of attainment in mathematics. Their attainment at the age of seven meets the national standard and exceeds it at the age of 11. In the national tests in 2000, the pupils' attainment in relation to the attainment of all schools and of similar schools was in line with the national average for seven-year-olds and well above average for 11-year-olds. The proportion of pupils achieving higher levels in the tests was above the national average. Generally the school's results reflect the national trend, with steady improvement from 1997 to 2000. There was no significant difference between the performance of boys and girls in tests.
75. In lessons and the work seen, attainment reflects that of the tests, with seven-year-olds meeting the expected standard for their age and 11-year-olds exceeding it. In Year 1, the pupils have a good understanding of number operations and explain them well. They have a good awareness of measurement, for example when involved in activities about capacity and making comparisons. In Year 2, the pupils have secure knowledge of number facts and apply their knowledge successfully, for instance in working out simple multiplication facts. Year 2 pupils have a sound knowledge of three-dimensional shapes, and measure perimeters. They use simple fractions. Setting arrangements from Year 3 onwards are very effective in helping pupils who learn quickly to make progress, but they have less impact on the progress made by pupils who learn more slowly. Pupils in Year 3 are developing sound knowledge of two-dimensional shapes and lines of symmetry. They have a clear understanding of number operations and of how to apply them. In Year 4, pupils understand equivalent fractions well and have a good grasp of decimals. Work on measurement is addressed well and the pupils acquire a good knowledge of measures and capacity. By the time the pupils are in Year 5, they are generally clear about addition and subtraction involving large numbers. They solve problems correctly when, for instance, using proportion, percentages and fractions. At the end of Year 6, the pupils have a secure knowledge of rotational symmetry, data handling and co-ordinates, and a clear understanding of multiplication and division involving large numbers.
76. The overall quality of teaching and learning is sound in Key Stage 1 and good in Key Stage 2. The lessons observed in Key Stage 1 were good in Year 1 and satisfactory in Year 2. The overall quality of teaching in Key Stage 2 is good, with instances of good, very good and satisfactory teaching in equal measure. There was an example of excellent teaching in Year 6; there was no unsatisfactory teaching. When lessons are good or better, there is an effective match of work to the pupils' needs and prior levels of attainment, an appropriate degree of challenge and lessons proceed at a lively pace. For example, in a Year 6 lesson, the pupils were encouraged to share their ideas about how to work out a sequence of numbers and to test their theories. This led to greater involvement and interest in their work and good progress. Lessons work well when the teachers make clear to the pupils exactly what it is they are expected to learn. The key strengths in teaching lie in the quality of the teachers' planning and preparation and very secure

subject knowledge of what they teach. Relationships with the pupils are good. Questioning is used well to challenge the pupils' thinking.

77. Behaviour is generally good and often very good. Pupils have positive attitudes towards the subject and are keen to participate and learn. They work at a good rate and are keen to succeed.
78. Pupils identified as having special educational needs are supported well. The activities are appropriate for their needs and support staff are effective in helping them to learn. Homework is used well to support learning. Assessment is adequate in identifying what the pupils have learned and what they need to do next. The subject is well managed and the numeracy strategy has been implemented very effectively. The co-ordinator for mathematics is well aware of the strengths and areas for development. For example, there are plans to refine the recording of assessment using a computer-generated system, and also to improve target setting for pupils across the school. There has been sound improvement in the standards achieved and the quality of teaching since the last inspection.

SCIENCE

79. The results of the 2000 teacher assessment of seven-year-olds at the end of Key Stage 1 showed that pupils achieved average standards. At Key Stage 2, the 2000 national test results for 11-year-olds indicated that pupils were above the national average and nearly one third of pupils attained a higher level, which was well above the national average. These results, when compared with results in schools in similar contexts, were well above average. Standards were higher than in 1999, when they were average. Generally good standards have been maintained over the last four years. The rate of improvement over time is in line with the national trend. Pupils achieve more highly in science and mathematics at the ages of seven and 11 than in English.
80. According to the evidence of the inspection, the standards of work are above national expectations at the ends of both key stages. They have improved since the last inspection.
81. During their time at the school pupils make good progress. When they start in Year 1, they have a sound background in the subject. By the time they are in Year 2, they predict what might happen in experiments and recognise the importance of careful observation. Pupils know how to construct a circuit to light up a bulb using bulb, batteries and wires. They understand what will happen if there is a break in the circuit. One class set up an experiment to investigate which materials are good conductors of electricity. Higher-attaining pupils represented their results graphically and recorded their findings in writing. Lower-attaining pupils drew pictures of what they observed. Year 4 pupils devised and carried out a fair test to find out what kind of habitat woodlice like, for example soft soil, hard stones or dark and damp conditions. Pupils developed good investigative skills and made suitable predictions about what would happen when woodlice were let loose in different habitats. They gathered, analysed, and evaluated their findings well and drew up their conclusions with some adult help. They used scientific language, for example 'habitat', 'condition' and 'organism', and kept health and safety issues in mind.
82. Year 6 pupils can plan a fair test, suggest and investigate a question, for example, 'How do different materials affect the time a spinner takes to fall?' They make

predictions and give sensible reasons. They identify variables that need to be controlled to make a test fair and use good skills to experiment and predict outcomes. They make relevant observations, measure accurately and use a range of simple equipment to carry out their investigations, giving simple explanations and recording their observations in the form of a graph. By the end of Year 6, most pupils understand that all objects, whether heavy or light, fall at the same rate. Higher-attaining pupils are set more complex tasks and reach more sophisticated conclusions.

83. Pupils respond very positively to science. They become very enthusiastically involved in practical activities. Most find the subject very interesting and talk confidently about what they are doing in a sensible way, handling material and equipment safely. Pupils listen carefully to their teachers, co-operate with each other in their learning and share equipment and resources well. They move between activities quickly and sensibly. Occasionally, the concentration of a few pupils lapses, and they become restless for short periods.
84. The quality of teaching and learning in science is good overall; it ranges from satisfactory to good in Key Stage 1 and satisfactory to very good in Key Stage 2. Lessons are characterised by a lively approach, good planning, clear learning objectives and skilled use of probing questions. Expectations of what pupils can achieve are mostly high. Pupils are always encouraged to use scientific language and to produce work of a high standard. Sufficient time is given to enable pupils to complete set tasks. Pupils are organised well in groups and their behaviour is well managed, so that they all plan and carry out their experiments in a systematic and orderly manner. Most teachers are confident in planning and in teaching science. Lessons are well organised and a good variety of methods and resources is used. Teachers circulate well around the groups, giving them support and encouragement. They ask challenging and probing question to check understanding. In the majority of lessons, teachers use time well and link science with other subjects, such as mathematics and design and technology. The pace of lessons is brisk, which maintains pupils' interest and sustains a good work rate. There is usually a friendly but firm atmosphere, which pupils enjoy.
85. Pupils with special educational needs are well supported by learning support assistants, who contribute positively to their learning; as a result pupils make good progress.
86. Science is very well led and managed. The co-ordinator is experienced and knowledgeable. He supports teachers well through helpful documentation and supportive monitoring of their plans. The school has a good range of high quality resources to support the teaching of science. Information and communication technology is used well to support pupils' work. Since the last inspection, standards have improved as has the quality of teaching.

ART AND DESIGN

87. Standards of work by the end of Year 2 are in line with national expectations and by the end of Year 6 exceed them. These standards are achieved because the teaching is good. Pupils' achievements in relation to standards on entry to the school are good. Pupils' attitudes and behaviour within art and design are usually very good, causing their learning to be good across the school.
88. By the age of seven, almost all achieve what might be expected for their age and a few achieve more. The best work is in the observational studies of fruit and the printmaking that stems from these studies. Pupils show that they can use their eyes well to study objects found on the beach and draw them from various viewpoints, using line, tone and texture. The majority handle craft materials carefully and produce effective results.
89. By the age of 11, pupils' standards are above the national expectation for this age. The majority express their opinions clearly as, for example, when looking for visual clues on their examination of paintings by John Constable and Philip Dunn. Higher-attaining pupils drew on previous learning of art techniques to predict how, for example, Constable would paint clouds. One boy very perceptively made comparisons between Dunn's Brighton scenes and Van Gogh's 'Starry Night'.
90. The overall quality of teaching in both key stages is good. Teachers have a secure knowledge of art and of how to teach it. They are well supported by the scheme of work and the good, accessible resources. As a result of the range of opportunities to work in two or three dimensions offered, all pupils make good progress in knowledge, understanding and skill, although 'ideas books', where pupils record suggestions and ideas, are used better in some classes than in others. Teachers often demonstrate techniques well and act as good role models for their pupils. In these cases pupils move confidently into the practical activity.
91. In Key Stage 1, where there are no learning support assistants present, activities are often determined by the concentration levels of pupils with special educational needs. The teachers are aware of this and skilfully move the task forward by introducing more variation. In this way, they capture and renew pupils' attention. In Year 1, higher-attaining pupils are encouraged to explain the task to lower-attaining pupils. The higher-attaining pupils benefit from having an opportunity to communicate clearly to their peers and the lower-attaining pupils get a second chance to listen and understand. There were missed opportunities, however, in lessons in Years 1 and 2 for writing new words on the white board to reinforce pupils' literacy skills. Teachers in both key stages use questioning well to find out what pupils know and understand, but more use could be made of 'ideas books' to communicate personal targets for improvement.
92. Attitudes to the subject are very good. At all stages pupils are fully involved, whether as monitors, engaged in practical tasks or showing and evaluating work. One boy in Year 1 lived up to his position as 'star' pupil for the day by trying to anticipate the teacher's needs and being as helpful to other pupils as he could.
93. The leadership and management of the subject are good. Very good enrichment opportunities are offered through art clubs. All pupils benefit from the artist residency, as is evident in their 'soul birds' paintings, recording their emotional experiences. Pupils' spiritual, moral, social and cultural development is well

supported. Since the last inspection, satisfactory progress has been made in raising standards.

DESIGN AND TECHNOLOGY

94. Standards of attainment by the end of Year 2 are in line with national expectations; by the end of Year 6 they are above what might be expected, and much of the work has some very good features. These standards represent a good improvement since the last inspection.
95. By the end of Year 2, all pupils have satisfactory levels of practical capability when using scissors, glue and materials such as paper and paint. They produce lively and informative annotated drawings and plans to explain their ideas and intentions. For all projects, pupils work from investigating to planning, making and evaluating. This way of working helps them to understand, build confidence and transfer knowledge gained from one situation to another. Whilst no lessons were seen in this year group during the inspection, the examination of pupils' work and discussions with them show that the majority have satisfactory knowledge, understanding and skill and make good progress.
96. By the end of Year 6, pupils demonstrated good levels of knowledge and understanding and satisfactory skill when investigating problems, modelling possible solutions and constructing survival shelters for an action man toy. They responded well to the challenge to work with only one fastening device such as a paper fastener. Teamwork is good. Pupils reinforced concepts learned in mathematics and science as they recognised the need to incorporate triangular structures for strength and test fabrics for water absorbency. Boys and girls made equally good progress. Whilst no lessons were observed in this year group, access to pupils' work and pupils' perceptions indicated how positively they all approach design and technology tasks.
97. The overall quality of teaching and learning in both key stages is good. A key strength of the teaching is the quality of preparation, planning and resources that help all pupils equally to engage with the tasks set. In the best lessons, the teachers have secure subject knowledge and understanding and use open-ended questions well to promote thinking. These teachers recognise the need for time for response and show that they value well-considered solutions to problems rather than half-considered answers. In these cases, pupils learn the value of thinking more deeply before responding. In Year 5, one boy offered a new approach which the teacher had not considered or planned for and which had the potential for extending learning by using computers. The teacher accepted the new idea and used it to good effect in the lesson.
98. Teaching is enhanced across the school by the new schemes of work that stress cross-curricular links. Teachers share the objectives of lessons with the pupils, as well as reflecting with them on whether they have been achieved, helping pupils become independent learners. This was evident when a teacher other than their class teacher took a Year 5 class. These pupils revealed a clear understanding of the task and a capacity not only to work well together but also to empathise with the teacher and induct him into the process.
99. All pupils make good progress. Their teachers and peers effectively support pupils with special educational needs or with English as an additional language. Little

difference is evident in the motivation and response of boys and girls, although boys often dominate whole-class discussion and girls often have to be encouraged to voice an opinion. Higher-attaining pupils thrive when involved in design teams because of the challenge involved and the opportunity to control what they are doing.

100. Teachers give good feedback to pupils both orally and in writing, but assessment is not fully considered and some opportunities are missed. For example, a good start has been made in Year 1 with teachers collecting pupils' self-evaluation sheets into a class book. These dated examples of pupils' plans for playground structures and written evaluations of their results are kept as examples of work covered, but have not yet been used for assessment purposes. This is a missed opportunity for recording what pupils can do and where they might need further guidance.
101. Attitudes to design and technology are very good throughout the school. Pupils enjoy the subject and work well together.
102. The leadership and management of the subject are good. Two newly qualified teachers share this post and not only have shown enthusiasm and commitment but also understand the need to embed projects in the curriculum so that all teachers can feel confident in delivery. They have done good work on rationalising resources and making them more accessible. Good progress has been made with addressing the issues raised by the last inspection report. In order to ensure consistent teaching and shared good practice, further work has yet to be done on considering assessment and recording procedures and on monitoring teaching and learning.

GEOGRAPHY

103. As at the time of the last inspection, standards of work at the ages of seven and 11 are in line with national expectations. Pupils with special educational needs make good progress. Most pupils have a good range of geographical understanding through their studies of maps and places, climate, economic activities and land use. They have a sound understanding and knowledge of the areas they have studied. Year 2 pupils designed colourful posters to warn local people and visitors about the dangers of falling rocks at Telscombe Cliffs. Thus they began to develop an awareness of environmental issues. Year 4 pupils identified physical features and located main buildings on two different maps of Telscombe after visiting the area the week before. This helped them to develop an awareness and understanding of land use in their area. In Year 5, pupils learned about rivers and the causes of flood. They gathered and analysed information collected from books, old newspapers, videos and the Internet. They spoke confidently about the effect of such disaster on their friends and relations, who were affected by recent floods in Lewes.
104. In their study of St Lucia, Year 6 pupils used ordnance survey maps and other sources to decide what visitors can see and do there. A strength of pupils' work is the use of geography to enhance literacy; for example, pupils wrote for a holiday brochure advertising St Lucia. The co-ordinator, with Year 5 pupils, took part in a project called 'Coastline 2000' organised by the Geographical Society. The school's project was selected for commendation at the related conference, in which 450 secondary schools, colleges and universities took part.

105. The quality of teaching and learning ranges from very good to satisfactory and is good overall. Teachers have a very good knowledge of the subject, which is reflected in their planning and in the probing and challenging questions they ask pupils in order to check their understanding. This helps pupils to understand new ideas and learn new geographical vocabulary. Pupils with special needs make good progress because they are well supported in lessons, with appropriate tasks and worksheets. Teachers plan their lessons and prepare resources in advance. In one very well organised lesson, short tasks and activities for the pupils were interspersed with very good explanations. This led pupils to understand the effects of flood on lives and landscapes. Teachers encourage pupils to discuss issues, use the correct vocabulary and make notes from the various resources available to them. They use these notes to write up their own accounts. This contributes to literacy skills and consolidates their geographical learning.
106. Overall pupils' attitudes towards the subject are good. They respond well in lessons and are attentive and interested. They are well motivated, keen to contribute their ideas to discussions and answer questions sensibly. Pupils collaborate well with each other and undertake work without too much dependence on their teacher.
107. The subject is very well led and managed. The co-ordinator is very enthusiastic and provides strong and supportive leadership. Careful organisation of topics throughout the school ensures co-operative planning with colleagues at each key stage: this promotes consistency between classes. Assessment is satisfactory. The school is well resourced for teaching geography. Very good use is made of the immediate locality as well as visits to outdoor centres. There are plenty of books and pictures for reference, as well as maps and globes. However, there is a need to update resources for information and communication technology, as the old software is not compatible with new equipment. Good use is made of the local library and museum loan service. The sound standards achieved and the overall good quality of teaching remain as they were at the time of the last inspection.

HISTORY

108. During the inspection it was only possible to observe two lessons, one in each key stage. Judgements on attainment have been based on these lessons and on evidence from the inspection of pupils' work, from displays around the school and from discussions with pupils and staff. Pupils' attainments are in line with national expectations at the ages of seven and 11. Pupils, including those with special educational needs, make good progress in both key stages in relation to their prior levels of attainment. The sound standards noted at the previous inspection have been maintained.
109. Pupils in Year 1 listened attentively to a visiting grandmother talk about her visit to the seaside when she was six, nearly 75 years ago. They asked relevant questions about food, games and clothes on the beach and then happily compared all this with their own food, games and clothes. They remembered the information well and recorded it in pictures and words. Year 6 pupils extracted information from books and a video about the changes that have taken place in Britain in the last 50 years. They remembered accurately main events and dates such as the day that rationing of food and clothes was introduced, D-Day and VE Day.
110. Most pupils show great interest in and enthusiasm for history when listening and speaking. They relate well to each other when working in groups. They enjoy and

respond very well to the challenge of discovering the past through the stimulating activities provided by the teachers. These include performing songs, dances or drama based on the history unit studied. These well-planned and exciting experiences are also enhanced by visits to places of historical interest that enrich pupils' learning.

111. The sample of lessons was limited and too small to make an overall judgement on the quality of teaching. The one lesson seen in Key Stage 1 made excellent use of discussion, observation and questioning, which enabled pupils to build on their limited experience. The teacher made good use of books and pictures to develop the concepts of then and now. The lesson in Key Stage 2 demonstrated skilled use of questioning that enabled pupils to develop their knowledge and understanding further. Instructions to pupils were clear, and sufficient time was given for pupils to share their knowledge and understanding through discussion and collaborative work. Teachers have good subject knowledge and lesson plans are detailed. The topics are carefully planned, so that pupils make good progress.
112. The subject is well led and managed. The co-ordinator monitors long and medium-term plans and a sample of work. Resources are adequate, but not easily available due to present limited storage facilities. The co-ordinator has identified the need to buy new information and communication technology resources for the new computers, as the old software is not compatible with them.

INFORMATION AND COMMUNICATION TECHNOLOGY

113. The report on the last inspection stated that standards in information and communication technology were in line with national expectations at seven and below expectations for 11-year-olds. Since then, good progress has been made in the development of resources, the curriculum and in staff expertise, with the consequence that the backlog of underachievement is being addressed and that all pupils, including those with special educational needs, now make good progress in their skills across each area of the subject. By the time they are seven and 11 most pupils now attain standards above the national expectations for their ages.
114. The quality of teaching and learning is good, an improvement since the last inspection when there was some unsatisfactory teaching of older pupils. This reflects the better resources, the training and support given by the school, and the effective leadership of the subject co-ordinator. Pupils from Year 3 to Year 6 have time-tabled lessons in the library, where there are nine computers, and from reception to Year 6 there are three computers and a linked television screen in each classroom. The staff make good use of resources and time to develop pupils' skills.
115. As a result of well planned, systematic teaching, pupils' skills and knowledge develop so effectively that, by the time they reach Year 6, they are very familiar with different ways of finding information on computers. They know how to use index systems, encyclopaedic software and, through 'modelling' programs, develop a clear understanding of how computer systems use sensors and switches to control events. Pupils word-process documents, using a range of font styles effectively to add emphasis to their writing and to make arresting posters about the school rules. All pupils know how to send e-mail, how to get on to the Internet and how to use a digital camera.

116. Pupils are taught how to use specific programs and techniques and are given good opportunities to complete tasks on their own. For instance, Year 1 pupils learned how to use a paint program to create a picture. The speed of the colouring-in amazed them. The teacher explained clearly to Year 5 pupils how to research topics on the Internet more effectively when they are looking for specific information. They learned that the use of the phrase 'rivers and flooding' gives a shorter list of material to choose from than if they looked under the single headings of 'floods' and 'rivers'. Year 6 completed census forms and highlighted pieces of text to find words and phrases to persuade people to go on holidays.
117. The support pupils receive from teachers and classroom assistants ensures that they develop a secure knowledge of the keyboard. Most pupils get into their own files because everyone has a password. They access specific programs and insert pictures into their written work. Pupils know that a computer responds to instructions to enter text, change format and correct mistakes. They use the keyboard and mouse accurately. Year 2 pupils know that they must press 'activate' when they put on the earphones. Lower-attaining pupils usually require support to work on the computers, especially when reading messages or text, but higher-attaining pupils are independent and need little help to perform basic word-processing activities and work with paint programs. For example, with very little supervision, Year 3 pupils used a paint program to draw symmetrical shapes on the screen accurately.
118. Teachers and classroom assistants use group demonstrations very effectively to teach pupils basic information and communication technology skills. For example, in a Year 2 lesson, pupils watched with great interest as the teacher demonstrated a new program to the class and showed them how to click on the computer to make clocks show the half-hour. Three pupils were invited to show their skills to the class and they were very pleased when they did it correctly. Some pupils then worked through this task on their own, or with support from the classroom assistant, feeling very proud when they clicked in the right place for a given time. The rest of the class wrote times on worksheets, knowing that their turn would come. By asking probing questions and inviting pupils to take part in demonstrations, staff assessed the levels of pupils' understanding so that they could plan suitable work for them.
119. Since the last inspection, staff have developed their skills well and pupils have good opportunities to develop and demonstrate skills. Whilst the lessons in the library are designed to teach and reinforce basic skills, pupils in the classroom apply their skills effectively to consolidate and extend their understanding of current topics in other subjects; for example, they create graphs in geography and science. The management of pupils is good both in the classroom and the library. Explanations and instructions are clear and explicit so that the pupils understand what is expected of them and what they have to do. Consequently, the majority of pupils behave sensibly, respect resources, enjoy their work and develop their skills. Teachers organise lessons in such a way that they ensure that all pupils have equal opportunities to complete the task.
120. Leadership and management are good. The co-ordinator has worked very hard to raise levels of attainment in the subject and has identified appropriate targets for development. The provision of hardware and software is good and improving, although there remains some out-of-date software, particularly in geography and history. The school follows national guidelines that ensure that pupils' skills, knowledge and understanding develop as they move through the school. The

system of assessment is clearly linked to teachers' planning and is sufficiently detailed to show the progress pupils make as they move from the Foundation Stage to Year 6. Staff are involved in nationally provided training in information and communication technology and this enhances teachers' skills further. This has a positive effect on pupils' learning. The opportunity at lunchtime for pupils in Year 6 to use the computers in the library is greatly appreciated. It is invaluable in helping those pupils without computers at home to increase their knowledge and understanding so that they may participate fully in lessons.

MUSIC

121. Pupils aged seven and 11 attain above the standards expected for their ages and enjoy their music-making activities. Standards have risen since the last inspection. The teachers' enthusiasm and expertise motivate pupils to try hard and respond well in lessons. Pupils benefit from careful, well-organised teaching that develops a pleasing tone, clear expression and a good sense of rhythm. Pupils demonstrate good attitudes, performing with confidence and enjoyment. They listen carefully, follow the teacher's clear directions, developing a good feel for the music. Pupils know and sing a wide range of songs, both traditional and modern, in a variety of styles. For example, the junior choir sang a song from Mozart's 'Magic Flute' sweetly and delicately so that the lightness of the music was conveyed very well by these young voices. Pupils sing in two parts confidently, the echo in songs fading away very effectively. In a Year 5 lesson, pupils responded very well to the teacher's instruction to increase volume or to 'improve the rough sound' at the beginning of the second verse of a song about Africa. The variation in their performance, including speaking, control of volume and switching to two parts was subtle and delightful. Pupils' diction in all lessons is very clear.
122. Lessons and lunchtime activities are planned imaginatively so that pupils build on skills and techniques learned previously. For example, pupils in Year 6 very quickly picked up the different rhythms for a range of instruments to accompany an Indian song. They kept their own rhythms well throughout the song. At one side of the room, pupils tapped with two fingers and the sound increased as the teacher's glance moved across the room so that eventually there was loud applause. Pupils in Year 1 had learned to clap rhythms accurately. When the teacher wrote the notes of a rhythm on the board, pupils quickly identified and sounded out the rhythm by clapping. As soon as they saw the next line of notes written down, they worked out the new pattern with great speed. The teacher very skilfully withdrew her verbal support so that pupils read the notes to clap the pattern themselves and found that they had been clapping the Fossils' tune from Carnival of the Animals, which they had just listened to on a tape. Pupils are given the opportunity to understand the link between written music and what they hear, and they build on this. This was evident in Year 3 when pupils were very quick to pick up the rhythm of a new Tudor song when they saw the notes written on the board.
123. The quality of teaching and learning throughout the school is good. The consistently good and very good teaching leads to high standards of work in lessons. Those pupils who learn to play the recorder and other instruments receive very good teaching and encouragement to share their skills with the rest of the class. The specialist teacher provides a wide range of interesting opportunities and musical experiences that enable pupils to learn how to listen to music and improve their skills in playing instruments and composing. She is supported well in lessons by staff who join in with the singing and encourage all pupils to participate with

enthusiasm. The selection of music for assemblies is helpful in providing pupils with opportunities to listen to and reflect upon the music they hear. Pupils participate in music making and singing at local centres, through festivals and workshops, and performances are much enjoyed. They are of high quality and contribute positively to pupils' learning.

124. Consistent teaching of techniques, for example posture, breathing and warming up exercises, ensures that pupils are ready to sing and come in at the right time. By the time they are seven, they know the names of the instruments they use. By the time they are 11, they know and understand many of the technical terms used in music. Pupils enjoy their lessons so much that they are sorry when they end. In one Year 5 class, pupils applauded themselves because they knew that that they had achieved well and they had enjoyed the lesson so much.
125. Music is managed and led well. The teacher who co-ordinates music and the specialist teacher work hard to provide good support for staff who have little experience in teaching music. They ensure that there is a good selection of musical instruments available for lessons. The curriculum has been developed well so that all elements are taught over the year. Lunchtime recorder groups and choirs are organised well. Since the last inspection, standards of attainment have improved considerably and the subject has maintained its high profile within the school.

PHYSICAL EDUCATION

126. At ages seven and 11, pupils' attainment is higher than that found in most other schools. These good standards have resulted from very clear and effective leadership and management, by which the profile of physical education has been raised. Unusually, all teachers have been provided with the skills and direction to teach the subject at the right level for their year group. The main activities observed during the inspection were swimming, games and dance.
127. Seven-year-olds have a good level of confidence in the water and know the basic movements of the front crawl. They make good progress from Year 1, steadily increasing the efficiency of their leg and arm movements through well-organised practices. As they leave Year 1, all propel themselves confidently and efficiently, using flotation aids, with a few swimming unaided. As a result of sweltering heat, games during the inspection were confined to simple running and passing activities. In these activities, seven-year-olds showed a good level of hand-eye co-ordination and accuracy in passing and receiving. Work in dance is a real strength. Pupils, at the end of Year 2, show considerable refinement in creating and linking movements. Many of their dance patterns are refined and improved through discussion and practice to the point where they reveal an expressive quality unusual for this age group.
128. Pupils continue to make good progress through Years 4 and 5, leaving the school with confidence and skill in swimming. All swim at least 25 metres unaided by the age of 11. They are aware of the key elements of safety in the water. Though dance was not observed in Year 6, the good standards and progress in Year 5 point to above-average levels of attainment for the pupils' ages. Pupils in Year 5 understand the importance of stretching and toning their bodies in preparation for dance. They plan and refine their dances creatively and collaboratively, often introducing some skilled patterns of gymnastic movement to add colour to their

creations. Pupils with special educational needs and those pupils with particular talents make good progress in relation to their prior levels of competence.

129. Pupils enjoy physical education and appreciate the wide range of activities they experience, particularly the opportunity for regular swimming lessons. They make good use of warm-up exercises. They invest considerable effort in refining and extending their work. This is particularly true of dance, where the desire for excellence pervades the pupils' work. Pupils take great care to attend to the safety requirements of swimming. Those pupils with special educational needs integrate well and make good progress, as do the higher-attaining pupils, many of whom are accomplished gymnasts.
130. The quality of teaching is good overall, with a significant proportion very good and none that is less than satisfactory. All teachers provide an effective warm-up, communicating to the pupils the importance of preparing different muscles for different forms of physical exercise. There is a strong emphasis on developing pupils' language through the use of the appropriate technical terms and through encouraging pupils to evaluate their work and that of their peers. There is invariably a good balance between direct teaching and opportunities for pupils to practise, explore and refine their movements. This is a marked feature of the teaching of dance. The pupils respond well to the opportunities provided to work independently, working in their groups with a high level of concentration and critical awareness. In one lesson in Year 5, the pupils were encouraged to discuss their work and to explore actions, body shapes, rhythms and travelling patterns that matched the feeling of a piece of music. The lesson became alive with creative activity as pupils refined and improved their work to the point where it was imaginative, dynamic and expressive. A further strength of many lessons is the good range of opportunities given for pupils to evaluate and refine their own performances and those of their peers.
131. Leadership and management are very good. Physical education has become a real strength of the school through the very good work undertaken by the co-ordinator. She ensures that the teachers are appropriately skilled in the teaching of all activities. Particularly impressive is the work in swimming when all pupils are provided with confidence and skill in water through some excellent organisation. The loss of the swimming pool through the new building programme is a cause of some concern to the school. The quality of monitoring shows itself in the clear way skills are developed progressively across the years. The subject has improved in leaps and bounds since the last inspection. Teaching, then judged to be sound, is now considerably improved.

RELIGIOUS EDUCATION

132. Standards of work by the end of Year 2 are in line with those expected by the locally agreed syllabus, and by the end of Year 6 they are above the level expected, in that many pupils show considerable sophistication for their ages in discussing the variety of religious beliefs and their significance in the lives of believers. These good standards are achieved because the teaching is good. Pupils' achievements throughout the school in relation to their standards on entry are good. The very good attitudes and behaviour of pupils contribute to successful learning.
133. By the age of seven, pupils listen attentively to video-taped stories, such as The Lost Sheep, and recall important events. They communicate their interpretation of

the parable through pictures and by using simple sentences. Most pupils remember the Christian stories they have been told and retell them with confidence.

134. By the age of 11, pupils express their opinions more effectively about such issues as violence, orally and in writing. No lessons were seen for this year group during the inspection; judgements were made after talking to teachers and pupils as well as studying pupils' work.
135. The overall quality of teaching in both key stages is good. A key strength is the confidence with which teachers teach the new units of work and the good resources provided, such as the well-chosen videos of Bible stories. The video of The Lost Sheep presented to Year 2, illustrated with beautiful watercolour illustrations, captured pupils' interests and imaginations. Time in lessons is well used to achieve learning objectives. These are shared regularly with pupils. Teachers use questions effectively to challenge pupils' thinking and to test for understanding. Pupils draw on previous learning in school or at home to respond enthusiastically. In Year 3, for example, pupils remembered what they had learned about Judaism as they described difficult concepts such as envy. Pupils in Year 4 understood the concept of the church as a gathering of people rather than a building.
136. Pupils in Year 2 with special educational needs often find it difficult to listen for any length of time. Where every pupil's needs are planned for and appropriate work is demanded of them, as in Year 3, they all make good progress. Key words are not displayed in Year 4 and spelling problems arise where pupils have not previously met such words as 'crucifix'.
137. Pupils work well together in mixed gender or single sex groups. Attitudes are very good. Pupils show a real interest in religious ideas, their own and those of other faiths. The questions they ask demonstrate curiosity. They are quick to extend their knowledge and understanding of the issues they investigate, independently and in lessons.
138. The leadership and management of the subject are good. The co-ordinator has invested a lot of time in developing good units of work, based on the East Sussex Agreed Syllabus, so that teachers feel confident in teaching religious education to their classes. She has established effective links with representatives of different religious groups and makes good use of visitors to support teachers in enriching pupils' knowledge and understanding of spiritual, moral, social and cultural issues. The Rainbow Theatre's recent production based on the Easter story has made an enduring impression on Year 2 pupils' minds. Assessment opportunities and record keeping are not yet in place and monitoring of teaching and learning has still to be developed. Since the last inspection, the quality of teaching and standards of attainment have improved.