

INSPECTION REPORT

GROVELANDS COMMUNITY PRIMARY SCHOOL

Hailsham

LEA area: East Sussex

Unique reference number: 114393

Headteacher: Mr D F Wall

Reporting inspector: Ian Knight
23031

Dates of inspection: 13th March, 2000 – 17th March, 2000

Inspection number: 190847

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

© Crown copyright 2000

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

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

INFORMATION ABOUT THE SCHOOL

Type of school:	Primary
School category:	Community
Age range of pupils:	4 - 11
Gender of pupils:	Mixed
School address:	Dunbar Drive Hailsham East Sussex
Postcode:	BN27 3UW
Telephone number:	01323 840062
Fax number:	01323 443000
Appropriate authority:	The Governing Body
Name of chair of governors:	Dr L Bolwell
Date of previous inspection:	2 nd December 1996

INFORMATION ABOUT THE INSPECTION TEAM

Team members		Subject responsibilities	Aspect responsibilities
Ian Knight	Registered inspector		What sort of school is it? How high are standards? How well are pupils taught? How well is the school led and managed?
Geraldine Osment	Lay inspector		How well does the school care for its pupils? How well does the school work in partnership with parents?
Haydn Webb	Team inspector	Science, Design and Technology, Information Technology	
Anne Hogbin	Team inspector	English, Music	
Peter Laverick	Team inspector	Art, Geography, History	Pupils' attitudes, values and personal development
Judith Howell	Team inspector	Under fives, Equal Opportunities, Physical Education	How good are the curricular and other opportunities offered to pupils?
Daniel Towl	Team inspector	Special educational needs, Mathematics, Religious education	

The inspection contractor was:

Quality Assurance Associates Ltd
Herringston Barn
Herringston
Dorchester
Dorset
DT2 9PU

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

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

REPORT CONTENTS

	Page
PART A: SUMMARY OF THE REPORT	7
Information about the school	
How good the school is	
What the school does well	
What could be improved	
How the school has improved since its last inspection	
Standards	
Pupils' attitudes and values	
Teaching and learning	
Other aspects of the school	
How well the school is led and managed	
Parents' and carers' views of the school	
 PART B: COMMENTARY	
HOW HIGH ARE STANDARDS?	11
The school's results and achievements	
Pupils' attitudes, values and personal development	
HOW WELL ARE PUPILS TAUGHT?	13
HOW GOOD ARE THE CURRICULAR AND OTHER OPPORTUNITIES OFFERED TO PUPILS?	14
HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?	18
HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS	19
HOW WELL IS THE SCHOOL LED AND MANAGED?	20
WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?	22
 PART C: SCHOOL DATA AND INDICATORS	23
 PART D: THE STANDARDS AND QUALITY OF TEACHING IN AREAS OF THE CURRICULUM, SUBJECTS AND COURSES	27

PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Grovelands Community Primary School is a very large mixed school serving the northern part of Hailsham in East Sussex. It caters for pupils aged from 4 to 11. There are currently 676 pupils on roll, the vast majority of whom are white. The proportion of pupils known to be eligible for free school meals is about average. The proportion of pupils who have English as an additional language is a little higher than most schools at around 1%. Fewer pupils than average are identified as having special educational needs. There is a range of attainment on entry to the reception class but the baseline assessments show that it is below average.

HOW GOOD THE SCHOOL IS

The school is effective in its work. Standards in the work seen were average in English and science, but below average in mathematics by the end of Key Stage 2. However, standards are high in the humanities and creative areas, a particular strength being art. Teaching is good throughout the school and the school is well led. These factors, combined with broadly average unit costs indicate that the school provides sound value for money.

What the school does well

- Pupils achieve high standards in the humanities and creative subjects, especially art.
- Teaching throughout the school is good, with a significant proportion that is very good or excellent.
- The school is well led and managed at all levels and has a strong shared sense of purpose leading to very effective teamwork.
- The curricular provision is good and is enhanced by the links the school has with the local community.
- Relationships throughout the school are of a high quality because the school's provision for social development is outstanding and staff really care about the pupils' welfare.
- The provision for moral development is very good, leading to the good behaviour seen

What could be improved

- Standards in mathematics at the end of Key Stage 2 are not high enough
- Annual reports to parents are not detailed enough.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

Standards in the core subjects of English and science have been maintained, albeit with a fall in the intervening period. Standards in mathematics have not kept pace with the national picture of improvement. However, the school responded very well to the reported weaknesses in information technology and in design and technology so that standards in these subjects are now better than would normally be expected. Standards in the humanities have improved and the previously reported high standards in art and music have been maintained. The quality of teaching has been maintained. The Key Issues have been effectively dealt with overall. Assessment is now much improved, although there are examples of it not being used effectively in short term planning. Overall, the school has made sound progress since the last inspection.

STANDARDS

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

Performance in:	compared with				Key well above average A above average B average C below average D well below average E
	all schools			similar schools	
	1997	1998	1999	1999	
English	D	D	D	E	
mathematics	E	D	E	E	
science	E	C	E	E	

Inspection evidence shows that standards in English and science are now better than the table indicates and nearer the national average. Mathematics, though improved, is still below average. The results above are lower than this because the group of pupils in 1999 was a weaker group with a high proportion of pupils with special needs. Reception children are on line to at least meet the desirable outcomes for learning in all areas and to exceed them in most. Key Stage 1 test results were low in 1999 with no clear trend to results over the last few years. However, inspection evidence indicates that standards in the core subjects are now broadly average here, too, although reading is above average. Standards of work seen in the humanities and the creative subjects, especially art, were high. The school is online to meet its targets.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Very good. Pupils are enthusiastic and keen to come to school
Behaviour, in and out of classrooms	Good. The school has a happy and harmonious atmosphere
Personal development and relationships	Very good. Pupils get on well, are sensitive and thoughtful
Attendance	Average

TEACHING AND LEARNING

Teaching of pupils:	aged up to 5 years	aged 5-7 years	aged 7-11 years
Lessons seen overall	Good	Good	Good

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

Overall, 93% of lessons were satisfactory or better, 22% were very good or better, including some excellent teaching. 7% of lessons were unsatisfactory or worse. The teaching of all subjects of the curriculum is good except for music, which is very good, and mathematics and religious education, which is satisfactory. The best teaching is enthusiastic and inspires pupils. Less effective teaching has too slow a pace. However, all pupils are appropriately challenged.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Good. The curriculum is enhanced by the links the school has with the community
Provision for pupils with special educational needs	Good. Pupils are well supported
Provision for pupils' personal, including spiritual, moral, social and cultural development	Very good overall. Particular strengths in social development, which is outstanding and moral development, which is very good.
How well the school cares for its pupils	Very good. Staff know the pupils well and care about their welfare.

The school works well in partnership with parents. However, annual reports about pupils do not contain enough detail and the school needs to explain its procedure for determining the amount and timing of homework better.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Very good. All staff share the same vision and the teams work together very effectively
How well the governors fulfil their responsibilities	Good. The governing body knows the school well and is effective.
The school's evaluation of its performance	Good. Data and observations are used effectively to raise standards when a problem has been identified.
The strategic use of resources	Good

Levels of staffing and accommodation are very good. The amounts of resources are good overall. However, Reception children do not have their own outdoor play area, or wheeled toys and clambering equipment for outdoor use. The school applies the principles of best value effectively.

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 make good progress • Teaching is good with high expectations • Their children like coming to school • Behaviour in the school is good 	<ul style="list-style-type: none"> • The amount of work pupils are expected to do at home • Information about their child's progress • The school does not work closely enough with parents • The safety of the car park

The team agreed with parents' positive views. They agreed that annual reports did not include enough detail about pupils' progress but felt that homework was appropriate and that the school's partnership with parents is good. The team judged that the school has done all it can to make the car

park

safe.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and achievements

1. In the 1999 National Curriculum tests for seven-year-olds, when the school is compared to all others, standards were about average in reading, well below average in writing and below average in mathematics. The same is true if the school is compared to others with a similar intake as judged by the number of pupils eligible for free school meals. The low standards in writing are the result of more pupils than average gaining the lower levels, that is level 1, and fewer gaining the higher level 3. Teachers' own assessments paint a similar picture although they judged that more pupils had achieved the higher levels than did so in the tests. Girls did better than boys in reading and writing; boys did better in mathematics. Teachers' assessments in science are more encouraging. Above average numbers gained at least the expected levels and well above average numbers gained the higher levels. There is no secure upward trend in the past few years' results. Standards in writing have been falling since 1997; standards in reading and mathematics were in decline between 1996 and 1998 before rallying again in 1999.
2. In the tests for eleven-year-olds, standards were low in 1999. English standards were below average, whilst science and mathematics were well below average. This is because in each subject, although a reasonable proportion gained the expected level 4, far too few gained the higher level 5. Teachers' assessments were a little more positive except in English. Girls did better than boys in English and mathematics; there was no significant difference in science. Recent trends are of a steep improvement in science up to 1998 with a drop back to the lower category in 1999. The same decline in 1999 is apparent in English and mathematics but to a lesser degree as the scores here, whilst improving, were doing so at a more modest rate than the national picture. The 1999 group of pupils were identified as a weaker group by the school, having a high proportion of pupils with special educational needs, and this was confirmed by inspection evidence.
3. Inspection evidence, which draws on a wider range of evidence and refers to those pupils currently in the school, paints a brighter picture.
4. Children join the reception class with a range of prior attainment but with a substantial amount of low attainment across the board so that attainment on entry is below average overall. Due to the generally good teaching they receive, children are expected to attain the Desirable Learning Outcomes in all areas and to exceed them in personal and social development, language and literacy, mathematics and in their knowledge and understanding of the world.
5. At the end of Key Stage 1, standards in the core subjects of English and mathematics were judged to be in line with the expectations of the National Curriculum, whilst standards in science were higher. However, higher standards were also seen in the areas of the humanities and creative subjects, with art being a particular strength and standards here being well above the expectations set in the National Curriculum for this age group. Standards in physical education were as expected, whilst in religious education they were in line with the expectations of the locally agreed syllabus. Standards in information technology are above national expectations.
6. At the end of Key Stage 2, the observed standards in English and science were still about as expected, but were below national expectations in mathematics. The apparent fall in mathematics standards since Key Stage 1 is being addressed by the school through a number of strategies. For example, pupils are taught in groups, based on their prior attainment, towards the end of Key Stage 2. Also, an analysis has been carried out of those areas that are consistently weak so that teaching can be focused effectively. As in Key Stage 1, standards in art are a strength, being well beyond what might be expected for pupils of this age, and other standards are similar to those at the end of Key Stage 1 except in physical education where standards are higher than expected following more rapid progress.
7. Pupils with special educational needs achieve satisfactory standards in relation to their prior attainment. Pupils with Individual Education Plans make good progress towards their targets, as

do those with statements of Special Educational Need. Pupils on stage 1 of the school's register make satisfactory progress overall, but some pupils at the end of Key Stage 2 have not made sufficient progress, especially in the quality and presentation of their work. Pupils are identified on entry through baseline assessment and further assessed in their second term before being placed on the school's special needs register.

8. When the levels that pupils work at are compared with their prior attainment levels and the level of challenge that they meet in lessons is considered, all pupils achieve well in Reception and Key Stage 1 and, although progress slows, their achievement at the end of Key Stage 2 overall is satisfactory. Indeed, in lessons, pupils worked at at least the appropriate levels for their age in nine lessons out of ten; in a quarter they worked at levels higher than would normally be expected.
9. The school has set appropriate targets for its future performance in English and mathematics at the end of Key Stage 2 as required by law. It is on line to achieve those targets.
10. Since the last inspection, standards have risen appreciably in information technology and design and technology. The already high standards in art and music have been maintained. In English and science, standards have been maintained overall, although there was a fall-off in the intervening period. However, standards in mathematics have not kept pace with the national picture of improvement.

Pupils' attitudes, values and personal development

11. Children under five settle quickly into the school's routines. The children are friendly and their behaviour is very good. They have a positive approach to their learning activities, grow in confidence and quickly become independent. When working together, they co-operate well together and support one another in their learning.
12. In Key Stages 1 and 2, pupils are enthusiastic and eager to come to school. This finding is supported by the parents' very positive response in the questionnaire and meeting held before the inspection. In most lessons the pupils are keen to answer questions and are co-operative in their learning activities. This was seen, for example, in the Year 6 pupils' positive response to the European Union Project. During lessons and around school the pupils behave in a sensible and orderly manner. This good behaviour is evident at the start of the day, during playtimes, mealtimes and at the end of the day as they leave school. No exclusions have been necessary in the current academic year which has been the case recently. There is a happy and harmonious atmosphere in the school and this contributes to good learning. Pupils know how they are expected to behave and listen attentively and follow instructions. This was seen in a Year 4 design and technology lesson where pupils were encouraged to find out how various instruments make sounds and set to sensibly and with a will. The pupils actively support school activities; for example, pupils in Key Stage 1 raised funds for the Millennium Project, and there are numerous collections of tokens for resources. Pupils speak with enthusiasm about many school activities, such as the building of the Anglo Saxon roundhouse.
13. The quality of relationships between the pupils, and pupils and adults, is very good. Pupils respect each other's point of view and appreciate the achievements and efforts of their peers. Older pupils show a mature approach in the way they help and support younger pupils. It is rare to see pupils treating each other in an inappropriate manner. Some boisterous and, at times, reckless behaviour was observed, for example, a cyclist speeding on a pavement at the end of the day, but such incidents are highly infrequent. Pupils take care of their belongings and even though cloakrooms are small, the pupils manage to keep them tidy with coats and lunch boxes stored neatly. Pupils say that bullying occasionally occurs, for example name-calling, but they see the school's strategies to be very effective in dealing with these few cases. In circle time, pupils show sensitivity towards each other's feelings and values. They listen to each other thoughtfully. Pupils with special educational needs are included in all activities and well integrated into the life of the school. Boys and girls relate well to each other and frequently work and play together. A feature of the pupils' good behaviour is their courtesy and willingness to help, for example, by holding open doors, giving clear directions and apologising when unable to

answer a question. Smiles and a joyful approach to learning were seen on many occasions.

14. Many opportunities are provided for pupils to develop and show initiative. The pupils show a mature and sensible approach to the many opportunities that are provided, for example in their membership of the playground committee and serving in the school shop. The findings of the inspection on the pupils' attitudes, values and personal development, closely reflect those of the previous report. High standards have been maintained.
15. The level of attendance is satisfactory, but not as high as reported at the last inspection. The main reason for this is that official expectations of rates of attendance have risen since the last inspection. Parents are reminded of their responsibility for their children's punctuality and attendance in the School Prospectus and newsletters.

HOW WELL ARE PUPILS TAUGHT?

16. Teaching throughout the school is good. Overall, more than one lesson in five was very good or better, including examples of outstanding teaching; three-fifths were good or better. Seven lessons were unsatisfactory with one lesson of the ninety-nine observed being judged poor. There is very little difference between the quality of teaching in different areas of the school: the proportions of very good and unsatisfactory teaching being similar for all age groups. This represents a picture of consistently good teaching that has been maintained since the last inspection.
17. The generally good quality of teaching for children under five promotes good learning in Reception. Planning is, in general, sound and carefully matched to the recommended areas of learning for these children. Teachers recognise the need for first-hand activity and set specific tasks for the children to achieve, and assess whether they have been met. However, not enough attention is given to planning for purposeful play. All adults listen with interest to what the children have to say and, through careful questioning, develop their language skills. The three reception class teachers work closely together to plan the curriculum for the children and ensure there is progressive development. In general, sound use is made of the learning assistants to provide support to small groups; however, there are times, for example, when there is whole class teaching, when their time is not used effectively. Teachers and others make systematic observations to identify aspects of the children's development so as to ensure their progression continues.
18. A consequence of the good quality of teaching in Key Stages 1 and 2 is the learning that takes place in lessons which is also good throughout the school. This means that pupils of all ages make at least sound progress in all the subjects taught. In Key Stage 2, progress in mathematics is slower than in the other subjects when it is often good. For example, pupils make good progress in art, design and technology and information technology. The quality of learning is high in these subjects because the pupils' learning experience is rich, challenging and interesting. When lessons are inspiring, challenging and, above all, fun the quality of learning is outstanding. For example, in one lesson in Year 5, the pupils were captivated with the idea of finding onomatopoeic words and making up rhyming couplets. They were so fascinated in this lively lesson that learning moved at a cracking pace. As the teacher changed activities or the line of thinking, they were right behind her, responding instantly. This approach characterises the very best teaching seen, where the tasks match the pupils' needs well and the teacher is able to galvanise pupils through exciting work.
19. A more general strength in the teaching lies in the relationships in class. In many lessons, pupils and teachers are at ease with one another and it is clear that both sides value the contributions made. This level of mutual respect means that teachers' management of pupils becomes invisible and they are able to concentrate on the job of teaching the class. This extends also to relationships between the teacher and other adults in the room, so that a sense of teamwork is clearly apparent. Teachers are very skilful at using questions to reinforce learning from previous lessons, but also to make pupils think, probing their understanding and extending their vocabulary. For example, in a Year 6 mathematics lesson about mental methods of addition, the teacher asked pupils to explain their methods and this helped them to clarify their thoughts. The

quality of relationships in this lesson was such that pupils had no concerns about possibly giving the wrong answer. This lesson moved very briskly through the use of time limits on its individual parts. In a Year 1 science lesson which followed a visit from the Mohair Centre the previous day, pupils vividly remembered their activities and the teacher used questioning and encouragement to draw out the pupils' own ideas of how particular animals differ from or are similar to human beings. This happened because the teacher was completely secure in her own knowledge and in her relationships with the class.

20. Throughout the school the pupils are encouraged to work independently at times so that they can look up information for themselves. They use library books, multi-media databases and the Internet very purposefully when they are completing projects for many of their subjects. The provision for the pupils' physical development is good and at times the quality of learning in art is very good. In this subject, the pupils' creative effort is often excellent. Throughout the school the pupils are taught to evaluate their own work in addition to their teacher's marking and comment for improvement. In Year 6, they have their own individual learning targets written in their subject books. At the end of each lesson they identify how well they achieved these targets.
21. When teaching is unsatisfactory, pupils are not challenged enough and the lesson moves too slowly. In the worst case, the pace was made far too slow because the teacher inserted too many asides to the class. This meant that a well planned lesson moved too slowly and this was compounded by insufficient supervision to really drive pupils' learning – although the good subject knowledge of the teacher did mean that those pupils who did receive individual help benefited from it. The teaching of basic skills is generally good, but in one lesson for Reception children, they became confused about 'oo' because it was not clear which sound was being taught.
22. The school has adopted the National Literacy and Numeracy Strategies. The teaching of literacy overall is good. Work is well matched to the needs of pupils through careful planning. Excellent lessons were seen in both key stages and these inspired the pupils. However, good handwriting is not consistently promoted throughout the school. Numeracy is taught satisfactorily. However, standards vary considerably, especially in Key Stage 2, and planning is not always sharp enough. In addition, not all of the elements on the strategy are yet properly in place. For example, the plenary session is often not used effectively enough in numeracy lessons.
23. The teaching of most other subjects is good. Evidence of past work shows that art is well taught. The teaching of religious education is sound.
24. Pupils with special educational needs make good progress throughout the school. Their quality of learning is good because they have effective specialist teachers who give good support and encouragement along with the very valuable support of learning support assistants. Teachers and assistants successfully target their work in line with pupils' individual plans. Good use is made of individual pupil tracking sheets in order to measure progress and monitor support given. Good relationships exist between learning support assistants and this leads to effective use of additional support. In the best practice support assistants have pre-prepared assessment sheets for pupils that are completed and form a good record for the class teacher of what has been achieved. Information and communications technology is also used very effectively to help these pupils improve their skills in literacy and numeracy.

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

25. At the time of the previous inspection the curriculum across Key Stage 1 and Key Stage 2 was judged to be broad and balanced overall. However, coverage was variable, with some lack of cohesion across and within subjects, notably those of science, information technology and design and technology. The distinct content of these subjects within topics, particularly in Key Stage 2, was found to be unclear.
26. The breadth, balance and relevance of the whole curriculum for children aged under five are now good. The planning for the children is good and takes full account of the recommended Desirable Learning Outcomes. An appropriate emphasis is placed on providing first-hand

experiences and more formal work, linked to literacy and numeracy, is carefully planned for and introduced appropriately to the children. Provision for outdoor play is generally insufficient, as the children do not have free access to their own outdoor play area or the necessary resources. In Key Stages 1 and 2, the school provides a good quality and range of learning opportunities as a whole, with all subjects being given sufficient prominence. Subjects are now considered individually and a topic approach has virtually been abandoned in Key Stage 2. In particular, science, design and technology and in some instances, information technology, are now taught as explicit subjects. History and geography guidelines were also reviewed to ensure a tighter focus. Information technology is well integrated into the curriculum. This is a significant improvement since the last inspection and the school now provides a cohesive, meaningful curriculum that is broad, well balanced and relevant. All statutory requirements are fully met. In addition, French is taught in Years 5 and 6 and enhances the experience of these pupils.

27. There are useful policies and schemes for all subjects and these have been adapted to meet the needs of all the pupils in the school. There is not, however, a progressive scheme of work for speaking and listening. The planning for some subjects has been clearly influenced by the Qualifications and Curriculum Authority exemplar materials. Planning documents and medium term plans have evidently improved, and from the scrutiny of work and discussions with teachers and pupils, it is clear that all subjects are actually taught in the detail that the plans suggest. Careful monitoring of curriculum planning by the school curriculum teams ensures that medium term curriculum plans are being followed.
28. The provision for pupils with special educational needs is good. These pupils receive their entitlement to the full range of curriculum that the school provides. The high number of support staff enables pupils to have an appropriate balance of withdrawal and in-class support. Good, additional specific support, for example, additional physical education in the form of physiotherapy, is provided for some children. A reading recovery programme is used, as is the Additional Literacy Support initiative, in order to give effective specific support in literacy.
29. The implementation of the National Literacy Strategy is good and the school has made an appropriate decision to develop the standards of pupils' writing in Key Stage 1, by timetabling a weekly creative writing time for all Year 2 pupils. Literacy skills are incorporated effectively across the curriculum at both key stages particularly in history and geography.
30. The school is making a satisfactory attempt to develop the National Numeracy Strategy as it is intended. The focus on this work and the good teaching are beginning to have an impact on standards. There is evidence of some cross-curricular applications of numeracy in subjects such as science, design and technology and information technology.
31. The school provides a good range of extra-curricular activities. Pupils learn to play the recorder, can join the art or drama club and become involved with the environmental club. The range of sporting activities is good and includes football, rugby, netball, basketball and cricket. There are good links with Sussex County Cricket club. Many members of the school's staff are involved in running these activities, which are attended by a large number of pupils. However, the inspection team confirms the parents' views that these activities are confined to the pupils in Key Stage 2.
32. Equality of access and opportunity is good. The school's Equal Opportunities policy forms part of the Teaching and Learning policy. This sets out a framework of action that permeates all areas of the curriculum and life within school. It covers gender issues, ranging from school uniform to the register, lining up pupils, school sports teams and curricular opportunities. Pupils with physical impairments are well catered for and good support is given. The school is fortunate in having lifts and disabled toilets built into its structure. The under-performance of boys in certain language activities has been researched within the school and appropriate steps have been taken to provide remedial action. In all aspects of equal opportunities the staff are seen as positive role models.
33. The school has a very good programme for pupils' personal and social education, which includes the requirements for citizenship. Sex and drug education is appropriately delivered through both the science programme and through personal and social education.

34. Overall, the school makes very good provision for the spiritual, moral, social and cultural development of its pupils, including those with special educational needs. The provision for the spiritual and cultural elements is good, for moral development it is very good and for social development, it is excellent. This judgement matches the findings of the previous inspection. The school has a very caring ethos, which permeates every aspect of its work. Very good social and pastoral care is given to pupils, particularly in unstructured situations such as playtimes, where the school operates a variety of innovative structures. This support is very well led under the guidance of one of the Assistant headteachers and the Deputy headteacher.
35. Pupils' spiritual awareness is well fostered by the planned programme of collective worship, which introduces them to the idea of thoughtful reflection. Those acts of collective worship seen had a good, and largely Christian, emphasis and fully met the statutory requirements. Pupils are encouraged to take an active part in assemblies, either by reading aloud, acting parts, or by answering questions which clarify their own thoughts. In religious education and 'circle' time, pupils develop a greater self-awareness and are encouraged to think of others. For instance, during a discussion about Lent, a pupil in Year 4, put forward the thought that she was giving up swimming in order to have more time to take her grandma out in her wheelchair. The study of a number of faiths, as well as Christianity, in religious education gives numerous opportunities to develop spiritual awareness, and teachers take these well. Pupils are encouraged to consider the practices and values promoted by these faiths and to consider how they may be applied to their own lives. This results in responses that are well thought out and which show a good awareness. Pupils' spiritual development is well promoted through the curriculum, and this is particularly evident in literacy, art and history. However, there is no structured programme for this work. In literacy, a sense of awe and wonder was created as pupils in Year 2 waited with eager anticipation for their creative writing session. Studying the millennium and its significance led to a display of famous people from the past who have influenced the course of history, such as Winston Churchill, Nelson Mandela and Martin Luther King. Visits are used well to promote the pupils' spiritual development. For instance, they visit a synagogue, the local church, the Heritage Centre to see an exhibition of Early Bibles and most recently the Millennium Dome.
36. The school's provision for moral development is very good, as noted in the previous inspection. The values that permeate the school's ethos make a major contribution and form the basis for the very good relationships in the school. Pastoral care is considered to be of key importance to all. There are clear expectations of high standards of behaviour and the school implements its policies well to promote acceptable conduct effectively. A constructive system of rewards and sanctions underpins the rules for behaviour. Pupils have a clear understanding of right and wrong, at levels appropriate to their ages. Class and playground rules, on display, reinforce the moral and social teaching promoted by the school. The school has a regular anti-bullying week, followed by a Courtesy week that encourages pupils to reflect on their actions and consider others. As part of the anti-bullying policy, the school provides a 'safe haven' for pupils with poor inter-personal skills, where with a chosen friend they learn to form a good relationship before returning to the playground. This initiative has proved to be effective for these pupils. Thank-you cards are a way of life in the school, when pupils can jot down a quick thank-you to someone and display it on a notice board for everyone to share. Moral issues are well taught and discussion is used effectively to develop the pupils' confidence and personal awareness. Good work assemblies are held each week where selected pupils show and talk about their achievements, while at the same time, pupils from each class are given a Headteacher award for showing a caring attitude or some other aspect of good behaviour.
37. The excellent social provision is a strength of the school. Pupils are given many opportunities to work together in class in pairs and groups and to take responsibility for tasks appropriate to their age and development, both within the classroom and the wider school community. Older pupils act as monitors for younger ones at lunchtimes and have the opportunity to work with them; show visitors round the school; run the school shop at lunch times and prepare for assemblies. The School's Council and the Playground Committee are efficiently run and involve pupils in participating in some areas of the school organisation. Pupils who are elected for the School Council are expected to apply for the post with their intentions made clear in a written curriculum vitae before they are interviewed by a member of the staff. Social development is strongly encouraged through involvement with the community. Pupils often run cake stalls for charities in which they have a personal interest, such as the local Guides playground fund, the Salvation

Army and a donkey sanctuary. In partnership with Wealden District Council they organise collections of paper and cans on a weekly basis. Pupils raise money for a wide range of charities, such as Children in Need, Hurricane Relief, Love Russia for orphanages in Russia, and for a Sahara Challenge 2000 that is raising money for Macmillan Cancer Relief. Further emphasis on social development is included in the programme for pupils' personal and social education through work on relationships and the impact of their actions by thought, word and deed. Very good social and pastoral care is given to pupils, particularly in unstructured situations such as playtimes. Social development is well promoted by pupils' participation in a wide range of extra-curricular and sporting activities, such as rugby, swimming, netball and football and through the residential visits to the Isle of Wight and France.

38. The good cultural provision for pupils includes a strong focus on fostering links with Europe. This has led to pupils communicating with schools in France, Germany and Sweden through the Internet and email. A very well presented portfolio of this project is to be entered for the East Sussex Euro-school of the Year competition. Cultural influences are evident within a number of subjects such as geography, where life in India and Japan is explored and history in the study of Tudor life and the Aztecs. In art, they study the work of famous artists like Degas and visit the exhibition of Rodin's sculptures in Lewes. The pupils' paintings in the style of great painters are of a very good standard and fully support cultural aspects of the curriculum. An appreciation of the richness of other cultural traditions is nurtured through the study of other religions. For example, Year 3 pupils study Judaism and learn about the life of Anne Frank through reading her diaries and in Year 6, pupils are introduced to Islam and the religious beliefs of Muslims. Visitors invited into school give an added cultural dimension to many areas of the curriculum. These include artists, religious leaders, drama groups and societies such as the East Sussex Archaeological Society who have worked with the pupils on historical projects such as the building of an authentic Anglo-Saxon roundhouse in the grounds of the school. Pupils have enjoyed visits to the Millennium Dome, museums and many other places of interest. The school makes every effort to alert pupils to their historical heritage and to understand the richness of other cultures.
39. The community contributes very positively towards pupils' learning. A number of visitors are invited to speak to pupils on various topics, such as representatives from the RSPCA, the Countryside Alliance, the Mohair Centre, Polegate Windmill and the East Sussex & Romney Marsh Foxhounds. A local police constable has visited pupils in Reception and the postman talked to pupils in Year 2. The string ensemble of the East Sussex Music School has performed for the pupils. Senior citizens from the local community have discussed their experiences of the Second World War with pupils. The local community makes good use of facilities out of school hours; for example, for judo, line dancing and football clubs.
40. Many pupils are involved in hockey, basketball and rugby tournaments against other schools. Pupils take part in music and drama festivals and the choir has represented the school at a carol concert held in the Congress Theatre. The school choir supported the local Welsh Male Voice Choir in a concert at St. Mary's Church in Hailsham. The Hailsham Rotary Club has organised quizzes and 'It's a knockout' events in which the school has competed successfully. The Hailsham Gazette and local businesses are supporting the new IT Centre project.
41. The school is committed to provide a rich learning experience for teacher training and nursery nurse who are welcomed into the school. The school enjoys good relationships with its partner institutions in the area.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

42. The school takes very good steps to ensure pupils' welfare, health and safety. There are very good relationships at all levels and all pupils feel confident that there are sympathetic adults to whom they can go with any problem. All staff work hard to maintain positive relationships, they know the pupils well and are able to monitor personal development informally, backed up by the formal system of the Significant Progress Records. The school's very positive atmosphere, together with the vigilance of the staff are very effective in eradicating oppressive behaviour.

43. The school has an appropriate health and safety policy. Fire practices take place and are recorded and the Headteacher, Bursar and caretaker regularly undertake risk assessments of the school. Since the last inspection, the school has taken advice from the police, fire and ambulance services to improve safety in the car park. A one-way system, speed ramps and good direction signs are now in place and this has helped to alleviate the problems. The school is working with parents to set up a 'Walking Bus' to encourage more pupils to walk to school and to reduce further the number of cars coming onto the school site.
44. Suitable arrangements are in place for first aid and medical support and there are fifteen trained first aiders on the staff. There is a rota in place for when and where first aid staff are on duty, and pupils know the routines should they be needed. The school has good arrangements in place for child protection issues. The deputy headteacher is the named responsible person and has received training for this role. Since the last inspection, the school has put procedures into practice to ensure that all staff are aware of the arrangements. These procedures include in-service training and staff meetings.
45. The deputy headteacher and administrative staff regularly monitor attendance registers and instances of unexplained absence are followed up. The school is well supported in this by the Education Welfare Service. Registers are taken briskly at the start of morning and afternoon sessions and this ensures a prompt start to lessons.
46. The school has responded positively to the previous inspection report and put a range of activities into place to occupy pupils during break and lunchtimes. These are organised and managed by the Playground Committee, which is made up of pupils from Years 4, 5 and 6. There is a good programme of Personal, Social and Health Education, which is being delivered through circle time, science and specific lessons. The school has very good procedures for encouraging good behaviour. The Behaviour Policy includes a very clear system of rewards and sanctions and it is implemented consistently by all teachers to ensure that pupils behave well in classrooms at all times. As a result, all pupils move around the school in an orderly way and they consistently show courtesy to visitors by, for example, opening doors. Good behaviour and effort are rewarded through verbal praise, encouragement stickers, merit marks, badges and 'Star Pupil' awards. Parents are happy that the school is helping their children become mature and responsible.
47. Pupils with special educational needs receive good support. Very good assessment and tracking procedures exist. Individual support for pupils who have Individual Education Plans is recorded on a tracking sheet and used as the basis for the regular the reviews that take place. Individual plans are detailed and have specific learning targets and success criteria. The school meets the requirements of the Code of Practice.
48. Assessment and record keeping procedures for children under five are satisfactory. On-going observations of the children at work and play, within each area of learning are well established, and these observations are carefully recorded. Consequently, the teachers have an overview of the curriculum and recognise the purpose for and potential of each activity. On entry to Reception, the children are assessed according to the baseline assessment adopted by the school. This indicates strengths and weaknesses, which are broadly based on the national Desirable Learning Outcomes for young children. The information gained provides an appropriate picture of the intake and specific cohorts, and is used carefully to analyse and provide for individual children's needs. It also indicates the children's achievement compared to the average within the authority.
49. The school has good procedures for assessing pupils' attainment and progress, it uses assessment data well to inform curricular planning and has good procedures for monitoring and supporting pupils' academic progress. There has been considerable improvement in this area since the last inspection. This is in the process of being computerised to make the system more efficient and effective.
50. Assessment procedures, and the use of the data gained, are now very good in mathematics, English and science and pupils are tracked as they move through the school to monitor their progress and predict end of year and key stage grades against the levels prescribed by the

National Curriculum. The school compares its results with the national picture and compares itself to similar schools to see where improvements need to be effected. It looks in detail at weaknesses through analysing available data, such as answers on previous test papers and has adapted its curriculum accordingly. For example to improve Key Stage 1 writing pupils are placed in classes according to their National Curriculum grades for the most effective teaching, and in Key Stage 2 more non-fiction texts have been included to encourage progress in boy's reading. All teachers know their pupils very well and talk to them about how they are getting on and what areas they need to improve. The majority keep informal notes about pupils' progress in the foundation subjects in order to write end of year reports and inform parents on consultation evenings. However, there is no consistency in the method of collecting or recording these assessments. The assessment of information technology is unsatisfactory, as the school has no information as to what national curriculum levels its pupils are achieving and therefore cannot successfully monitor progress in this subject. There are many weekly tests in classrooms, especially in English, mathematics and science. The results provide a good basis for the majority of teachers when planning their lessons. However there are a few teachers who use these less effectively, which leads to lessons that are not linked closely enough to what pupils already know and now need to do to progress further. All teachers use questioning well to assess pupils' knowledge and understanding and they mark pupils' work regularly to see their levels of competency and note progress. However the effectiveness of the marking is inconsistent when used as a tool to help pupils develop. Nevertheless, some very good marking was seen in Year 3 where the teacher made explicit comments on the next stage of development which the pupils read and noted. The school is currently in the process of developing a new policy for marking. Pupils, parents and teachers are not yet routinely involved in setting individual targets for pupils except for those pupils with special educational needs.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

51. The school has a good partnership with parents. In response to the pre-inspection questionnaire, many parents and carers indicate that they have positive views of the school. 88% feel that the school is well led and managed and 92% would feel comfortable about approaching the school with questions or problems.
52. Induction procedures for children aged under five are appropriate in the way they involve parents. In the Summer term prior to starting school, the children visit the class they will be joining on two occasions. Parents are invited to meet with the teachers when their child starts school, when they complete a questionnaire together that provides the school with information of the child's development. Although the school's prospectus provides general information about the provision, there is no booklet specific to the provision for children aged under five in school. Open evenings enable parents and teachers to discuss children's progress. Many parents provide help and their support is much valued by the teachers.
53. The quality of information provided for parents is satisfactory. The school uses a number of ways to inform parents about the progress their children are making. There are formal parent/teacher consultations each term and the Headteacher and Deputy headteacher are also willing to meet parents at other times. At the end of the school day teachers take pupils out to meet their parents and this is a good opportunity for parents to have access to teaching staff. If this is inconvenient, appointments can be made. Annual reports to parents are unsatisfactory. They do not provide enough detailed information about pupils' progress or indicate how pupils could improve their performance in each subject. Parents of pupils with special educational needs are involved in the formation of individual plans and have specific targets to work on with their children.
54. According to the response from the pre-inspection questionnaire and meeting, a significant number of parents are not satisfied with the work their children are expected to do at home. Throughout the school, satisfactory amounts of reading and other homework are set to support the curriculum and develop pupils' independent learning skills. The school has produced Homework and Learning at Home Policies, which provide information for parents on the principles and purpose of homework. The team's view is that these documents are satisfactory.

55. The prospectus and regular newsletters keep parents up to date with the day-to-day life of the school. Workshops have been held for parents on the National Literacy and Numeracy strategies, parents are invited to concerts, sports day and school productions. Parents organise cycling proficiency courses for pupils in Years 5 and 6. Through the Friends of Grovelands parents are supportive of the school. They subsidise visits from the Rainbow Theatre and have paid for visitors for Book Week. Funds are raised from a variety of events including a summer fete, discos, fashion shows and the friends have pledged £10,000 to the new IT Centre.

HOW WELL IS THE SCHOOL LED AND MANAGED?

56. The head teacher and his senior team provide very good leadership of the school. The governing body is a good one and is effective in fulfilling its responsibilities. The school is now monitoring all aspects of its performance well and acting effectively on the findings of that monitoring. Resources are used well and the principles of best value are used.
57. The governing body is very knowledgeable and effective. It supports the school, whilst acting effectively as a critical friend to it. It provides a valuable strategic steer to the school, understanding its strengths and weaknesses very well. The chair of governors and headteacher have a particularly strong professional relationship. The leadership team of the headteacher and deputy headteacher provides a clear direction to the school's work and is promoting high standards in both the academic and personal areas. Co-ordination of subjects is carried out by curricular teams. Their clear commitment to raising standards and the quality of their teamwork and mutual support are of a high order resulting in effective leadership. Delegation to these teams is real and effective. The management of the provision for children who are under five is good. The teacher responsible for the foundation stage has a good knowledge and understanding of the needs of young children. She has a clear overview of provision and planning for the children under five and provides effective support to the staff. The quality of relationships within the Early Years department is very good. The management of special needs is very good. The co-ordinator and special needs teachers work very well as a team, meet regularly together and have good monitoring systems. There is good liaison between special needs teachers and other class teachers.
58. The school has only one explicit aim which is to provide a caring environment where children can be challenged and enjoy success. This is stated in the prospectus, but is not prominent within it. Nevertheless, the caring environment of the school is a tangible one reflecting the high quality of relationships within it. In the majority of lessons seen, pupils were being challenged at the right level. Consequently, although the school does not explicitly reinforce its aims, the ethos of the school ensures they are met.
59. The school has a well-established system for monitoring its own performance, through the analysis of data and observations of teaching. Effective action is taken as soon as the data is good enough to indicate it is needed. For example, the school reacted admirably to the previous report's criticism of standards in information technology and design and technology so that standards in both areas now are above what might be expected. As soon as good quality comparative data became available to the school about standards in the core subjects, it instigated a number of strategies to make improvements, which can be seen to be bearing fruit in the judgements on standards now made by the inspection team. Observations of teaching always lead to points for action which are vigorously followed up in future observations. Appropriate policies for the appraisal of teaching are in place.
60. The school's development plan is a good plan and the priorities contained within it focus appropriately on raising standards. The staff are solidly behind the management team in the drive to improve so that the commitment across the school to improve is of a high order.
61. The school is well staffed with experienced and well-qualified teachers. In particular, there is a good balance of age and expertise. The qualifications and experience of the teachers and classroom assistants meet the needs of the children who are under five, satisfactorily. The level of assistance provided by the school is generally adequate, with a part-time helper attached to each the reception class. In Key Stages 1 and 2, three male members of staff go towards

providing a good gender balance. A generous provision of support staff work very well with the teachers and they are particularly effective in supporting pupils with special educational needs. They have a positive effect on standards. A technician for information and communications technology makes a good contribution to learning in this subject. The administration staff provide a friendly and efficient service. A helpful and very effective caretaker ensures that the school is smooth running.

62. Arrangements for the induction, appraisal and professional development of the teaching staff are good and they contribute to the effectiveness of learning. The school provides very good support for trainee teachers. Mid-day supervisors work well with the teachers and provide good support.
63. The school has good procedures for annual financial management. The Governing Body and finance committee meet regularly and budget spending is well monitored. There is a clear financial strategy that is carefully costed. The finance committee is developing clear procedures to carry out their work efficiently and the Governing Body fulfils its statutory duties in setting the school budget. The Headteacher and finance committee are clear about their terms of reference and thorough discussions take place before finances are committed. The school manages specific educational grants well. The school has a relatively large carry forward of funds which is earmarked for the new information technology room.
64. Staff bid for subject budgets based on clearly set individual action plans. Responsibility for managing their own budgets adds to the effectiveness of the subject leaders' role and helps to promote good curriculum development. Long term planning has been focused on clearly identified educational developments and in the next phase these will include funding to improve IT resources with a new room of networked computers.
65. New technology is used well in the way the school operates on a day to day basis. This includes the management of the school's finances, the school library and the maintaining of records of attainment of the pupils.
66. The accommodation is very good and the school enjoys bright, pleasant buildings of a modern design. The school buildings are clean and well maintained, pupils take very good care of all the facilities. The pupils' work is celebrated in attractive and informative displays in the majority of classrooms and common access areas. However, although the accommodation for children under five is adequate, the children do not have their own outdoor play area and, because it is necessary to timetable the indoor shared role-play area, free daily access is limited. The school's surroundings are generous and attractive, they have been planted with a variety of young trees and shrubs and there is a conservation area. The outdoor environment is used to good effect to enrich the curriculum and bring further interest to curriculum and learning.
67. Overall, the quality and quantity of resources are good. Learning resources are adequate to support the areas of learning for children aged under five indoors, but there are no wheeled toys or clambering equipment for the children's play outdoors. Resources for information technology are adequate and have very much improved since the last inspection. Further improvement is under way. Equipment and materials are effectively situated in classrooms or available from specialist areas. The number of pupils for each computer is higher than the national average.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

68. In order to improve the educational standards in the school, the governors, headteacher and staff should:
 - 1) Raise standards in mathematics by:
 - ◆ Continuing to raise the quality of teaching so that more is good. Do this by
 - Improving the pace of lessons
 - Raising teachers' expectations of what pupils can achieve
 - Making better use of the good practice already in the school

- ◆ Continuing the development of ongoing assessment and the use of data analysis in order to improve planning and make teaching better targeted through sharper learning objectives in lessons

Paragraphs 102,103 and 107

- 2) Improve information to parents by ensuring that annual reports include:
 - ◆ detailed information about pupils' progress
 - ◆ indications of how pupils can improve their performance

Paragraph 53

In addition, the school should consider the following more minor points for inclusion in its action plan:

- 3) Seek to improve the outdoor provision, including resources, for children under five

Paragraph 80

- 4) Devise procedures to assess pupils' performance in information technology

Paragraph 147

- 5) Develop a progressive scheme for speaking and listening throughout the school

Paragraphs 85 and 94

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	30

Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
5	17	37	32	6	1	0

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

Information about the school's pupils

Pupils on the school's roll

	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	676
Number of full-time pupils eligible for free school meals	75

FTE means full-time equivalent.

Special educational needs

	YR – Y6
Number of pupils with statements of special educational needs	15
Number of pupils on the school's special educational needs register	89

English as an additional language

	No of pupils
Number of pupils with English as an additional language	3

Pupil mobility in the last school year

	No of pupils
Pupils who joined the school other than at the usual time of first admission	39
Pupils who left the school other than at the usual time of leaving	36

Attendance

Authorised absence

	%
School data	5.7
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 1

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	1999	52	44	96

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	43	36	44
	Girls	39	37	36
	Total	82	73	80
Percentage of pupils at NC level 2 or above	School	85 (78)	76 (88)	83 (85)
	National	82 (80)	83 (81)	87 (84)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	40	41	49
	Girls	38	34	41
	Total	78	75	90
Percentage of pupils at NC level 2 or above	School	81	78	94
	National	82 (81)	86 (85)	87 (86)

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

Attainment at the end of Key Stage 2

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
	1999	56	44	100

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	31	26	36
	Girls	36	31	30
	Total	67	57	66
Percentage of pupils at NC level 4 or above	School	67 (65)	57 (59)	66 (69)
	National	70 (65)	69 (59)	78 (69)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	21	30	35
	Girls	31	28	35
	Total	52	58	70
Percentage of pupils at NC level 4 or above	School	52	58	70
	National	68	69	75

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	0
Black – other	4
Indian	1
Pakistani	0
Bangladeshi	0
Chinese	1
White	568
Any other minority ethnic group	8

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	0	0
Other minority ethnic groups	0	0

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

Teachers and classes**Qualified teachers and classes: YR – Y6**

Total number of qualified teachers (FTE)	25.2
Number of pupils per qualified teacher	26.5
Average class size	31.5

Education support staff: YR – Y6

Total number of education support staff	16
Total aggregate hours worked per week	267

Financial information

Financial year	1998/9
	£
Total income	978959
Total expenditure	1006557
Expenditure per pupil	1489
Balance brought forward from previous year	101358
Balance carried forward to next year	73760

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	676
Number of questionnaires returned	211

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	46	48	4	1	0
My child is making good progress in school.	45	50	3	0	1
Behaviour in the school is good.	33	58	4	1	4
My child gets the right amount of work to do at home.	28	47	15	5	4
The teaching is good.	46	48	1	1	3
I am kept well informed about how my child is getting on.	27	46	23	3	1
I would feel comfortable about approaching the school with questions or a problem.	49	43	4	1	0
The school expects my child to work hard and achieve his or her best.	51	45	2	0	2
The school works closely with parents.	23	51	22	2	1
The school is well led and managed.	36	52	3	3	6
The school is helping my child become mature and responsible.	37	53	5	0	5
The school provides an interesting range of activities outside lessons.	25	44	15	3	12

Other issues raised by parents

The team agreed that the annual reports to parents did not contain enough detail, but it judged that homework was appropriate and that the partnership with parents is good.

PART D: THE STANDARDS AND QUALITY OF TEACHING IN AREAS OF THE

CURRICULUM, SUBJECTS AND COURSES

AREAS OF LEARNING FOR CHILDREN IN THE FOUNDATION STAGE

69. The school's last inspection judged attainment of the children aged under five to be at least in line with expectations for their age. Standards in language and literacy and mathematics were good. The progress made by children in Reception was judged to be satisfactory or better. The findings of the present inspection show an improvement in standards, due to the improved quality of provision and generally good teaching.
70. Children aged under five enter the school at below average standards. From this starting point, most children make very good progress and are likely to exceed the Desirable Learning Outcomes in some, but not all, of the areas of learning by the time they reach statutory school age. In their personal and social development, language and literacy, mathematics and in their knowledge and understanding of the world, most children are likely to exceed the expected standards by the age of five. In their creative and physical development, they meet the standard that would be expected of them by the age of five.
71. The children are admitted to Reception at the start of the Autumn term during the year in which they become five. At the time of the inspection, 40 of the children in the reception classes were under five. The caring nature of the provision ensures all children settle happily into the school.

Personal and social development.

72. Most children are likely to exceed the expectations of the nationally agreed Desirable Learning Outcomes by the time they are five years old. Personal and social development is strongly promoted, which has a positive impact on their learning. The well-established routines and caring nature of the provision allows all children to feel secure and to grow in confidence. Teachers encourage children to be independent, especially when they change for physical education. All adults use praise and encouragement and the contributions and response of each child are valued. The provision for free play is generally satisfactory and enhances the children's co-operation with others. By the time the children are five, they are able to work and play as part of a group and behave well. They develop happy and constructive relationships with each other and the adults they work with and have a very positive attitude to school. Children are eager to explore new learning, enjoy their work and, by the age of five, concentrate for suitable periods to make the most of the activities provided for them. They carry out instructions carefully and conscientiously.
73. The quality of both teaching and learning are good in this area. Opportunities are exploited to the full to promote the children's personal and social development and the children respond positively. In 'circle' time, teachers develop the children's self-esteem by sharing their work and help them to recognise the progress they have made since coming to school. In whole class sessions, children are encouraged to put up their hands when they want to speak, and to listen when it is not their turn to speak. Good use is made of visitors to develop the children's social and cultural awareness. For instance, the visit made by the local police constable enabled children to appreciate the role of police in society, what they do to help, and how to recognise them by their uniform if they need help. Children are encouraged to be kind and helpful towards others and to begin to take responsibility for their own behaviour.

Language and Literacy.

74. On entry to the school, the attainment of many of the children in language and literacy is below the national average. This is confirmed by the Reception baseline assessment. From this starting point, the children make very good progress in the development of language and early literacy skills and by the age of five, most are on course to exceed the expected standards for their age. The children are provided with a wide range of purposeful practical activities to support the development of language and literacy. Teachers provide many opportunities for children to talk with an adult whilst they undertake their activities and actively seek to extend their vocabulary. Many children understand and use an appropriate vocabulary and by the age of five show confidence in talking. They participate in discussions and learn how to listen

attentively to others. Children enjoy listening to stories and rhymes and have positive attitudes to reading. By the age of five, many children know how books are organised, recognise on sight many familiar words and read simple books confidently. They associate sounds with letters and blend the sounds when reading, to establish meaning. In writing, many children communicate meaning through simple words and phrases and produce phonetically justifiable words. For example, one of the youngest children independently wrote the sentence, ' I thinc they all got coss with Chip' when predicting the end to a story that had been read to them earlier. By the age of five, children identify and can write letters in response to the letter sounds and link sound and spelling patterns of simple words. Higher attaining children begin to show an awareness of capital letters and full stops in their writing. In general, their pencil control is good and most children learn to form their letters well by the time they are five.

75. The quality of teaching and the quality of learning are generally good in language and literacy. Teachers understand the importance of language development and use a wide range of strategies to extend the children's learning. Children have varied opportunities to share books, listen to stories and to engage in role-play. The teaching of reading is well structured, from sharing books, to the more formal introduction to reading and regular phonic practice. However, where there is some insecurity in the teaching of phonics, the children become confused and consequently their learning is less than satisfactory. The home reading scheme is well organised and all children enjoy taking home books to share with adults. Teachers have devised an appropriate range of activities for the daily literacy lesson to increase children's interest, knowledge and understanding in both reading and writing.

Mathematics.

76. By the age of five, many children exceed the expected standards for their age in mathematics. A wide range of practical activities is thoughtfully prepared by teachers to enable the children to practise counting and explore the values of numbers up to twenty. Children make symmetrical patterns with pegs on a peg-board, solve practical problems, such as how many little boxes can fit into a big box without leaving any spaces and use a balance to find out which of a number of teddies is lighter or heavier. They begin to understand and use the vocabulary related to money and give change from 10 pence. Their knowledge of numbers is above average by the time they are five. Children recognise, count and order numbers to 20. They use the correct vocabulary involved in adding and subtraction and begin to relate the addition of doubles to counting on. By five, they have sufficient knowledge of number operations to add two numbers to make a given total of up to ten and begin to relate subtraction to 'taking away' by counting how many are left.
77. The quality of teaching and the quality of learning are good. Teachers' knowledge and understanding of the needs of these young children ensure that there are an appropriate variety of practical activities prior to working on a more formal curriculum. The work is planned well and the tasks provided for the children clearly promote the children's numeracy skills. Teachers use the methods of the National Numeracy Strategy well and provide suitable practical activities, according to the needs of the youngest children.

Knowledge and understanding of the world.

78. The children's knowledge and understanding of the world around them exceeds expectations for children of this age. Taking themes such as 'Nursery Rhymes' and 'Clothes' all activities are carefully planned to enable children to explore aspects of their own environment and to relate the work to their own experiences. They make very good progress and the children are encouraged to be observant and use all their senses. Discussion forms an important part of the work and children are encouraged to explain, describe and give their opinions. For example, the children describe waterproof clothes as not letting water through when observing the teacher testing different materials. They then sort the clothes into two sets, those that are waterproof and those that are not, and communicate their findings through drawings and writing. They learn that toys can be either pushed or pulled to make them move. Good use is made of visits to places of interest, such as 'Treasure Island' to promote the children's mapping skills. For example, they made a pictorial map of the island and drew a line to show the way from the island to where the coaches are parked. They look at clothes from different countries and learn which clothes are

best to wear when it is hot, cold or rainy. They learn about growth by seeing a baby, and order pictures chronologically of their growth from childhood to adulthood. Children use a variety of materials to make models, such as 'box' houses and consider ways of joining equipment when making teddies with arms and legs that move. The children are taught how to use a tape recorder and quickly learn how to play tapes for themselves, independently. They enjoy using the computer and use the mouse carefully to drag items on screen to dress Teddy. Many children are able to give commands to a programmable toy for it to go forward, stop and return back to the point where it started.

79. Overall, the quality of teaching and the quality of learning are good; as seen in the range of well planned experiences that are relevant to the children in the world around them.

Physical development.

80. Most children are on course to meet the Desirable Learning Outcomes by the time they are five. Progress in physical development is satisfactory. However, whilst the children have access to the playground at break times, they do not have access to a designated play area or the resources to develop fully co-ordination skills and control of their bodies, such as when cycling, pushing wheeled toys or climbing and balancing on clambering equipment. In gymnastics, most learn to travel on the apparatus in different ways, balance with reasonable control and acquire the appropriate skills. However, some children still find this difficult. Manual dexterity is well promoted and children develop increasing hand control through a range of activities such as painting, writing, cutting, sticking, fixing jigsaws, and manipulating construction toys and the computer mouse. Progress is good and many children use pencils for drawing and writing with confidence by the age of five.
81. The quality of teaching and learning is satisfactory overall in this area and best use is made of the available resources. However, planning for outdoor play is insufficient to fully promote the children's overall physical development.

Creative development.

82. Children make satisfactory progress in acquiring skills in this area of learning and by the age of five have attainment appropriate for their age. Children are encouraged to paint freely and print with different objects. They make cards for special occasions and use pastels, pencils and paint to produce some good observational drawings of flowers. Their creative work is closely linked to the topics covered, when for instance they looked at clothes, the children produced pictures for wall displays to show clothing that is suitable for different climates. In language and literacy, they used hand puppets to recreate stories, make their own puppets and produce a collage of the story, 'The Very Hungry Caterpillar'. The shared role-play area is very popular and gives very good opportunities for imaginative play. For instance, during the inspection, children acted out the roles of Receptionist by taking telephone messages and making appointments, while others became doctors, nurses and patients in the 'Grovelands Surgery'. However, because of the limitations of a shared area and the need to timetable its use, opportunities are too few for the children to engage in free imaginative play on a daily basis. In music, children enjoy singing and sing a range of songs tunefully from memory. In dance, they show an increasing ability to use their imagination and move as animals in response to music by using contrasts of speed and level.
83. The quality of teaching and the quality of learning are satisfactory. Teachers provide an appropriate range of experiences, but in general, the planning for play activities provided within the classroom lack a clear focus.

ENGLISH

84. Standards in English are satisfactory overall and are similar to those reported by the previous inspection team. Although the trend for the previous 3 years has held a steady line, standards have not kept pace with the improvements found nationally and consequently standards at the school have, each year, become lower when compared with the national picture. This is the

same for both boys and girls. In the 1999 National tests at the end of Key stage 2 the percentage of pupils achieving the nationally expected level or higher was below average when compared nationally and with schools in similar contexts. There has been a significant improvement during the last year and, currently, about three quarters of pupils are achieving the nationally expected level or higher, and the school is on course to exceed the targets set for it by the local authority.

Speaking and listening

85. Standards at the end of both key stages meet national expectations. At the end of Key Stage 1, the majority of pupils listen very well to their teachers, which enables them to make good progress in lessons. They answer questions willingly and explain what they are thinking which enables teachers to assess what they know and how best to help them improve their learning. Pupils talk confidently to visitors, such as the local police constable and the local vet, asking questions clearly, which enables them to follow their own lines of enquiry. Most speak confidently to large groups, speaking clearly and thoughtfully developing ideas put by others, for example, when describing a stuffed fox and finding the best descriptive words and phrases for its fur and whiskers in front of the whole year group. All pupils enjoy listening to stories, such as 'The Owl Who Was Afraid of the Dark', being read to them by the teachers. By the end of Key Stage 2, pupils listen with interest to different sides of an argument, weigh them up and debate the merits of contentious and topical issues. For example, they listened to points of view put by a representative of the local foxhounds, the Countryside Alliance and the RSPCA on whether fox hunting should be banned, before debating the issue and deciding, whilst fox hunting is not for them, it should not be banned. They pose and answer questions with precision and exchange detailed information whilst working in small groups and as a class, expressing themselves in grammatically correct English, using appropriate and specialised vocabulary in subjects such as science and mathematics. Throughout the school, pupils take part in role play and drama as part of their class literacy learning and everyone takes part at least once a year in a school or class production for parents, especially at Christmas and for Harvest time. Throughout the school, pupils' abilities in listening are better than their speaking skills, because great emphasis is placed on developing this aspect and pupils are expected and trained to listen attentively from their first day at school. Speaking skills are not so highly developed because there is no progressive scheme of work to raise standards of oral communication.

Reading

86. At the end of Key Stage 1, pupils are achieving good standards in reading, with the majority of pupils reading at the nationally expected level or higher, although about a quarter of pupils only just come into the expected level. This is similar to the standards identified in the previous report and continues the overall trend of the last three years, where reading standards for both boys and girls have been above the national average. However this has not been a steady trend, as standards fell sharply during 1996 to 1998, and improved equally sharply since then. In the 1999 end of key stage tests, the percentage of pupils achieving the nationally expected standard or above was close to the national average and that found in similar schools. Inspection evidence, backed by school assessment data, shows that standards are continuing to rise. The majority of Year 2 pupils read simple passages of both fiction and non fiction fluently and accurately, and remember what they have just read. They understand the main points of a story and anticipate what might happen next. When they meet an unknown word they use several strategies to find out what it says, such as sounding it out and looking for picture clues. They are beginning to infer meanings and talk about how characters feel in the stories and poems, such as 'The Diary of a Sussex Country Woman' or 'The Vixen' by John Clare, that are connected with their current animal topic. About a third of the class achieve a higher level, where they are reading more complex books completely by themselves for enjoyment, such as 'The Worst Witch' and 'Winnie the Pooh', and are moving away from the structured school scheme. They effectively break new words into syllables and use their good knowledge of spelling patterns to decipher more complex words. These pupils turn automatically to dictionaries, express preferences about books and authors, and use index and contents pages to locate information.
87. At the end of Key Stage 2 the majority of pupils are reading at the nationally expected level. Their reading is of a sufficiently high level to appreciate Shakespeare plays, classic and modern poetry and novels such as 'The Hobbit' by J. R. R. Tolkien and 'Oliver Twist' by Charles Dickens.

Pupils use inference and deduction when reading stories and research independently in the library in connection with topics, using skimming and scanning skills effectively; for example, to find out about the government structure in Italy or the life of Henry VIII. They turn automatically to dictionaries and thesauruses to establish the meaning of words. However, pupils are not able to use a library sorting system, as they have not been taught this skill. Throughout the school, pupils locate and read a variety of text held on databases, CD ROMs and Internet sources on the school computers. However, there remains about a fifth of pupils who have not reached the nationally expected levels and who need and receive considerable support with their reading. Their knowledge of strategies to decode new vocabulary and understand the inferences in the text are insufficiently developed to read with the fluency, accuracy and comprehension expected for their age. These pupils also find much of the subject specific vocabulary, written instructions in textbooks and test papers, and writing in non fiction books needed for research, difficult to read and understand, which has an adverse effect on the progress they make. This happened, for example, in science and was a contributory factor to the low standards here in 1999. Standards in reading are less high comparatively at Key Stage 2 than Key Stage 1 as older pupils have not had as much time working with either the new reading scheme or the current emphasis put on developing and measuring progress in reading skills. Many whose reading skills are weak have joined the school during Key Stage 2 and have not benefited from the good teaching of reading in Key Stage 1 which is now apparent.

Writing

88. In the 1999 national tests at the end of Key Stage 1, the percentage of pupils achieving the nationally expected level was well below the national average and below standards achieved in similar schools. Very few pupils were achieving at a higher level. Due to the highly focused teaching during this academic year expressly to raise standards of writing, there has been a marked improvement. Teachers are expecting nearly every child to achieve the nationally expected level or higher by the end of Key Stage 1 and ten per cent to achieve a higher level. This improvement is confirmed by inspection evidence, although a quarter of pupils are currently only achieving just within this level. Pupils are developing the ability to express themselves well through writing letters, stories and poems as well as factual writing connected with topic studies. They make their own books and use good descriptive language to engage the readers' interest. For example, a higher attaining child described a fox's movement as a 'quickly vanishing flame'. Those with lower prior attainment write simple sentences and with help, copy the most frequently used words from a provided list to form simple statements such as 'The fox is greedy'. By the end of Key Stage 2 pupils write for a range of purposes and in different styles. For example a poetry review of 'Smuggler's Song' by Rudyard Kipling, creating a newspaper, 'The Hailsham Gazette', to report their Victorian History Day and writing letters to tourist boards to find information about their European project. The structure of sentences by Year 6 is complex and grammatically correct for the most part. Pupils are thinking about the best ways of expressing themselves on paper, and try to use different connectives such as 'nevertheless' and 'meanwhile' and to choose the most appropriate, varied and interesting vocabulary. Most spelling is appropriate to pupils' prior attainment and at a level suggested by the literacy framework at the end of both key stages. Most pupils spell a range of words of different complexity accurately and use words studied within the literacy hour work and learnt for homework correctly in their creative writing. Many pupils turn to dictionaries and word banks to aid correct spelling. However, pupils towards the end of Key Stage 2 have had less time being taught in the style of the literacy hour format with its greater emphasis on spelling and writing linking with reading. Consequently their improvement within this focused year of raising standards of literacy within the school, has had less impact at Key Stage 2 than at Key Stage 1, as pupils have not built up their knowledge sufficiently in their previous years. Whilst generally handwriting is of a good standard which leads to well presented work in books, too many pupils in Key Stage 1 hold their pencils incorrectly, and do not transfer the knowledge gained in handwriting lessons about correct letter formation to their other work. Within Key Stage 2 whilst the majority of pupils know how to join their writing in theory, the majority do not do so consistently. There are too many examples of scruffy presentation, poorly formed script and letters of inconsistent size to offset those who produce exemplary very neat joined writing. Pupils use punctuation appropriately. All pupils use the school computers well as a tool for written communication. For example, they e-mail other classes for information. Key Stage 1 pupils write their own riddles to give clues as to which animal they are thinking about for their friends to enjoy. Key Stage 2 pupils produce wall

displays using different style and size of lettering to enhance the content of their research in geography, history and science.

89. Pupils have good attitudes to their work and behave well in lessons. They are attentive and respond well to teachers' high expectations. They share ideas well during the oral part of the literacy hour, for example having a group discussion about the meaning of a published poem, before writing their own; or whether their own writing could be improved by using more adventurous vocabulary, which enables them to produce higher quality work. Pupils of all ages produce writing as a group, particularly group poems. This collaborative work contributes well to pupils' social development. Pupils in Year 2 have particularly good attitudes during the weekly creative writing session when the year splits into very small groups each with an adult, with work precisely matched to prior attainment. Throughout the school, relationships between the pupils themselves and with teachers and other adults are very good and this contributes positively to the good progress made. Pupils are confident to give opinions and keen to put their hands up to answer questions, knowing that teachers will value and consider their contributions. However, in those few lessons where pupils' imagination is not fired by the teaching or work set contains insufficient challenge they become passive onlookers. Older pupils have constructive relationships with younger pupils and enjoy writing books for them and acting alongside them in school productions such as Romeo and Juliet. Pupils with special educational needs have good attitudes and this enables them to make good progress. For example a child in Key Stage 1 with identified communication needs was keen to read her fox story aloud, and despite her speech difficulties the rest of the year group listened attentively and was quick to applaud her efforts.
90. The quality of teaching is good overall.
91. Of the 8 lessons observed in Key Stage 1, teaching in one was excellent. Here the very well organised teacher had excellent skills in teaching letter sounds to the youngest pupils, using resources such as the white-board most effectively and inspiring pupils to join in. Work was very well matched to the needs of pupils at different levels of achievement during the independent working session, which enabled everyone to make the maximum progress in learning 'sp.' In three lessons teaching was very good. One of these was the weekly creative writing session where one teacher set the scene for writing through oral discussion with the whole year group together. The wonderful display, incorporating a woodland scene with sticky buds and a stuffed fox, was brilliantly used together with very well constructed questioning to lead pupils to articulate both careful observation and vivid descriptive phrases as well as engender a sense of awe and wonder of nature. This later translated into very good creative writing. During the following group work pupils were taught in small sets according to prior achievement, through the judicious use of the special needs department. All adults had prepared challenging activities exactly tailored to extend previous learning. Teachers achieved a very good balance between direct teaching and ensuring pupils were taught how to think for themselves. By the end of this lesson all pupils had made very good progress in their story writing. The other two very good lessons were particularly successful because of teachers' very good knowledge of how to teach the basic skills of literacy and a precise understanding of what individual pupils have already learnt which are effectively combined to plan lessons that ensure maximum learning by all ability levels. Their very good skills in using questioning to ascertain what pupils know and then extending their knowledge and their enthusiasm communicating itself to the pupils enables the lessons to proceed with pace, holds pupils interest and produce high quality outcomes. One example of unsatisfactory teaching was observed, where pupils' behaviour was insufficiently checked and the independent group activities held insufficient challenge; consequently too little progress was made. All teachers in Key Stage 1 are working very effectively as a team to raise standards. They are knowledgeable about the introduction and use of phonics and hear individual pupils read regularly both within and outside the literacy hour on the school reading scheme and foster pupils' love of books through regularly sending readers home to share with pupils' families.
92. In Key Stage 2 teaching is also good overall. Of the sixteen lessons observed two contained excellent teaching, both of which were in Year 5. In three lessons very good teaching was observed- two of these were in Year 5 and one was in Year 4. There was no unsatisfactory teaching and the vast majority was good. The high quality teaching is characterised by excellent planning based on assessment of what pupils already know and can do which is translated to challenging lessons. Teachers have very high expectations of the ability of their pupils to make

the maximum progress and use the oral session to ask high level questions and encourage pupils to do the same. This was seen in a group of pupils with special educational needs drawn from across Year 5 who learnt to read and write the numbers to twenty and in a class studying the poem 'Norse' by Pope. Where lessons were good or satisfactory there was not one over-arching reason why they were not better. Often it was lack of pace, or teachers making activities too general and insufficiently matched to pupils' previous learning, so that at least one part of the class made less progress than it might have done. For example, there was insufficient challenge for the higher attaining pupils working on words appertaining to different genders in Year 4 and, for this group, insufficient new learning took place.

93. Throughout the school, the main strengths in teaching English include: teachers' imagination and flair which sparks enthusiasm and interest in pupils; their very good quality relationships with each other and the pupils, which leads to a very happy and stimulating learning environment; good opportunities for drama and productions which enable all pupils to take part, and the very good use of interesting resources. Teachers manage pupils' behaviour very well and, through praise for effort and achievement, they ensure that no time is wasted managing bad behaviour, and lessons proceed smoothly. Teachers use visits and visitors well to enhance their teaching. However, the expectation of high standards of handwriting is inconsistent across the school, as is the marking of pupils' books in a way that will enable pupils to improve. However, this point is being addressed by the school in its revision of its marking policy. All year groups use homework well to support classroom studies.
94. There is a shared management of English by a team representing different year groups and key stages. They work very well together with a clear mission to raise standards, especially since there has been data available from the local education authority to show comparative standards nationally and with other schools. They undertake curriculum analyses such as why boys underachieve, and have changed the curricular content accordingly. They have been successful in introducing the National Literacy Strategy and track pupils' progress with the senior management through a series of assessment tests. The special needs staff is part of the team, and special needs teaching is seen as an integral part of the literacy development teaching. The team ensures that all teachers are familiar with National Curriculum levels of attainment and hold regular professional development sessions to ensure consistency of planning, assessments and standards across the year groups. However they have not yet formulated a progressive scheme of work for speaking and listening. There is no consensus on the most informative way to write the end of year reports so parents know the next steps their children need to take, Senior managers have monitored every teacher's delivery of the literacy hour and given them feedback about their and an honest acknowledgement of what still needs to be done to further improve. The accommodation and learning resources available for English are very good. Although the library itself is small and confined to non-fiction books, there is an abundance of different types of very good quality books in each year group library all of which play their part in the raising of standards in Literacy. Drama clubs further enhance the curriculum in Key Stage 2 and a wealth of visits and visitors act as a stimulus to all literacy areas. The annual book week with funding from the friends association for guest authors extends pupils' appreciation of books and through the planned activities contributes well to pupils' spiritual, cultural, social and moral development.

MATHEMATICS

95. Standards in mathematics at the end of Key Stage 2 have not risen sufficiently since the last inspection. However, the introduction of the National Numeracy Strategy has had a positive effect on teaching and learning and overall standards show signs of improvement.
96. Last year's Key Stage 1 National Curriculum Test results were below the national average for all schools and similar schools. There was a slight improvement from the year before and the work of pupils this year shows that this improvement should be maintained. Last year, the percentage of pupils achieving the higher Level 3 at Key Stage 1 was close to the national average. At the end of Key Stage 2, test results were well below the national average compared with all schools and similar schools, both in the percentage of pupils achieving Level 4 and above and in the average points scored by pupils. This was a drop from the previous year. Last year, Key Stage

1 boys performed slightly better than girls, whereas at Key Stage 2, girls performed better than boys but both performed below the national average.

97. Since 1996, results at Key Stage 2 have consistently been below the national average, although they have broadly followed the national trend upward. Last year the gap widened. The current Year 6 group, achieved better than the national average at Key Stage 1 in 1996, but current targets for this year's tests predict that they will perform below national expectations. This group of pupils has been affected by a twenty percent turnover during Key Stage 2. The school has recognised the need to raise standards in mathematics. In particular, a school development priority was introduced to increase the number of higher levels gained in Key Stage 2 National Curriculum tests and, in addition, further attention has been given to raise the number of Level 3 scores at Key Stage 1.
98. The school has embraced the National Numeracy Strategy. All classes use the strategy. This has had a positive effect and standards seen in lessons show that most pupils are working successfully within the objectives of the strategy and at appropriate National Curriculum Levels. However, there is still much to do in order to raise standards to appropriate levels so that the school compares favourably with similar schools at the end of Key Stage 2. Setting has been introduced in Key Stage 2 to accelerate learning, especially of the higher attainers, and this is having a positive effect on the attainment of these pupils.
99. By the end of Key Stage 1, pupil's attainment is in line with the national expectation in work seen. Most pupils are developing their number skills appropriately. They can count in fives to fifty and backwards to five, recite the five times table and construct pictograms to represent data, such as the number of cars in the car park. Pupils are able to identify properties of two – and three-dimensional shapes. Higher attaining pupils are beginning to understand place value and the relationship between division multiplication. Pupils in Year 1 are able to recognise coins and make up and solve simple money problems involving three quantities. Higher attaining pupils can add three amounts involving tens and units mentally. However, past weaknesses in numeracy have restricted higher attainment in science.
100. The standards of the work seen at the end of Key Stage 2 are below expectations. Most pupils are able to calculate numerical problems at the levels expected although recent tests conducted by the school show that some pupils at the end of the key stage remain insecure in a number of areas across the range of mathematics curriculum. Now this has been recognised, attention has been given to these areas.
101. Pupils in Key Stage 2 can multiply decimals and convert percentages to fractions. They can use number operations in every day situations and the more able understand simple probability. They measure and draw angles accurately with a protractor and convert measurement into kilograms to imperial units. Higher attaining pupils can calculate the surface area of solid shapes and calculate problems involving division of decimals. Many pupils are able to talk about how they arrive at an answer when doing mental calculations. Lower attaining pupils know about properties of solid shapes and can work out time intervals. Average and above average pupils understand how to calculate a difference where there are negative numbers for example a thermometer scale. More able pupils in Year 5 show that they can calculate mentally problems involving a number of processes including squares and square roots and in Year 6 are able with support to investigate successfully the properties of enlarging cubes and predicting the number faces that could be seen.
102. Teaching is just satisfactory overall in both key stages, but the lessons seen ranged from very good to poor. Nearly a quarter of lessons observed were unsatisfactory, with one being poor. In over half of the lessons teaching is good and in a small number of lessons it is very good. The school recognises there is a need for further improvement in teaching and pupils' progress in order to raise standards to an acceptable level.
103. All teachers plan to the National Numeracy Strategy and use the methods advocated. The interpretation of this at lesson level is not always detailed enough in terms of learning objectives and this means that some lessons lack clarity and focus and although pupils work at appropriate levels they do not learn effectively or complete sufficient work during lessons. Teachers'

planning is too variable in quality and detail in mathematics across the school.

104. When teaching is at its best there is a brisk pace throughout the lesson, pupils remain engaged, enjoy the work and learn effectively. The pace of learning in many lessons is reduced too much when pupils transfer to their individual or group tasks. Many teachers make good use of questions to enable pupils to not only recall prior learning but to explain their strategies to calculate number problems. Teachers have good relationships with pupils and this has a positive impact on their learning. In both key stages, teachers are successfully encouraging pupils to explain their methods of calculations. The skills of measuring and marking out taught in design and technology are effective in promoting numeracy.
105. Overall in both key stages pupils have positive attitudes to mathematics and enjoy the activities provided within the National Numeracy Strategy. They usually work together well but do not always maintain sufficient pace in their work without the direct supervision of the teacher. They usually persevere with their tasks but low expectations by teachers often lead to insufficient work being completed. When the teaching is good, pupils are keen to succeed and work more productively. In nearly all lessons pupils behave very well.
106. At Key Stage 1 teaching is always satisfactory and nearly half is good. Resources such as number lines, number fans, and digit cards are all used effectively. Role-play, for example buying articles from a pet shop, help to make the learning more relevant and interesting for pupils. Expectations of pupils are not always high enough especially in the individual and group work sessions. This is true of middle and higher attaining pupils. There is not always a big enough differential between the work of the more and less able. Lower attaining pupils are well supported by teachers and Learning Support Assistants and this has a good impact on their learning. Due regard is given to Individual Education Plans of pupils with special educational needs. Parent helpers too give effective support. Where the teaching is good, subject knowledge is used well and precise use is made of terms, for example, representations, least common, most common in graph work. Teachers often give appropriate individual support but do not always spend long enough with individuals and groups to extend and challenge thinking.
107. At Key Stage 2 teaching is too variable. There is too much unsatisfactory teaching although there are examples of good and very good teaching. In particular, one lesson in seven was judged to be very good whilst a further two in seven were good. In the better lessons there are very high expectations of what pupils can do and achieve especially in the first parts of Mathematics lessons. Teachers ask challenging questions of pupils and successfully give opportunities for pupils to explain their answers and thinking. The brisk pace in the best lessons and the use of time limits for tasks keeps pupils attentive and focussed. In these lessons there is a well-planned structure with a strong coherent theme throughout. In the unsatisfactory lessons pupils are not always supervised sufficiently to complete tasks and this leads to silly behaviour and unproductive time, for example, with pupils not finishing a simple practical task involving weighing. Poor organisation of pupils too is a factor leading to slow pace. Sometimes, too little is expected of pupils, not only in terms of what they can achieve, but also in terms of the amount of work to be completed; for example, copying multiplication squares into books and filling in missing numbers. The plenary parts of lessons are not always clear and precise enough to make an effective end to sessions. This is also true of some of the better lessons. Learning support assistants give good support to pupils with special educational needs. This is best where the assistant has the planning in advance and written comments are given to the teacher at the end of the lesson about the achievements of supported pupils.
108. The curriculum team is well led. All three teachers in the team are enthusiastic about mathematics and have a strong commitment to raising standards. The curriculum team and senior management are now well aware of the need to raise standards since good quality comparative data has become available. They have taken steps to achieve this, recognising that there is much to do. Two types of setting have been introduced into Key Stage 2. Of these where there is one level of ability in the set it is leading to more targeted teaching. In both key stages there has been a useful analysis of pupils test results too and this has led to a greater awareness of where the curriculum has weaknesses and where teaching needs to be targeted. There is not yet a comprehensive numeracy development plan to improve mathematics but the team leader is due to complete a report which should lead to a better strategic plan for the

subject. Priorities in the school's current development plan while identifying the need to raise standards of the more able do not sufficiently recognise the need to raise standards overall and especially of those pupils who are not meeting average standards. The Headteacher now monitors teaching and learning and appropriate development areas are being identified.

SCIENCE

109. In recent teacher assessments at the end of Key Stage 1 the pupils' attainment was well above the national average. In the latest tests at the end of Key Stage 2 the pupils' results were well below the national average. However this is against the trend of a steady improvement over the previous four years since the last inspection report. In response, the school has carefully analysed each pupil's test paper. They have established that the lower results were a consequence of poor examination technique and weaknesses in the reading skills of some pupils. Examination techniques have been improved and a recent standardised test shows attainment of the current Year 6 to be approximately in line with national expectations, as in 1998.
110. From the evidence of the inspection, pupils are achieving standards of work that are above national expectations at the end of Key Stage 1. This is a consequence of the very well planned and taught curriculum for the younger pupils. Standards are in line with national expectations at Key Stage 2. Some weaknesses in the pupils' skills in numeracy and in literacy restrict higher achievement.
111. By the end of Year 2, the majority of pupils sort living things into groups using simple features. They describe the basis for their grouping in terms such as the animals diet and number of legs. Many go on to distinguish mammals, insects, reptiles and birds using facts about their physiology. They know why spiders are not insects.
112. By the end of Year 6, the majority of pupils can construct series and parallel circuits to include cells, bulbs, and buzzers. They use circuit diagrams to represent these constructions. They understand that sound travels in waves and a minority of higher attaining pupils can relate pitch to the frequency and loudness to the amplitude of these sound waves. Many pupils can confidently use appropriate scientific language in their explanations. There is no significant difference in the achievement of boys from that of girls. Numeracy is promoted effectively in the teaching of science
113. The quality of learning is good. Pupils make good progress throughout the school. They use apparatus and record results to a good standard, their confidence increasing with age. Very good quality learning took place in Year 3 when pupils were learning about the conduction of heat. A lively lesson in which the teacher set high expectations enabled many pupils to understand how heat travelled through materials in terms of the vibration of the particles of which matter is made.
114. The majority of pupils are interested in their work. They are attentive and use equipment and apparatus with care. They take part in class discussions answering questions thoughtfully and knowledgeably. They work well together in groups sharing and developing ideas as they study. Their work is completed neatly and to the best of their abilities.
115. The quality of teaching is good throughout the school. Overall, two-fifths of lessons seen were judged to be very good or better with four-fifths being at least good. No unsatisfactory teaching was seen. The majority of lessons are lively, interesting and challenging to pupils of all abilities. In these lessons, teachers set high standards to which the pupils readily respond. A range of carefully chosen tasks enables pupils of all abilities to be sufficiently challenged. The quality of teaching was very good in a Year 5 class when pupils were learning about magnetism. Very good questioning reinforced previous learning and encouraged the pupils to extend their thinking. Clear explanations with good illustrations enabled the pupils to understand the concepts involved including why a magnet becomes demagnetised when it is dropped. A range of experiments enabled the pupils to make interesting observations and explanations.
116. There is a good scheme of work that ensures continuity in learning in all the classes in each year group and as pupils' progress through the school. Often teachers develop pupils' skills in literacy by encouraging them to use appropriate scientific terms in their explanations. Skills in numeracy

are developed as the pupils process, display and compare information from experiments. Pupils effectively use information and control technology to process data and to research information from the Internet. A successful environmental studies club enhances pupils' learning. A visiting science theatre group brings further interest to learning.

117. An enthusiastic and knowledgeable co-ordination team ensures the subject is implemented to a good standard. There is a good range of equipment, books and other resources. These are managed to a good standard. Since the last inspection the standard of pupils work throughout the school has steadily increased over the long term. This is because the subject is now taught separately, rather than as part of broader topics, and the teaching plans have much improved. All the staff work well as a team contributing to the success of the subject.

ART

118. At the end of both key stages, standards are well above those expected for pupils of this age. This is a strength of the school and the quality of work on display greatly enhances the learning environment.
119. By the end of Key Stage 1, the observational drawings of the youngest pupils are of a high standard. Their attention to detail and very good control of colouring pencils and brushes is seen, for example, in the drawing of segments of oranges and sections of peppers. In Year 1, pupils work in a range of media and the progress of their drawing skills is continued as seen in the drawings of badgers, foxes and pets. Pupils are able to create textured surfaces and use these with good effect in printing. The work in pupils' topic books is of a high quality, for example, of seawater creatures and, in a portfolio of previous work, there are some outstanding paintings of types of weather, skies and clouds. At the end of the key stage, the pupils are able to use a range of skills and techniques in the creation of Christmas cards, collage pictures of the Fire of London and prints of sunflowers. They are able to produce work in the style of other cultures, for example, rangoli patterns and other Indian decorative art. A very good feature of the pupils' work in Key Stage 1 is their use of computer programs to generate high quality illustrations, for example, of patterns in Year 1 and 'underground vegetables' in Year 2. A good start to working with clay is made in Key Stage 1. In Year 2 all pupils make clay sculptures of animals and they can describe the techniques and process with a good level of understanding and knowledge.
120. In Key Stage 2, pupils continue to learn and develop the skills of mixing and blending colours, for example in their use of watercolours and pastels. In Year 3, pupils are successful in using pastel to produce night skies and beams of searchlights to pictorially represent air raids in World War 2. Pupils are able to successfully use the technique of tie and dye to create delicate patterns on textiles. They can coil string to make a surface from which to print. Pupils in Year 4 produce collage work to support their work in history including an attractive Tudor rose from synthetic material. Pupils show a good attention to detail and accuracy in colour in their drawings of pheasant feathers. Work based on Aztec patterns, including weaving, is also of a high standard. An attractive feature in Year 5 classrooms and corridors are scenes of East Sussex which pupils have painted. Of particular merit are works on Beachy Head, Eastbourne Pier and harbour scenes. Pupils show a good ability to represent atmosphere and reflection in their work. Some paintings also demonstrate an understanding of the principles of perspective.
121. At the end of Key Stage 2 the school's portfolio of work and examples of work on display show some excellent examples of art in a wide range of media. There are beautiful batik wall hangings throughout the school. Striking examples are two that were designed for the opening of the local Cuckoo Trail. These depict the wildlife and natural history of the area. Other large-scale work includes a painting of the Battle of Britain landscape that shows a good attention to the detail of aircraft. There is a varied quality of work in pupils' sketchbooks. The best examples include excellent figure drawing and good designs based on the work of Rodin. These high standards are not evident in all books as some had a rather untidy appearance and lacked the care and attention seen, for example in Key Stage 1. In their work based on the style of famous artists, pupils are able to successfully catch the characteristic style of Van Gogh, Degas and Cezanne.

122. Pupils have a very positive approach to the subject and show high levels of interest in their lessons. This was seen in Year 1 where pupils attentively watched and listened to a visitor demonstrating the processes leading to the spinning of mohair wool. Pupils know the importance of washing their hands after using art materials or handling pets and wool. Pupils in Year 3 are enthusiastic and enjoy their lessons watching intently as their teacher showed them how to use pastel and blend colours. Year 6 pupils work well in groups as seen, for example, when researching European artists. Pupils talk enthusiastically about works of art; for example, in Year 6 one pupil spoke with interest and maturity about the Venus de Milo. Pupils' behaviour is good and on some occasions very good. The pace of work is satisfactory in Year 6 but there is room for improvement in the amount of work that they achieve in the allotted time. Pupils with special educational needs usually make good progress and from the school's records of work it can be seen that some make very good progress in observational drawing.
123. In the lessons observed, the standard of teaching was satisfactory in 80 percent of lessons and good in 20 percent. This does not fully represent the quality of teaching that has enabled the pupils to reach high standards. This is because the school benefits from the teaching of artists in residence and this was not fully seen during the inspection. The teachers have a secure knowledge of the subject and work hard to improve their own skills. For example, one member of staff has taught herself how to paint in watercolour so that she can help the pupils to use the medium properly. A particular strength of the teaching, which makes a significant impact upon the successful learning of the pupils, is the way in which the subject is used in many areas of the curriculum. For example, in Year 1 the lively approach to the topic of 'how life began' is helped greatly by the opportunities provided for pupils to study and draw sea creatures. In the 'underground' topic, teachers stimulate pupils' learning by interesting activities and good opportunities for developing their skills in art. Throughout Key Stage 2, teachers show an innovative approach to the subject and use the school and external resources well. They organise visits to interesting places and exhibitions, for example opportunities for the pupils to see the work of Rodin and museums in Paris. A further feature of teachers' enthusiasm, is the time devoted to produce the high quality displays of work throughout the school. Excellent examples include the three-dimensional work based on the Jungle book and used during a recent stage production, and work from a Millennium Project showing futuristic designs of homes and clothing. The high profile given to the subject makes a significant impact upon pupils' learning and promotes high standards throughout the school.
124. The subject is very well managed and the school devotes a considerable amount of finance to the subject. The school makes very good use of staff expertise and resources, including information technology. A display that demonstrates the school's commitment to art is one showing the history of Hailsham. Pupils used coloured pencils to depict in tapestry style the Norman Conquest, observational drawing skills for events and features of other periods, needlework skills for Victorian samplers and digital camera for contemporary photo-collage based on the style of David Hockney. The headteacher plays a significant role in the development of the subject and is ably supported by two enthusiastic curriculum advisors. This management team has identified the need to improve the use of sketchbooks in order to raise standards even higher. Since the previous inspection, the school's performance has been maintained and improvements are constantly taking place.

DESIGN AND TECHNOLOGY

125. Evidence of the pupils' progress has been taken from classroom activities, scrutiny of the pupils' written work and the things they have made. Throughout the school pupils complete their work to standards which are better than can be expected for their age and abilities. They have good skills in all aspects of the designing and making processes. They have experience of working with wood, card and cloth. They can measure, mark out and cut materials with increasing precision appropriate to their age. All of these skills effectively promote their growing skills in numeracy.
126. The standard of pupils' skills and understanding has improved substantially since the last inspection. The quality of learning in this subject is now very good.

127. In Year 2, pupils make good progress when they design and make models of a post office van from wood with working wheels and axles. They produce thoughtful designs and evaluate their vehicles discussing the problems and solutions they encountered during the assembly process. In Year 6, pupils make good progress when they design a multimedia display with a European theme. This is a challenging project because they have to develop their skills and knowledge in many areas of design, production and evaluation to include food technology.
128. The pupils enjoy their studies, they are keen to demonstrate and explain the things they have made. When working in groups they discuss their ideas and work productively for a long time. Tools and materials are used with care and due regard to safety.
129. The quality of teaching is good. Lessons are planned well to ensure that there is good emphasis on developing the skills involved in both the processes of designing and making. The pupils are encouraged to evaluate things they have made against their design intentions. Classroom organisation and management of the pupils are good and all pupils receive good support and encouragement. Pupils' skills of speaking and listening are also developed when they are encouraged to carefully explain how they could improve their designs. Outstanding teaching in Year 5 enabled pupils to design, build and test bridges from a very informed stand point. Their designs, including suspension bridges, showed a good knowledge of forces and their actions. They were encouraged to reach a level of creativity and inventiveness more usually seen in the products of older pupils.
130. Good planning ensures continuity as pupil's progress from year to year. Imaginative and challenging projects are very well integrated with other topics of study. Samples of pupils' work are kept to monitor standards. An enthusiastic and knowledgeable team ensures the high quality of learning in this subject. They work well as a team to use the equipment and materials are used effectively.

GEOGRAPHY AND HISTORY

131. The humanities team manages history and geography, and the two subjects are successfully integrated in the school's curriculum organisation. At the end of both key stages, the standard of pupils' work is above that expected for pupils of this age.
132. At the end of Key Stage 1 pupils have a good awareness of the past and present and how things have changed with the passage of time. Pupils in Year 1 show a good understanding of how life on Earth began, for example, in their work on the Cambrian Sea. The pupils' work also shows how they are able to compare prehistoric creatures with those of today. Pupils can write about historical events, for example a storm in 1987 and understand how school life was different in 1950. In Year 2, pupils are able to retell stories from the past as seen in their excellent work on the Fire of London. Pupils' skills in literacy are well promoted, for example in their writing on historical events when they tell 'how they were there!' Another very good sample of writing in history is the pupils' accounts of Guy Fawkes. An outstanding feature is how pupils' use their skills in art to create pictures and collages to depict stories in history.
133. Pupils' skills in mapping are well developed in Key Stage 1. In Year 1 they can draw accurate plans of their classrooms and make very good attempts at showing their route to school. They also show a lively interest in people and the jobs that they do, for example those working in the school community. In Year 2 pupils are able to appreciate the importance of communications and, by visiting the local sorting office, understand how the postal system works. They have a good understanding of how methods in communication have changed and how once signals were sent by smoke and that today electronic mail may be sent. Pupils have been provided with opportunities to send email messages.
134. In Key Stage 2, history and geography are taught as discrete subjects, although there is still some integration in project work. At the end of the key stage, the work seen in history was better than that expected for their age. Pupils in Year 3 have a good recall of historical dates and artefacts, for example in the types of gas masks worn by people of different ages in World War

2. They are able to examine artefacts carefully and look for clues to find out about the past. This was seen in the way they searched a helmet for dates and other detail. In their study of the period after 1930, the pupils show an understanding of how cities changed and the employment conditions that led to the Jarrow March. In writing newspaper reports for that event, the pupils have a good perception of how the people felt at that time. In Year 4, pupils continue to develop their skills in writing reports of historical events although, in the samples of work seen, the standard was not always as high as could be expected. Pupils are able to provide good accounts of 'The Spanish Armada' and, by visiting historical buildings, are able to appreciate the living conditions and answer questions about the Tudor period. In Years 5 and 6, an outstanding example of the pupils' knowledge of the subject, is their ability to describe Anglo Saxon houses. This is because they have built a full-scale model in the school grounds. For example, they are able to bend sticks to make panels of wattle and can use the local clay to make daub. The roundhouse, which was built under the direction of the regional Archaeological Society, is an excellent feature of the school, and a valuable resource for learning. Pupils in Year 5 can write in the form of chronicles to describe the events of the Saxon invaders. This work is of a high standard. At the end of the key stage, pupils can make good comparisons between previous periods and the present, for example, the similarities and differences in the Victorian and present-day education system. Pupils are able to empathise with children of the past and understand how a first day at school must have been.

135. At the end of Key Stage 2, pupils in geography have developed good skills in using both political and physical maps. They are able to locate cities in Europe and describe how the capitals are related to other geographical features, for example, borders and rivers. The pupils have developed an impressive range of research skills including the use of the Internet. An outstanding feature of the school's work is the promotion of a European awareness amongst the pupils. The pupils have a good understanding of the different countries and cultures of Europe. This is because they are involved in a project that requires them to make a presentation on an individual country. The European work includes the analysis and representation of climates, the study of traditions and food, research of art and the workings of the European Union. Pupils also have an opportunity to learn how to speak the French language. The pupils' skills in literacy are developed in a number of ways including letter writing and scanning web-sites for information. Pupils with special educational needs make good progress.
136. The pupils in both key stages are enthusiastic in their approach to both subjects. The presentation of pupils' work in Key Stage 1 is of a high standard for example in their writing and drawings of the Great Fire of London. Pupils behave in a sensible and co-operative manner as seen, for example, in a Year 3 history lesson when they were carefully examining artefacts, in order to find out more about the World War 2.
137. When opportunities were provided for Year 6 pupils to work outside the classroom, and not directly supervised by the teacher, they showed a mature attitude towards their work and responded well to the trust placed upon them. The Year 6 pupils are polite and responsive when talking about their work, for example, on how they helped to construct the Anglo Saxon roundhouse. There is some variation in the quality of work which they produce, and this is more related to the individual teacher's expectations rather than the attitude of the pupils. The pupils show a mature understanding of environmental topics. This is because the school places an appropriate emphasis on such issues and takes positive steps to help pupils develop an understanding of how human action has an impact upon the environment.
138. During the inspection, five lessons were observed. Forty percent were good and 60 percent satisfactory. However, taking into account the quality of work seen, the wide range of opportunities provided for the pupils and the successful promotion of literacy and numeracy in both subjects, the overall judgement for the standard of teaching is that it is good. The quality of learning is also good, and a strong feature is the pupils' broad knowledge and understanding of both subjects. Pupils learn a good range of skills, for example, map reading, data handling, how to look for detail in artefacts and historical buildings, and the use of information technology. Teachers provide good opportunities for pupils to develop independent learning skills. They stimulate pupils' interest and positive approach to learning by a very good use of resources and educational visits including a residential expedition to France. Activities are efficiently planned and pupils are well managed during lessons. The pace in some lessons could be brisker and

pupils would benefit if time targets could be set for the completion of work. Teachers use both history and geography to provide learning opportunities for other curriculum areas including literacy, numeracy, and art. In the building of the roundhouse project, pupils' skills in writing were well developed. For example, one pupil wrote about the wattling techniques as 'bending willow branches meandering like a river.' Observational drawing is particularly well developed, as well as skills in speaking and listening. For example, in a Year 5 history lesson, pupils had to listen carefully to other pupils in order to learn about Anglo-Saxon occupations. The chronicles written by pupils in this class were of a high standard and the presentation of the work highly noteworthy.

139. The teachers have a secure knowledge of history and geography. They are hardworking and devote a lot of time to the display of pupils' work. This makes a significant contribution to developing pupils' interest and enthusiasm for the subjects. Outstanding features in the school include a time line showing the development of Hailsham, displays relating to the Second World War and work reflecting the school's work on the Millennium and European projects. Pupils' skills in wattling have been put to excellent use in providing fencing in the school grounds. The total effect is one that demonstrates a stimulating and lively curriculum both inside and outside the school.
140. In the last inspection, the curriculum planning was found to lack clear learning objectives. This has been improved and the overall planning of the curriculum is now very good. This is because the humanities team is well co-ordinated and a structure for the teaching of the subjects has been introduced along with clear schemes of work. The management of the subjects is good and the use made of the resources, environment and local expertise is very effective. Teachers work very well in teams and their planning is monitored effectively by co-ordinators. The monitoring of teaching is less well developed. Strength of the leadership is the production of portfolios of pupils' work to use for setting standards and the subject advisors' enthusiasm for becoming involved in new initiatives and projects.

INFORMATION TECHNOLOGY

141. At the end of Key Stage 1 and Key Stage 2 attainment is above that which is expected nationally. There has been a substantial improvement in the standards of attainment since the last inspection. The Governing Body, senior management and staff of the school have worked hard to improve standards. There is now better equipment, a very good scheme of work and much better teaching.
142. At the end of Key Stage 1 most pupils can enter some text using a fully featured word processor. They can set out text creatively and change the size and colour of the text. They know the function of the main controls on the keyboard. Pupils use databases to search for information and they can set up their own database; for example, to enter, sort and retrieve information about animals when studying science.
143. By the end of Key Stage 2 they can use a complex spreadsheet application to solve practical problems. When designing a garden, they can use a spreadsheet to model the different areas of the garden that would be taken up by flower beds and lawns as they change their design. These calculations are one way in which pupils' numeracy skills are promoted.
144. The quality of learning is good and pupils make good progress throughout the school. The youngest pupils get off to a good start and they make very good progress in acquiring basic skills in using a computer. They quickly gain confidence in using a paint and draw application creatively. They combine regular shapes with freehand drawings and use the 'air brush' and other effects with skills and the creativity normally seen in older pupils. Pupils with special educational needs make very good progress when they use information technology to develop their skill in literacy.
145. The pupils work well together. They are prepared to share ideas and support each other in their learning. They look after the equipment and they enjoy using the computer in the classrooms. They work well without direct supervision, if required, and sustain their interest and concentration

on the task set for them.

146. The quality of teaching is good. Classroom management and organisation are good and this allows individuals or small groups of pupils to work on the computer while the rest of the class is involved in other activities. Learning support assistants also contribute to good standards of learning during these sessions. Very good teaching was seen in Year 4, where the teacher had good subject knowledge and used appropriate technical vocabulary. Clear explanations enabled all the pupils to quickly acquire the new skills to use the computer to compose and play back tunes as another way to use the technology to communicate information.
147. There is a very good scheme of work that ensures a progressive education to a high standard as pupils move from year to year. This subject makes a significant contribution in developing the pupils' abilities learn independently when they search for information on multimedia databases and the Internet. Skills in literacy are developed when pupils use e-mail to communicate with other schools. Information technology is also used very effectively to help pupils to work creatively, particularly when using a paint and draw application. Problem solving and geometry are developed when pupils enter control procedures to draw repeating patterns using the computer language LOGO. However, pupils' work is not assessed to National Curriculum levels of attainment sufficiently well. The progress of individual pupils is monitored but not yet compared to the expectations of the National Curriculum. This lack of accurate feedback reduces the effectiveness of the programme of learning.
148. An enthusiastic and knowledgeable team ensures the subject is managed to a good standard. A technician makes a valuable contribution to maintaining the equipment and software. Currently there is an adequate number of computers. The pupils are to benefit from a new computer network room currently under construction. All the staff work well as a team, contributing to the success of the subject.

MUSIC

149. It was possible to see only three music lessons during the inspection, but this re-affirmed the findings of the previous report that pupils achieve good standards in music. Key Stage 1 pupils sing a variety of action songs, both in unison and in rounds and accompany them with percussion. By the end of Year 2 pupils recognise the length of notes and rests from their written symbols and can clap rhythms accurately in response. They make musical compositions to illustrate stories they invent connected with topics studied in other subjects, having regard to the tempo and suitability of instruments. Pupils with special educational needs also reach good standards and a profoundly deaf pupil was successfully playing a regular beat on her instrument. Pupils' singing is clear, in tune and enthusiastic. Standards at the end of Key stage 2 are good. In particular, pupils' skills of composition are good. They work well within a group to compose, rotate and play rhythmic compositions including an ostinato, using untuned percussion, and know the vocabulary associated with dynamics and use this within their compositions. All pupils achieve good levels of music through rehearsing and performing concerts for their families and the community. Many pupils in Key Stage 2 achieve higher levels through taking part in the extra curricular choir and recorder clubs and community music festivals and concerts. Many pupils achieve good standards in playing musical instruments through the teaching of the peripatetic music staff. Composition, using a computer program, has enhanced pupils' knowledge of composition in Key Stage 2.
150. In the lessons seen, the teaching of music was very good and pupils made very good gains in their learning. Although this appears to be a reflection of the previous report, it masks the fact that class teachers are now responsible for their own class music, which previously was taken by a specialist. Where one teacher within the year group of three classes is particularly knowledgeable, this is used to good effect with that teacher taking the lead, whilst supported by other staff. Very clear planning, incorporating very good organisation and lesson structure, is evident. The very good relationships, levels of trust and high expectations, both of music and behaviour, enable small groups to spread out along shared areas and corridors to work effectively, thus allowing pupils to make the maximum progress. Lessons have a clear purpose, instructions are clearly given so that every child knows what is expected of them and the time

scale for completion. Therefore, pupils work with a sense of urgency and use real creative effort and enthusiasm, which is significant in the levels of achievement reached.

151. The music scheme of work ensures pupils gain musical skills and knowledge progressively and cover the National Curriculum programme of study. Assessment is under developed, being little more than a comment on end of year reports. However, a music portfolio, to show composition and photographs to record events, has been started. Music contributes well to pupils' spiritual development, both through expressing their feelings through composition, and by singing hymns, such as 'Peace Perfect Peace', in assembly. It assists their social development through working in groups to compose and in choirs and casts for productions and concerts, and adds to their cultural development through learning songs from other countries, such as 'Cuddly Koalas' in Year 1, and Indian songs in Year 5. Visitors talk about the history of drumming from African toms to the present rock scene. Pupils take part in productions, such as that depicting winter festivals round the world, and hear music of different times and cultures connected with their history and geography.
152. The music room is a good base for storage of the more precious instruments and for individual and small group tuition. The wide corridors and shared areas and very good provision of a wide range of instruments enables teaching to be imaginative and gives space for pupils to work uninterrupted.

PHYSICAL EDUCATION

153. By the end of Key Stage 1, standards are as expected for the pupils' ages, with some higher attainment in dance. Standards at the end of Key Stage 2 are generally above national expectations. These judgements are based on the observation of gymnastics and dance at Key Stage 1 and the observation of games, discussion about swimming and photographic evidence of outdoor and adventurous activities at Key Stage 2, and are broadly similar to those made at the time of the school's previous inspection.
154. Pupils' gymnastic skills in Year 2 are in line with those expected. All pupils move with confidence around the hall and on apparatus. They travel in varied ways on the floor and apparatus with suitable levels of co-ordination. Most pupils produce a short sequence of movements on the apparatus, which they practise to refine with help. They respond well to instructions and become aware of the effects of exercise on their bodies. Standards in dance in Year 1, are good. Pupils respond readily to a story about the teacher's cat and control their movements well, to show how a cat curls, stretches, grooms, stalks and pounces. In games at the end of Key Stage 2, pupils attain standards above those expected for their ages. Boys and girls show good levels of accuracy when catching and throwing in different ways and at differing speeds and become agile when dodging and chasing. They understand and play simplified versions of basketball and rugby. Pupils in the football club show well-developed skills with their co-ordination of running and striking the football from different positions. Most pupils swim unaided and safely for at least 25 metres by the time that they leave the school. The opportunity for Year 5 pupils to participate in canoeing, climbing, caving and Quad bike riding on their residential visit to the Isle of Wight is clearly challenging their physical skills as they undertake the activities. At both key stages, the pupils' ability to evaluate their own and others' performance in order to improve is satisfactory.
155. The quality of teaching and the quality of learning, including pupils with special educational needs are good at both key stages. Teachers start physical education lessons promptly and in a well-organised manner. Warm-up activities are appropriate and interest the pupils who work at a good rate. The lessons are developed by challenging and varied activities, which are appropriately related to the aims of the lesson and which encourage pupils to work and try hard. Teachers show secure knowledge of the subject in the instructions and demonstrations that they give and these factors, along with their use of pupils to demonstrate, help to ensure that the pupils understand what they are doing and acquire new skills. This was evident in several lessons at Key Stage 2, during which pupils practised ball skills and developed them in a group game, which they thoroughly enjoyed. At times, however, the main activities go on too long and consequently, the cooling down period is lost. During the inspection, very good use was made of one of the school's physical education curriculum adviser's expertise, to take a demonstration

lesson with Year 4 pupils on the introduction of tennis skills.

156. The pupils show good attitudes to physical education. They behave well, form constructive relationships and learn to observe the conventions of fair play. The subject makes a good contribution to equal opportunities and to the social and moral development of pupils as they learn to understand the benefits of teamwork. The subject is overseen effectively by a team leader and two well-qualified curriculum advisers, who provide very good support to their colleagues. A detailed scheme of work provides for all areas of activity and a balance of activity is provided for pupils in each year group. Pupils are taught swimming from Year 2 upwards and pupils undertake adventurous activities in Years 5 and 6. Assessment procedures are developing appropriately with the initial focus on gymnastics. Photographic evidence and video recordings of pupils' gymnastic skills are being collected to form an exemplar of the standards achieved. Pupils in Key Stage 2 have the opportunity to take part in competitive sports with other schools and have achieved some success in swimming, football and rugby. The school has two good-sized halls that can be opened up to provide one very large hall when required and two outside hard surfaced courts for netball and football. The school field is, at times, difficult to play football on, as it is inclined to become water logged in wet weather. Resources to support the teaching of physical education are adequate.

RELIGIOUS EDUCATION

157. Pupils make satisfactory progress in Religious Education and reach levels of attainment that are in line with the expectations of the Agreed Syllabus at the end of both key stages. Pupils behave well in lessons and have a good attitude to their work.
158. At Key Stage 1 pupils ask questions such as 'what do babies need?' They learn about the creation and explore their ideas about heaven through writing and discussion. They learn about Holy Books and celebrations. In the early part of Key Stage 2 pupils discuss how Anne Frank must have felt while hiding and relate their own life to this. They use sources of information, such as videos, and make notes for further discussion. They recall information well from previous lessons. Pupils who were thinking about Lent were able to make sensible and thoughtful suggestions about what they would give up for Lent, for example, using time from their hobbies to help others instead. In the later part of Key Stage 2, pupils can and describe the key symbols and artefacts of the Islamic faith, which they treat with respect. They can make comparisons between the Christian and Islamic faiths.
159. Teaching overall is satisfactory and some is good. Where the teaching is good there is a brisk pace to question and answer sessions and good use is made of resources, for example, a video about monasteries that kept the children's attention so that they listened attentively. Sometimes opportunities are missed to extend pupils' thinking and probe for more in-depth answers.
160. The curriculum leader is enthusiastic and has made a good start in developing a curriculum plan that matches the East Sussex Agreed Syllabus. Attention is now being given to assessment in RE with Year 2 pupils, for example, being assessed effectively about knowledge of their understanding of a story about Persephone.

