

## **INSPECTION REPORT**

**CHRIST CHURCH C of E  
PRIMARY SCHOOL**  
St. Leonards on Sea

LEA area: East Sussex

Unique reference number:114572

Headteacher: Mrs Anne Hanney

Reporting inspector: Miss Savi Ramnath  
21334

Dates of inspection: 8<sup>th</sup> to 11<sup>th</sup> July 2002

Inspection number: 194703

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

© Crown copyright 2002

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

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

## INFORMATION ABOUT THE SCHOOL

Type of school:	Infant and Junior
School category:	Voluntary Aided
Age range of pupils:	3 to 11 years
Gender of pupils:	Mixed
School address:	Woodland Vale Road St Leonards on Sea East Sussex
Postcode:	TN37 6JJ
Telephone number:	01424 422953
Fax number:	01424 720707
Appropriate authority:	The Governing Body
Name of chair of governors:	Reverend Dr Richard Harper
Date of previous inspection:	2 <sup>nd</sup> June 1997

## INFORMATION ABOUT THE INSPECTION TEAM

Team members			Subject responsibilities	Aspect responsibilities
21334	Miss Savi Ramnath	Registered inspector	Foundation stage Art and design English as an additional language	What sort of school is it? How high are standards? (a) The school's results and pupils' achievements How well are pupils taught?
13526	Mr Richard Barnard	Lay inspector		How high are standards? (b) Pupils attitudes, values and personal development How well does the school care for its pupils? How well does the school work in partnership with parents? How well is the school led and managed?
30606	Mrs Ann Bradshaw	Team Inspector	Information and communication technology Geography Equal opportunities	How good are the curricular and other opportunities offered to pupils?
18706	Mrs Janet Gill	Team inspector	English Music Special educational needs	
16971	Mr Roger Hardaker	Team Inspector	Mathematics Physical education	
10913	Mrs Mary Kelsey	Team Inspector	Science Design and technology History	

*Religious education was inspected as part of Section 23 of the Education Act and will be published as a separate report.*

The inspection contractor was: Dr M J Bradshaw  
LSU Associates  
185 Wilton Road  
Upper Shirley  
Southampton  
Hants SO15 5HY

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

The Complaints Manager  
Inspection Quality Division  
The Office for Standards in Education  
Alexandra House

33 Kingsway  
London WC2B 6SE

## REPORT CONTENTS

	Page
<b>PART A: SUMMARY OF THE REPORT</b>	<b>1</b>
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	
<b>PART B: COMMENTARY</b>	
<b>HOW HIGH ARE STANDARDS?</b>	<b>6</b>
The school's results and pupils' achievements	
Pupils' attitudes, values and personal development	
<b>HOW WELL ARE PUPILS TAUGHT?</b>	<b>10</b>
<b>HOW GOOD ARE THE CURRICULAR AND OTHER OPPORTUNITIES OFFERED TO PUPILS?</b>	<b>13</b>
<b>HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?</b>	<b>16</b>
<b>HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?</b>	<b>17</b>
<b>HOW WELL IS THE SCHOOL LED AND MANAGED?</b>	<b>18</b>
<b>WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?</b>	<b>20</b>
<b>PART C: SCHOOL DATA AND INDICATORS</b>	<b>22</b>
<b>PART D: THE STANDARDS AND QUALITY OF TEACHING IN AREAS OF THE CURRICULUM AND SUBJECTS</b>	<b>26</b>

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

### **INFORMATION ABOUT THE SCHOOL**

Christ Church is a large Voluntary Aided Church of England primary school of 486 pupils between the ages three and eleven. It includes a Nursery with 50 children who attend part-time. On entry to the Nursery class, overall attainment is well below average. Many children do not have the skills and knowledge typical for their age and many have very limited language, social and play experience. Not all the children who enter the Reception class have had pre-school experience. Overall there is a slightly higher proportion of boys than girls and most pupils live close to the school. There is a higher than average turnover of pupils due to families moving in and out of the area. Three per cent of pupils have refugee status and two pupils are from the traveller community. Currently, 20 per cent of the school's population come from a range of minority ethnic backgrounds; ten per cent come from homes where English is not their first language and 23 of these pupils receive additional specialist support through government funding. The social circumstances of most pupils are below average and this is reflected in the above average proportion of pupils, thirty per cent, who are eligible for free school meals. Thirty per cent of the full-time pupils are on the register of special educational needs, ten of whom have statements setting out the specific provision to be made. This is above average. Special educational needs covers pupils with a range of learning difficulties, such as autism and dyslexia. Since the last inspection the school has become involved in a number of projects, including the Educational Action Zone (EAZ) initiative, which is designed to help raise standards and improve attendance. The school has experienced problems in attracting suitably qualified staff especially at senior management level.

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

The school provides a sound education for its pupils and is successful in improving standards from a low base when children first start school in the Nursery to the level expected nationally in English and mathematics at the end of Year 6. The quality of teaching is good overall, and, as a result, pupils achieve well in relation to their prior attainment. The headteacher, staff and governors share a firm commitment to promoting an inclusive school with strong Christian values, where all groups of pupils are valued. This is reflected in the daily life of the school. Pupils have good attitudes to work, their personal development is good and they behave well. The leadership and management of the school are satisfactory. The school provides satisfactory value for money.

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

- Pupils throughout the school achieve good standards in art and design and physical education.
- Teaching is good, overall, particularly for pupils in Years 3 to 6, leading to pupils achieving well.
- Good provision is made for pupils with special educational needs and those with English as an additional language.
- The provision for pupils' spiritual, moral, social and cultural development is very good. This contributes to strengths in pupils' behaviour, politeness and relationships with others.
- Very good links with other institutions, such as the local church, museums and extra curricular activities contribute well to pupils' learning.
- Parents are kept well informed of what is going on in school and they are actively encouraged to participate.
- Good links with the parish are promoted.

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

- Standards in English and mathematics at the end of Year 2 and in science at the end of Years 2 and 6.
- The delegation of responsibilities to senior staff and subject co-ordinators
- The attainment of children by the end of the Foundation Stage<sup>1</sup>
- Pupils' attendance.

<sup>1</sup> Foundation Stage is the provision for children aged from three to the end of the Reception Year. QCA (Qualification and Curriculum Authority) has produced a set of Early Learning Goals for the end of the Foundation Stage. These goals are sets of skills, knowledge and understanding that children might be expected to achieve by the age of five. There are six areas of learning: personal, social and emotional development, language, literacy and communication, mathematical development, knowledge and understanding of the world, creative development and physical development

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

## HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school was last inspected in June 1997 and although standards were reported as being in line with national expectations in the core subjects of English, mathematics and science, National Curriculum test results for that year show that standards were below national expectations. Overall, the school has made satisfactory progress in dealing with the areas for improvement noted in the last inspection. The quality of teaching has improved in Years 3 to 6 and, as a result, standards in English, mathematics and science have improved steadily since the last inspection. In English and mathematics standards are now in line with national expectations and in science they are just below the level expected nationally. Much work has been undertaken in design and technology and earlier weaknesses have been rectified. The provision for information and communication technology (ICT) has greatly improved with the establishment of a computer suite. Marking has improved. While there are some good examples of helpful marking, these are not typical and practice remains inconsistent across the school. National guidelines have been adopted for all subjects and help to ensure that learning develops systematically from year to year.

## STANDARDS

The table shows the standards achieved by pupils at the end of Year 6 based on average point<sup>2</sup> scores in National Curriculum tests.

Performance in:	Compared with				Key
	All schools			Similar schools <sup>3</sup>	
	1999	2000	2001	2001	
English	E	D	D	C	<i>well above average</i> A
Mathematics	E	E	D	C	<i>above average</i> B
Science	E	E	D	C	<i>Average</i> C
					<i>below average</i> D
					<i>well below average</i> E

Starting from a low base, pupils' achievement is good at the end of Year 6. Pupils' performance has steadily improved over the last five years despite the fact that test results in English, mathematics and science have remained below national averages. The upward trend has been above the national improvement. In 2001, the school's targets were met in English and narrowly missed in mathematics. Targets for 2002 are challenging and indications are that they will be met.

In the National Curriculum tests for Year 2 in 2001, the school's results were well below both the national average and that for similar schools in reading and writing. In mathematics, standards were below the national average and about average for similar schools. The results of teachers' assessments in science were below average when compared with all schools and similar schools. Although test results at the end of Years 2 and 6 indicate that boys do not perform as well as girls, inspection evidence shows little difference in their performance.

When children join the Nursery, many have poorly developed communication skills and lower levels of social development than children of a similar age. They receive good teaching in the Nursery and satisfactory teaching in the Reception classes. Overall children achieve satisfactorily. Despite this, many children do not reach the national targets for this age group in all areas of learning and, consequently, a significant number of children start Year 1 below the levels expected in communication, language and literacy, aspects of mathematical development and knowledge and understanding of the world. Pupils with special educational needs and those at the early stages of learning English as an additional language achieve well and make good progress. The high turnover of pupils throughout the school does not give a fair indication of how well pupils are achieving. However, the progress of pupils who have remained at the school from the Reception class is good.

<sup>2</sup> Average points score - pupils' levels in National Curriculum tests are converted to points and used to compare a school's performance with schools nationally and with similar schools.

<sup>3</sup> Similar schools are defined by the proportion of pupils eligible for free school meals.



Work seen during the inspection indicates that overall standards in English and mathematics are at the level expected nationally for pupils in Year 6 but are below expectations at the end of Year 2. In science, standards, although slightly better than those indicated by the National Curriculum test and task results for 2001, remain below the level expected at the end of Years 2 and 6. In ICT, design and technology, history, geography and music, pupils achieve the expected standards at the end of Years 2 and 6. Standards in art and design and physical education are above the level expected nationally at the end of Years 2 and 6.

Pupils with special educational needs and those at the early stages of English language acquisition achieve satisfactorily and make good progress where support is well targeted and where teaching is good. Boys and girls do equally well and the school has in place an action plan to meet the needs of pupils identified as gifted and talented.

## PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Pupils enjoy school and show positive attitudes to learning.
Behaviour, in and out of classrooms	Pupils' behaviour, including that of the youngest children, is generally good. Most pupils behave well in lessons and around the school. In assemblies behaviour is very good. Pupils are polite, friendly and welcoming.
Personal development and relationships	Very good. Pupils are developing a very good awareness of citizenship. Pupils relate well to staff and to other pupils from different backgrounds.
Attendance	Unsatisfactory. Below the national average. Too many pupils take holidays during term time

Pupils' good behaviour and attitudes make a significant contribution to the life of the school. Attendance is below the national average.

## TEACHING AND LEARNING

Teaching of pupils in:	Nursery and Reception	Years 1 – 2	Years 3 – 6
Quality of teaching	Satisfactory	Satisfactory	Good

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

The quality of teaching and learning is good overall. Teaching varies in different parts of the school. It is good in Years 3 to 6 and the Nursery and in all other classes it is satisfactory. It is less good in these classes because teachers do not always plan activities that sufficiently challenge pupils in English and not all aspects of mathematics and science are well covered. In addition, work in the Reception classes is not always sufficiently challenging to prepare children for the National Curriculum in Year 1 in their early reading, writing and mathematical skills.

The successful introduction of the National Literacy and Numeracy Strategies has helped to sharpen the focus of teaching in English and mathematics which is good in Years 3 to 6, and satisfactory in Years 1 and 2. In all other subjects where it was possible to make a judgement, teaching was good in Years 3 to 6 and satisfactory in Years 1 and 2.

Good or very good teaching is characterised by good planning with clear learning objectives, which are shared with the pupils, and good subject knowledge, which enables teachers to extend pupils' understanding. In these sessions, tasks set are challenging and are well matched to the different levels of attainment in the class. This ensures that all pupils make good gains in new knowledge and skills, and learn well. Questioning techniques and good management of the class help to improve the quality of pupils' learning. The needs of

high, average and lower attaining pupils are generally well met in Years 3 to 6 in English and mathematics. The needs of pupils identified with special educational needs and those learning English as an additional language are met well in lessons.

In the two instances where teaching was unsatisfactory, pupils did not make enough progress because teaching did not take into account pupils' prior knowledge and match learning to their needs well. The purpose of the lesson was unclear and the pace of the lesson was slow.

## OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Satisfactory. The curriculum is broad but not sufficiently balanced. Not all aspects of science and mathematics are covered. Very good use is made of extra-curricular activities, visits and visitors to enrich the curriculum. The curriculum for the Foundation Stage, although satisfactory, does not prepare children sufficiently for Year 1 in their reading, writing and mathematical development.
Provision for pupils with special educational needs	Good. Pupils with special educational needs make good progress, both in lessons and over longer periods of time. Those with specific learning programmes are supported effectively by their teachers and other adults. Work is pitched at the right level for them and they generally receive good support from their teacher, teaching assistants and learning support assistants
Provision for pupils with English as an additional language (EAL)	The school provides very well for pupils who are at an early stage of learning English as an additional language.
Provision for pupils' personal development including spiritual, moral, social and cultural, development	Very good provision for pupils' spiritual, moral social and cultural development has a very positive impact on pupils' personal development.
How well the school cares for its pupils	The school provides a very caring, supportive environment for all its pupils, with very good arrangements for managing pupils' behaviour. Satisfactory assessment procedures are in place

Very good care is taken of pupils. There are very good links with parents, who are kept well informed about what is taught and the progress their children make.

## HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Satisfactory. A very strong pastoral lead is given and a very good working relationship with parents established. The delegation to senior staff is not effective in helping to improve the school's performance. Roles and responsibilities are not clearly identified.
How well the governors fulfil their responsibilities	Good. Governors meet their statutory responsibilities well and have a good awareness of the school's strengths and weaknesses
The school's evaluation of its performance	Satisfactory. The school has begun to analyse systematically its assessment data in order to move forward. However, monitoring and evaluation of teaching and learning are not sufficiently rigorous in the Foundation Stage and in Years 1 and 2 to determine precisely the improvements needed.

The strategic use of resources	Good. The school manages and uses its resources well and priorities for development are appropriately financed. The headteacher and governors seek to obtain the best value for their spending.
--------------------------------	---

The school is well staffed by suitably trained and experienced teachers. Support staff contribute well to pupils' attainment and progress. The accommodation is good and maintained to a high standard. Learning resources are good overall.

## PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<p>A significant proportion of parents are pleased with all aspects of the school, but they are especially content that their children:</p> <ul style="list-style-type: none"> <li>• like school;</li> <li>• behave well at school;</li> <li>• make good progress.</li> </ul> <p>They are also pleased that the school:</p> <ul style="list-style-type: none"> <li>• has a positive effect on their children's values and attitudes;</li> <li>• offers good care and support;</li> <li>• helps their children to become mature and responsible;</li> <li>• has good provision for art;</li> <li>• provides good teaching.</li> </ul>	<p>A small number of parents expressed concerns about:</p> <ul style="list-style-type: none"> <li>• having too little information about what is taught and how well their children are progressing;</li> <li>• the amount and regularity of homework given to children not being consistent.</li> </ul>

Inspectors' judgements support the positive comments of the parents who attended the pre-inspection meeting and the views expressed in the parents' questionnaire. There is much support for the school. There has been some inconsistency in the implementation of the homework policy and the school is working hard to address this. The inspection team however, did not find evidence that insufficient information is provided about pupils' progress.

## **PART B: COMMENTARY**

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

#### **THE SCHOOL'S RESULTS AND PUPILS' ACHIEVEMENTS**

*This section should be read in conjunction with the section on standards in the summary. What is reported there is not necessarily repeated here. Details about standards will also be found at the beginning of each subject report and through examples given in those reports.*

- 1 The previous inspection in 1997 reported that standards for pupils in Years 2 and 6 met or exceeded national expectations in all subjects. However, National Curriculum test results for that year indicated that standards were below the level expected nationally in the core subjects of English, mathematics and science. In the years following the inspection, initiatives have been put into place to address the weaknesses and to improve overall standards: the development of an ICT suite, additional resources, greater analysis of National Curriculum test results, the adoption of national guidelines to support planning and the implementation of the National Literacy and Numeracy Strategies. All of these have had particularly beneficial effects on standards, which are now in line with the levels expected nationally in English and mathematics at the end of Year 6. The improvement in standards at the end of Year 6 was recognised by the DfEE and the school was given an award for their National Curriculum tests results for Year 6 pupils for the period 1997 - 2000. Standards at the end of Year 2 are not as good. They are well below national expectations in English and below the level expected in mathematics and science. However, a number of contributory factors adversely affect standards and progress:
  - a significant number of children begin school with well below average levels of attainment in the important areas of early communication and social skills;
  - a small but significant number of children have not had any previous Nursery or pre-school experience and about one-third of the children who start Year 1 have had limited time in the Foundation Stage;
  - unsatisfactory attendance and extended holidays during term-time by a number of pupils;
  - many pupils join the school at a later stage in their primary education and others leave part way through the school;
  - a higher than average proportion of pupils have learning difficulties in the present Years 2 and 6.
  
- 2 There is a very wide range of attainment among children who enter the school. Overall, their attainment on entry to the Nursery is well below that of children of a similar age and many have limited language, social and play experience. Despite the good start that children make in the Nursery, many do not have time to catch up with nationally identified levels before they move to the Reception classes. Not all the children who start the Reception class have had Nursery or pre-school experience and, as a result, overall attainment on entry to the Reception class remains well below average. Overall, provision in the Reception class is satisfactory and most children continue to make good progress in their personal, social and emotional development, creative and physical development and in aspects of their knowledge and understanding of world. In all other areas learning is limited. This is partly because not enough use is made of the National Literacy and Numeracy Strategies to plan work for the next stage of learning, the lack of challenge at times for the higher attaining children and insufficient rigour in monitoring to ensure that all children experience fully the range of activities on offer. Consequently, not all children reach the expected standards in all areas of learning by the end of the Foundation Stage and many start Year 1 at levels lower than expected in the important areas of communication, language and literacy, and aspects of mathematical development and knowledge and understanding of the world.

- 3 In National Curriculum tests for Year 2 pupils in 2001, the school's results show that standards, as measured by average points score, were below the national average in mathematics and well below the national average in reading and writing. When compared with similar schools standards were in line in mathematics and well below average in reading and writing. The teachers' assessments in science show below average standards when compared with all schools as well as with similar schools. The results of the National Curriculum end of Year 6 tests for 2001 show that standards were below average in English, mathematics and science. When compared with schools with a similar pupil intake, results are average in all three subjects. Although test results in English, mathematics and science at the end of Year 6 have remained below the national averages for the past five years there has been an upward trend. There has been some variation in results between boys and girls at the end of Years 2 and 6. Boys do not perform as well as girls. However, inspection evidence shows little difference in their performance.
- 4 The school analyses its assessment data in English and mathematics carefully and the information is used appropriately to address weaknesses and to set targets for raising standards in English and mathematics at the end of Year 6. Plans are in hand to make greater use of statistical data. Using data analysis and teachers' assessments, targets are set for pupils. In 2001, targets were met in English and narrowly missed in mathematics. Despite this, the school continues to have high expectations for pupils in Year 6 and is confident that the challenging targets for 2002 will be met. Indications are that pupils are on course to meet these targets.
- 5 During the current inspection, standards of attainment by the end of Year 6 are at the level expected nationally in English and mathematics. Improvements have occurred because of the successful implementation of the National Literacy and Numeracy Strategies and the setting of pupils in these subjects. However, standards at the end of Year 2 are well below expectations in English and below the level expected nationally in mathematics. Low standards in English are partly because work is not always sufficiently challenging and pupils have too few opportunities to write extensively, while in mathematics not all aspects of the subject are covered. In science, standards remain below expectations at the end of Years 2 and 6 partly because pupils have too few opportunities for investigative work. In ICT, design and technology, geography, history and music standards are at the expected level at the end of Years 2 and 6. Pupils achieve above the level expected in art and design and physical education at the end of Year 6 and Year 2. Overall, pupils' achievement is good in Years 3 to 6 and satisfactory in Years 1 and 2. This has a direct link to the quality of teaching which is good in Years 3 to 6 and satisfactory in Years 1 and 2.
- 6 The National Literacy and Numeracy Strategies are having a particularly beneficial effect especially in Years 3 to 6. This is evident in Year 6 where the current standards are better than before and much nearer to the level expected nationally. Literacy skills are developed well across some areas of the curriculum; for example, the use of stories and the development of research skills are well promoted in subjects such as history. However, whilst writing skills are promoted across some subjects, pupils' unsatisfactory handwriting in Years 1 and 2 hinder their written work and opportunities are missed to extend their literacy skills in other subjects of the curriculum. Pupils are introduced to appropriate vocabulary for the study of subjects such as science, ICT and art and design. Pupils' numeracy skills are applied and developed satisfactorily. They measure and draw accurately in design and technology and in science make good use of tables to record their results. There is no consistent planning to provide opportunities for pupils to further develop and apply their literacy and numeracy skills in other subjects.
- 7 Pupils with special educational needs make good progress and some reach average standards. This is because the school has a system to identify and assess pupils' learning difficulties early. Targets for improvement are identified on the individual education profiles, and regularly reviewed to assess progress. The special educational needs co-

ordinator and teacher for special educational needs are successful in helping pupils to meet the targets. Pupils with statements are supported well and make good progress in their academic work and social integration.

- 8 Pupils of different levels of attainment do not all make as much progress as expected. Higher attaining pupils in some lessons in Year 1 and in 2 are not doing as well as they could in English, science and geography. This is partly because teachers' expectations of work and behaviour are not always high enough and information gained from assessment is not well used to plan work to meet the needs of pupils of different levels of attainment. As a result, pupils do not always achieve as well as they might. In Years 3 to 6, higher attaining pupils make good progress in most subjects. The school has in place a detailed policy to meet the needs of gifted and talented pupils.
- 9 The school gives full encouragement to all pupils from different backgrounds and takes steps to ensure social and academic inclusion. During the inspection there was no evidence of significant variations in the attainment of ethnic minority groups or pupils from differing backgrounds Pupils for whom English is an additional language make good progress and attain standards that are comparable with other pupils in the school once they have achieved a reasonable level of competence in English. The good progress made by these pupils results from their positive attitudes to learning which are encouraged by the school's positive ethos. The support provided by the teacher funded through ethnic minority achievement grant (EMAG) is effective in promoting the progress of these pupils.

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

- 10 Pupils' good attitudes to school, good behaviour and very good level of personal development give good support to their learning. Standards have been maintained at a level similar to those reported at the last inspection.
- 11 Pupils like coming to school and are keen to take part in activities. Parents are very positive in stating how much their children love coming to school. Interest in extra-curricular activities, especially sports, is very good. This has a strong impact on standards in physical education generally, but also in encouraging pupils with specific talents for example in table tennis.
- 12 The pupils in the Nursery and Reception classes have settled into school well and nearly all have adapted well to the daily routines. Most pay good attention and are reaching the expected standards in their personal development. Throughout the school, older pupils generally show good attitudes to learning in lessons. Pupils consistently show good or very good attitudes to learning in Years 4, 5 and 6. This was well demonstrated in a Year 5 English lesson about the poetry of Edward Lear. In this session, pupils learned how to establish the meanings of old-fashioned words they did not fully understand. They showed very keen attitudes in class discussion and worked eagerly and enthusiastically to provide their own dictionary definitions. Also pupils very positive attitudes as when Year 6 pupils try very hard to improve their personal best in the long jump, has a positive impact on their achievements.
- 13 Pupils with special educational needs are fully included in all aspects of school life. They mostly have positive attitudes to their work and learning, they try hard and they concentrate at their tasks until they are completed. Pupils settle to work willingly on most occasions, and they relate well to their classmates. Records of pupils with special educational needs relating to behaviour issues, show good improvement in their attitudes, allowing them to show significant progress in their performance in English and mathematics tests at the end of Year 6 for the last two years. Pupils with English as an additional language are keen to learn and have good attitudes to their work. They listen well to their teacher and to each other, and their behaviour is good. They contribute to

lessons at their own level and can work in a group or independently.

- 14 Behaviour is good. There have been no permanent and eleven temporary exclusions over the last year, a figure about in line with the national average. Pupils are developing a very good sense of fairness and awareness of the impact of their actions on others. No direct bullying was observed during the inspection, but a small number of pupils show aggressive tendencies and some pupils talk about rough behaviour in the playground. These pupils are showing great improvement in their behaviour as a result of the recently introduced 'Oasis' behaviour management programme. Records reveal little bullying and an absence of racist or sexist behaviour. A few pupils, mainly boys, cause some disruption to lessons through their disrespectful behaviour. This is most noticeable in Year 3 where pupils calling out and not listening to their teacher limits their learning in some lessons. For instance in an ICT lesson, the poor behaviour of several pupils affected the learning for the whole class. Pupils are well behaved in the dining area, and in assemblies they are very well behaved.
- 15 Pupils are developing a very good awareness of citizenship. They undertake a very wide range of duties and responsibilities throughout the school. For example, they look after the office in a responsible manner at lunchtimes and older pupils are very keen to help younger ones in the playground, organising games and supervising their play very effectively. They contribute ideas to the school council where they demonstrate, with maturity, how to represent the views of others and have a positive role in improving the school environment. They sell fruit at playtime not only promoting healthy eating but also allowing pupils to be responsible for the money. They very keenly talk about how the profits have been used to buy additional playground equipment. Pupils' independence in learning for themselves in lessons is good and they use their initiative very well. This was seen in a Year 5 music lesson when one pupil took the lead by acting very effectively as conductor to a group providing percussion accompaniment without prompting from anyone else. Pupils demonstrate confidence especially in relation to speaking aloud, for example, when expressing their feelings in assemblies. They are developing a very good awareness of the wonder of nature, science and human achievement. Year 6 pupils gasped in amazement when their teacher expertly demonstrates the long jump. They examine issues about moral values very well in assemblies and religious education lessons.
- 16 Relationships are good throughout the school. Most pupils are polite, friendly and helpful to others. A small number, especially in Year 3, is disrespectful, especially towards their teachers in lessons. Older pupils respond well to the opportunities to develop their relationships through residential visits. Pupils are developing good team spirit through their sport activities. Visits and visitors enhance their appreciation of drama, art and music.
- 17 Overall attendance levels are below the national average. The main reasons for unsatisfactory attendance are a high level of pupils taking holidays in term time and a small number of families who are regular poor attenders. Achievement suffers for these pupils. Punctuality is good and there are few unauthorised absences.

## **HOW WELL ARE PUPILS TAUGHT?**

- 18 Teaching is good overall and contributes significantly to the quality of pupils' learning, their attitudes and the progress that they make. Teaching is good in Years 3 to 6 and in the Nursery. Although it is satisfactory in all other classes there are examples of good teaching in all year groups. During the inspection, 65 lessons or part lessons were observed. Of these almost all were satisfactory or better. Over half of lessons were good

and a ninth were very good. In two lessons, teaching was judged to be unsatisfactory because the lessons did not challenge the pupils, the majority of whom, made little progress. Many of the weaknesses identified in the last inspection are no longer significant, and this, as well as the successful introduction of the National Literacy and Numeracy Strategies and shared commitment to raising standards, are responsible for pupils' good achievement.

- 19 Teaching, which had a positive impact on pupils' learning, was seen throughout the school and was particularly effective in Years 3 to 6, where the quality was good overall. Good teaching is found in nearly all subjects. The teaching of English, mathematics and science is good in Years 3 to 6. Although it is satisfactory in Years 1 and 2, there are areas of improvement. In English, the needs of higher attaining pupils are not met at all times and in mathematics pupils have limited opportunities to develop investigative skills, extend their understanding of shape and measurement and analyse information. In science, teachers do not always provided sufficient opportunities for pupils to design and carry out their own experiments. The teaching of geography and ICT is satisfactory and teachers are now generally more confident in the teaching of ICT than at the time of the last inspection. Throughout the school, the teaching of art and design, music and physical education is good. In these three subjects, teachers set high standards and have high expectations of all pupils. As a result, pupils respond positively and make good progress as they move through the school. In history and design and technology there was insufficient evidence to make a secure judgement on the overall quality of teaching although some good teaching was observed during the inspection. Pupils are likely to attain higher standards in Years 1 and 2 and make faster progress, if the quality of teaching is more consistent and more challenging.
- 20 Overall, the quality of teaching in the Foundation Stage is satisfactory. It is good in the Nursery and satisfactory in the Reception classes. Good teaching in all areas of learning in the Nursery provides a good foundation in basic skills. The range of activities organised is effective in promoting learning. In both the Nursery and Reception classes, emphasis is placed on children's personal and social development and this plays a significant part in helping children take a more active part in other activities. In the Reception classes, teaching is good in creative and physical development and in aspects of knowledge and understanding of the world. In all other areas of learning teaching is satisfactory. This is because expectations are not sufficiently high and not enough use is made of the National Literacy and Numeracy Strategies when planning. Closer monitoring that would help staff to provide a balanced curriculum and to meet the needs of all children especially the higher attainers is not sufficiently rigorous. Consequently, many children are not well prepared for the next stage of learning in their early reading, writing and mathematical skills.
- 21 The teaching of English and mathematics has benefited greatly from the successful introduction of the National Literacy and Numeracy Strategies. It has also benefited from setting in Years 2 to 6. This allows teachers to match work more closely to pupils' needs and is helping to raise standards. In both subjects, teaching is good in Years 3 to 6. It is satisfactory in Years 1 and 2 because expectations of pupils' work and behaviour are not always sufficiently high in English, and in mathematics not all aspects are fully covered. This inconsistency in practice reflects a lack of rigour in monitoring and evaluating of what takes place in the classroom in order to identify and promote the good practice found in Years 3 to 6. Despite this, most teachers across the school provide a good balance between whole class and group activities. In the best practice, teachers have high expectations and there is a high level of challenge and, as a result, learning is good. Lessons begin with a clear explanation of what will be learned in the session and teachers return to the learning objectives in the course of the lesson to remind pupils what they should focus on. Whole-class teaching is constructed around good explanation and lively questioning. Pupils respond well to this, enjoying the pace and challenge and the opportunities that are provided for them to participate by reading, explaining or



demonstrating for the class on the board. The last part of the lesson is used well to review and assess pupils' understanding of what they have been learning and to ensure that pupils have a secure understanding of the work before moving them on to the next stage in their learning. In numeracy, the oral and mental sessions are taught well and teachers encourage pupils to explain their methods of finding solutions to problems. Although satisfactory the use of pupils' literacy and numeracy skills in other subjects is developing.

- 22 Teachers generally have a good knowledge of the subjects they teach and in many lessons it is used to explain their ideas clearly, to lead effective discussions and to extend pupils' understanding. This is most evident in the improvements in the teaching of ICT, which have enabled the school to address a key issue from the last inspection. Good knowledge is used well for planning to meet the needs of pupils of different levels of attainment and was clearly demonstrated in a Year 6 physical education lesson, where the teacher's excellent knowledge of the long jump enabled very good feed-back to be given on the techniques of improving their performance. In a Year 5 science lesson, pupils were successfully taught how to use PowerPoint to reinforce their presentation on 'Solids, Liquids and Gases'. Teachers pool their knowledge very effectively when planning in year groups. They often use questions well; in particular, they carefully target questions to meet the needs of pupils. Good examples were shown during a history lesson in Year 4 where the teacher's effective questioning about gas masks helped pupils to consolidate their knowledge of how and when these were used.
- 23 Teachers' planning is satisfactory, has improved and has benefited from action on the key issue defined in the previous report. The school has adopted the national guidelines for subjects other than English and mathematics and this has assisted the planning process. Shared planning in teams has ensured that there is less variation in teaching and attainment between classes. In other subjects, planning is inconsistent and the quality of the short-term plans varies across the school. The best and most detailed plans are prepared for the literacy and numeracy sessions and follows national guidelines. Plans clearly show what is to be taught and learned and identify the provision for pupils of nearly all levels of attainment. For example, in a good numeracy session in Years 3 to 6, the work was well matched to the needs of pupils. Planning is less effective in other subjects and short-term plans do not always clearly identify what pupils of different ages and levels of attainment will know, understand and be able to do by the end of the lesson, nor give a clear indication of the levels that different groups of pupils should attain. As a result, the same work is set for all pupils and higher attainers are not always sufficiently challenged. In addition, the provision for pupils with English as an additional language and those with special educational needs are not always identified.
- 24 In the two instances where teaching was unsatisfactory, a lack of clear planning was sometimes compounded by teachers not properly explaining work to be done during the introductory session. Pupils remained unclear about what they were to do and what they were expected to achieve in the lesson and were unable to focus on improving their skills and knowledge. In a few instances in Years 1 and 2, the teachers' expectations of behaviour slipped and talking was tolerated amongst small groups of pupils when they should have been listening and not distracting others from their work. This slowed their own learning and that of others in the class.
- 25 Teachers' expectations vary but are good overall. There is a much higher degree of challenge in Years 3 to 6 than in Years 1 and 2 in most subjects, except in science where expectations throughout the school are not high enough, a weakness identified in the last inspection. In a number of lessons, challenging activities and high expectations of what pupils can achieve result in good, and sometimes very good, gains in learning. A Year 5 literacy session for lower attaining pupils was a good example of this. Pupils were learning about how writing can be adapted for different audiences and purposes, and how to compile their own dictionary. Careful planning by the teacher ensured that pupils had tasks that closely matched their prior attainment and were designed to move them swiftly on to

greater understanding. All the pupils worked diligently and behaved very well throughout the lesson. However, in some lessons not all teachers have high enough expectations of the quality of written work and this results in low standards of recording and presentation. Expectations of good behaviour are mostly high and this leads to a productive working environment where pupils feel valued and secure, which has a positive impact on learning. Most teachers have effective class management skills and create a calm atmosphere, which is conducive to learning. Good examples of this were seen throughout the school. However, in a few lessons in Years 1 and 2, teachers do not always successfully manage pupils with behavioural difficulties in order to ensure the best learning.

- 26 Most teachers manage the challenging behaviour of a number of pupils very well and the positive relationships between teachers and pupils have a significant effect on pupils' attitudes to work. For example, in a Year 1 mathematics lesson on telling the time, the good relationships between the teacher and pupils played a significant part in giving lower-attaining pupils the confidence to make attempts at telling the time. In a few lessons in Years 1 and 2, the teacher fails to manage the inappropriate behaviour of a small minority of pupils and does not ensure that all pupils are working productively. Sometimes teachers are not vigilant, consistent or firm enough. As a result too much time is spent gaining and regaining control and valuable learning time is lost.
- 27 Teachers' ongoing assessment of pupils' work is satisfactory. At the end of most sessions, teachers review the lesson to assess how well the pupils have learnt. This information is used effectively to plan work and to check their progress. In mathematics, teachers regularly ask pupils to explain how they arrived at the answer. Questions such as, 'How did you work that out?' together with, 'Explain how you got that answer' are used well. This happened in a lesson in Year 4 where pupils were learning about decimals. Throughout the school, teachers are skilled in using well-targeted questions to check and challenge all pupils' thinking and understanding and to ensure that there are equal opportunities for both boys and girls to answer questions and make contributions. Good examples were noted during a science lesson for pupils in Year 4 where the teacher's effective questioning about the previous work on air resistance helped pupils to refine their answers so that 'a pointed nose aircraft' becomes 'aerodynamic'. Throughout the school, teachers regularly mark pupils' work. Although there are some examples in the school of teachers using marking effectively, it is generally not used well by teachers to help pupils to identify what they need to do to improve further. This is another example where the consistent sharing of best practice within the school could help to improve further teaching and better support children's learning. A small number of parents raised concerns about the quality and amount of work that pupils are expected to do at home. Homework seen during the inspection was satisfactory and makes a satisfactory contribution to pupils' learning.
- 28 Teachers use a range of activities and methods to interest and involve pupils in their learning. In literacy and numeracy they are generally well thought out to match both the subject content and the needs of the pupils. Time is well used in most lessons and in the best, for example a physical education session in Year 4, no time is wasted. Some teachers use time targets well to inject pace and urgency into pupils' working, giving them five minutes to complete a task or reminding them that they have only 10 minutes left. However, in a few lessons, where the pace of the lesson is slow, concentration slips, and pupils become restless and cover less than they should. Support assistants are mostly used well. Even during the time that the class teacher is addressing the whole class, they often sit with and assist specific individual children or groups of children in focusing their concentration, or monitoring those children to help the teacher assess their understanding and learning. On just a few occasions, however, support assistants and other adult helpers are less well used, spending too long as merely passive observers. The use of computers to supplement or extend work in all subjects of the curriculum is developing

well.

- 29 Pupils with special educational needs are generally taught well by their teachers and learning support assistants. Work is matched to their needs by careful planning and this helps pupils to achieve their targets in their group education and individual education plans. Support staff work closely with teachers, the special educational needs co-ordinator and teacher for special educational needs giving specific support that helps them to make good progress. Pupils have good access to specific intervention programmes that are very well managed and taught, this is helping to raise achievement.
- 30 The teaching of pupils with English as an additional language (EAL) is very good, particularly for pupils who are at the early stages of English language acquisition. A part-time teacher with EAL expertise supplied by the local authority and funded by EMAG provides very good support for targeted pupils. Effective planning, ongoing monitoring and assessment ensure that work is adapted so that these pupils make good progress. At other times, targeted pupils are well supported in their speaking and listening during lessons by mainstream teachers' careful planning to integrate them in discussion and the patient and helpful attitude of classmates. These teachers generally use a range of effective strategies, such as questioning, modelling language and reviewing what has been learnt to develop the English competence of targeted pupils so that they take part in the full curriculum.

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

- 31 The previous report suggested that while curricular planning was in general satisfactory, there was a need to develop a system of curricular mapping to identify coverage of subjects. This was needed to ensure that pupils could make steady progress in all subjects as they moved through the school and to strengthen development of design and technology and information and communication technology. Although schemes of work were in place in most subjects there was limited evaluation of curricular development. The school offered a good range of extra-curricular activities and a wide range of visits. Further development in pupils' personal development was required. There has been a satisfactory improvement because of the implementation of new guidelines to assist planning, increased opportunities in design and technology and ICT, and for the personal, social and health education (PSHE) of pupils.
- 32 The school now provides a satisfactory curriculum for its pupils. Much of the work is planned using national guidelines. This is matched to a curricular map for the school to ensure all areas are covered, and this is used to inform teachers' weekly plans which are used systematically. The curricular map is not fully implemented in Year 6 when teachers need to prepare pupils for National Curriculum tests and some units of geography and history are not completed. There is no consistent monitoring of the subject planning by co-ordinators to ensure all of the units of work are taught and in science and geography insufficient attention is given to the development of skills. The National Literacy and Numeracy Strategies have been successfully introduced and are ensuring effective teaching of the subjects.
- 33 The curriculum for both Nursery and Reception classes is appropriately linked to the nationally agreed areas of learning for children in the Foundation Stage and the Early Learning Goals. In the Nursery the curriculum provides a good balance of focused teaching activities and opportunities for children to organise themselves within the carefully planned opportunities for structured play. In the Reception classes although provision is satisfactory, there is room for improvement. The main weaknesses are insufficient challenge for higher attaining children and that work does not always prepare children sufficiently for the National Curriculum in Year 1.

- 34 The curriculum for pupils in Years 1 and 2 and Years 3 to 6 provides a satisfactory range of activities in most subjects. Sufficient time is spent on each subject and statutory requirements are met. The school prepares pupils adequately for secondary school. The provision for physical education and art and design is good. Satisfactory development of pupils' knowledge and skills is planned in most other subjects but planning in science throughout the school, and in geography for pupils in Years 1 and 2, gives insufficient guidance for the suitable use and development of the appropriate skills. Planned opportunities to develop the use of literacy and numeracy in other subjects are developing although teachers sometimes make good use of the links in their lessons. ICT has improved and is used increasingly to support learning in other subjects as well as to improve pupils' ICT skills. Despite these opportunities teachers do not consistently plan to make best use of these skills in all areas of the curriculum.
- 35 The school develops pupils' personal, social and health education very well. The PSHE programme, based on a local scheme, is included in the curricular map. There are timetabled PSHE sessions, which include group time known as 'circle time' and these provide opportunities for debate and role-play as ways to discuss aspects of personal development and dealing with controversial issues. Pupils in Year 1 learn how to keep themselves safe, and Year 6 pupils investigate what it means to have growing independence and their rights and responsibilities in the community. Sex and health education, and drugs awareness are also covered and linked, where appropriate, to science lessons. Pupils are given opportunities to develop independence and confidence and to work together for the benefit of the school community.
- 36 Pupils with special educational needs receive good provision. Work is planned at different levels for them, and the tasks they are given enable them to make progress towards their targets. The SENCO and teacher for SEN support pupils individually and within small withdrawal groups where work is carried out to support their IEPs. Regular assessment informs planning the next stages in learning successfully, particularly in English. They are fully included in all activities. The school is inclusive, equality of opportunity is good in the school and pupils have full access to all subjects including those with physical disabilities. Pupils with statements are supported well and make good progress in their academic work and social integration.
- 37 All pupils, including those pupils from other minority ethnic groups, have full access to the curriculum and the school has ensured it meets their needs well. In literacy and numeracy lessons in Years 2 to 6, pupils are set according to levels of attainment and additional different levels of challenge in lessons means that pupils have the opportunity to achieve their maximum potential. In other subjects, when pupils work on similar tasks this is achieved less well. Although inclusion in all the activities is carefully planned the school has identified the need to extend further the challenge for higher attaining pupils in other subjects.
- 38 The school has good links with the community. In particular, pupils are involved in church and parish events and the community initiatives linked to the Educational Action Zone. Children attend and contribute to concerts. They play in recorder festivals, participate in a local choir, and perform in local care homes. The school has hosted artists in residence and pupils' artwork is exhibited in a local gallery and station. They have also been invited to contribute to a display in a local department store. Some pupils have made suggestions for the construction of a local play area and others have attended a music theatre course.
- 39 The school provides a very good range of extra-curricular activities outside school time. Sporting activities include table tennis, netball, football, cross-country, cricket, rugby, swimming and athletics. There are several computer clubs for different groups of pupils from Year 4 onwards. Pupils take part in a number of musical activities including the choir, recorder groups and other instruments such as violin and clarinet. The 'Oasis' project

contributes to the management of behaviour throughout the school. The dedicated quiet space gives opportunities for playtime support and also acts as a reward for good behaviour. As a result of participation in a healthy schools initiative, the children now sell fruit at break time. A wide range of visits, including a residential trip to France for Year 6 pupils, is used well to enrich the curriculum for all children in the school. Day trips include a farm and a local park, the old town and beach and other parts of the locality. Pupils visit Hastings Museum and Art Gallery, a local church and a mosque, and the power station. Good links exist with partner institutions. These include visits by teachers from the secondary schools to which the children will transfer, and the children also visit their new schools. Home visits are made to all new children to help them settle into school. The school works with a number of support agencies and the inclusion co-ordinator maintains strong links with them.

- 40 The provision for pupils' spiritual, moral, social and cultural development is very good. Standards have improved since the previous inspection. The provision has a significant impact on pupils' personal development.
- 41 Spiritual development is promoted very well. Assemblies allow time for, and positively encourage, reflection about moral and spiritual issues. Opportunities are planned in lessons for pupils to reflect on the wonder of life and the world, and to explore their own feelings, emotions and personal values. Teachers develop values, especially Christian values well and use questions effectively.
- 42 Moral development is very good. Pupils are encouraged to think about the implication of their actions on others and about what is right or wrong. The school has a very good behaviour policy. The use of rewards and targets for behaviour has a major influence on developing personal responsibility and integrity. The play leaders make an invaluable contribution to pupils moral development.
- 43 Social provision is very good. The development of an awareness of how to be a good citizen is particularly well developed. This was enhanced by the visit of the Mayor to present citizenship awards. Pupils are encouraged to share resources and help others. There is a very good emphasis on the local environment. Racial harmony is promoted very well. Older pupils are given very good opportunities in terms of residential visits. Pupils are given good opportunities to develop independence or confidence and self-esteem. Staff set very good role models especially in developing playground games and in supporting extra-curricular activities.
- 44 Cultural development is very good. There is good encouragement of pupils to be aware of local and British culture. An interest in sport is promoted very well through clubs, visitors and visits. Multi-cultural awareness is developed very well through the use of special week such as, 'One World Week', stories in assemblies, and in religious education lessons. Very good opportunities are provided to encourage pupils' appreciation of music, art and drama.

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

- 45 Standards of care in the school are very good. They have improved on the level reported at the previous inspection. The high level of pastoral care and very inclusive approach are major strengths of the school and have a significant impact on pupils' confidence and personal development.
- 46 Very good procedures and arrangements are in place in relation to child protection and staff have a very good awareness of potential issues. Thorough procedures are in place to monitor health and safety issues and potential risks are identified and subsequent action monitored well. The school is very clean, tidy and secure. The pupils' toilets are very clean and beautifully decorated. First aid arrangements are very good with staff suitably trained

in all areas of the school. Very good care is taken to ensure a responsible adult collects the youngest pupils at the end of the day. The support provided for pupils with special educational needs is very good and liaison with specific agencies set up in the area and outside agencies to support pupils with statements and specific difficulties is also very good.

- 47 Pupils' personal development is monitored very well. Records contain detailed personal information ensuring staff have good knowledge of the pupils and their backgrounds, and this allows them to give very good individual pastoral support and to allow staff to be allocated effectively to support pupils' needs. Personal needs are dealt with very effectively. Social inclusion is very good. Very good arrangements are made and are further planned to care for pupils with physical disabilities. The school effectively takes measures to avoid permanent exclusions. Racial harmony is promoted very well and good provision is made for pupils minority ethnic groups; for example through the provision of bi-lingual books. Very good care is taken to introduce pupils new to the school both in the Nursery and especially for those who join later.
- 48 Good behaviour is promoted very well. The reward system is used very well. Supervision at lunchtimes and in the playground is very effective. The wide range of strategies used to help improve behaviour, especially the recently introduced 'Oasis' project, is very effective. Parents and pupils feel confident that the school handles issues such as potential bullying very effectively. The school has very good systems for recording potential racial incidents and any form of oppressive or sexist behaviour is dealt with promptly and in a sensitive and thoughtful manner.
- 49 Procedures for monitoring attendance are good. Regular absentees are identified and followed up very well to restrict the level of unauthorised absences. Use of the good information is not yet sufficiently rigorous to be fully effective in improving the overall attendance level. Promotion of attendance is satisfactory; some parents are not made sufficiently aware of the impact of regular attendance on pupils' learning.
- 50 Procedures for assessing pupils' academic achievements have continued to develop since the last inspection and are now satisfactory. An assessment co-ordinator has been appointed and she has brought a whole-school approach to assessment with the result that procedures and practices are consistent across the school.
- 51 Assessment arrangements are satisfactory in the Foundation Stage. The information available, such as the entry data, is generally used effectively to ensure children are set appropriate work and to identify those who need extra support. However, assessment information is not always used effectively in Reception where higher attainers are not always sufficiently challenged and lesson plans do not always take enough account of assessment information. When children enter the Nursery, use of an entry profile, which covers early development in such areas as physical skills, independence, social development, listening and understanding, help to identify areas of concern. However, the monitoring to ensure that all children gain fully from the range of activities on offer is not sufficiently rigorous at all times.
- 52 All procedures for national assessment at the end of Years 2 and 6 are carried out fully. The information and data are carefully collated and compared with national and local results. The school also effectively assesses pupils in other year groups in English, mathematics and science, using nationally agreed tests. This provides a clear picture of the standards pupils are achieving and whether they have made sufficient progress over a year.
- 53 Satisfactory systems are in place for monitoring and supporting pupils' academic progress. The assessment co-ordinator analyses assessment data to see how pupils are

performing and to look for weaknesses in performance. Practical action is then taken to address these, for example by providing additional support for pupils in English and mathematics.

- 54 The assessment of pupils with special educational needs is good. The headteacher, also the SENCO, teachers and support staff work closely together to make sure that work is pitched at the right levels. Regular assessments monitor pupils' academic progress and their achievements. Personal development is monitored informally by teachers and other staff who know the pupils very well. There are more detailed records now, which enable staff to track pupils' performance more accurately and means that there is earlier identification of specific needs.
- 55 For pupils with English as an additional language very good assessment procedures are in place. There is very effective identification of development needs and detailed end of term reviews of progress, which are used to plan further work by the specialist support. However, mainstream teachers' planning and delivery of the curriculum do not identify the needs of pupils with English as an additional language.

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

- 56 A very good partnership has been established with parents, which shows an improvement from the last report.
- 57 Parents are very positive in their views of the school. In the pre-inspection meeting, parental questionnaires and in discussions during the inspection, they were full of praise for the school and had no significant areas of concern. In particular, they feel their children like school, are making good progress, behave well and that teaching is good. They feel comfortable about approaching the school with questions or a problem, and feel the school makes their children mature and responsible. Inspectors agree with these views. The very positive relationships generated by the school with parents have a very good impact on pupils' attitudes to school. Parents are involved well in the work of the school by helping in classes and on visits and providing good support, especially through the Home School Association. The school consults parents well, especially in relation to behaviour. Parents appreciate this consultation and feel it has been very helpful in improving standards.
- 58 The school makes very good efforts to involve parents in the school and their children's education. Annual reports to parents are good. They give good details of pupils' achievements and personal development and indicate areas for improvement. Parents feel that consultation evenings are informative and they are very well attended. Newsletters are informative and give parents good information about topics and work to be done. Very good support is given to parents of all new pupils and a very good induction programme which includes home visits help the youngest children settle quickly into the Nursery and Reception classes. The school has an 'open door' policy for parents. The very good accessibility of staff contributes well to the strong partnership. Parents are encouraged to attend 'Family Literacy' and numeracy sessions and the 'Family Summer School'. Parents' contribution to encouraging their children's learning is good. Most support homework well and good use is made of reading diaries as an effective form of two-way communication. Parents keenly support events and pupils' performances. They support the regular opportunities to view and share with them their children's work. Some parents do not recognise the importance of regular attendance especially taking their family holidays during term time.
- 59 There are very good links with the parents of pupils with special educational needs. Partnership with parents is very good with the SENCO, teachers and the teacher for special educational needs working closely together to support pupils and their families. All

parents including those with English as additional language, are kept fully informed of their child's progress and achievements. They attend regular meetings and the staff are always available to discuss any problems that may arise. This enables parents to help and support their children's learning and social integration.

## HOW WELL IS THE SCHOOL LED AND MANAGED?

- 60 Although leadership and management are satisfactory overall, standards have been not been maintained in some areas since the last inspection. The headteacher and senior managers provide very strong pastoral leadership, which provides pupils with a very secure and positive environment in which to learn and each child is valued. They have established a strong partnership with parents who have confidence in the school. The headteacher has given governors a strong lead in developing the school's very positive Christian ethos of care, inclusion, community, moral and social development. The staff are working hard to enable more focus to be given to standards of achievement by the pupils. Many improvements and initiatives have been undertaken very recently. In contrast, senior managers have not been enabled to carry out their leadership and management functions effectively. Actual tasks delegated do not match the roles and responsibilities described in job descriptions. For example, they are often used to cover staff absences or deal with routine matters in the time allocated for management duties. They often take time out to deal with behaviour management. In addition the leadership role of the Foundation Stage co-ordinator is not clearly defined. Subject co-ordinators are in the process of developing their roles and undertaking their responsibilities fully. Some have insufficient time and in some cases experience, to carry out these roles effectively. There is no rigorous structure to their work in relation to monitoring standards in all subjects especially in Years 1 and 2. Monitoring of teaching and learning is not established consistently. Standards are not sufficiently high in some subjects especially for younger pupils.
- 61 The management of the arrangements for supporting pupils with special educational needs and those of the early stages of learning English as an additional language is carried out effectively and this enables these pupils to make good progress.
- 62 The governors have established a good programme of examining pupils' work to develop their appreciation of the strengths and weaknesses of the school. They meet their legal responsibilities well. They support the school well and especially appreciate the value of the school in the local community. They are well placed to involve themselves further in planning, developing and monitoring the work of the school, as they are yet to play a fully effective role in shaping the direction of the school. School development planning is satisfactory and includes action plans for developing the curriculum or reviewing policies over a longer period. There is a clear desire within the management of the school and the governors to bring further improvement.
- 63 Annual priorities for spending are identified well and finances are controlled effectively. The current budget surplus is high, but the school has appropriate plans to spend this on building improvements and to leave a prudent working balance. A rolling programme of building works and the development plan inform the budget process well. Allocations are made well to support educational needs, for example, the use of an additional teacher to support Year 6. The school has satisfactory processes to apply the principles of Best Value and takes appropriate steps to obtain Best Value in relation to services. Consultation with parents and pupils is good. The school effectively measures the outcome of some decisions, such as the use of class teachers, as the additional teacher will be used to support Year 4 in the next year where the need for additional support has been identified. In contrast, the responsibilities and roles of senior managers given the high level of administrative responsibility have not been quantified. Resources for pupils with special educational needs and for pupils with English as an additional language are used



effectively. Support from the local EAZ has been used well, especially in relation to behaviour management and the use of ICT. Newly qualified teachers are given good support enabling her to become a full part of the team at the school. Good support is given to trainee teachers. The school has established good systems for staff appraisal and performance management. Day-to-day administration and financial management are good, supported appropriately by the use of new technology. The small number of recommendations made in the latest audit report has been dealt with appropriately.

- 64 Staffing is good and has a positive impact on attainment and progress. The school has been awarded 'Investors in People', so systems and documentation are good. The level of provision of teaching staff is good. The teachers have a good mix of qualifications and experience which is appropriately matched to the demands of the curriculum.
- 65 There is also good provision of support staff, who are competent and committed and make a significant contribution to the pupils' welfare and to the attainment and progress of pupils. There is an above average number of administrative staff who ensure that the school office runs smoothly.
- 66 The accommodation is good. As at the time of the last report, it is clean and sufficient for the number of pupils on roll. The school benefits from two libraries and two halls. Since the last inspection, a computer suite has been created, and the office and reception area extended. Work has been completed to eliminate the damp from the altar alcove in the hall, and this now provides a good focal point for worship. In addition, the 'Oasis' room provides a stimulating multi-sensory play space which enables the staff to develop purposeful play and reward pupils who have tried hard to demonstrate positive attitudes and behaviour. Although some of the classrooms are small, the shared activity areas and learning bays are used well to provide extra space when it is needed. There is no field, but the school has large hard surfaced play areas. Since the last report, garden and environmental areas have been created and the staff use these well.
- 67 Resources for learning are good overall. There is a good level of provision in English, mathematics, science, art and design, physical education and for the Foundation Stage. In all other subjects, resources are satisfactory. The school does not have the equipment needed to allow pupils to use ICT control programs in design and technology and science. The shortages noted in the last inspection, in music across the school, and in history in Years 1 and 2, have been rectified.

#### **WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?**

- 68 To raise standards further, and improve the quality of education that pupils receive, the headteacher, senior staff and governors should:

**(1) Improve standards in English and mathematics at the end of Year 2 and in science at the end of Years 2 and 6 by:**

- providing regular planned opportunities for all pupils to write extensively;
- raising teachers' expectations of what all pupils, especially the higher attainers can achieve in English and science;
- ensuring that there is a whole-school systematic approach to the teaching of spelling;
- organising the mathematics curriculum to give appropriate attention to all aspects;
- ensuring that opportunities to develop pupils' literacy and numeracy skills in other subjects are fully utilised;
- creating more opportunities for pupils to plan their own investigations and to apply their scientific skills more effectively.

(Paragraphs 5, 6, 19, 21, 25, 34, 86,87, 91, 99, 102, 105,110, 111)

**(2) Improve the effectiveness of the leadership and management of the school in ensuring consistency of the teaching and learning by:**

- reviewing the roles of, responsibilities and delegation to senior managers to enable them to use their skills and experience and more effectively monitor, evaluate and take action in improving teaching and learning;
- providing the necessary training so that all with responsibilities are able to monitor rigorously and evaluate effectively the quality of teaching and learning;
- ensuring that the information gained from monitoring and evaluating procedures is used to improve the quality of education.

(Paragraphs 32, 60, 73,94, 118, 123, 128, 132)

**(3) Raise standards in the Foundation Stage by:**

- ensuring that all teachers understand the use and implications of the Early Learning Goals and the National Literacy and Numeracy Strategies when planning activities and lessons especially in Language, Literacy and Communication and in Mathematical Development;
- raising teachers' expectations of what children can achieve especially in the Reception classes;
- improving the rigour of assessment and ensuring that the information gained is used consistently to assist planning to meet the needs of all children especially the higher attainers;
- ensuring that there are more regular planned opportunities for children to link their oral work more closely to their written work.

(Paragraphs 2, 20, 33, 57, 72, 77, 78, 79)

**(4) Continue to seek ways to improve pupils' attendance. (Paragraphs 17, 49)**

**In addition to the key issues, the governors should consider the following additional less significant issues for inclusion in the action plan:**

- ensure that teachers' short-term plans subjects are the English and mathematics identify more precisely what pupils of different levels of attainment , including those with special educational needs and those who are not fully fluent in English, are expected to learn and do by the end of the session; (Paragraphs 8, 23, 55)
- achieve consistency in the quality of teachers' marking of pupils' work so that comments encourage pupils and inform them about ways to improve their work. (Paragraph 27)

## PART C: SCHOOL DATA AND INDICATORS

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

Number of lessons observed

65

Number of discussions with staff, governors, other adults and pupils

44

### Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
<b>Number</b>	0	8	38	21	2	0	0
<b>Percentage</b>	0	11	57	29	3	0	0

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

### Information about the school's pupils

<b>Pupils on the school's roll</b>	<b>Nursery</b>	<b>YR–Y6</b>
Number of pupils on the school's roll (FTE for part-time pupils)	25	436
Number of full-time pupils known to be eligible for free school meals	0	129

FTE means full-time equivalent.

<b>Special educational needs</b>	<b>Nursery</b>	<b>YR–Y6</b>
Number of pupils with statements of special educational needs	3	10
Number of pupils on the school's special educational needs register	5	132

<b>English as an additional language</b>	<b>No of pupils</b>
Number of pupils with English as an additional language	23

<b>Pupil mobility in the last school year</b>	<b>No of pupils</b>
Pupils who joined the school other than at the usual time of first admission	34
Pupils who left the school other than at the usual time of leaving	39

### Attendance

#### Authorised absence

	<b>%</b>
School data	7.3
National comparative data	5.6

#### Unauthorised absence

	<b>%</b>
School data	0.3
National comparative data	0.5

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

### Attainment at the end of Key Stage 1 (Year 2)

Number of registered pupils in final year of Key Stage 1 for the latest reporting year:	<b>Year</b>	<b>Boys</b>	<b>Girls</b>	<b>Total</b>
	2001	33	30	63

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC Level 2 and above	<b>Boys</b>	23	21	31
	<b>Girls</b>	23	26	30
	<b>Total</b>	46	47	61
Percentage of pupils at NC Level 2 or above	<b>School</b>	73 (72)	75 (77)	97 (86)
	<b>National</b>	84 (83)	86 (84)	91 (90)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC Level 2 and above	<b>Boys</b>	23	30	28
	<b>Girls</b>	25	30	27
	<b>Total</b>	48	60	55
Percentage of pupils at NC Level 2 or above	<b>School</b>	76 (78)	95 (80)	87 (71)
	<b>National</b>	85 (84)	89 (88)	89 (88)

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

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

Number of registered pupils in final year of Key Stage 2 for the latest reporting year:	<b>Year</b>	<b>Boys</b>	<b>Girls</b>	<b>Total</b>
	2001	32	31	63

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC Level 4 and above	<b>Boys</b>	25	24	30
	<b>Girls</b>	22	18	25
	<b>Total</b>	47	42	55
Percentage of pupils at NC Level 4 or above	<b>School</b>	75 (69)	67 (63)	87 (63)
	<b>National</b>	75 (75)	71 (72)	87 (85)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC Level 4 and above	<b>Boys</b>	21	23	24
	<b>Girls</b>	23	17	23

	<b>Total</b>	44	40	47
Percentage of pupils at NC Level 4 or above	<b>School</b>	70 (67)	63 (70)	75 (69)
	<b>National</b>	72 (70)	74 (72)	82 (79)

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

### **Ethnic background of pupils**

	<b>No of pupils</b>
Black – Caribbean heritage	4
Black – African heritage	2
Black – other	4
Indian	2
Pakistani	2
Bangladeshi	7
Chinese	1
White	342
Any other minority ethnic group	72

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

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

	<b>Fixed period</b>	<b>Permanent</b>
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	9	0
Other minority ethnic groups	2	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)	19
Number of pupils per qualified teacher	22.9 : 1
Average class size	28.3

#### **Education support staff: YR-Y6**

Total number of education support staff	21
Total aggregate hours worked per week	402

#### **Qualified teachers and support staff: Nursery**

Total number of qualified teachers (FTE)	1
Number of pupils per qualified teacher	25.0 : 1
Total number of education support staff	1
Total aggregate hours worked per week	19
Number of pupils per FTE adult	12.5 : 1

*FTE means full-time equivalent.*

### **Recruitment of teachers**

Number of teachers who left the school during the last two years	4
Number of teachers appointed to the school during the last two years	6
Total number of vacant teaching posts (FTE)	0

### **Financial information**

<b>Financial year</b>	2001/2002
	<b>£</b>

Total income	1,024,326
Total expenditure	1,013,601
Expenditure per pupil	2,253
Balance brought forward from previous year	63,752
Balance carried forward to next year	74,477

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

*FTE means full-time equivalent.*

## **Results of the survey of parents and carers**

### **Questionnaire return rate**

Number of questionnaires sent out

486

Number of questionnaires returned

192

### **Percentage of responses in each category**

	<b>Strongly agree</b>	<b>Tend to agree</b>	<b>Tend to disagree</b>	<b>Strongly disagree</b>	<b>Don't know</b>
My child likes school.	56	34	8	1	1
My child is making good progress in school.	52	41	5	1	2
Behaviour in the school is good.	33	54	9	2	2
My child gets the right amount of work to do at home.	35	44	14	2	5
The teaching is good.	56	38	4	1	2
I am kept well informed about how my child is getting on.	45	37	15	2	1
I would feel comfortable about approaching the school with questions or a problem.	62	30	5	3	1
The school expects my child to work hard and achieve his or her best.	58	37	3	1	1
The school works closely with parents.	46	38	11	3	2
The school is well led and managed.	51	34	7	5	3
The school is helping my child become mature and responsible.	54	38	5	1	3
The school provides an interesting range of activities outside lessons.	47	35	9	4	5

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

### **AREAS OF LEARNING FOR CHILDREN IN THE FOUNDATION STAGE**

- 69 At the time of the last inspection, this aspect of the school was inspected according to the areas of learning for children under five. The provision for children under five was judged to be very good, providing a secure caring and calm environment and as a result, children made good progress. Since then the Foundation Stage for children's learning has been introduced. This means that in the present inspection, provision for children in the Nursery and the Reception classes was inspected according to the nationally recommended Early Learning Goals for the Foundation Stage.
- 70 Children are admitted to the Nursery classes on a part-time basis in the September of the year in which they are four. They transfer to the Reception classes in the academic year in which they are five with the oldest children attending full-time and the youngest for either the morning or the afternoon session. At the start of the spring term all children attend full-time.
- 71 Inspection findings show that overall provision in the Foundation Stage is satisfactory with some areas for improvement. Children's attainment, on entry to the Nursery, covers a wide span but is well below that expected of children of a similar age. Children receive a good start in the Nursery and achieve well. Despite this, attainment on entry to the Reception class remains well below average. This is because a significant number of children, approximately one-third of the children, who start in the Reception classes, have had no Nursery or pre-school experience. Many do not have the skills and knowledge typical for their age and many have very limited language, social and play experience.
- 72 The Foundation Stage offers a broad curriculum. Starting from low base all children including those with special educational needs, make good progress in the Nursery. Children with limited English also make good progress. In the Reception classes, progress is satisfactory. It is not better than this because not enough use is made of the National Literacy and Numeracy Strategies to prepare children sufficiently for the next stage of their learning in their early reading, writing and mathematical skills. Expectations are not always high enough and monitoring is not always sufficiently rigorous to ensure that all children experience fully the range of activities on offer in some sessions. As a result, learning is sometimes limited. By the end of the Foundation Stage, children attain standards at least in line with those expected nationally in personal, social and emotional development, physical and creative areas of learning. In the other areas of learning, a significant number of children do not achieve the expectations set out in the Early Learning Goals and start Year 1 below the level expected in early reading, writing and language development.
- 73 Leadership is not clearly defined. Currently there is a Foundation Stage co-ordinator and a 'Head of Early Years' who is based in Year 1. Although some informal monitoring has taken place, monitoring to ensure that work meets the needs of all children is currently underdeveloped.

### **Personal, social and emotional development**

- 74 Children's personal, social and emotional development is given a high priority and



progress is good. Teaching is effective in this area and, as a result, most children attain the Early Learning Goals by the end of the Foundation Stage. The calm and friendly manner of the teachers and other adults has a positive impact on behaviour and children's attitudes to learning. In both the Nursery and Reception classes adults encourage the children to be independent, such as putting on their own aprons before water play or when using the computer. Staff organise and supervise many different tasks that require taking turns, sharing an outcome, or playing a game with set rules and, as a result, most children learn to show consideration to children who want to join them at play. In the Reception classes, children are developing good attitudes to learning. Most try hard with their activities and are developing their concentration. However, some children still find it difficult to sustain concentration or to listen attentively during whole-class sessions. At the end of the Foundation Stage, most children are confident, friendly and form very good relationships with adults and one another. By the time they start Year 1, most have reached the expected standards in terms of their behaviour, emotional development and understanding of what is right and wrong.

- 75 The quality of teaching is good in this area and, as a result, children learn quickly. The teachers and support staff plan carefully to help children to develop their social skills. They have a very encouraging, consistent approach, and value each child's contribution. Children participate in a wide range of activities throughout each day, and the many instances provided for them to achieve success help to build confidence. Adults act as very good role models for the children, helping them to form positive relationships with one another and to have positive attitudes towards coming to school and learning.

### **Communication, language and literacy**

- 76 Many of the children have language and communication skills that are poorly developed for their age when they enter the Nursery. Several children display immature speech patterns and a few have well below average skills in both speaking and listening. The provision for this area is good in the Nursery and satisfactory in the Reception classes. Provision is not so good in the Reception classes because not enough use is made of the National Literacy Strategy when planning work. Consequently, few children reach the recommended goals by the end of the Reception year and most do not reach the expected standards in reading and early writing. In both the Nursery and Reception classes, all children have good opportunities to develop their speaking and listening skills. As a result, younger children in the Nursery are beginning to use language appropriately when talking about the animals they saw at 'Drusilla's Wildlife Park' while children in the Reception class confidently take orders for food and drinks in the 'Wild Life Café'. Despite these good opportunities, many children by the end of the Foundation Stage do not naturally speak in sentences and their limited vocabulary hinders their attempts to engage in discussion or extended conversation when talking about areas of their work. Children's listening skills vary. Where they are good, they support learning effectively. However, some average and lower attaining children still find it difficult to listen for extended periods. Higher attaining children listen well and make appropriate responses to questions asked of them when listening to the story 'Pig in the Pond'. In the Reception classes children have a literacy session based on appropriate materials for the age group. Group activities are generally well organised and resourced; however, there are occasions when these last too long and some children become restless and lose concentration. In all classes children enjoy books and handle them carefully. In the Nursery, a few have knowledge of initial sounds, while in the Reception classes most know that print conveys meaning, and that the pictures usually help to make sense of the story. However, not enough emphasis is placed on letter sounds to prepare children better for their early reading skills. In the Nursery, children use pencils with increasing confidence when writing 'Thank You' cards to the parents who accompanied them to the zoo, while in the Reception classes a few higher attaining children attempt to write simple sentences to complete the ending of the story 'Pig in the Pond'. Some spell words such as 'pig' and 'was', without adult support,

whilst the highest attaining children recognises that 'owt' (out) is not spelt accurately. Many full stops and capitals letters accurately. However, by the end of the Foundation Stage, letters although usually neat, are not always accurately formed and too many children are unable to write independently.

- 77 The quality of teaching and learning is good in the Nursery and satisfactory in the Reception classes. Staff in all classes use praise well, and have good questioning skills that enable children to share what they know and what they want to find out. This was seen to good effect in the language sessions in the Nursery class. All adults are aware of the importance of speaking and purposefully intervene to engage the children in conversation and increase their vocabulary in every area of the classroom. This has a positive impact upon the rate of children's learning and helps them to learn effectively. However, in the Reception classes, opportunities are missed to extend children's early writing skills in all areas of the curriculum, for example, through play opportunities in 'writing' postcards, shopping lists and letters. On occasions, when such opportunities are provided, there is insufficient adult input and, as a result, learning is limited. Overall, there are not enough planned opportunities for children to practise free or extended writing in the different areas of learning in order to prepare them better for work in Year 1.

### **Mathematical development**

- 78 The mathematical development of the majority of children is below what children of this age are expected to achieve nationally by the end of the Foundation Stage, although their ability to count is at the level expected. When children start in the Nursery, a significant number have limited mathematical skills. Provision is good in the Nursery, but limited in the Reception classes because the needs of the higher attaining children are not always well met. In many instances planning in the Reception classes takes insufficient account of the National Numeracy Strategy and consequently progress is not as rapid as it might otherwise be. Despite this, there is good provision in both classes for all children to learn to sort, match and count through practical activities and games. In the Nursery, children make good progress in their mathematical understanding. Many can count to five and most can count reliably beyond this. They begin to use mathematical language such as 'more than' and 'less than' when counting animals and confidently sort objects by colour, size and shape, though they are not able to suggest for themselves different criteria for sorting. They practise incidental counting in a variety of situations, for example during registration and accurately recognise the most common flat shapes such as, triangles, circles and squares. In the Reception classes, all children reinforce their counting skills. Higher attaining children add small groups of objects correctly, compare numbers to say which is greater or smaller and know that double four is eight and that double ten is twenty. They extend their knowledge of shape and confidently name the properties of flat shapes while a few higher attaining children have begun to look at, and identify solid shapes such as, pyramid and cube. Previous work shows that children make good use of ICT to support their mathematical development and all are familiar with number rhymes, such as 'Five Speckled Frogs', which reinforce their knowledge and understanding of number. Despite this, by the time children are ready to start Year 1, too many children are unable to identify missing numbers in a sequence, add two numbers up to ten correctly or write clearly formed numerals. Overall, children's oral skills are better than their written skills due to limited opportunities to practise writing numerals and to record their work.
- 79 Teaching and learning are good in the Nursery and satisfactory in the Reception classes. They are lower in the Reception classes partly because expectations are not always high enough and work is not always sufficiently challenging for the higher attaining children. Despite this, some good teaching was observed in the Reception classes, in sessions where children's mathematical development was extended using methods suitably adapted from the National Numeracy Strategy. In both the Nursery and Reception classes adults make good use of mathematical vocabulary when talking to children. Challenging

questions are used well by all adults to encourage children to think and answer clearly before the adult reinforces their understanding by careful explanations. All adults make the most of incidental opportunities to reinforce learning in mathematics. They alert children to the properties of shapes when they are rolling out clay, for example, or help them to calculate how many children are having packed lunches if eleven children are having school dinners and there are 28 children present. Overall, practical activities are well thought-out and help children to develop social skills.

## **Knowledge and understanding of the world**

80 Attainment by the end of the Foundation Stage for many children is below the level expected. This is because too many children are unable to use language confidently to extend their early scientific, historical and geographical knowledge. When they start in the Nursery a small number of children have a good basic general knowledge but the majority have very limited experience and understanding of the world around them. Children are curious and interested in their surroundings and enjoy exploring the new experiences offered in the Nursery class. They enjoy cooking, make close observations of what happens when different ingredients are mixed together to make animal biscuits and talk about the changes that occur when they are cooked. They learn about different animals and this is made real for them with a visit to a wildlife park. Previous work shows that children enjoyed planting seedlings and understand that their plants need water to make them grow. All children develop their geographical vocabulary in the course of following directions, following routes in the outside play, making simple maps of their walk to the park or when exploring atlases, maps and globes in the Reception classes. Children develop a sense of the past when discussing the 'Queen's Golden Jubilee' and the changes that have taken place since they were babies. They use construction equipment competently to build recognisable models and have good opportunities to practise skills in cutting and joining materials, as seen in their design of an outfit for a special occasion. Opportunities to use and develop skills in ICT are good. Children are adept in their use of the mouse, and can use the cursor to click on the various options, for example, when matching shapes, pictures and letters. Higher attaining children word process their own names confidently, changing the colour, size and style of the font. Children's awareness of their place in the family is gained through discussing their families and drawing themselves and other members.

81 The teaching and the provision for children to develop their knowledge and understanding of the world around them are good in the Nursery and satisfactory in the Reception classes. In both support staff are very well deployed and use skilful questions to probe the children's understanding. They listen to what children have to say and through careful questioning, attempt to develop their knowledge and understanding of the world. Their sensitive use of praise and encouragement raises the children's confidence and self-esteem, and results in positive attitudes and good responses to learning. Generally, resources are used well, so children gain in understanding of the world and how things work. Expectations of what children can achieve are higher in the in the Nursery than in the Reception classes, which accounts for a higher rate of progress in this age group. A weakness in assessment and planning is that the stepping-stones and Early Learning Goals are not sufficiently used to determine each child's progress and what they should do next.

## **Creative Development**

82 By the end of the Foundation Stage, children's creative development is in line with the expected standards in this area of learning. Good opportunities are provided for them to experiment with a range of media. All children mix colours and learn to use paint and brushes with increasing accuracy. In the Nursery, children know that, when printing the paint must be the right consistency to cover the stencils. In both the Nursery and

Reception classes, children use a variety of techniques, including painting, printing, collage and drawing, and improve their cutting and sticking skills. Good examples of this were seen in the large and colourful collage of Joseph's coat in the Reception class. In both classes, children receive good adult support which enables them to work carefully, imaginatively and thoughtfully and to develop their skills. Their work shows an increasing attention to detail as seen in their observational drawing of houses in the local environment. All children enjoy music and participate enthusiastically in singing a wide range of songs, including 'Alice the camel' and 'Teddy Bear, Teddy Bear turn around'. They learn successfully how to handle percussion instruments and use them within the context of the song 'Rain, rain, go away' to illustrate different sounds. In all classes, children have a good knowledge of rhymes, many of which provide additional practice for their number work. Role-play activities in the Nursery allow children to undertake different roles in the 'Safari Park Shop' and in the outdoor 'Wild Life Café' in the Reception classes.

- 83 Teaching in those lessons seen was good. The teachers have secure subject knowledge of the creative arts and a willingness both to teach skills and to encourage creativity and free expression. This enables the children to make good progress. In other instances, teachers plan a wide range of appropriate activities for the children and good links are made with other areas of learning. Children are encouraged to think about what they are doing and to talk about the pictures and models. There is constructive support for children; and good demonstrations by support staff and other adults enable children to acquire appropriate skills. High expectations lead children to produce work of good quality as seen in their self-portraits. These are valued and displayed attractively in the classroom. Where intervention by adults is particularly well judged during imaginative play, children make good progress in their role-play.

### **Physical development**

- 84 Children's attainment in physical development by the end of the Foundation Stage is at the level expected. Provision is adequate for children to develop their physical skills. They are given daily, planned opportunities to run, jump, climb and use large wheeled toys in a secure play area. In the Reception classes children have regular sessions in the school hall where they use the apparatus and begin to acquire skills in gymnastics, throwing, climbing and balancing. After physical education activities, they practise fastening buttons and putting on shoes, which helps to develop fine muscular control. In both the Nursery and Reception classes children demonstrate sound manipulative skills when using construction toys, and when painting, writing, drawing, cutting or colouring. Most children handle small tools such as pencils, scissors and glue spreaders with confidence and good opportunities exist for children to paint with different sized brushes, mould clay and play-dough, and balance bricks. They take apart and build with construction toys, manipulate jigsaw pieces and place items accurately when engaged in small world play.
- 85 Overall, the quality of teaching is good and this has a positive impact on the children's learning. All staff have a very good awareness of the children's safety. Clear routines have been established in which the children's confidence is developed and praise is well used to encourage good behaviour and good techniques. In all classes, the management of children's behaviour in the outside play area and in the school hall is good. However, teachers do not make sufficient use of children's well-developed manipulative skills to extend their early handwriting skills.

### **ENGLISH**

- 86 When the school was last inspected in 1997 standards were reported as being in line with the national average for both seven and eleven year olds. However, the National

Curriculum test results for the same year show attainment to be below the national average for both groups of pupils. Since then the school has made good progress in English for eleven year olds and standards have improved significantly and are still improving. For seven year olds, standards are not high enough and remain well below average. In the 2001 National Curriculum tests for pupils in Year 6, results were below average. Early indications for the tests recently taken this term show that standards for the present Year 6 are average in English with a significant proportion of pupils gaining the higher Level 5<sup>4</sup>. This is indeed good progress, considering the significant proportion of pupils with special educational needs in the year group. These better results are associated with the effective implementation and teaching of the National Literacy Strategy, good quality teaching and a strong commitment to raising attainment for older pupils by staff and governors. The quality of teaching has improved for pupils in Years 3 to 6 and pupils make better progress. However, early indications show that standards for Year 2 pupils continue to be well below average in both reading and writing. Too few pupils reach the higher levels in reading and fewer achieve the higher Level 3 in writing. This is because expectations are not always sufficiently high and there are insufficient opportunities for pupils to write extensively. Children enter the school with low levels of communication, language and literacy and the percentage of pupils with special educational needs is rising. The school has not focused sufficiently on the younger pupils in the school and lack of rigorous monitoring of teaching and learning by the headteacher, co-ordinator and senior staff has meant that the same emphasis on raising standards in Years 3 to 6 has not been implemented in Years 1 and 2.

- 87 Inspection findings from current work and previous work show attainment in English to be well below the level expected nationally by the end of Year 2 and in line with national expectations by the end of Year 6. Children enter Year 1 insufficiently prepared for the work in the National Literacy Strategy; they do not have a sufficiently good grasp of sound and word recognition and recording skills. They make sound progress but work is not always sufficiently challenging for those pupils who are capable of achieving more highly nor is the work sufficiently well matched to prior levels of attainment. In addition, in some classes, pupils do not always concentrate on their work, as some teachers do not insist on their attention at such times, as in introductory sessions. Progress for all pupils, including those with special educational needs and those for whom English is an additional language, improves during Years 3 to 6 and by the end of Year 6 standards are at the level expected nationally in both reading and writing. Work is usually carefully matched to pupils' levels of attainment and, where pupils carry out similar tasks, lower attaining pupils are very effectively supported by teaching assistants and have very good quality support from the special educational needs co-ordinator (SENCO). In addition, teachers of older pupils have very good strategies for managing some of the challenging behaviour that pupils exhibit. This ensures that all pupils, including higher attaining pupils, are well challenged as evident in some of the good quality of learning.
- 88 Standards of speaking and listening are broadly in line with the level expected nationally at the end of Years 2 and 6, but with little high attainment. Teachers provide pupils with good opportunities for speaking and listening. Pupils ask and answer questions, listen and respond to others and many present their own ideas and opinions clearly. However, there are a few pupils who are reluctant to give their views or lack confidence speaking in front of their peers, for example when performing a rap in Year 4. Others try hard to put across their version of 'The Lobster Quadrille' in Year 5 and sensibly discuss with others in the class what they need to do to improve their performance. Good questioning by the teacher in Year 1 helped pupils respond about how the three bears might feel if they saw 'Goldilocks' in their bed. Suggestions included they would 'feel mad' or 'scared'. The teacher skilfully built on their answers and extended their sentences. There is a good emphasis on pupils explaining their work. For example, when Year 6 pupils discussed personification as 'things with human characteristics' and gave the example from the book

---

<sup>4</sup> Level 4 is the average level pupils at eleven attain in the National Curriculum tests, Level 5 is above average.

'Kensuke's Kingdom', of 'newspapers shuffling by'. Some younger pupils do not listen as well as they should and find listening difficult and talk when the teacher is talking, this impedes their progress and often of those around them.

- 89 Inspection evidence indicates that standards of reading are well below the level expected nationally by the end of Year 2. By the age of seven, a few pupils are reading at the higher level, but not enough to raise the standards overall. There is often a good emphasis on sharing texts in the literacy sessions with pupils, as in Year 1 lessons. Younger pupils talk readily about the main points of the story and describe the characters and the setting with good detail. A few higher attaining pupils are reading well. They take turns in reading parts and use their knowledge of sounds to read unfamiliar words such as 'wanted' and 'porridge' in the story 'Scaredy Bear'. Some pupils in Year 2 are encouraged to use dictionaries, this some do well. In Year 2, higher attaining pupils talk about the books they enjoy, know the difference between fiction and non-fiction books and understand the use of the index, contents and glossary. When average and lower attaining pupils read, they do not always take account of punctuation and do not immediately use strategies to work out words they do not know. Pupils read regularly in school and satisfactory records are kept of books read and some comments are made about pupils' reading strategies.
- 90 By the end of Year 6, standards in reading are at the level expected nationally with a good proportion of pupils reading at the higher level. Pupils have been introduced to a wide variety of authors and poets, for example Lewis Carroll in Year 5. Many notice that there is a verse and a chorus, and work out what unusual words mean by using dictionaries effectively. Throughout Years 3 to 6, teachers encourage pupils to read to an audience, as in the reading of 'Lobster Quadrille' in Year 5. Lower attaining pupils practised the poem and presented it to their group. Good support from the teacher and other pupils gave them confidence to read the poem with expression and enjoyment. In assembly, a Year 6 pupil read with expression and confidence, having a good awareness of the audience. In lessons pupils in Year 6 understand the use of language to create atmosphere and read their completed work with good expression.
- 91 By the end of Year 2, standards in writing are well below national expectations with little higher attainment. Although teachers offer their pupils a satisfactory range of work within literacy and encourage them to write in a variety of forms opportunities to write extensively are limited. Pupils use an appropriate reporting style when writing about the 'Queen's Golden Jubilee' and early travel from London to Hastings. In Year 1, standards are higher with a significant proportion of pupils working at the level expected. A small group of higher attaining pupils write with good attention to their handwriting, which is a joined script and construct their sentences with correct punctuation. The lower attaining pupils in both Years 1 and 2 often need considerable support in writing and have limited ideas and poor hand control when writing. There has been an emphasis on spelling this year and standards have risen by the end of Year 2, but many common words are still incorrectly spelt by a significant proportion of pupils.
- 92 By the end of Year 6, pupils have a satisfactory understanding and recognise the importance of writing for different audiences. This was far better developed for pupils in Years 3, 4 and 5. In addition, there is an appropriate focus on different styles and genres. Evidence found included: letters, poems, instructions, book reviews, debates and play scripts. Handwriting has improved from the last inspection and most pupils present their work in a neat joined script, although a few still work in pencil and produce untidy work. As in the last inspection, it was noted that higher attaining pupils needed to write at length and develop extended pieces of writing over a period of time. This is still the case, particularly in Year 6, where there has been a strong emphasis on preparation for National Curriculum tests. Good teaching of the use of descriptive language helps pupils to write creative poems as in Years 3 and 4, for example, when Year 4 wrote poems using alliteration to create their own description of animals and Year 3 rewrote poetry based on a set structure, as in the poem 'At the end of the school assembly'. Good teaching helped Year

6 pupils to use the text of 'Kensuke's Kingdom' to develop complex sentences during a lesson and to insert adjectival clauses to add interest to their writing.

- 93 The quality of teaching is satisfactory overall for all pupils in Years 1 and 2 with some good teaching observed in a class with younger pupils. In Years 3 to 6, the quality of teaching is good overall with some very good aspects. Teachers have good understanding and knowledge of the National Literacy Strategy and, in the classes with older pupils, good teaching of basic skills takes place. Work is usually built on what most pupils can already do and this is supported by satisfactory assessment within the lesson and over a period of time. However, there is some variability in the quality of marking. Where it is good, the teacher relates to what is going to be taught and pupils' individual targets and states not only what has been achieved but also what the next steps in learning are. The school's very good procedures for behaviour management, which are consistently applied, particularly by the teachers of older pupils, is very good. There are occasions in some classes in Years 1 and 2, when teachers do not insist on pupils not calling out and do not intervene quickly enough to stop pupils chattering when they are talking. The support given to lower attaining pupils and pupils with special educational needs by the teaching assistants is generally effective and helps pupils make good progress towards their literacy targets. Usually, teaching assistants help to explain things during introductions and pupils are encouraged to prepare their answers before answering in front of the whole class and during group sessions they offer good support. This helps pupils access the curriculum well and gives significant support to their self-esteem. Homework has been planned to support learning satisfactorily and usually matched to work in the classroom. For example, Year 3 pupils took home poems to learn to reinforce the work on poetry in the lesson.
- 94 The co-ordinator provides sound leadership for the subject. She, along with the headteacher, has monitored to a limited degree the effectiveness of teaching and learning. There is not a systematic programme of monitoring and what little monitoring that has been carried out, is usually related to performance management rather than monitoring overall standards in English. This is a significant weakness in the co-ordinator being able to manage her role effectively. Raising standards in Years 3 to 6 was identified as a priority and, because the co-ordinator is one of the Year 6 teachers, she was able to influence the planning and teaching. Assessment has improved in English since the last inspection and some aspects are good but are relatively new. Pupils have a better awareness about their progress through the use of termly writing assessments that are marked and levelled with the next step in learning clearly set out as the pupils' individual target. The targets are often referred to in lessons and good links are made with them in some of the best marking.
- 95 Pupils use the school libraries for research purposes and know how to access the books through the classification systems. Information and communication technology is used effectively to support and extend literacy in a variety of effective ways, including word processing stories, letters and poems. They are developing the use of the Internet to search for information, as in Year 2, when pupils accessed a web-site to find out about plants and animals. Other subjects, such as geography and history, contribute to pupils' skills in literacy when they debate whether a road should be closed to traffic and retrieve information in books and newspapers, such as in Year 4, when they study World War II in history. Work in English makes a good contribution to pupils' spiritual, moral, social and cultural development. Pupils learn about traditional stories and poems through their work about 'Alice in Wonderland', discuss work together and debate moral issues.

## **MATHEMATICS**

- 96 During their last year in school, pupils in Year 6 have made good progress as a result of good teaching and achieve well, attaining standards that are overall close to the level

expected nationally. This is reflected in the unconfirmed results of the most recent national tests for 2002.

- 97 The results of the 2001 National Curriculum tests show that the percentage of pupils achieving the expected Level 2 at the end of Year 2 was above the national average. The proportion of pupils achieving the expected Level 4 at the end of Year 6 was below the national average. The percentage of pupils reaching the higher Level 3 at the end of Year 2 and Level 5 at the end of Year 6 was below average. In comparison with similar schools, pupils' performance was average at the end of both Years 2 and 6.
- 98 Standards for Year 6 pupils are improving and, since 1997, when the school was last inspected, there has been a steady increase year on year in the proportion of pupils reaching the standards expected in national tests. This is the result of improved resourcing and teaching, and the effective impact of the National Numeracy Strategy.
- 99 Pupils in Year 2 make satisfactory progress and attain standards which overall are just below the level expected nationally. Standards in number are in line with national expectations and standards in all other areas (using and applying mathematics, space and shape and measures) are below expectations. This is because teachers do not place sufficient emphasis on these areas. The recent unconfirmed test results for 2002 paint a similar picture and also suggest that pupils achieve standards comparable with similar schools. Since 1997 standards have improved on a year on year basis but are not yet as high as they should be. Standards in numeracy are satisfactory due to improved teaching and the impact of the National Numeracy Strategy.
- 100 There are no marked differences in the performance of girls and boys in either the juniors or infants. Pupils with special educational needs are supported well and make good progress throughout the school. The needs of pupils with English as an additional language are well met and they made good progress.
- 101 Satisfactory progress has been made in the subject since the last report. The behaviour of pupils in lessons is consistently good. The learning needs of all pupils are being appropriately catered for with the result that higher attaining pupils are now making at least satisfactory progress. Since the last report the school has effectively implemented the National Numeracy Strategy and teachers are confident in teaching mathematics. Effective use is made of ICT to support teaching and learning, particularly in work involving data handling.
- 102 Satisfactory teaching in Years 1 and 2 enables pupils to make satisfactory progress. By the end of Year 2 most pupils confidently count up and down in fives and tens to a hundred. They count sequentially and order numbers up to one hundred. Average and higher attaining pupils accurately describe the difference between odd and even numbers. Average attaining pupils have a sound knowledge of what a multiple is and higher attaining pupils describe the characteristics of a prime number with confidence. All pupils have an understanding of how to write down correctly tens and units in small numbers. Average attaining pupils can do this with hundreds, tens and units in larger numbers and higher attaining pupils write numbers involving thousands. There is an appropriate emphasis on numeracy and this makes a significant contribution to pupils' understanding. Overall, standards of numeracy of for pupils in Year 2 are at the level expected nationally. Understanding of space, shape and measures is underdeveloped. There are insufficient opportunities for pupils to measure and weigh using simple measuring instruments. Year 1 pupils accurately read a clock on the hour and on the half-hour. Higher attaining pupils can work out the time of arrival on a two-hour journey, which sets off at ten o'clock.
- 103 Good teaching in Years 3 to 6 enables pupils to acquire secure numeracy skills. Most pupils are achieving well in relation to their prior attainment. By the end of Year 6, the majority of pupils are secure in their use of the four number rules, higher attaining pupils



working comfortably with thousands and average attaining pupils working accurately with numbers in the hundreds. They use their number skills to devise conversion charts for working out prices of goods in Euros given the price in sterling. In working out prices, they make appropriate approximations. Higher attaining Year 5 pupils have a sound understanding of decimals and round up decimal numbers to whole numbers. Higher attaining pupils divide decimal numbers by ten and a hundred and take away simple decimal numbers from whole numbers showing a good understanding of notation.

- 104 Throughout the school, pupils enjoy their mathematics. Their attitudes are often good, sometimes very good. Most pupils apply themselves well to mathematical tasks, for example by keenly participating in mental activities at the start of a lesson. In a very good Year 4 lesson pupils responded quickly and accurately by answering questions involving adding together two digit whole numbers. Pupils used a range of strategies, which they could explain.
- 105 All the lessons observed during the inspection were at least satisfactory and usually good or very good. Teachers have good knowledge of mathematics. In good lessons teachers encourage pupils to explain their mathematical thinking and place an appropriate emphasis on the development of mental mathematics. They use ends of sessions well to consolidate and assess pupils' learning. Most lessons are appropriately challenging with the pace of learning being usually good. Scrutiny of pupils' completed work throughout the school shows them to have covered sufficient ground over time and it reveals the pace of learning overall to be satisfactory in Years 1 and 2 and good in Years 3 to 6. Throughout the school, pupils' mathematical vocabulary is being effectively developed. All areas of mathematics are being covered but there is need for further development of work in shape, space and measures throughout the school. Good use is made of homework, especially in Year 6, to extend learning.
- 106 Teachers generally use assessment, both formal and informal, effectively. They mark pupils' work regularly. In the best practice, teachers make helpful and encouraging comments in pupils' books. This contributes to pupils' learning. All teachers keep satisfactory records in their monitoring of pupil progress. Teachers are well prepared and most lessons have well-defined learning objectives which are made clear to pupils. Teachers provide clear explanations and carefully work through examples on the board. This ensures that pupils know what they are doing and helps them to get down to work quickly.
- 107 The subject is soundly managed. Assessment data are used effectively to track pupils' progress throughout the school and a start has been made on the monitoring of teaching. As a result the co-ordinator has a good understanding of the strengths and weaknesses of the subject. The effective analysis of assessment data enables additional focus to be placed on pupils needing extra teaching to raise their levels of attainment. This contributes to the satisfactory and sometimes good, progress they make. Resources for teaching mathematics are good and these are used effectively to promote learning. For example, teachers make good use of small writing boards, to make sure that all pupils have a go at answering questions in mental mathematics sessions and are fully involved in lessons.

## **SCIENCE**

- 108 It was not possible to observe science lessons in any of the Year 6 or Year 2 classes during the inspection as no work was in progress, but evidence was available from planning documents, a scrutiny of pupils' work over the year and discussions with staff and pupils.
- 109 Standards are below the level expected nationally for the pupils currently in Year 2. In 2001, teachers also assessed pupils' attainment to be below average.

- 110 Standards are also below national expectations for the pupils currently in Year 6 because not all aspects of the subject are fully covered. The results of the 2001 National Curriculum tests for eleven year olds show that pupils' attainment overall was slightly below the national average for all schools. Compared with similar schools, the results were average. The unconfirmed results for 2002 suggest that standards are slightly below the national average. However, the overall levels of attainment of the Year 6 cohort was not as high, so this represents an improvement on last year. In terms of trends over time, there was a sharp rise in standards from well below average attainment in 1997. This rise levelled out after 1998, but has continued on an upward trend, although less better than the rise in science standards nationally. The improving standards has been achieved through a variety of strategies. The science co-ordinator has analysed the test results for Year 6 pupils to identify where knowledge and understanding was insecure. For example, there was a weakness in the use of scientific terminology, and a great deal of effort has gone into rectifying this. Time has also been devoted to improving and revising pupils' knowledge of life processes and living things, materials and their properties and physical processes. However, pupils' scientific enquiry skills are less secure. There is evidence that the pupils currently in Years 1, 4 and 5 are attaining standards at least in line with national expectations both in their knowledge and understanding and in their acquisition of scientific enquiry skills.
- 111 Pupils in Years 1 and 2 develop their scientific knowledge satisfactorily, but by the end of Year 2 their investigative skills are not as well developed. There are some difficulties associated with the timetabling arrangements in Year 2, which is having a negative effect on the teaching of science enquiry skills. The subject is taught on a Friday afternoon, when children have reached the end of a tiring week, and because both classes teach science at the same time, this limits the amount of support available for practical sessions from the teaching assistants. The balance between delivering aspects of scientific knowledge and the teaching of skills does not fully reflect the importance that needs to be given to skill based learning. When discussing previous work Year 1 pupils confidently explain what they did and what happened, but get confused about whether the test they carried out was fair or not. For example, in their experiment on plant growth, they remember that they should give each plant the same amount of water, but think it won't matter if the plants are put in different sized pots, or placed in different positions near the light or away from the light.
- 112 Pupils in Years 3 to 6 make sound progress in the acquisition of knowledge. By the time they leave the school at the end of Year 6, the older pupils recognise the need for fair tests, but they do not have the skills required to plan their own experimental work. In a discussion, most knew that it was important to make a prediction, although the majority described this as estimation. When asked to plan an investigation to find the bounciest ball, they did not show sufficient rigour in their explanations to decide what to keep the same, what to change and what to measure in order to ensure a fair test.
- 113 Pupils with special educational needs and those with English as an additional language are taught effectively well supported and make good progress in relation to their prior attainment. Many of these pupils find writing more difficult, but often explain what happened through labelled drawings. In some classes, where marking is good, teachers annotate pupils' work to show whether the science concept has been understood. This was very effective in Year 1. In other classes, marking was more variable. Scrutiny of pupils' work throughout the school indicates that there is still not a whole-school approach to providing more challenging tasks for some of the higher attaining pupils. This was also a finding at the last inspection.
- 114 The quality of teaching seen in Year 1 was good. Teachers give pupils plenty of first hand practical experiences and the correct emphasis is given to teaching enquiry skills. Pupils are involved in setting up experiments, such as finding out what plants need in order to

grow. The work is well planned to enable pupils to find answers for themselves by experimentation. In one class the teacher was prepared to adapt her plans because some children posed a question of their own "What would happen if we placed the seeds under the cotton wool instead of on top?" By including this extra investigation, she enabled the pupils to see the value of proposing their own enquiries. At the end of the investigation, pupils were able to see for themselves how the growing cress shoots had struggled out to reach the light. They were thrilled to have found the answer to their own question. The subject makes a very strong contribution to pupils' spiritual, moral, social and cultural development.

- 115 In Years 3 to 6, the quality of teaching is good overall and never less than satisfactory. In some classes the teaching is very good. Science lessons are characterised by clear explanations and good support. Almost all science lessons were well managed in terms of time, space and resources, although in a Year 3 lesson, some time was lost because resources were not well organised at the start of the lesson. Teachers use good questions to encourage pupils to explain things in their own words, and use correct scientific vocabulary. For example, in a Year 4 lesson about air resistance, a pupil was enabled to refine his first attempt so that "a pointed nosed aircraft" became "an aerodynamic shape". Practical skills are well taught, as seen in Year 4 when pupils controlled stopwatches accurately and made careful notes to record how long each of their gliders stayed in the air.
- 116 Mathematical skills are well consolidated in science lessons, as seen in the work on friction completed by Year 4 pupils. Their measurements, recorded in a clear table of results enabled them to relate the outcomes of their investigation to their knowledge of forces and their effects. Literacy skills are used well to support learning in science. Pupils are benefiting from the emphasis that is put on scientific vocabulary in some classes. The pupils also have many opportunities to practise their speaking, listening and writing skills. Teachers have been enabled to make good use of ICT to support science lessons through support from the Educational Action Zone (EAZ) funding. A good example of this was seen in a Year 5 class, where pupils made a power point presentation of their work on solids, liquids and gases. The pupils demonstrated above average understanding of the scientific concepts involved in this work, which were taught well through the use of drama techniques.
- 117 Pupils in Year 6 have been given opportunities to carry out practical work and to conduct experiments. However, many of these experiments are practical, rather than investigative. Some of this work has helped them to understand scientific ideas such as dissolving and filtering. For example they followed a procedure to separate a mixture of salt and pepper, which added to their knowledge and understanding of how to separate mixtures of materials. However they are not being given enough opportunities to plan their own investigations and carry out fair test investigations where they make decisions about what kind of evidence to collect, or what equipment or materials to use.
- 118 The science co-ordinator is committed to raising standards and has worked hard to raise the profile of science throughout the school. For example, the school has taken part in national initiatives for Science Year, such as The Giant Jump. She has begun to monitor the subject by observing lessons, but this has not been sufficient to provide a whole school picture, and the monitoring of teaching, standards, and the balance of the way in which science is delivered, is an important priority for the future. Assessment procedures are satisfactory and systems are in place to assess pupils at the end of each unit of work.

## **ART AND DESIGN**

- 119 During the inspection week, two art and design lessons were observed that involved pupils from Years 2 and 3. Judgements about overall attainment are formed from the scrutiny of pupils' work, sketchbooks, teachers' planning, discussions and display work in

the classroom and around the school. These clearly demonstrate that the pupils experience a wide range of materials and activities and that the good progress indicated in the previous inspection has been maintained. All pupils, including those with special educational needs, make good progress as they move through the school. Pupils with English an additional language also make good progress. Children enter the school with lower than expected levels of attainment. They work with enthusiasm, supported by teachers and visiting artists, to make pleasing progress and achieve standards above the level expected nationally by the end of Years 2 and 6. These good standards have been maintained since the last inspection.

- 120 Pupils enter Year 1 with a broad range of experience in art and design. By the end of Year 2, they develop their skills in drawing when exploring the different patterns around the school. They investigate the qualities of a range of natural and man-made materials and are beginning to understand colour and texture. Working in pairs pupils chose a fabric that appealed to them and described the pattern to their partner. They then skilfully copied the pattern using their skills of mixing and blending colours to match the patterns on the fabric. When drawing self-portraits, they demonstrate increasing accuracy and attention to detail and develop a sense of proportion. They extend their skills of mixing paints and using pastels to achieve the right mix of colour for skin tone. In both Years 1 and 2, there are good cross-curricular links between art and design in the other subjects. For example, in religious education, pupils create attractive stained glass windows and in science they draw effective 'Day and Night' pictures linked to their topic. Throughout the juniors, pupils make good progress in acquiring and developing a wide range of skills. Pupils in Year 3 weave fabric strips and wool to achieve pleasing designs. They successfully present their ideas of wire sculpture in producing birds and animals in differing poses for the 'One World Garden'. Pupils learn to design their own cartoon characters and make good use of their skills when illustrating the poem 'Sick Days'. In Year 4, they show a good eye for detail and their pencil and pastel drawings of labels inspired by the work of Andy Warhol demonstrate well-developed skills in the use of shading techniques. They produce attractive mosaic patterns and prints from polystyrene tiles. Pupils in Year 5 create attractive watercolour paintings of flowers. In Year 6, pupils examine the techniques of Cézanne. They make their own paintings, effectively demonstrating a good understanding of how his works convey a variety of meanings such as, 'Tranquillity' and 'Serenity' to the observer. Their study of the work of Lowry is reflected in their high quality art, which captures the essence of his style and shows an impressive eye for detail. Work on display shows that there is clear progression across the school in the use of clay for tiles and Greek Pots made by older pupils. Across the school, pupils have useful experience of working to a variety of scales. For example, they regularly work in a group to produce a large picture or a very large model. Since the last inspection pupils have become increasingly skilful in self-evaluation and by the end Year 6 they confidently evaluate their work and modify it.
- 121 Teaching is good throughout the school. In lessons observed and in displays seen it is clear that teachers have a secure understanding of the subject. Teachers have high expectations of pupils and give challenging tasks. Teaching points are regularly reinforced to focus pupils' attention to specific techniques, such as blending and mixing pastels to achieve the right skin tone and good levels of support is provided for pupils who are less secure in their art skills. There are high expectations of the pupils' standard of work, with prompting of individuals, helping them to think for themselves how their work can be improved. Teachers enable pupils to manage resources carefully and they treat them with respect. Clearing up routines was carried out in an orderly manner.
- 122 Good teaching also has a positive impact on pupils' attitudes. Their response to the subject is good and they clearly enjoy the variety of work. Pupils work in a relaxed and purposeful manner, willingly sharing and co-operating over materials. They recall what they have done in previous lessons with accuracy and obvious enjoyment and take pride

in their finished work. Many of the tasks have involved pupils over several lessons and they have worked patiently and with perseverance. They work very well together, are supportive of one another and listen well to instructions. A good example of this was the Year 3 lesson on sculpture for the 'One World Garden'. Pupils show sensitivity when evaluating the work of others. In all lessons, pupils with special educational needs and those at the early stages of learning English are fully involved.

- 123 Co-ordination of the subject is effective, producing good leadership, effective support and a clear view of how the subject will develop. Throughout the school, art displays create an attractive visual environment and demonstrate clearly the good progress pupils make as they move through the school. Regular and detailed monitoring of year groups' lesson plans ensures that the statutory curriculum is covered. The plans for monitoring teaching have yet to be implemented. The subject makes a good contribution to pupils' spiritual and cultural development. Younger pupils in Years 1 and 2 have the opportunity to join the art club and have produced some high quality work based around the movement of the sea. Portfolios indicating the range and quality of work in Years 1 and 2 are firmly established, and plans are in hand to complete the same for Years 3 to 6 in order to ensure that all teachers are aware of the pupils' progress and attainment in each year group. Since the last inspection, self-assessment has become a strong feature of the way in which pupils are involved in assessing and evaluating their own work. However, there is no formal assessment, and this is recognised as an area for development. The subject is well resourced and visual aids are appropriately organised to complement the topics planned. Good use is made of the local galleries and museums to develop pupils' knowledge and understanding of art and famous artists. Pupils' work is displayed in local galleries and shops. A particular strength is the whole school 'Arts Week', involving experts, pupils and the local community, which further strengthens pupils' knowledge and understanding of art. The use of ICT is under emphasised.

## **DESIGN AND TECHNOLOGY**

- 124 It was only possible to observe two lessons in design and technology during the inspection. Lesson planning, records of work in designing, making and evaluating, talking to pupils and teachers, along with samples of completed work, provide evidence that pupils throughout the school are attaining the nationally expected standards in all aspects of the work. There are also some examples of work that is above average.
- 125 In Years 1 and 2, pupils successfully use simple tools, such as scissors, for preparing paper and card. They communicate and develop their designs in drawings and annotate them to show their intentions. They use their own experience of materials and techniques to produce their own designs and turn these into reality. For instance, they used the familiar shape of a T-shirt to design a coat for Joseph. They worked from photographs of interesting patterns and textures around the school to inspire their designs and did a trial run with a variety of media before transferring the design onto their coat. The stitching was good, and they decorated the coats with a variety of ribbons, buttons and pieces of fabric to produce the wonderful effect, which they had learnt about in the religious education lesson. This work was above average for the age of the children.
- 126 In Years 3 to 6, pupils continue to work with a good range of materials, including paper and card, textiles, re-usable materials, wood and food. In Year 3, the work on display to create "Moving Monsters" is of a high standard. The clear designs show that the pupils have understood the principle of using compressed air to inflate a balloon. They have built this pneumatic device into the monsters they have created from re-usable materials to produce some lively effects, such as skulls, which open to reveal a brain, or necks, which extend upwards. They have evaluated their work by answering questions, which helped them to identify some of the problems they needed to solve, and suggest how they might make improvements. Year 4 pupils have designed and made purses and wallets. They

have stitched them carefully so that the coins do not fall out, and have made secure fastenings, such as a button and buttonhole or zip. Year 6 pupils have designed stage sets and props for the school's forthcoming production of Alice. They have used step-by-step plans, which show how pieces of wood will be joined, and have drawn some of the features from different angles as seen in the toadstool and the dormouse's teapot. In executing their ideas, they have had opportunities to work with a carpenter so that they can produce models large enough for the stage. In their evaluations, they have explained how they have overcome problems, For example, to avoid putting seats into the boat, they have designed it so that the actors kneel inside to give the impression of sitting down to row.

- 127 Not enough lessons were observed to make a firm judgement on teaching overall. However in the lessons seen, good use was made of special proformas which gave pupils useful guidance to focus their designs. In the Year 1 lesson, pupils had examined real books with moving pictures. From this they had produced their own ideas to create a picture using some of the techniques they had observed, such as foldouts, pop-ups, slotted pictures and tabs. As a result of good teaching, the pupils were achieving above average standards in this work. Good links were made to other subjects, such as the work on biscuits in a Year 5 lesson, where the work built on aspects of healthy eating from the science curriculum. In the lessons seen, pupils with special educational needs and than those with English edition language were well supported and made good progress. Some of the good features of the work seen throughout the school are the ways that pupils have used their creative and imaginative skills, and shown inventiveness in their learning. A good example of this is the Year 1 work on playground models. Pupils have used their visit to the local park to think about the way the rides work. They have drawn their designs on the computer, using a graphics program, and finally made their structures, using re-usable materials to good effect to create slides, tunnels and roundabouts. The models are well finished and closely match their original designs.
- 128 At the time of the last inspection, it was found that in Years 3 to 6, there were concerns about pupils' understanding of design skills and, in some classes, the pupils were not achieving as high a standard of work as they should. This has now been rectified. There is now a full-time co-ordinator, and a good policy is in place. The national guidance is used as a basis for a scheme of work, but this is adapted and supplemented to meet the needs of the school. The co-ordinator has worked hard to raise the profile of the subject throughout the school, making good use of his own enthusiasm and expertise as well as that of several other members of staff who are also knowledgeable and confident. Although a small start has recently been made to monitor the curriculum and standards, this as well as the assessment of pupils' work are important priorities for the future.

## **GEOGRAPHY**

- 129 The previous inspection report indicated that attainment at the end of Years 2 and 6 was about average. Standards at the end of Year 2 and in Year 6 remain in line with national expectations. The curricular plan follows national guidelines, which ensures satisfactory coverage of knowledge, but does not guide teachers sufficiently in the development of appropriate skills or in appropriate levels of learning.
- 130 By the end of Year 2, pupils have mapped their route to school and begin to understand the effects of pollution. They use simple grid references and find out about the ways they can travel from Hastings to different locations. They find out about different countries by recounting the exploits of a travelling bear. Pupils make satisfactory progress in Year 1. Available evidence indicates that progress slows in Year 2. Although overall attainment is broadly at the level expected at the end of Year 2, there is no work at a higher level. The record of their work lacks depth and curricular plans indicate that, although pupils' knowledge is satisfactory, the skills are not fully developed for example map work in the

older pupils. By the end of Year 6 pupils' attainment is at the level expected nationally. The pupils' knowledge of locations overseas is satisfactory. They investigate what it would be like to live in the Indian city of Jaipur and compare jobs with those in St. Leonards. Pupils investigate climate around the world and Year 6 carry out a practical study of the weather, which includes interpreting weather data and comparing the climate of Sydney with Beijing. They also study the local area and explore environmental issues, such as pollution and the effects of road closure on the community. Mapping is developed but there is scope for this to be carried out at a higher level than at present. Pupils' work indicates that they are using a range of skills at a satisfactory level, especially where they are given the opportunity to debate and investigate for themselves. Learning is satisfactory for pupils with special educational needs, and those for whom English is an additional language and they make satisfactory progress.

- 131 In lessons where pupils are engaged in debate, they are attentive and interested and behave well. In Year 5, role-play was used well to encourage pupils to discuss environmental issues. The younger pupils often spend a long time on the carpet at the beginning of lessons and they do not always maintain concentration. This means that although teaching is satisfactory, and pupils make suitable gains in knowledge, their limited use and development of skills slows progress in this area. In addition, while some of their tasks are interesting and involve the pupils, others do not set a clear expectation for learning that is linked to the geography topic. On occasions, therefore, pupils are unclear of the precise geographical nature of the task.
- 132 School curricular planning ensures that the requirements of the National Curriculum for the development of knowledge are met, but the plan does not give sufficient guidance to teachers on the appropriate development of skills. Geographical topics are studied in every other half term but skills are not reinforced between units. Year 6 pupils study only one of the three planned units because of their preparation for National Curriculum tests, which means there is incomplete coverage of the planned work. Systematic assessment of pupils' work is now satisfactory, and the co-ordinator is compiling a portfolio of work that will demonstrate levels of attainment. There is some evidence of the use of ICT in pupils' work but there is no overall plan for this. The subject makes a good contribution to pupils' spiritual, moral, social and cultural understanding particularly where environmental issues are discussed. The co-ordinator is relatively new to the post and has had few opportunities to monitor teaching and learning. She is enthusiastic about the subject and wishes to develop fieldwork and assessment procedures.

## **HISTORY**

- 133 During the inspection it was only possible to observe history lessons in two classes. Evidence for other judgements was gathered from teachers' planning, scrutiny of pupils' work, including work on display, and discussions with pupils and staff.
- 134 The attainment of pupils at the end of Year 2 and Year 6 is in line with national expectations and are similar to those reported in the last inspection. Pupils make satisfactory progress, although those with special educational needs and those with English as an additional language make good progress because of the effective support, that they receive.
- 135 In Years 1 and 2, pupils are developing an awareness of time scale by comparing then and now. For example, Year 1 pupils have gained a clear understanding of past and present from the work they have done to compare toys which their grandparents and parents had with toys of today. They had looked carefully at the toys and recorded how they knew whether they were old or new. They noticed different materials, for instance as they compared an old wooden rattle with a modern plastic one, and they explained how worn out "Old Teddy" was, compared to a new one. In Year 2, pupils have studied how seaside holidays have changed, by looking at evidence, such as photographs and posters,

from the adjoining resort of Hastings. They were intrigued with the idea of a bathing machine and as they compare their visits to the beach now, they are glad they do not have to wear so many clothes on a hot day. They know that it used to take two days for people to get to Hastings from London by stagecoach, but understand how the coming of the steam train enabled ordinary people to come for a day trip.

- 136 With the aid of timelines, pupils in Years 3 to 6 continue to develop their sense of chronology by sequencing events and objects. By the time the pupils leave the school at the end of Year 6, they undertake independent historical research. Although the amount of history covered in Year 6 is low compared to other year groups, the work on the Ancient Greek civilisation was covered in depth, and they know that there are many myths and legends derived from Ancient Greece. They also understand that some aspects of our culture derive from Greek civilisation, including the origin of the Olympic Games.
- 137 Because only two lessons were seen, it is not possible to make an overall judgement about the quality of teaching across the school. Some good teaching was observed in Year 4 where the teacher created a good balance between giving the pupils interesting information and encouraging them to use historical sources and to become effective enquirers. For example they think carefully about the photographs showing evacuees getting ready to begin a journey which will take them away from home. They give good explanations to account for the fact that some children were smiling at such a sad time, including "it was just a moment in time, and they may have smiled because the photographer asked them to".
- 138 The subject makes a very good contribution to pupils' cultural development as pupils acquire knowledge about what it was like for ordinary people to live at different times in the past. There are also very good opportunities to promote pupils' spiritual development, as was seen in a Year 4 lesson when pupils were amazed at how St Paul's Cathedral miraculously escaped the bombing. They understood how it stood out as a symbol of hope after the grim time that Londoners had experienced in World War II.
- 139 The curriculum is supported by a good range of visits and visitors for pupils in all year groups. For example, grandparents come in to talk to the younger pupils about what life was like when they were children. Visits include museums, the nearby locality of the school, which are a rich source of Victorian architecture, and the nearby site of the famous Battle of Hastings. The pupils in Year 3 have just taken part in an Anglo-Saxon day, where a visiting group worked with the teachers to give the children first hand experiences of life in those times. They were dressed in costume, tried on chain mail and helmets, and handle many other artefacts. They practised spinning and weaving and blew a Saxon horn. The pupils showed good recall of the events and activities. For example, they knew how heavy the chain mail was because they had tried lifting it. The day had made history "come alive" for them.
- 140 There is a very good policy document for history, which makes strong links with other areas of the curriculum, and these are being used well. For example there are strong links with literacy. Pupils are often given different texts from which to gain information. Written tasks build on and support work in English. For example, Year 5 pupils have written about how they would feel if they lived near Hastings in 1066, basing their personal writing on historical facts. A recent focus has been to strengthen links with art and design, and this is working effectively. Pupils in Year 5 have used Tudor portraits to glean information about famous people such as Henry VIII. They have also studied portraits on a timeline. There have been satisfactory improvements since the last inspection. Timelines are now used well, and all classes are achieving a satisfactory standard of work. Assessment procedures have been introduced and are now satisfactory. The co-ordinator is knowledgeable and enthusiastic. A start has recently been made to monitor the curriculum by observing lessons, but this will be an important priority for the future.



## INFORMATION AND COMMUNICATION TECHNOLOGY

- 141 The previous report identified the need to strengthen the development of information and communication technology (ICT) and to ensure that all aspects of the curriculum were taught. The progress of pupils in Years 1 and 2 was not satisfactory. There is improvement in all of these areas since the last inspection. Coverage of the curriculum is ensured because school planning is based on national guidelines. Throughout the school, all pupils, including those with special educational needs and those for whom English is an additional language, make steady progress. Overall standards are at the level expected nationally at the end of Years 2 and 6.
- 142 At the end of Year 2, pupils confidently use an art program to transfer a design onto the computer. They are knowledgeable about the tools and confidently explain reasons why they choose to use them. By this stage, they can also illustrate the text of their poems, make Christmas cards with repeated shapes and handle data in the form of graphs and pie charts. Younger pupils are introduced to a control program through which they develop their understanding about how to give logical commands, and construct a pictogram of their survey about journeys to school.
- 143 By the end of Year 6, pupils have advanced their skills to make PowerPoint presentations, create spreadsheets, use mathematical formulae to make calculations and use Logo to create simple shapes. They use the Internet with confidence, design posters, and record data of weather observations. Clip Art images are well used to illustrate text and the digital camera is successfully used to record photographic images.
- 144 The quality of teaching is satisfactory throughout the school. Teachers plan their lessons carefully. A planning sheet helps to make effective use of the computer suite by encouraging preparation in the classroom. The ICT technician is suitably prepared to support groups of pupils when the teacher remains in the classroom. He is knowledgeable and aware of the different needs of pupils. In a Year 5 lesson using laptops, the pace of the lesson ensured that the more able pupils made good progress and the less confident were given sufficient time to develop their skills. The class teacher provided knowledgeable support to Year 1 pupils when they were learning how to control a computer-generated robot. The planning sheet indicates opportunities to link ICT to other subjects and on many occasions this is done well. There is, though, no overall plan to ensure effective use of ICT across the curriculum, and the single computers in classrooms are underused. Training of all teachers has helped to raise their confidence and this is reflected in the improved consistency through the school.
- 145 The pupils are interested and respond well to the opportunities they are given. They are eager to explore new ideas and try new skills. They work well together sharing ideas and supporting each other in their learning. When working alone they show determination and patience and a strong commitment to producing work of good quality. Most pupils sustain their interest through lessons and are often disappointed when the lessons end although a few, who are less confident and need more support, can become frustrated. In the lessons where teaching is good, all pupils, including those with special educational needs, learn well. They have a secure understanding of the importance of computers in their lives. They look after the equipment and enjoy using the computers in lunchtime and after school clubs. The pupils use the computers with confidence and the steady development of skills is reflected in the progress they make.
- 146 There is now a satisfactory scheme of work to specify what the pupils should learn. It ensures that all aspects of the National Curriculum are covered. There are though a number of areas where the use of a wider range of equipment would provide a more stimulating challenge and enhance cross-curricular opportunities. At present there are

limited opportunities for control and monitoring that use equipment other than on the computer screen, and Years 1 and 5 were using a similar program. Remote sensing equipment is not used, for example, in science. Assessment of pupils' work to National Curriculum levels is now satisfactory. The co-ordinator is working with colleagues from other schools to identify levels of attainment and build a portfolio of evidence to support teachers.

- 147 The subject has a committed and diligent co-ordinator who, together with the teaching team, has worked hard to make the improvements since the last inspection. The provision of a computer room, better computers and a range of software, together with the good support of the ICT technician, have also made this possible

## MUSIC

- 148 Standards are similar to those found at the time of the last inspection. All pupils, including those with special educational needs and those for whom English is an additional language, at seven and eleven years of age make at least satisfactory progress and attain expected standards for their age. In singing and performance, standards are often higher due to good specialist teaching, expertise in the school and good opportunities for pupils to perform, both in school and the community. From observations during the inspection, it was evident that pupils enjoy singing, showing good control of dynamics, pitch and have a well-developed sense of rhythm. Teachers ensure pupils' singing is developed effectively in assemblies and lessons. Pupils have a good sense of performance and an awareness of their part.
- 149 As in the last inspection, the overall quality of teaching is good, particularly for older pupils when they are taught by the music specialist. From the lessons observed, musical skills and vocabulary are taught well and generally pupils have positive attitudes towards music and are keen to try their best and improve their performance. This was observed in Year 2, as pupils tried to improve their 'Three Bears' rap. By the end of the lesson, they could chant and play instruments to keep in time with the beat of the rap, using good expression and appropriate voices for the different bears. There are some occasions when teachers of younger pupils do not always insist on pupils being attentive quickly enough, this means loss of concentration and some disturbance to others near them.
- 150 By the time pupils are seven, they have a satisfactory understanding of listening and identifying familiar action songs, playing a variety of sounds through clapping, tapping and with instruments and have good control of their singing voices. Year 1 pupils sing in tune and have control of pitch and tempo. This was evident as pupils achieved an appropriate range of high and low notes to represent the voices of the 'Three bears'. Good listening helps Year 2 pupils respond to each other in their rap, at the appropriate time. They successfully add percussion instruments to the rap, ensuring they keep in time.
- 151 Good teaching in Years 3 to 6 helps pupils to learn well in singing and performing, and build on previously taught skills. Lessons were observed in Years 4 and 5 and it is evident that pupils have an extensive repertoire of songs. Good attention to teaching musical skills is evident, as Year 4 pupils accompany singing games with confidence by clapping and tapping the pulse in time. All pupils, including those with special educational needs, move well to the beat of the drum when they perform a song based on the life of North American Indians, enjoying taking turns to play the instruments. Year 5 pupils respond very well to the challenge of composing their own music based on the rhythm patterns from 'Mars' from 'The Planet Suite'. They work together effectively, maintaining their own rhythmic patterns, when performing to the class.
- 152 From the planning and recently reviewed curricular map, it appears that there is now a structured approach to teaching music based on national guidance and commercial

schemes, and the quality and quantity of resources have improved. However, not all the elements of the curriculum are covered in sufficient depth, such as composition, and there are limited opportunities to use ICT in music. This is particularly the case in Year 6, where the broader music curriculum has suffered due to the strong emphasis on English and mathematics. Overall, co-ordination of the subject is satisfactory. The co-ordinator offers good support to teachers with little expertise in the subject but her monitoring role of curricular coverage and teaching and learning is ineffective. Recent assessment systems have been put into place but have not been implemented for long enough to build up a profile of pupils' progress, nor are the procedures consistent throughout the school.

- 153 Music, particularly performing, makes a good contribution to pupils' spiritual, moral, social and cultural development. This was evident in a Year 5 lesson, when pupils clearly appreciated listening to 'Mars' from 'The Planet Suite'. Spirituality is promoted well when pupils and staff share together singing and the chanting of prayers during Mass. The promotion of social development is fostered, when pupils share musical experiences, both in school and in the community. For example, when they take part in performances at the end of term, as in the forthcoming production of 'Alice in Wonderland', singing to elderly folk in a local residential home at Christmas and with the Hastings Philharmonic Choir. From teachers' planning, it is evident that pupils experience some music from other cultures, such as listening to clarinet music from Northern Europe, but this area of the music curriculum is more limited. Extra-curricular activities make a valuable contribution to the development of music skills. For example, the choir leads singing during Mass and assemblies, and the clarinet players perform with confidence, before pupils and staff. Pupils take part with children from local schools in festivals, which gives them good opportunities to work and perform with others.

## **PHYSICAL EDUCATION**

- 154 Standards of both seven and eleven year old pupils are above national expectations. The picture was much the same in the last inspection.
- 155 Pupils in Year 1 enjoy dance and work enthusiastically expressing their ideas well when responding to music and demonstrating good quality movement. When starting to dance, these pupils can hold a good starting position and throughout they show good body form when following the beat of the music. These same pupils demonstrate above average skills of throwing and catching when participating in small games skills lessons. Year 2 pupils extend these skills in their lessons in response to good teaching in which they are encouraged to practise hard and set themselves targets to achieve, for example, when endeavouring to keep a ball in the air without it touching the ground by constantly hitting it with a small racket. As a result of constant practice, these pupils show a good level of hand eye co-ordination.
- 156 Year 4 pupils achieve well in swimming and standards are above national expectations. These pupils respond well to effective instruction that enables them to be safe in the water. By the time they leave school about ninety per cent of pupils can swim a minimum of 25 metres and many do much more. In athletics, Year 4 and Year 6 pupils work hard at the long jump. As a result of being taught skills and techniques systematically, they improve performance and achieve well. Throughout the school all pupils achieve well. Pupils who have special educational needs or have English as an additional language are supported appropriately and encouraged by their peers, which enables them to make good progress.
- 157 Teaching of physical education is good throughout the school. Teachers plan lessons well

and face pupils with increasing challenges. They encourage pupils to practise and to strive to improve performance. Pupils respond enthusiastically and work hard in lessons. When working in paired or group activities they co-operate well together.

- 158 The subject is very well managed by an enthusiastic co-ordinator. She gives very good support to colleagues advising them on teaching and planning. A good scheme of work ensures that, in lessons, pupils enjoy a good varied programme of activities including movement, gymnastics, athletics, swimming and team games. There are also other good opportunities to participate in physical activity through the good range of clubs offered to pupils in the school and the opportunities to participate in competitive team games representing the school in competition with neighbouring schools. Teachers' assessments of pupils' achievements are satisfactory, as is pupils' assessment of their own performances.