

Addendum to inspection report of Ocklynge Junior School

Following a complaint regarding the judgement in the report 'A significant number of pupils who enter the school in Year 3 are not confident speakers and have poor listening skills' and related sentences (paragraph 1, sentence 2; paragraph 4, sentence 1; paragraph 88, sentences 1 and 2), OFSTED carried out a thorough scrutiny of the evidence base and found that the evidence for this judgement was not as robust as it should be. 'Whilst pupils entering Year 3 have a wide range of attainment, it is overall broadly in line with that expected nationally for children of their age.'

INSPECTION REPORT

OCKLYNGE JUNIOR SCHOOL

Victoria Drive, Eastbourne

LEA area: East Sussex

Unique reference number: 114462

Headteacher: Mark Trott

Reporting inspector: David Tytler
8990

Dates of inspection: 26th – 30th June 2000

Inspection number: 193733

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

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INFORMATION ABOUT THE SCHOOL

Type of school: Junior

School category: Community

Age range of pupils: 7-11

Gender of pupils: Mixed

School address: Victoria Drive
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Telephone number: 01323 725839

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Appropriate authority: The Governing Body

Name of chair of governors: Nick Bastin

Date of previous inspection: October 1996

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David Tytler	<i>Registered inspector</i>		School's results and pupils' achievements; Teaching and learning; How well is the school led and managed?
Anthony Mundy	<i>Lay inspector</i>		Pupils' attitudes, values and personal development; How well does the school care for its pupils? How well does the school work in partnership with parents? Links with the community; Staffing, accommodation and resources.
Pat Lowe	<i>Team inspector</i>	English.	
Mohindar Galowalia	<i>Team inspector</i>	Equal opportunities; English as an additional language; Mathematics; Information technology.	
Helen Mundy	<i>Team inspector</i>	Design technology; Religious education; Physical education.	Personal development.
Sally Handford	<i>Team inspector</i>	Special educational needs; Science; Music.	
Tony Green	<i>Team inspector</i>	Art; Geography; History.	Finances; Best value; Assessment.

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Ocklynge Junior School is probably the largest school of its type in Europe, catering for 828 pupils from a wide range of backgrounds. There are six classes in each year group. There are slightly more boys than girls, with a significant imbalance in the current Year 6. The great majority are from a white ethnic background, with only five pupils having English as an additional language. The number of pupils known to be eligible for free school meals is broadly in line with the national average, as is the number of pupils on the school's special needs register, or having statements of special educational needs. When pupils enter the school in Year 3 their attainment is close to what is expected nationally for children of their age, but there are significant weaknesses in the language skills of many children.

HOW GOOD THE SCHOOL IS

Ocklynge Junior is a steadily improving school, after an unsettled period in which there were many staff changes. The school has regained the confidence of parents, the behaviour of pupils is now good, and teaching is of consistently high quality. The school is well led, with a clear focus on improving standards, which are beginning to rise. When account is taken of all these factors, the school provides sound value for money.

WHAT THE SCHOOL DOES WELL

- There is high quality teaching throughout the school.
- Pupils have very positive attitudes to school and are enthusiastic learners. They co-operate well with their teachers and take advantage of the wide range of opportunities offered to them.
- The school is well led and managed, with senior and middle managers making a very important contribution to its effectiveness.
- There is very good provision for pupils with special educational needs, and they make very good progress in their learning.
- Pupils respond well to the school's thorough and effective procedures for monitoring and promoting good behaviour.
- The school achieves good standards in art, design technology, geography, history and physical education.

WHAT COULD BE IMPROVED

- Standards in English.
- Procedures for gathering information on what pupils know and can do in all subjects.
- The use of assessment to inform planning to meet the individual needs of all pupils.

- Provision for the particularly able pupils.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school was last inspected in October 1996, and since then it has undergone significant changes, particularly in staffing. All the key issues of the last inspection have been addressed, although some aspects continue to need development. There has been a significant improvement in the quality of teaching, and the school is now well placed to see a further rise in standards.

STANDARDS

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

Performance in:	compared with			
	all schools			Similar schools
	1997	1998	1999	1999
English	C	C	D	E
Mathematics	C	C	D	D
Science	D	D	C	C

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

Evidence gathered during the inspection shows that standards are rising across the school, but particularly in Years 3 and 4. Standards in English and science in the current Year 6 are similar to the results in last year's national tests for 11 year olds. In English they are below what is expected nationally for children of their age, and in science they match the average. Standards in mathematics have risen and are now close to the national expectations. Standards are good in art, design technology, geography, history and physical education. In information technology, standards match national expectations. Standards in religious education meet the requirements of the locally Agreed Syllabus.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Pupils have positive attitudes to school and take advantage of all the learning opportunities offered to them.
Behaviour, in and out of classrooms	Behaviour is particularly good in classrooms, where pupils respond well to their teachers. It is generally good in the playground and around the school. Very good behaviour was also observed on a history visit during the inspection.
Personal development and relationships	The active and effective school council, together with a range of day-to-day responsibilities, enables pupils to make good progress in their personal development. Relationships are good, although there are too few opportunities for boys and girls to work and play together.
Attendance	Satisfactory.

The attitudes and behaviour of the pupils are strengths of the school. In the lessons observed, they were satisfactory in 14 per cent, good in 34 per cent, very good in 45 per cent, and outstanding in six per cent. In some lessons, which were otherwise judged to be satisfactory, however, a significant minority of pupils were not engaged on the work in hand.

TEACHING AND LEARNING

Teaching of pupils:	Aged 7-11 years
Lessons seen: 99	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 high quality of teaching seen in all subjects and in all year groups is a strength of the school, enabling pupils to make good progress in lessons. Progress over time for the older pupils has been hampered by the number of staff changes during the early years of their schooling. Of the lessons observed, teaching was satisfactory in 18 per cent, good in 55 per cent, and very good or better in 26 per cent, with some excellent teaching seen. Overall, 99 per cent of teaching was satisfactory or better. The teaching of literacy and numeracy is good.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	The curriculum provides a good range of learning opportunities, including a wide range of visits, visitors, and out-of school activities.
Provision for pupils with special educational needs	There is very good provision for pupils with special educational needs, which enables them to make very good progress.
Provision for pupils with English as an additional language	Satisfactory provision is made for the small number of pupils who have English as an additional language.
Provision for pupils' personal, including spiritual, moral, social and cultural development	The pupils' personal development is good. Their moral and cultural development is good. Spiritual and social development is satisfactory. More could be done to prepare pupils for life in a modern multi-cultural society.
How well the school cares for its pupils	The school provides good pastoral care for its pupils, which enables them to make progress in their work. Procedures for gathering information on what pupils know and can do are not used consistently in all subjects.

The school has now re-established good relationships with the great majority of parents, who are welcome in the school and want their children to do well. The good

range of learning opportunities widens the experience of pupils and supports their academic progress and personal development. The school has identified the need to improve assessment procedures, and these will be introduced in September.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The headteacher provides good leadership, and enjoys the support of all staff. A particular strength in such a large school is the very good contribution made by senior and middle managers in carrying out their responsibilities.
How well the governors fulfil their responsibilities	The governors have a sound knowledge of the school and ensure that all statutory requirements are met. Formal procedures for them to monitor the quality of education provided by the school are in need of development.
The school's evaluation of its performance	There are very good procedures for monitoring the quality of teaching and learning, and the information gained is used well to ensure best practice. All areas of the school's work are regularly reviewed and any concerns addressed.
The strategic use of resources	The school makes very good use of all the resources available to it.

The school is well staffed with suitably qualified teachers and well-trained learning support assistants. The accommodation, although cramped for some practical subjects, is good. There has been considerable expenditure on learning resources, and they are good in many subjects. Overall, they are satisfactory. Following a period of uncertainty and rapid changes, the school is now well led. Change has been managed sensitively and effectively. Priorities are clearly established, and all staff are committed to school improvement. The school is very careful to apply the principles of best value when making decisions that have an impact on the school budget.

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 expected to work hard and achieve their best. • Their children enjoy coming to school and make good progress in their learning. • The teaching is good. • The school is well led and managed. • The school is helping their children to become mature and responsible. 	<ul style="list-style-type: none"> • The amount of homework. • Information on how their children are getting on. • The partnership with parents.

Inspectors agreed with the views of the majority of parents. Inspection evidence, however, showed that the amount of homework set was appropriate, and that the school works hard to create an effective partnership with parents and provides good information for them.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and achievements

1. The attainment of pupils entering the school in Year 3 is close to what is expected nationally for children of their age. There are, however, significant weaknesses in the language skills of many children. Inspection evidence shows that standards, particularly in Years 3 and 4, are rising across the school. The standards currently being achieved by 11 year olds in English and science are close to the results in last year's national tests. They are below those expected nationally for children of their age in English and match the average in science. Standards in mathematics have risen and are now close to the national expectations. Pupils have good standards in art, design technology, geography, history and physical education. Standards in information technology meet national expectations. Standards in religious education meet the requirements of the locally Agreed Syllabus.

2. Unverified results in this year's national tests in English, mathematics, and science for 11 year olds show an improvement on last year. Figures are not, however, available to make a national comparison. The results are: in English, 71 per cent of pupils gained Level 4 or above, with 20 per cent gaining Level 5; mathematics, 71 per cent gained Level 4 or above, with 24 per cent gaining Level 5; in science, 83 per cent gained Level 4 or above, with 22 per cent gaining Level 5.

3. In the 1999 national tests in English for 11 year olds, the percentage of pupils achieving Level 4 or above was below the national average, as was the number of pupils achieving Level 5. The results were well below the average in comparison with those of similar schools. Evidence gathered during the inspection, and the results of internal monitoring by the school, suggest that attainment is close to the national average and above it in Year 4. Standards are improving steadily in Years 5 and 6, although they are still below the national expectations for 11 year olds.

4. A significant number of pupils who enter the school in Year 3 are not confident speakers and have poor listening skills, but by the time that they leave they use their speaking and listening skills more confidently, across the curriculum. In the shared reading session, pupils generally listen carefully to the teacher and are keen to take turns in reading the text. Pupils are regularly given opportunities to take part in discussions and to demonstrate methods and reasoning. The majority of pupils speak clearly and use vocabulary appropriate to the occasion.

5. Pupils' attainment in reading matches national expectations for children of their age, and in a minority of cases exceeds them. Higher attaining pupils in Year 6 show understanding of a range of texts. They refer to essential points and use inference and deduction where appropriate. They retrieve and collate information from a variety of sources.

6. Standards in writing are below the national average, and the school has a number of strategies in place to address this weakness. By the age of 11, pupils produce varied and interesting writing for different audiences, conveying meaning clearly in a range of forms,

both formal and informal. All pupils are given spellings to learn on a regular basis, and as a result of this, and the practice of learning spelling patterns in the literacy hour, pupils are developing appropriate spelling strategies. The school places considerable emphasis on developing handwriting skills.

7. Good use is made of literacy skills in many areas of the curriculum, and within literacy sessions there are links with many subjects, such as the work on the World War II in Year 6. Some use of information technology in English lessons was observed, such as pupils drafting stories and working on spelling patterns on the computer. In general, however, its use is limited. This shortcoming will be addressed in September, when each classroom will have an up-to-date computer.

8. In the 1999 national mathematics tests, the number of pupils gaining Level 4 or above was below the national average, whilst the percentage gaining Level 5 was close to it. Results were also below the average in comparison with those of similar schools. The standards observed during the current inspection are close to national expectations.

9. In Year 6, pupils' knowledge, skills and understanding of calculations, fractions, decimals and ratio and proportion are above average. Average attaining pupils use understanding of place value to multiply and divide whole numbers by 10 or 100 and are beginning to multiply and divide decimals. They know equivalent fractions and solve problems involving mixed fractions of three-digit numbers, and they have a good understanding of percentages. Pupils in Year 6 can also draw and measure a good range of angles, and are beginning to record data in a frequency table, giving tally, frequency, fraction and percentage. Higher attainers can order, add, and subtract negative numbers and are beginning to use and interpret co-ordinates in all four quadrants. Some below average attainers know equivalents of simple fractions and are beginning to plot data in the first quadrant. The attainment of Year 6 pupils in number and algebra are above average. Their attainment in some elements of shape and space, measures, and data handling is weaker.

10. In the 1999 national tests in science, the percentage of pupils gaining Level 4 or above was close to the national average, with the percentage of pupils achieving Level 5 or higher, close to the national average. Results were close to those of similar schools. Standards over time show that results in science have improved from a position where they were below the national average in 1997 and 1998.

11. Evidence gathered during the inspection shows that the attainment of the current Year 6 pupils is similar to that achieved in 1999. Pupils have maintained satisfactory standards this year, with a good focus on making up for gaps in previous learning. There is less evidence of pupils having the opportunity throughout the year to develop the skills of planning and undertaking investigative work. While a good proportion of pupils are achieving standards broadly in line with those expected, weaknesses in literacy skills make it more difficult for a greater number of pupils to achieve Level 4. There is good evidence that a significant number of pupils will

achieve at the higher level, although there is insufficient challenge for the particularly able pupils.

12. By the time they are 11, pupils understand what a fair test is and know why it is necessary. They have conducted experiments and recorded the results to find out what conditions are needed by seeds and plants to grow healthily. They know how to wire up complex circuits, and can test and vary the components. Pupils know what is needed for healthy personal growth and understand the need for a healthy diet.

13. In literacy and numeracy lessons, pupils with special educational needs receive very good support to achieve standards in line with their ability and aptitude. Support for lower junior pupils aims at developing their literacy skills. The programme focuses on additional help for the development of phonic knowledge, and additional literacy strategies, while older juniors are helped to become more independent.

Pupils' attitudes, values and personal development

14. Pupils are very enthusiastic learners, and their good behaviour enables lessons to continue with few interruptions. Throughout the school, the good attitudes reported at the last inspection have been maintained. The attitudes and behaviour of the pupils are strengths of the school. In the lessons observed during the current inspection, they were satisfactory in 14 per cent, good in 34 per cent, very good in 45 per cent and outstanding in 6 per cent. In some lessons that were otherwise judged to be satisfactory, a significant minority of pupils were not engaged on the work in hand.

15. Ninety-nine per cent of the parents who returned the pre-inspection questionnaire confirmed that their children like school. The inspection evidence, which includes many conversations with pupils, endorses the parents' view. A small number of pupils in Years 5 and 6, however, are less enthusiastic, partly because their education in their earlier years was affected by a number of staff changes. Pupils have good attitudes to their work and are proud of their achievements, responding warmly to praise and thoughtfully to advice.

16. Pupils enjoy lessons and, when given opportunities, can work independently without close supervision. They listen attentively to their teachers and to each other, and are keen to answer questions and participate in discussions. Excellent attitudes were observed in a Year 4 swimming lesson where pupils responded to the teacher's high expectations, clear objectives, and good organisation.

17. In good lessons, attitudes were always good. In some lessons where teaching was otherwise satisfactory, attitudes were satisfactory but not all pupils in the class were settled consistently to their work and were often noisy. In a singing assembly for Years 5 and 6, pupils were inattentive throughout and gossiping intermittently.

18. Pupils work well in groups, readily exchanging ideas, sharing materials and clearing away at the ends of sessions. In a Year 3 design and technology lesson, pupils collaborated effectively to make puppets from crushed paper, tape and coloured tissue. In a Year 6 physical education lesson, pupils organised themselves in groups and worked well together practising baton-changing techniques.

19. Behaviour is good in classrooms, and is often very good, as was reported at the last inspection. Most pupils conform very well to the school's 'Golden Rules' for behaviour, and respond to their teachers' skilful class management. In the open areas of the school and in the playground behaviour is generally good, although a few aggressive incidents were seen during the inspection. Pupils, however, have few concerns about being a target for threatening behaviour or bullying and, when incidents do occur, they are confident of adult support. Most pupils in all year groups are considerate and good humoured.

20. Pupils' personal development is good. They willingly accept everyday responsibilities in classrooms and throughout the school, as 'buddies' and as members of the elected school council. A special meeting of the school council was observed during the inspection. Pupils in all year groups contributed perceptively and often humorously to the discussion.

21. Although relationships are good between pupils of all ages, boys and girls rarely choose to work or play in mixed-sex groups, and teachers rarely challenge these prevailing attitudes. Relationships between pupils and adults are very good. In lessons, pupils, including those with special educational needs, answer questions and make decisions without fear of mistakes being ridiculed. All pupils have equal status within the school community, and receive sensitive and effective support at work and play.

22. Six pupils have been excluded from school during the current year for short periods of time. The school's use of exclusion is moderate and effective. Attendance is satisfactory, and is close to the national average for primary schools. Consistent attendance in all year groups has a positive effect upon pupils' attainment. Pupils arrive punctually at school and settle quickly to work in their classrooms.

23. Pupils with special educational needs relate well to those who support them, and try hard to achieve. They work well in groups with adults and their peers. Pupils mainly respond well to strategies for the modification of their behaviour and take responsibility for their actions, contributing to the measures designed to help them to improve.

HOW WELL ARE PUPILS TAUGHT?

24. The high quality teaching in all subjects and in all year groups is a strength of the school, enabling pupils to make good progress in lessons. Progress over time for the older pupils has been hampered by the number of staff changes during the early years of their schooling. Of the lessons observed, teaching was satisfactory in 18 per cent, good in 55 per cent, and very good or better in 26 per cent, with some excellent teaching seen. Overall, 99 per cent of teaching was satisfactory or better. The teaching of literacy and numeracy is good.

25. Teachers have a good knowledge and understanding of all subjects of the National Curriculum and use it effectively to enable pupils to make good progress in their learning in lessons. In an outstanding Year 6 mathematics lesson, the teacher

led a very challenging mental maths session which gave pupils a very good understanding of fractions and percentages. In one otherwise satisfactory lesson, the teacher relied heavily on her own knowledge, which was not always secure.

26. Planning is good and ensures that all aspects of subjects are taught. In a good Year 5 mathematics lesson, for example, the clear learning objectives were written on the board and shared explicitly with the pupils, who used the correct vocabulary. In nearly all lessons, teachers have high expectations of behaviour and learning, and make plain what they require of pupils. In an excellent Year 6 literacy lesson with pupils of wide ranging ability, the teacher ensured that all were made to think about their work. The tasks were well matched to prior attainment and, as a result, all pupils made good progress. In lessons that were otherwise judged to be satisfactory, expectations were not high and consequently there was insufficient challenge, particularly for the more able.

27. In most lessons, teachers use a very good range of teaching methods which engage the pupils' attention and often gain the pupils' enthusiasm. In a Year 6 art lesson, for example, one pupil said: 'This is exciting.' In some lessons, however, the teaching methods are less imaginative and do not engage the interest of all pupils, particularly the higher attainers.

28. The management of pupils is very good and is a significant strength of the school. In a very effective Year 6 literacy lesson, for example, pupils were managed very well and their behaviour promoted good learning. The teacher's approach kept pupils fully engaged throughout the lesson and they made speedy progress. In an unsatisfactory lesson, pupils were largely left to their own devices without clear instructions.

29. Teachers make very good use of the well-trained support staff, particularly in the literacy and numeracy lessons, to give valuable help and guidance to groups of pupils or those with specific needs. Resources are well used.

30. In mathematics in particular, teachers made skilful use of questioning and discussion. In a Year 3 lesson, for example, the teacher's judicious questioning of pupils to explain how they had arrived at their answers helped them to improve their problem-solving skills. All teachers make good use of the final review session to check what has been learnt, often using the pupils to explain exactly what they have got out of the lesson. Particularly good examples of this were seen at the end of numeracy and literacy lessons.

31. Homework is used effectively to reinforce and extend learning, with particularly good examples in literacy and history. Pupils with special educational needs make very good progress towards the targets in their individual education plans. Teachers work closely with the special educational needs co-ordinator, special educational needs teachers, and learning support assistants to promote these pupils' learning.

32. Teachers adapt work appropriately to meet the needs of pupils with special educational needs in the numeracy and literacy sessions, and tasks and material are modified in other lessons. Where direct support is given by special needs teachers or learning support assistants, this is of high quality, and it makes a very positive

contribution to pupils' learning. On occasion, where there is no additional support, the material is not satisfactorily simplified to enable pupils to make the maximum progress. There are effective systems for support staff to evaluate pupils' progress in lessons to identify achievement, and aspects which need consolidating.

33. Teachers contribute to the targets in the individual education plans. They have a good awareness of the social, behavioural, and emotional needs the pupils may have, and they manage pupils well, setting targets for modifying their behaviour where necessary.

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

34. The curriculum is broad, balanced and relevant, with a good allocation of time for physical education, which the school considers to be a subject that enhances pupils' enjoyment of learning and contributes to their personal development. There is also an increased time allocation for science, and this is beginning to raise standards in the subject. The curriculum framework links closely to schemes of work, which are now fully in place for all subjects. These are now being revised to bring them in line with the requirements of Curriculum 2000. The science scheme will be based on guidelines from the Qualifications and Curriculum Authority. The current schemes, however, provide for the successful development of knowledge and skills.

35. The school has effectively introduced the national strategies for literacy and numeracy. Provision for science and information technology is satisfactory, and the school meets the requirements of the locally Agreed Syllabus for religious education. The literacy strategy is well established and is taught according to national guidelines. The teaching of literacy has been the focus of a monitoring exercise to ensure an improvement in standards. There has been additional training for staff. Non-teaching assistants give support in all classes during the literacy hour, and have received relevant training. Help for pupils with special educational needs supports the development of literacy skills. There is further provision to raise pupils' attainment through an additional literacy programme in Years 3 and 4, and booster classes for Year 6 prior to the national tests for 11 year olds.

36. The strategy to improve numeracy is firmly in place across the school and is already having an impact on standards. The scheme of work follows the guidelines set out in the national strategy, with the mental mathematics sessions in particular contributing well to the development of mathematical skills. Provision for science is satisfactory, although there is a need to provide pupils with more opportunities to plan and undertake investigative work. This has already been identified as an area for development. With the opening of the computer suite there has been a significant improvement in the opportunities pupils are given for developing their skills in information technology. The impending installation of new computers in every classroom will leave the school well placed to raise standards further.

37. There is very good provision for pupils with special educational needs to meet targets in their individual education plans. The support is very well managed. It is strategically planned to provide a high level of support to develop literacy skills in the lower school and to encourage pupils to be more independent learners in the upper

school. In most cases teachers adapt material to meet pupils' needs, and special needs teachers and learning support assistants provide very good support in literacy and numeracy lessons.

38. There is very good provision to support pupils who experience emotional, social and behavioural difficulties, encouraging them to take responsibility for managing their behaviour. Good and thoughtful consideration is given to meeting the needs of pupils who have very specific learning difficulties. For example, laptop computers and specialised software help pupils to develop their literacy skills.

39. By means of targeted group sessions, pupils of higher ability in the upper juniors are given good support to develop their mathematical knowledge in line with their ability. There is, however, no consistent procedure to identify these pupils and provide them with challenges in other areas of the curriculum. Pupils for whom English is an additional language are given access to the full curriculum. They are given effective specialist teaching, but there is a need to ensure that they receive appropriate support within classes to develop their literacy skills, so that their writing and reading develops in line with their ability.

40. There is good provision for personal and social education, with allocated lessons and an effective scheme of work. Provision of circle time gives pupils the opportunity to discuss their worries and concerns and to learn to empathise with the feelings and emotions of others.

41. A good programme of after-school clubs and team events enhances pupils' learning opportunities. There is a good variety of sports clubs, such as football, cricket, tennis, athletics, swimming and badminton. Qualified coaches are employed to lead many of these clubs. In addition, pupils have the opportunity to participate in German and French clubs, chess, drama and clay clubs, and the Saturday morning Stagecoach club. A small charge is made for pupils to attend the clubs that are run by specialists. In addition there are two school choirs, and 110 pupils take the opportunity for instrumental lessons in the violin and cello, guitar, keyboard, flute and brass.

42. The contribution of the community to pupils' learning is satisfactory, as it was at the last inspection. The school does not take part in community events, but does make satisfactory use of community resources. A good programme of visits and visitors provides stimulating additions to the curriculum. For example, pupils' historical, geographical and scientific knowledge is extended through field trips and visits to places of historical interest.

43. Older pupils are offered the chance to take part in residential trips, and this year two such trips, to two different locations, took place during the same week. For those unable to attend, a special activity week was run at school, which involved some day trips. Recent visitors from the community have included a poet, a theatre group, and an Indian dancer. Local sponsorship contributes to the upkeep of the school minibus, and public use of the swimming pool produces a significant income.

44. The school has very good relationships with local infant schools. Pre-transfer visits for Year 2 children are very well organised, and during the autumn term their previous teachers are invited to visit them in their new school. Infant and junior curriculum leaders meet to discuss literacy and numeracy, and discussions of other subjects are developing. Learning resources are loaned and borrowed informally. Good links are maintained with local secondary schools and with a university teacher training department. Each year, trainee teachers and secondary school work experience students benefit from effective mentoring at Ocklynge.

45. The provision for pupils' spiritual, moral, social and cultural development is good overall, and is maintaining the standards identified in the last report. Spiritual development is satisfactory. The co-ordinator for religious education carefully plans

assemblies for each term to include stories from the bible, stories from other sources with a moral content, and festivals of other faiths. Pupils have opportunities for prayer and reflection in school and class assemblies, but these do not always promote the pupils' spiritual development. In

lessons, some opportunities are provided to explore the wonders of human life. During an art lesson, for example, pupils gasped in admiration at their teacher's own art work. The programme for personal, social and health education makes a good contribution to the spiritual life of the school. For example, pupils in Year 6 spoke sensitively about falling in love. Pupils in Year 4 frankly discussed different types of prejudice.

46. Good provision is made for pupils' moral development. 'Golden Rules', written in conjunction with infant schools, are displayed in all classes, and are signed by pupils and adults. Class teachers have a weekly session of 'golden time', when pupils' good behaviour and attitudes are rewarded by favourite activities. Values develop through good relationships between staff and pupils, and from good examples set by adults working in the school. Pupils are aware of issues of right and wrong. They know, for example, that it is wrong to watch someone being hurt and do nothing about it. Pupils' good behaviour is acknowledged by informal praise from teachers and formal awards of merit certificates. Pupils know that sanctions will follow unacceptable behaviour.

47. Satisfactory provision is made for pupils' social development. During the inspection, pupils were carefully showing Year 2 infant children around the school, in preparation for their joining the school in September. The pupils had pride in their school and made many positive and encouraging comments to the younger children. Pupils who took part in the school's residential visits reported how much they benefited from living and working together. The school provides an indoor supervised space called The Haven at lunchtime for pupils who have difficulties mixing in the playground.

48. Pupils collaborate cheerfully in the majority of lessons, sharing equipment and personal possessions. In the majority of lessons observed, however, boys and girls did not choose to work together, and teachers did not seek to influence them to do so.

49. When showing their good work during assemblies, pupils speak confidently into a microphone. When demonstrating gymnastics, they perform with great assurance. They collect enthusiastically each year for a national charity of their choice. Occasionally, they help with school lunches and the litter patrol. The school council meets regularly to discuss issues of importance suggested by pupils.

50. The provision for cultural development is good. Pupils have studied the work of local artists and a local poet. They listen to music as they arrive and leave assemblies, though the moods created by the music are not explored, and the composers are not generally acknowledged. Pupils are taken on many visits to learn about their cultural heritage. Through the history curriculum pupils have developed good understanding of the character of Eastbourne during World War 11. Following a geography topic, Year 4 made an attractive display of Indian artefacts. During the inspection, an Indian visitor taught pupils hand gestures and step sequences of Indian dances. Subsequently, she directed an effective performance. Good support is given to multicultural development in religious education, but this aspect of pupils' education is limited in other subjects.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

51. Good procedures are established for child protection and ensuring pupils' welfare, and they maintain the high standards reported at the last inspection. The school follows local authority guidelines for child protection, and the co-ordinator for special educational needs is the responsible officer. All staff, including learning assistants and midday assistants, understand child protection issues, but they have not been trained systematically in everyday procedures.

52. The procedures for assessing pupils' attainment and progress are generally satisfactory. In mathematics and English, assessment is good, and in the case of English it is informing target setting for individual pupils. Pupils' progress in English and mathematics is systematically recorded in all classes. In other subjects, assessment is underdeveloped and in many foundation subjects it is unsatisfactory. As was reported at the last inspection, there is no consistency in the way in which progress is recorded or the way in which the information is used to plan for individual needs.

53. The new assessment co-ordinator, however, has a very good understanding of the strengths and areas for development in assessment and recording. Whole school procedures for all subjects are to be introduced in September, and some teachers have already implemented them. The school is beginning to use data provided by the local education authority to analyse national, local and school trends, but portfolios of moderated and assessed work have yet to be developed in all areas of the curriculum. There are few opportunities for teachers to moderate examples of pupils' work together to inform their expectations in relation to national standards. This has resulted in inaccuracies in the 1999 assessments teachers made of Year 6 pupils' work, especially in English and mathematics, in terms of National Curriculum levels.

54. The arrangements for assessing and identifying the pupils with special educational needs are very good, and are being implemented well in accordance with the Code of Practice. These include assessing the pupils' needs, planning subsequent work, and developing and using individual education plans. Liaison with outside agencies and external support staff is very good, and they provide good support for the school. There is no register for able pupils.

55. The school has adopted the local authority's health and safety policy. The headteacher has established good procedures for risk assessment and for reviewing the site and swimming pool for health and safety deficiencies. Several members of staff are qualified first-aiders, and others have some first aid qualifications. All staff are sympathetic to the needs of pupils. Good supervision ensures pupils' safety at lunchtimes, in the dining hall and on the playing field.

56. Procedures for monitoring pupils' personal development are effective, though largely informal, and are based upon teachers' observations and their knowledge and understanding of individuals. Class teachers and the school's senior management team offer very good individual care and support. Learning support assistants are skilled in curriculum and social support, and they develop good relationships with pupils. Very good induction is provided for pupils joining Year 3.

Older pupils joining other year groups settle quickly and happily into daily routines. Year 6 pupils are confident about transferring to secondary school.

57. Some elements of the behaviour policy have been agreed with the local infant schools. The policy is fully implemented by staff, and promotes good behaviour in classrooms, in open areas, and on the playing field. Pupils know the school's expectations of behaviour and they enthusiastically collect merits and certificates. Occasional instances of bullying are effectively countered by investigation and recording, and by counselling of perpetrators and victims. The school has adopted the local education authority's draft policy on the use of force by staff, but does not have procedures for noting incidents of restraint.

58. Systems for monitoring and promoting attendance are satisfactory, although there are no procedures to contact families immediately if a child is away from school without explanation. Attendance figures for each class and each year group are monitored regularly. Class registers are completed neatly, and conform with legal requirements.

59. There are very good aims for the support of pupils with special educational needs, and a positive ethos is in place to provide for their needs. As well as providing for the educational and behavioural needs of pupils, there are good strategies to support pupils' social and emotional development, such as The Haven, which offers a secure indoor supervised space for children during the lunch hour. There are particularly good arrangements for helping pupils with co-ordination problems. The provision includes special games which develop fine motor skills and swimming pool sessions to exercise gross motor skills.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

60. Parents' views of the school are favourable. At the pre-inspection meeting, and in response to questionnaires, parents confirmed that they are always welcome in school, that their suggestions are evaluated, and that their complaints are heard sympathetically. Evidence gathered during the inspection endorsed these views. Questionnaire responses were less favourable about the provision of homework, information for parents and how closely the school works with parents. Inspectors, however, judged that the amount of homework set was appropriate, that the school works hard to create an effective partnership with parents and provides good information for them.

61. Overall, the school's links with parents are good. Many parents help with classroom activities, but the school does not monitor where and how the parents are involved. Parents accompany pupils on educational visits, and regularly assist with extra-curricular activities. Occasional questionnaires have given parents opportunities to comment on homework, the re-arrangement of classes, and transition from infant school.

62. The quality of information for parents is good, as it was at the last inspection. The school prospectus conforms generally with legal requirements and includes some useful additional detail. The latest governors' annual report to parents does

not, however, conform fully to legal requirements; all references to pupils with disabilities are omitted. Regular newsletters to parents are well written and attractively printed.

63. There are three formal consultation evenings a year. The annual reports to parents on their children's progress are satisfactory, indicating strengths and weaknesses. In English and mathematics, teachers also suggest how pupils might improve their work. Parents of children entering the school are provided with clear information about routines and expectations. Parents of Year 6 pupils are well informed about the arrangements for transfer to secondary schools.

64. The school helps parents to contribute to their children's learning. Small amounts of homework are set in most classes and, when requested, teachers will provide more to individuals. Occasionally, major 'research' projects are set for homework. Pupils in Year 6 contributed very effectively to a class topic on World War II.

65. Liaison with parents of pupils with special educational needs is good. They are made aware of the targets set in the individual education plans, invited to help their children meet them, and involved in the regular review procedure. There are appropriate procedures in place to involve parents of children with statements of educational needs. Parents appreciate the school's sensitivity to their individual needs.

HOW WELL IS THE SCHOOL LED AND MANAGED?

66. The headteacher took up his post in January 1999 after an unsettled period in the life of the school, which involved considerable changes in the senior management team and in the teaching staff. He enjoys the support of all staff and provides clear leadership, building on the existing strengths of the school, and appointing new talented teachers and learning support assistants to complement the talents of longer serving staff.

67. With the backing of staff, governors and parents, the headteacher tackled three priorities: an improvement in behaviour, a consistent approach amongst staff, and a more positive partnership with parents. The first two priorities have very largely been met, and the partnership with parents is considerably improved.

68. The school has clear aims which tend to concentrate on the personal development of pupils, and the school achieves this successfully. The aims published in the school prospectus, however, do not reflect the school's clear commitment to raising standards. There are good relationships throughout the school. Pupils have equal opportunities, although there is sometimes an imbalance of boys and girls in certain activities and the school has yet to address the under-achievement of boys in mathematics and some aspects of English.

69. The headteacher, deputy and members of the senior management team carry out a thorough and effective monitoring of teaching, which is used to inform future training needs, both for the whole school and for individual professional

development. All teachers are seen three times a term and given formal reports on their lessons. Heads of Year also visit classes to offer support and ensure an exchange of best practice.

70. The school development plan, which is produced by the headteacher after consultation with staff and governors, sets out clear priorities and is regularly monitored by the senior management team to ensure that the necessary action has been taken. Whilst there are success criteria, these are not always specific in judging the impact on standards.

71. The school's clear commitment to improvement is shared by all involved in teaching and learning. This is evident from the thought and care which have gone into the review of teaching, from the development of policies, particularly in assessment, and from the make-up of Year 6 classes. Not all policies or strategies have yet had a chance to be fully effective, but all of the school's plans focus on school improvement.

72. Governors fulfil their statutory duties and have a good understanding of the school's strengths and weaknesses, though there is a need to develop formal procedures for them to monitor the quality of education provided. They had a clear and decisive role in shaping the future direction of the school through the appointment of the current headteacher.

73. This very large school is very effectively managed, with clear lines of communication and specific responsibilities for staff. The system by which heads of year work closely with the heads of lower and upper school is particularly effective. It enables pupils to make progress from year to year, and it is now ensuring teaching and learning of a consistently high quality.

74. Arrangements for the monitoring and development of teaching are very good. The headteacher and deputy observe the work of all teachers and provide written summaries of strengths and weaknesses. Staff development is related to individual and subject needs, and to school priorities, although the school does not have a policy for staff development. Procedures are good for inducting, monitoring and supporting teachers, including newly qualified teachers. Staff joining the school receive a brief and useful summary of administration and other procedures. The staff handbook is due for revision. The system for teacher appraisal and performance management conforms with the latest guidelines, and all job descriptions are up to date.

75. There are sufficient teachers who are all well qualified to teach the primary National Curriculum and the locally Agreed Syllabus for religious education. Teachers are versatile and have very good knowledge of all primary school subjects. Teachers with responsibilities as curriculum co-ordinators have significant expertise in their subjects. Learning support assistants are enthusiastic and well trained, and are effectively deployed to support pupils individually and in groups. Staff responsible for administration, the upkeep of premises and lunchtime supervision contribute significantly to the smooth running of the school.

76. Educational priorities are supported through very good financial planning. The headteacher and governing body prioritise spending decisions based on improving the educational standards of the pupils. The school development plan, however, does not fully cost all initiatives, and some curriculum co-ordinators are receiving budgets based on historical needs rather than on present requirements. Costs for support staff are high, but the governing body has well considered reasons for balancing costs against the good impact that the higher than average number of support staff is having on raising educational standards. The governors' finance committee is well informed and monitors the budget expenditure regularly to check that actual expenditure is in line with the agreed budget.

77. Good use is made of the principles of best value to the use of resources. Very good use is made of specific grants and resources. Competitive tendering arrangements are in place for major works and services. Administrative systems are very good. They are unobtrusive, efficient and respond to needs. The school bursar makes information readily available for the headteacher, the finance committee and the governing body, ensuring that finances are kept in good order and costs easily determined. The minor issues highlighted in the recent local authority audit have been addressed.

78. Good use is made of new technology. The school bursar and administrative officer and secretary have a good knowledge of computerised administrative procedures. The use of information technology for data analysis and tracking of pupils' performance has recently been introduced and is beginning to make an impact. The use of multimedia computers in the new computer suites is excellent. They are used throughout the day, though Internet access has yet to be fully developed for all pupils.

79. The school building provides good accommodation and is in good decorative condition. Some classrooms are small and inhibit practical work, particularly in science, and some rooms are poorly ventilated. The library area is attractively designed. Furniture in the library, in classrooms and in the open areas of the school is in good condition, and is suitable for all children in the junior age range. Displays in classrooms are good and in open areas are very good. Externally, the building, playgrounds and sports field are in good condition. The site and buildings are free of graffiti, generally free of litter, and clean and well maintained.

80. Overall, the school's learning resources are satisfactory. Resources for core curriculum subjects are satisfactory in science, good in mathematics, and are improving quickly in English and information technology. Resources in all foundation subjects are generally satisfactory, and they are good in art. All departments use resources effectively. Library provision is good, and the school uses the local education authority's loan services for books and artefacts.

81. The special educational needs co-ordinator is experienced and knowledgeable, and manages the support very well. Good and relevant training is provided for the learning support assistants. Record keeping is outstanding and provides a very complete picture of the needs of the different pupils and how these needs are met, and of pupils' achievements. There is very good consideration of the range of different needs, physical, behavioural and intellectual, and these are all effectively provided for.

82. There are good and well-established relationships with outside agencies, such as the Learning Support Service, the Tutorial Service and the educational psychologists. There are good systems in place for liaison with the feeder schools and senior schools. A member of the governing body takes responsibility for special educational needs, has a good understanding of the Code of Practice, and is familiar with the organisation of special needs support in the school.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

KEY ISSUES

83. To raise standards further, the headteacher, staff and governors should:

- Raise standards in English by:
 - * developing pupils' extended writing skills through the use of structured story writing and through promoting opportunities for imaginative and extended writing in all subjects of the curriculum;
 - * ensuring that pupils use the full range of reading strategies and are challenged in their personal choice of reading matter to include non-fiction.
- Introduce consistent procedures for gathering information on what pupils know and can do and use that information to meet the individual needs of all pupils.
- Provide more challenging work for the particularly able pupils.

All these issues have been identified by the school as areas for improvement.

Other issues:

84. The governors should also:

- * ensure that information technology is used to support work in all subjects;
- * give co-ordinators more opportunities to monitor teaching and to work alongside colleagues;
- * encourage a more positive attitude to mixed groupings of boys and girls;
- * give pupils more opportunities to plan and undertake investigative work in science;
- * do more to prepare pupils for life in a modern multi-cultural society;
- * ensure that all assemblies contain a more spiritual element;
- * make success criteria in the school development plan more precise, to enable governors to monitor more easily the quality of education, and ensure that the plan is fully costed.

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	99
Number of discussions with staff, governors, other adults and pupils	176

Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
4	22	55	18	1	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	Y3 – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	828
Number of full-time pupils eligible for free school meals	142

FTE means full-time equivalent.

Special educational needs	Y3 – Y6
Number of pupils with statements of special educational needs	12
Number of pupils on the school's special educational needs register	158

English as an additional language	No of pupils
Number of pupils with English as an additional language	5

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	51
Pupils who left the school other than at the usual time of leaving	31

Attendance

Authorised absence

	%
School data	5
National comparative data	5.4

Unauthorised absence

	%
School data	0.4
National comparative data	0.5

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

Attainment at the end of Key Stage 2

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
	1999	99	101	200

National Curriculum Test/Task Results	English	Mathematics	Science	
Numbers of pupils at NC Level 4 and above	Boys	53	63	73
	Girls	72	65	87
	Total	125	128	160
Percentage of pupils at NC Level 4 or above	School	63 (64)	64 (61)	80 (72)
	National	70 (65)	69 (59)	78 (69)

Teachers' Assessments	English	Mathematics	Science	
Numbers of pupils at NC Level 4 and above	Boys	60	67	71
	Girls	80	72	86
	Total	140	139	157
Percentage of pupils at NC Level 4 or above	School	71 (68)	70 (68)	79 (79)
	National	68 (65)	69 (59)	75 (71)

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

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	0
Black – African heritage	1
Black – other	1
Indian	0
Pakistani	0
Bangladeshi	0
Chinese	1
White	807
Any other minority ethnic group	18

This table refers to pupils of compulsory school age only.

Exclusions in the last school year

	Fixed period	Permanent
Black – Caribbean heritage	0	0
Black – African heritage	0	0
Black – other	0	0
Indian	0	0
Pakistani	0	0
Bangladeshi	0	0
Chinese	0	0
White	5	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.

Teachers and classes

Qualified teachers and classes:

Y3 – Y6

Total number of qualified teachers (FTE)	29.3
Number of pupils per qualified teacher	28.3
Average class size	34.6

Education support staff:

Y3 – Y6

Total number of education support staff	31
Total aggregate hours worked per week	472.2

Financial information

Financial year	1999-2000
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	£
Total income	1377631.00
Total expenditure	1399015.00
Expenditure per pupil	1650.00
Balance brought forward from previous year	37904.00
Balance carried forward to next year	41394.00

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	828
Number of questionnaires returned	136

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	68	31	1	0	1
My child is making good progress in school.	66	31	2	0	1
Behaviour in the school is good.	61	38	0	0	1
My child gets the right amount of work to do at home.	35	50	13	2	2
The teaching is good.	63	36	0	0	1
I am kept well informed about how my child is getting on.	54	40	5	0	1
I would feel comfortable about approaching the school with questions or a problem.	76	22	1	0	1
The school expects my child to work hard and achieve his or her best.	72	27	1	0	0
The school works closely with parents.	56	41	4	0	0
The school is well led and managed.	82	18	0	0	0
The school is helping my child become mature and responsible.	69	30	0	0	1
The school provides an interesting range of activities outside lessons.	48	45	4	0	3

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

ENGLISH

85. Attainment at the end of Key Stage 2 in the 1999 National curriculum tests was below the national average, as was the number achieving the higher grade. The results were well below the average in comparison with those of similar schools. The unverified results of this year's national tests for 11 year olds show that 71 per cent of pupils gained Level 4 or above, with 20 per cent gaining Level 5. These results are an improvement on those of last year, but figures are not available to make a national comparison.

86. Prior to 1999, the results were broadly in line with the national average. The school undertook a thorough analysis and there has been a clear focus on raising standards. A detailed review of teaching methods has been carried out and a number of changes introduced which have raised standards in teaching and are currently leading to better progress. These changes have been comparatively recent, however, and it will take time before a significant improvement in standards occurs. Evidence gathered during the inspection, and the results of internal monitoring by the school, suggests that attainment is close to the national average in Year 3 and above in Year 4. Standards are rising steadily in Years 5 and 6, although still below the national expectations for 11 year olds.

87. The last inspection reported that attainment was generally satisfactory and sometimes good or very good. With the exception of 1999, the overall trend for the last four years has been close to the national average. Over the past four years, girls have regularly achieved better test results than boys. While boys contribute well in speaking and listening sessions, girls tend to make a better response in written work. The school is monitoring this imbalance and is seeking to redress it.

88. The attainment of pupils who enter the school at the age of seven is close to the national average, but there are significant weaknesses in the language skills of many children. A significant number are not confident speakers and have poor listening skills. By the time they leave the school, pupils use their speaking and listening skills more confidently across the curriculum. There is a clear, planned progression for the development of speaking and listening skills, through the word-level and sentence-level work in the National Literacy Strategy.

89. In the shared reading session, pupils generally listen carefully to the teacher and are keen to take turns in reading the text. Pupils are regularly given opportunities to participate in discussions and to demonstrate methods and reasoning. There is whole class teaching in speaking and listening to consolidate and sharpen pupils' language skills, and this is followed by extension work. Pupils are encouraged to evaluate their work and to assess the extent to which they have achieved the objectives of the lesson. The positive learning ethos and the good relationships that prevail give pupils confidence to express their ideas, knowing that they will be respected. The majority of pupils speak clearly and use appropriate vocabulary.

90. Pupils' attainment in reading matches and, in a minority of cases, exceeds national expectations for children of their age. Pupils in Year 6 demonstrated their knowledge of the books of Anne Fine. Higher attaining pupils show understanding of a range of texts. They refer to essential points and use inference and deduction, where appropriate. They retrieve and collate information from a variety of sources.

91. A significant number of pupils belong to local libraries and many enjoy reading a whole series of books by particular authors. Every class has a weekly session in the well-stocked school library, and pupils are taught how to use the library and to carry out research. They are taught to scan, from an early age, in order to grasp the essential points from a variety of sources and to compare and contrast them. Many pupils read regularly to their parents at home, and parents help by completing the home/school reading diaries.

92. The school has recently spent a large sum of money on reading books for the whole class and for groups, particularly non-fiction, for use in the literacy hour. It further promotes reading skills through annual events, such as World Book Day and National Poetry Day. Book Fairs are held twice a year.

93. Standards in writing are below the national average, and the school has a number of strategies in place to address this weakness. The emphasis is on different forms of writing, related to the texts read during the literacy hour. By the age of 11, pupils produce varied and interesting writing for different audiences, conveying meaning clearly in a range of forms, both formal and informal. Where the writing is good, words are chosen imaginatively and used appropriately. The writing is well planned and is organised into paragraphs, and both simple and complex sentences are used. All pupils are given spellings to learn on a regular basis and, as a result of this, and the practice of learning spelling patterns in the literacy hour, pupils are developing appropriate spelling strategies. The school places considerable emphasis on developing handwriting skills.

94. Good use is made of literacy skills in many areas of the curriculum, and within literacy sessions there are links with many subjects, such as the work on the World War II in Year 6. Pupils look at diaries and compile their own 'reflective' journal on the events of the World War II. They also examine features of journalistic writing. In work on fiction, they compare material by significant children's authors. They examine the poems of Ted Hughes and are visited by a poet, Brian Moses, who encourages them to appreciate the spirit of places and of elements, such as fire.

95. Some use of information technology was observed in English lessons, such as pupils drafting stories and working on spelling patterns on the computer. In general, however, its use is limited. This will be addressed in September, when each classroom will have an up-to-date computer.

96. The quality of teaching observed during the inspection was good. Of the lessons seen, 17 per cent were satisfactory, 55 per cent were good, 21 per cent were very good, and two excellent lessons were seen. No unsatisfactory teaching was observed during the literacy hour. Teachers plan effectively and set clear objectives that are understood by pupils. They show good knowledge and understanding of the subject and make lessons interesting and relevant. The

teaching methods used enable pupils to learn effectively, although higher attaining pupils are not sufficiently challenged.

97. Pupils are managed very well and high standards of behaviour are expected. Most pupils remain fully engaged throughout the lesson. Teachers make very good use of time, support staff and resources, and homework is used effectively to reinforce and extend learning. Pupils' work is assessed regularly, but procedures for gathering information on what pupils know and can do are inconsistent, and the information is not always used to plan for individual needs of all pupils, including very able children.

98. All work is marked and good work is praised, but teachers' comments do not generally give pupils an idea of what action they should take to improve. The school has identified this weakness and is currently addressing it. The teaching and support given to pupils with special educational needs is very good and enables them to make good progress. Parents generally make a sound contribution to pupils' reading, writing and spelling skills through an effective homework partnership.

99. Teachers make use of some opportunities across the curriculum to consolidate knowledge, skills and concepts promoted during the literacy hour. They do not, however, always ensure that pupils are taught the full range of reading strategies or encouraged to include non-fiction in their personal choice of reading matter. In addition, pupils' extended writing skills are not being developed through structured story writing or in writing in other subjects. More opportunities should be given for pupils to develop their speaking and listening skills.

100. Well-trained learning support assistants play a valuable role in supporting pupils with special educational needs and in giving additional literacy help to a number of pupils in Years 3 and 4. Pupils' very good attitudes, good behaviour, and relationships are positive factors in promoting learning.

101. Leadership by the joint co-ordinators and the deputy headteacher is good and is proving effective in raising standards. They have carried out regular monitoring of teaching and learning over the past two years and have provided regular in-service training. The benefits of this are now apparent in the steadily improving teaching and learning. There are good resources to support literacy and a wide variety of fiction and non-fiction texts for guided and shared reading sessions. The library is a valuable and well-used resource. Visits by poets have been instrumental in raising pupils' awareness of poetry. The Rainbow Theatre Group regularly visit the school and provide opportunities for pupils to experience life in Tudor and Victorian times and in World War II. These experiences effectively enhance the English curriculum.

MATHEMATICS

102. In the national mathematics tests for 11 year olds, pupils' attainment was below that expected nationally for children of their age. When compared with those of schools with a similar number of pupils on free school meals the results are also below the average. The unverified results of this year's national tests in mathematics show that 71 per cent of pupils gained Level 4 or above, with 24 per cent gaining

Level 5. These results are an improvement on those of last year, but figures are not available to make a national comparison.

103. The school's results in 1997 and 1998 were broadly in line with the national averages for these years. The school's results for 1999, however, show a decline in standards. The school's explanation for this decline is the effect of significant staffing changes at all levels of responsibility including the headship. The standards observed in Year 6 during the current inspection were close to national expectations. The introduction of the National Numeracy Strategy, partial setting and the provision of after school and weekend booster classes have all had a positive impact on standards.

104. According to the 1999 results, there is no significant difference between the performance of boys and the girls within the school. Taken together for the years 1996 to 1999, the attainment of both boys and girls are close to the national averages. Lesson observations during the current inspection show that the teachers involve all pupils in discussions and other learning opportunities.

105. Pupils with special educational needs are very well supported, both through matching tasks to their needs and through the good quality support they receive from classroom assistants.

106. The school also meets the needs of the higher attaining pupils in mathematics very well. They are set in two groups, one each across half yearly groups of about 100 pupils. There are more girls than boys among the higher attainers. Withdrawal of some pupils from numeracy classes for individual music lessons limits their access to this core area of learning.

107. The last inspection found the pupils' attainment in all areas of mathematics to be mainly in line with that expected nationally. Standards in the current Year 6 are in line with the national average. Their attainment in number and algebra is above average. Their attainment in some elements of shape and space, measures, and data handling is below.

108. In Year 6, pupils' knowledge, skills and understanding of calculations, fractions, decimals, ratio and proportion are above average. Average attaining pupils use understanding of place value to multiply and divide whole numbers by 10 or 100 and are beginning to multiply and divide decimals. They know equivalent fractions, solve problems involving mixed fractions and three-digit numbers, and have a good understanding of percentages.

109. Pupils can also draw and measure a good range of angles, and are beginning to record data in a frequency table, giving tally, frequency, fraction and percentage. Higher attainers can order, add and subtract negative numbers, and are beginning to use and interpret co-ordinates in all four quadrants. Some below average attainers know the equivalent of simple fractions and are beginning to plot data in the first quadrant. In Year 5, pupils' knowledge, understanding and skills of calculations, fractions, percentages, and ratio and proportion is similar to that of pupils in the current Year 6, and is clearly well above average.

110. The quality of teaching is good. Of the lessons observed, 15 per cent were satisfactory, 52 per cent were good, 26 per cent were very good, and two outstanding lessons were seen. No unsatisfactory teaching was observed. The

good teaching and frequently very good to good pupil attitudes and predominantly good behaviour combine to generate good learning and sound achievement.

111. The lessons begin with well-prepared stimulating sessions of mental mathematics. These are presented in ways that grip pupils' attention and generate interest and enthusiasm. The main activities are equally well prepared to match the needs of all pupils and to provide challenging learning. The explanations, demonstrations, and use of questioning reflect good subject expertise on the part of the teachers, and contribute to good learning of skills, knowledge and understanding.

112. For example, in a Year 3 lesson, the challenging mental addition and subtraction stimulated pupils' interest. Skills in problem solving were improved by the teacher's judicious use of questioning of pupils to explain the mathematics that they used for their answers. Sharing of information in this way enhanced the understanding and skills of all pupils in the class. The written and oral presentation of clearly conceived lesson objectives produces a good focus for learning. The lessons proceed at a very good pace and the support staff and resources are well used.

113. The management of pupils is very good. Good assessment information is derived from the skilful use of questioning and discussion, and the teachers' monitoring of learning when pupils are engaged in independent work. Teachers make effective use of this information to ensure that new learning is consolidated throughout the lesson and in the final review session.

114. The leadership and management of the subject are good. All staff have a clear commitment to raising standards. There is a well-developed system of monitoring and evaluation of teaching. The subject co-ordinators have monitored and evaluated numeracy teaching by all teachers, as has the head teacher or the deputy head teacher. The National Numeracy Strategy has been well established. All staff have received appropriate training in the teaching of numeracy skills, and this is having a positive effect on teaching and learning.

115. There are good arrangements in mathematics for gathering information on what children know and can do. At the end of each half term, all teachers administer a test they have devised themselves. Voluntary standard assessment tests are also used in Years 3, 4 and 5. There is increasing awareness of the need to scrutinise the assessment data to modify planning. The contribution of information technology to the learning of mathematics is underdeveloped, but the provision of new computers will leave the school well placed to raise standards.

SCIENCE

116. Attainment in science in the national tests for 11 year olds was close to the national average for 1999, with the percentage of pupils achieving the higher Level 5 being above the national average. Results were close to those for similar schools. Standards over time show that results in science have improved, from a position where they were below the national average in 1997 and 1998. Standards are now closer to those seen in the previous inspection, where they were judged to be in line with the national average, although more pupils are now reaching the higher level. The unverified results of this year's tests show that 83 per cent gained Level 4 or

above, with 22 per cent gaining Level 5. These results are an improvement on those of last year, but figures are not available to make a national comparison.

117. Evidence gathered during the inspection shows that the attainment of the current Year 6 pupils is similar to that achieved in 1999. It was not possible to see any science lessons in Year 6 during the course of the inspection, as the curriculum for the term has been completed. The evidence of standards is taken from pupils' books, teachers' planning, and discussion with teachers and pupils. This indicates that pupils have maintained satisfactory standards this year, with a good focus on making up for gaps in previous learning. There is less evidence of pupils having the opportunity throughout the year to develop the skills of planning and undertaking investigative work. While a good proportion of pupils are achieving standards broadly in line with those expected, weaknesses in literacy skills make it more difficult for a greater number of pupils to achieve Level 4. There is good evidence that a significant number of pupils will achieve at the higher level, although there is insufficient challenge for the particularly able pupils.

118. Teachers are providing pupils with a broad and balanced curriculum, in which there is a satisfactory emphasis on direct experience and experimentation. By the time they are 11, pupils understand what a fair test is and know why it is necessary. There are some good opportunities in which pupils, particularly in the lower junior classes, can make informed suggestions, ask perceptive questions, and share their predictions. This element, however, is less well developed by teachers of older pupils, who are not always given the opportunity to initiate and investigate independently.

119. Pupils in Years 5 and 6 have conducted experiments and recorded the results to find out what conditions are needed by seeds and plants to grow healthily. They know how to wire up complex circuits, and can test and vary the components. Pupils know what is needed for healthy personal growth and understand the need for a healthy diet. They have studied the water cycle, know about dissolving and solubility, and the effect of forces. Teachers place emphasis on presenting material in such a way that it communicates the information pupils have acquired, and graphs, charts, drawing and diagrams are neatly produced, and experiments well set out. Younger pupils are supported to work independently, as in Year 4, where they were testing the effectiveness of different string telephones. Teachers provide good opportunities for discussion, effectively introducing key vocabulary, and prepare pupils well for the practical experiment.

120. Pupils in Year 3 use the knowledge they have gained from a visit to a nature reserve to devise a fair test to determine which is the best habitat for mini-beasts. This is their first introduction to fair-testing, and the teachers use very effective questioning skills to prompt pupils to think through their ideas and make sensible predictions. Pupils work in mixed ability groupings, which enables pupils with special educational needs to be well supported by their peers to achieve at the level of their ability. Teachers provide them with good support, as do learning support assistants when they are available.

121. The behaviour of pupils and their attitude to their work is good. Younger pupils work together well to plan and conduct experiments, and share their observations with their classmates and teachers. They enjoy the opportunities to carry out investigations and observations, and use equipment carefully and safely. Older pupils respond mainly satisfactorily to the demands of the lesson, but are less

stimulated to work well in situations where they are not involved actively. In discussion, Year 6 pupils were able to recall with

enthusiasm what they had learnt in their science lessons, using correct terminology. They expressed a preference for conducting experiments. Finished work is presented neatly and labelled correctly, with spellings mainly accurate. Pupils of all ages enjoy their science lessons and work hard at their tasks.

122. The quality of teaching and learning is satisfactory. Of the seven lessons seen, four were satisfactory, two were good and one was very good. No unsatisfactory lessons were seen. Lessons are well planned with a clear structure and learning objectives which are shared with the pupils. In a few lessons, the objectives did not clearly express the skills needed to achieve the objectives. Teachers are very careful to use and emphasise the correct scientific terminology.

123. The scheme of work provides a tight structure in which group activities are planned to follow the initial introduction to the lesson. This was used to particularly good effect in Years 3 and 4. Pupils of different abilities are grouped together so that they can help each other. Teachers give pupils positive encouragement so that they can successfully carry out the tasks set. Learning support assistants give good guidance to pupils with statements of special educational needs.

124. Some of the material provided, however, is not satisfactorily adapted to help these children, or those who have difficulties with recording their findings; nor does it always provide sufficient challenge to the more able to extend their knowledge. Marking is not always successfully providing pupils with good feedback on ways in which they can improve their work. The use of information technology for the recording and processing of data is not yet effective, and it has been identified by the co-ordinator for development. A satisfactory level of homework is set.

125. The management of science is effective, and there is an appropriate action plan. The co-ordinator has correctly identified the need to strengthen teachers' knowledge and understanding of the experimental and investigative aspects of science. From September, the scheme of work will be based on guidance from the Qualifications and Curriculum Authority, which will provide a good basis for the improvement of this aspect of the science curriculum. The introduction of effective assessment procedures, and the planned close analysis of the results of Year 6 tests, will enable the school to identify areas for improvement and set accurate targets. The subject is well supported by a programme of visits for pupils in all year groups. Resources are satisfactory, and selected to provide support to science topics, but there is not enough information technology software to provide for a range of data handling experiences.

INFORMATION TECHNOLOGY

126. By the time they are 11, pupils attain the standards in information technology that are expected nationally for children of their age. Attainment in communicating, handling information, controlling and modelling are above average. Standards in monitoring are below average.

127. The last inspection found that the standards of attainment were broadly in line with the national expectations by Year 6, but there were variations across the key stage. Data handling and word processing were strong, but controlling, monitoring and modelling were weak. Improving consistency and standards was a key issue, and this has been very effectively addressed through the creation of a well-equipped information technology suite.

128. The suite is staffed with a full-time information technology technician, who gives good support to teachers and pupils, and it is used very effectively. The multi-media projector is put to good use, as is the colour laser printer. Twenty four new computers have been ordered, which will provide a computer for each classroom, enabling information technology to be used to better effect in other subjects. The enhanced provision will leave the school well placed to raise standards further.

129. By the end of the Key Stage 2, the pupils combine graphic images to complement text, for example in describing an account of the visit of Kris Akabusi. They use spread sheet modelling, for example, when party shopping within a fixed budget and when accommodating constraints imposed by changing situations, such as a change in the number of guests restricting what can be bought. Pupils play simulation games and learn control procedures. They make satisfactory gains in knowledge, understanding and skills in information technology as they move through the school.

130. The quality of teaching and learning is good. Very good teaching was observed in all four lessons seen. The pupils find the whole class teaching exciting and show high levels of interest, enthusiasm and concentration. The teachers' secure subject knowledge, good lesson planning, explanations and demonstrations inform and engage all pupils well.

131. The management of pupils is very good, and lessons progress at a brisk pace, helping the children to acquire knowledge, understanding and skills. The use of questioning, discussions and sharing of new knowledge and skills is effective and yields information about pupils' learning. Pupils' attitudes, behaviour and relationships are good, and they contribute to good learning for all.

132. The leadership and management of the subject are good, providing effective support to the staff. The majority of teachers have secure subject knowledge. The school has introduced the Qualifications and Curriculum Authority's model scheme of work, which is having a good impact on the quality of teaching and learning. The monitoring of teaching in this subject has not yet taken place and current assessment procedures are unsatisfactory.

RELIGIOUS EDUCATION

133. Standards in religious education match the level expected by the locally Agreed Syllabus for pupils aged eleven, maintaining the standards found during the last inspection. In Year 6, pupils can recall many facts about Judaism. They know that Jews believe in the Torah and can name the Hebrew words for different parts of a synagogue. They understand the rituals of a Jewish wedding. A Year 6 class has

made an original and attractive wall display advertising a vacancy for a rabbi, incorporating many desirable qualities for the post. Pupils in Year 5 know many facts about the Islamic faith. They know that Muslims pray five times a day and they understand the importance to Muslims of visiting Mecca at least once in a lifetime.

134. Pupils in Year 4 have visited two local churches and can name parts of a church. Above average children know the meaning of altar, hassock and pulpit. Average pupils understand the meaning of Holy Communion. Pupils in Year 3 can name several bible stories but are sometimes confused between Old and New Testaments. Above average pupils in Year 3 can relate in some detail the story of Easter. Average pupils know the names of some of the disciples of Jesus.

135. Pupils make satisfactory progress through the school. In all year groups, they can recall facts learned in earlier years, and their understanding of various faiths increases in later years. Religious education is linked effectively with personal, social and health education. Each pupil uses a single book for written work in both subjects, carried forward from year to year. In most books, progress is satisfactory and the subjects are clearly separated. In some books, the subjects are written randomly and pupils are confused between religious education and personal, social and health education.

136. Written work is suited to attainment groups, but much is copied and little original work is required from pupils of average attainment. Pupils express their beliefs with confidence, recognise and respect the views of others, and have a concern for moral issues such as care for the homeless and respect for themselves and for each other.

137. Teaching is satisfactory overall. Of the three lessons observed, two were satisfactory and one was good. In the good lesson, the teacher gave pupils opportunities to do their own research from books she had brought in. In the otherwise satisfactory lessons pupils relied upon teachers' own knowledge, which was sometimes insecure.

138. Pupils have good attitudes to their learning. In most classes they listen attentively to each other and show great respect for other people's points of view. They are developing a mature understanding of other cultures. They have learned to discount outward appearances, and to value people on their merits.

139. Teachers plan effectively together in year groups but do not adequately share expertise. The current policy is satisfactory, and a revised policy, including the use of information technology, is to be introduced in autumn term. The enthusiastic subject co-ordinator has good subject expertise and is aware of weaknesses in the subject.

ART

140. By the time pupils leave school, their standards in art are good and above those expected nationally. Pupils make good progress. The quality of work observed in classrooms and displayed around the school shows good achievement

in many aspects of the subject, including sketching, drawing, painting, use of colour and three-dimensional work.

141. Pupils' knowledge of artists is particularly good, and they develop a variety of styles derived from those they have studied. Year 3 pupils look at the work of L.S Lowry, and Year 4 pupils look at that of Pablo Picasso. Year 5 study Islamic patterns and designs, and both Year 5 and Year 6 study the work of local artists. Pupils can discuss the styles of these artists with confidence. They are able to offer opinions as to why they like or dislike the work of particular artist and can describe the moods the paintings evoke.

142. The standard of teaching is good. Of the six lessons seen, two were good and four were very good. Teachers have a good knowledge of the subject, demonstrating techniques well to stimulate pupils' creativity and understanding. A Year 5 teacher, for example, confidently demonstrated the use of water-based crayons and water wash. Pupils were then able to experiment with the medium, with understanding, and confidently use it.

143. In the Year 4 lessons observed, the teachers used examples of Indian patterns and designs that had been prepared beforehand so that pupils could clearly appreciate the high standard expected and the style and medium in which to work. Pupils have good opportunities to develop techniques in painting, drawing, printing, papier-mâché and clay.

144. Pupils' attitudes towards the subject are very good. In two Year 4 lessons observed, pupils' attitudes and behaviour were excellent as they became totally absorbed in their design work based on Indian patterns. In a very good Year 6 lesson, pupils took great care when drawing sketches based on a local artist's work. They annotated their sketches with explanations of the emotions and moods they gained from the pictures. Sketchbooks are used well to develop close observational drawings and to experiment with colour and texture. In Year 5, good examples were seen of sketches of Eastbourne's sea-front buildings and the old theatre.

145. The co-ordinator is a talented and enthusiastic artist. She gives good leadership and is a good role model for the teaching of art. She does not, however, have the opportunity to monitor work in the classrooms or to work alongside colleagues. She has ensured that the increased time allocation now given to literacy and numeracy has not had a detrimental effect on art. A new policy and scheme of work have been developed and will be implemented in September.

146. Present assessment procedures are unsatisfactory, as pupils' skills, knowledge and understanding are not systematically assessed. A new assessment policy will be introduced in September. Whilst there are no examples of moderated work to support teachers in judging attainment, the co-ordinator is keeping examples which could be the basis of a moderated portfolio of work. The subject is well resourced, and materials and equipment are readily accessible. Accommodation is good. The school has a practical room and a kiln. Displays are used well to celebrate the work in art. Talented pupils are given the opportunity to attend a termly 'master class' lesson. The use of information technology to support the subject is recognised by the co-ordinator as an area for development.

DESIGN AND TECHNOLOGY

147. During the inspection only three lessons were observed, all in Year 3. Judgements are based on the quality of work displayed in the school, teachers' planning, and discussions with teachers and pupils. This evidence indicates that curriculum requirements are being met and that standards are good at the end of Year 6.

148. In Year 6, three-dimensional work is good. Pupils make pottery in the Greek style, by developing their own ideas from research into original designs. They skilfully cut and mould wire mesh and papier mache, and apply terra cotta colouring and Greek pictures. The finished articles are deceptively close in appearance to clay pottery. Pupils in Year 5 design pencil cases to be made from soft materials. They understand the meaning of 'prototype' when applied to a pencil case model made of paper. They selected soft materials, and completed the finished articles to a high standard.

149. Pupils in Year 4 design and build Tudor houses to set dimensions, using dowelling and card. Their measuring and cutting is generally accurate. During the inspection pupils in Year 3 successfully used newspaper and masking tape to create puppet shapes based upon their own sketched designs. Pupils of average attainment produced satisfactory likenesses. Pupils of higher attainment incorporated simple modifications to improve durability. Throughout the school, many completed design and technology projects were linked with other curriculum subjects.

150. Progress is good. Pupils in Year 3 are given specific objectives, such as designing a model mini-beast. They discuss materials, and select textures and colours to represent wings and body parts. In other year groups, pupils use an increasingly wide range of tools, including hacksaws, hammers, pliers, craft knives and hand drills. Pupils in Years 3 and 4 learn to evaluate their own work, and the work of others. Self-review in Year 6 promotes high standards through objective and developmental criticism. Pupils in Year 5 have constructed money boxes with electric circuits illuminated by the insertion of a coin. Pupils in Year 6 design attractive clock faces, and follow printed instructions to assemble a motor and batteries into a functioning clock. All pupils are aware of the potential dangers of tools and materials, wearing protective goggles if necessary.

151. In the three lessons observed, teaching was satisfactory in two and good in one. Teaching throughout the school is judged to be good, on the basis of the quality of work displayed and pupils' confident discussion of the subject. The school's long term planning for the subject is good. A new policy has been written and will be introduced in the autumn term. The co-ordinator is very enthusiastic and has good expertise. She manages the subject effectively.

152. Discussions with pupils, including several with special educational needs, indicate that attitudes to the subject are good, although boys and girls rarely choose to work together. One Year 6 pupil said that the subject is 'exciting'. In lessons observed, attitudes and behaviour were good overall, and never less than satisfactory.

153. Resources are satisfactory in quantity and quality, and are effectively organised and intensively used. Accommodation in the practical room is good; in classrooms practical activities are sometimes cramped.

GEOGRAPHY

154. The standards attained by the end of Year 6 are good. Pupils, including those with special educational needs, make good progress. The standards noted in the previous inspection have been maintained, despite the reduction in time allocated to the subject because of the implementation of the literacy and numeracy strategies.

155. By the end of Year 6 pupils show good enquiry skills. They research cities of their choice in the world in order to produce informative tourist information brochures. In their studies of Eastbourne, pupils use information from a visit to the town centre to plan an expansion to the pedestrianised area and to redesign the bus routes. Investigations are used well in all year groups. For example, following a visit to the Cuckmere Valley, Year 5 pupils examine the impact on the environment should an activity centre be built there. Pupils discuss the pros and cons of such a development and are able to put forward arguments to support or reject it.

156. In their work on India, Year 4 pupils compare the village of Chembakoli with town life in Britain. They also compare the cities of Calcutta and London. Teachers make good use of photographic and video evidence, maps, globes, and atlases to stimulate the interest of the pupils. For example, in a very good Year 4 lesson, pupils used a variety of black and white photographs of London and Calcutta to discuss the differences and similarities between the two cities. The photographs stimulated a great deal of interest and discussion. In a very good Year 3 lesson observed, pupils were eager to show their knowledge of different countries and rose to the challenge set by the class teacher to use the content and index pages of the atlas to find continents, countries and cities around the world. Good use was made of a mapping game to reinforce pupils' knowledge and understanding.

157. The quality of teaching is good. Of the six lessons seen, four were good and two were very good. Teachers have good subject knowledge. Lessons are well managed and teachers generate motivation and enjoyment through their positive approach and good use of stimulating resources. They make good use of questions and answers and match tasks to the needs of their pupils. Planning is sound but does not always show opportunities for assessment. Lessons are well structured and build on pupils' previous knowledge. Good use is made of classroom assistants, who support pupils' learning well.

158. Pupils' attitudes to learning are very good. They ask questions and share their ideas. In a Year 3 class, for example, pupils were eager to share their knowledge of continents and countries during a lesson on the use of an atlas. In Year 4, pupils were very eager to share and discuss their work, which compared photographs of Calcutta with photographs of London. They made good comparisons between the two cities. Good use is made of visits to support learning.

159. The subject is well led by two co-ordinators. They have a good awareness of the strengths and areas for development in the subject but have no opportunities to monitor work in the classroom or to work alongside colleagues. A new policy and scheme of work has been developed for introduction in the next academic year. The resources for geography are satisfactory, but some wall maps and atlases are dated.

160. The use of information technology in geography is underdeveloped and has declined since the previous inspection, when it was judged to be well used. Year 6 pupils, however, combine photographs of Eastbourne, taken with a digital camera and from the Internet, with word-processed work about the pedestrianisation of the town centre. Present assessment procedures are unsatisfactory and do not track pupils' progress in their skills, knowledge and understanding. There is no portfolio of moderated pupils' work to support teachers in their assessments, but new procedures are to be introduced in September.

HISTORY

161. It was not possible to observe any history lessons during the inspection, as the subject was not on the timetable. Judgements are based on scrutiny of pupils' work, discussion with pupils and teachers, photographic evidence, and observations of a Year 6 visit to Newhaven Fort.

162. Pupils enjoy history and make good progress. By the time they leave school, pupils attain standards that are above national expectations, as was found to be the case in the last inspection. In Year 3, pupils know the key features of the life and times of the Saxons. In Year 4 they know about the social life of the different classes in the Tudor period.

163. Year 5 pupils study the Ancient Egyptians. They know about Egyptian gods and religious beliefs, the importance of the Nile in agriculture, the social structure of Egypt, and the importance of the pyramids. They use artefacts to gain evidence and are able to voice opinions about Egyptian life. Year 5 pupils also study the Victorians and know about major reformers of the Victorian period, for example William Booth, Florence Nightingale and Lord Shaftesbury. From the 1881 census of 'East Bourn' they can trace the development of the town.

164. Year 6 pupils use a variety of sources to research the Ancient Greeks. They also study Britain since the 1930s and the effect of the blitz in and around Eastbourne. They compare changes in social and cultural life from 1930 to the present day. In all year groups, good use is made of time lines. By the end of Year 6, pupils have good knowledge and understanding of the topics studied and are developing a good sense of chronology. They are developing good investigative and research skills.

165. Pupils' progress is good, and their response to learning is good. They are stimulated by the topics and themes covered and want to learn more. During the inspection a group of Year 6 pupils were interviewed about their work in history. They had good recall of the topics covered and clearly enjoyed history.

166. As no lessons were observed during the inspection, it is not possible to make an overall judgement on teaching. However, teaching during the Year 6 visit to Newhaven Fort was good, and very good use was made of the expertise of the staff at the fort. Throughout the school, teachers' planning does not always make specific reference to activities for pupils with specific learning difficulties or the more able pupils. Opportunities to assess pupils' understanding and progress are not always

noted on planning. The quality of marking is not consistent and often does not inform pupils of their progress or areas for development. Pupils' work is well presented.

167. History makes a good contribution to the development of literacy through the various forms of written work, discussion, and research. For example, pupils in Year 3 write about Saxon life, and pupils in Year 4 research facts about Elizabeth I then write a letter, imagining that they are Sir Francis Drake informing the Queen about the successful defeat of The Armada. Year 5 pupils research life in a Victorian school and Year 6 interview grandparents about their experiences in World War II and write about life as an evacuee. Skills in numeracy are developed through the use of time lines and dates, but this is not specifically planned for.

168. The co-ordinator provides good leadership. She has a good understanding of the strengths and areas for development in the subject. She monitors pupils' work and teachers' planning, but she has limited opportunities to monitor teaching or to work alongside colleagues. As mentioned in the previous inspection report, assessment is underdeveloped. There is no portfolio of pupils' annotated work to support teachers in their assessment of pupils' progress and no tracking of pupils' skills development. This will be addressed when a new assessment policy is implemented in September.

169. Resources are satisfactory overall, and good for the Victorian and World War II topics. The school is developing a good collection of artefacts. Good use is made of the local museum service and library service and of local visits and visitors. Year 5 pupils study the Victorian architecture along the sea front at Eastbourne, and the Year 6 visit to Newhaven Fort forms part of their topic on World War II.

170. Good use is made of a theatre company who visit each year group and organise a day of activities and dressing up as part of the topic being studied. For example, they organise a World War II day, a Victorian day, a Tudor day and a Saxon day. These are well remembered by pupils and are a highlight of each history topic. One group of pupils spoke enthusiastically about their Victorian Day, in Year 5, and especially enjoyed the role play of a Victorian classroom and the way in which one teacher brought his character of a Victorian teacher to life. The subject makes a good contribution to the social and cultural development of pupils. The use of information technology to support the subject is underdeveloped but has been targeted by the co-ordinator for future development. Good use is made of homework. A display in Year 6 showed a variety of tasks set for homework. For example, pupils made gas mask holders and wrote letters as if from an evacuee.

MUSIC

171. The standards pupils attain in music are broadly in line with those achieved by children of their age. The school has had difficulties recruiting a music specialist to lead the subject. This, combined with the need to devote more time to ensure the effective implementation of the national strategies for literacy and numeracy, means that the standards pupils currently achieve are not as high as seen in the previous inspection.

172. It was, however, possible to observe the choir rehearsing for the end of year musical production, and to witness a good proportion of pupils during extra-curricular instrumental lessons. From this evidence, pupils have the ability to achieve high standards. This is something the school recognises, and it will be making every effort to recruit a specialist to provide pupils with good opportunities to develop their musical potential.

173. During the course of the inspection it was possible to see only two music lessons, both in Year 3. Both lessons were good, enabling pupils to produce a graphic score to compose 'mini-beast' music. In one lesson pupils were using only their voices and body percussion to reproduce the sounds of mini-beasts.

174. This was a challenging task, which involved group collaboration and the selection of a conductor. The outcome was satisfactory, and pupils developed skills to be built on when using instruments the following week.

175. In the other lesson pupils were at the stage of choosing and playing instruments they selected to interpret the sounds of the mini-beasts. The majority used their instruments well and gave a good explanation of what they were doing. Pupils' ability to follow instructions and to interpret rhythms and music was evident in Year 4 pupils who had the opportunity of working in their classes with an Indian dancer. In the sessions observed, pupils worked hard and effectively used hand movements and dance to interpret the music. The final performance by the selected dancers from Year 4 demonstrated confidence and very good rhythmic skills. The whole year group were entertained by an Indian musician, and pupils showed a good appreciation of the music.

176. Evidence from teachers' planning and the curriculum framework shows that teaching is based on a commercial scheme which allows for a good coverage of the elements of composition, performance and musical appreciation. Teachers are planning for the development of skills within lessons, and there is a good build up of knowledge and appreciation of music.

177. There are good opportunities for members of the choir to develop their singing and performing skills, for example by taking part in the end of year production of 'The Evacuees'. Pupils sing at Christmas concerts in the school, and pupils participate in the Carol Service at the local church. Year 3 and 4 pupils entertain their parents with a singing concert. The opportunities to learn an instrument are good, and practitioners for violin, cello, keyboard, guitar, flute and brass instruments provide good quality instruction. Parents are invited to school to hear their children performing and there are opportunities for pupils to hear music recitals. The quality of singing in assemblies is satisfactory. There are lost opportunities to use music to develop pupils' knowledge and appreciation of different composers and, especially, for the enhancement of pupils' spiritual development.

PHYSICAL EDUCATION

178. Attainment in physical education is good, maintaining the standards reported at the last inspection. In the summer term, when the weather is fine, all physical education lessons are organised games on the school field. During the inspection no indoor physical education was timetabled. Lessons observed in the school hall were special events of dance and gymnastics.

179. By the time they leave school, pupils have good athletics skills. Their individual running techniques are advanced, and in relay races they have good control of baton changing. In gymnastics, pupils in Years 5 and 6 confidently perform a wide variety of

graceful floor exercises, including arabesques, cartwheels, handstands and headstands. All year groups swim regularly in the school pool. Year 6 swimming was not observed during the inspection, but high standards were observed in a Year 4 lesson, where most pupils had control of backstroke techniques.

180. Indian dancing was observed in Year 4, where pupils for the first time were learning hand gestures and foot movements co-ordinated to drumbeats. Subsequently, in groups, they all performed synchronised dance sequences. A wide variety of sports is available during school time, after school, and on residential trips. During the inspection, good standards were evident in football and cricket. A number of pupils represent the town or county at cricket and gymnastics.

181. Progress is good overall. From Year 3, pupils participate in many sports. Techniques learned in the early years are systematically developed. For example, relay baton changing, introduced in Year 3 where some pupils cannot with certainty differentiate between left and right hands, is smooth and efficient in Year 6. All pupils learn to evaluate their work individually and in groups. Older pupils improve their performance by exchanging comments and ideas. The importance of warming up and cooling down is emphasised to each year group, and exercises of increasing vigour are led by all class teachers.

182. Pupils of all abilities, including those with special educational needs, have very good attitudes to the subject. The attitudes of pupils not involved in lessons are satisfactory but they are not always required to use the time productively. They are rarely provided with tasks related to the lesson. The field is not easy of access from all classrooms. However, teachers and pupils are adept at moving quickly and silently through the school to ensure that lessons begin promptly. Behaviour is very good in physical education lessons, and was exemplary during a Year 4 swimming lesson, where the class was divided into two groups and access to the pool was limited to one group at a time.

183. Teaching is good overall. Of the seven lessons observed, five were good and one was very good. One was judged to be unsatisfactory. Teachers have very good subject knowledge and consistently improve group performance by working on specific points with individuals. Clear targets are set for pupils, improvement is continually assessed, and learning is consistently of high quality. In the single unsatisfactory lesson observed, these teaching points were absent, and pupils' learning was unsatisfactory. Little progress was apparent, and behaviour deteriorated. In all but one lesson observed, pupils chose to work almost exclusively in single sex groups.

184. Teachers plan effectively together in year groups. Schemes of work, and planning, are satisfactory. An improved policy for physical education has been written by the subject co-ordinator, and will be introduced in September. The co-ordinator has very good knowledge of physical education and the subject is well managed. Resources are satisfactory, but accommodation is unsatisfactory. The school hall and smaller adjacent performance space are used intensively in the autumn and spring terms by 24 classes. In the summer term, activities timetabled for the field are frequently disrupted by inclement weather. The good standards of

physical education are attributable to sustained quality of teaching in adverse conditions. Attainment is limited by inadequate indoor accommodation.