

INSPECTION REPORT

ST JOSEPH'S CATHOLIC PRIMARY SCHOOL

Hollingdean, Brighton

LEA area: Brighton & Hove

Unique reference number: 114542

Headteacher: Geraldine Smith

Reporting inspector: Michael J Cahill
19623

Dates of inspection: 17 - 20 June 2002

Inspection number: 197055

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

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INFORMATION ABOUT THE SCHOOL

Type of school:	Infant and junior
School category:	Voluntary aided
Age range of pupils:	4 - 11
Gender of pupils:	Mixed
School address:	Davey Drive Hollingdean Brighton & Hove
Postcode:	BN1 7BF
Telephone number:	01273 556607
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Appropriate authority:	The governing body
Name of chair of governors:	Anna Goudy
Date of previous inspection:	2 June 1997

INFORMATION ABOUT THE INSPECTION TEAM

Team members			Subject responsibilities	Aspect responsibilities
19623	Michael Cahill	Registered inspector	Mathematics Information and communication technology Music Physical education	What sort of school is it? The school's results and pupils' achievements How well are pupils taught? What should the school do to improve further?
1311	Barry Wood	Lay inspector		How well does the school care for its pupils? How well does the school work in partnership with parents?
11901	Pat Lowe	Team inspector	Foundation stage English Art and design Design and technology	How good are the curricular opportunities offered to children?
24091	Michael Shaw	Team inspector	Equal opportunities Special educational needs English as an additional language Science Geography History	Pupils' attitudes, values and personal development How well is the school led and managed?

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

St Joseph's Catholic Primary School provides education for children aged from 4 to 11 years. It is in the Hollingdean area of Brighton but takes pupils from further afield, including areas served by Education Action Zones. The school itself is not in an Education Action Zone although it is in the Hollingdean Sure Start area, which is known to have a high level of economic and sociological disadvantage. The percentage of pupils who claim free school meals is above the national average at just under 35 per cent. Many children's attainment on entry to the reception class is well below average in most areas of learning, including poor literacy and numeracy skills and has fallen in recent years. There are seven classes, one for each year group, and the number on roll is 174 (96 boys and 78 girls), making it smaller than average for primary schools. About 30 per cent of pupils join or leave the school during the course of a school year, a well above average percentage. Almost all pupils are from white backgrounds but there is an above average proportion (nearly seven per cent) of pupils who are learning English as an additional language and of these three are at an early stage. The proportion of pupils with special educational learning or behaviour needs is well above the national average, while the proportion with full statements of special educational need is broadly average. The school has been through a period of considerable staff changes over the last few years.

HOW GOOD THE SCHOOL IS

St Joseph's Catholic Primary School is an effective and improving school. The school is a caring community, with a pleasant and purposeful working atmosphere, where all are welcomed and valued; it promotes pupils' spiritual development very well. The school is now enabling pupils to make good progress from what, for many, is a well below average starting point. Since the last inspection, there have been many changes of staff, including head teachers, and long-term staff absences, which have had an adverse effect on results in National Curriculum tests. There is now a determination to raise standards and these are rising and are now close to national expectations in both Year 3 and Year 4. The provisional results for 2002 show increases of 25 and 26 per cent respectively in the proportion of pupils achieving the national standard of level 4 in mathematics and science at the end of Year 6. The quality of teaching is good and pupils develop good attitudes towards learning and towards other people. The school is well led and managed by the headteacher, who has been in post for three years. It provides pupils with many good opportunities for learning and good value for money.

What the school does well

- The quality of teaching is good; the reception class provides children with a good start to their full time education and pupils make good progress as they move up the school.
- The school develops good attitudes to learning in its pupils; relationships among pupils and between adults and pupils are also good.
- The provision made for pupils with special educational needs is good.
- The school promotes pupils' spiritual development very well and makes good provision for pupils' personal, social, moral and health education.
- The leadership and management of the school are good and are clearly focused on improving pupils' achievements.

What could be improved

- Pupils' attainment in English (especially reading), mathematics, science and information and communication technology.
- The contribution that many parents make to their children's education.
- The attendance and punctuality of many pupils.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

Overall improvement is satisfactory: the school has improved standards but this is only just beginning to be reflected in National Curriculum test results. Partnership between the headteacher, staff, and governors is now much better and provides a good basis for further improvement. The school has made good progress in most of the issues identified in the June 1997 report. Governors now take a significant role in evaluating the work of the school; there are appropriate schemes of work and consistent planning. A good start has been made on improving both the quality and the use of assessment in all subjects;

the school recognises that there is more to do in this area. The overall quality of teaching is greatly improved and co-ordinators exercise better leadership of their subjects.

STANDARDS

The table shows the standards achieved by pupils at the end of Year 6 based on average point scores in National Curriculum tests (not including two refugee pupils who took the tests).

Performance in:	compared with				Key
	all schools			Similar schools	
	1999	2000	2001	2001	
English	E	E	E	C	well above average A above average B average C below average D well below average E lowest 5% nationally E*
mathematics	E	E	E	E	
science	E	E	E*	E	

Schools are described as similar when they fall into the same band for free school meals.

Children in the reception class make good progress in all areas of learning from what for many is a well below average starting point. By the time that they enter Year 1, the attainment of most children is still below the national expectation for their age in literacy and numeracy, although they have made good progress.

Pupils in the current Year 2 have suffered from a long-term staff absence this year. Nevertheless their provisional 2002 National Curriculum test results in mathematics show that all have achieved the national expectation of level 2; in science approximately nine out of ten have done so. In reading, a little more than half of the pupils have achieved the expected level and in writing slightly less than three-quarters have done so; these areas have suffered more from the lack of consistent teaching. Overall, pupils have made good progress and achieved well.

The provisional 2002 results for Year 6 pupils represent a considerable improvement on recent years in mathematics and science, where there has been an increase of 25 and 26 per cent respectively in the proportion of pupils achieving the national standard of level 4; in English there has been a slight drop of five per cent. Standards in other year groups, where pupils have been taught consistently in line with the national strategies for literacy and numeracy, are much closer to what is expected. Most pupils, including those joining the school late, have made good progress from their attainment on entry to the school. Results in National Curriculum tests at the end of Year 6 have fluctuated quite a bit since the last inspection in 1997. However, in English and science results in 2001 were higher than at that time while in mathematics they were slightly lower. The school failed to meet the targets set for it in terms of the proportion of pupils achieving a level 4 in English and mathematics. In part this was due to changes in the composition of the year group between target setting and the tests.

In the other subjects of the National Curriculum, standards are broadly in line with national expectations at the end of Year 2 and Year 6. In information and communication technology overall standards are below national expectations at the end of Years 2 and 6 and broadly in line in Years 3 and 4. Pupils from minority ethnic backgrounds achieve well and attain standards similar to their peers.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Most pupils enjoy coming to school and have good attitudes towards their learning. They enjoy their work and discuss it in a positive and enthusiastic way.
Behaviour, in and out of classrooms	Most pupils behave well in lessons and around the school. They are polite and respond confidently when spoken to. A small number of older

	pupils do not have sufficient self-control and their lack of respect for others sometimes inhibits the learning of everyone in the class.
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Personal development and relationships	The quality of most pupils' personal development and of their relationships with each other and adults is good. From the reception class onwards children are encouraged to behave in a sensible and responsible way and respond well to adults' high expectations of them.
Attendance	Poor; the attendance rate is well below that of other schools. Some parents are failing to get their children to school and to get them there on time. Children's learning is badly affected as a result.

Very good relationships are a strength of the school. Most pupils have good attitudes towards each other and this is largely due to the very good example set by the adults in the school community.

TEACHING AND LEARNING

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

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

The quality of teaching is good and as a result most children make good progress in lessons and throughout their time at the school. During the inspection the teaching in many lessons was good or better, including a substantial number in which it was very good; there was no unsatisfactory teaching. This represents considerable improvement since the last inspection. The quality of teaching in English and mathematics is now consistently good and literacy and numeracy skills are taught well. Science and the skills of ICT are also taught well. Planning for pupils with special educational needs is good; they learn well, particularly when they receive extra support.

Strong features of the best teaching include planning that caters for the needs of all pupils, very good management of pupils and good relationships with them and very good teamwork among teachers and teaching assistants. Questions are very well used to revise, check and extend learning.

From the reception class onwards, children are successfully encouraged to enjoy learning and to work on their own when that is appropriate. Throughout the school, pupils usually show a lot of interest in what they are learning and work hard at their tasks. They respond well to the encouragement and praise that they receive and take increasing care with the presentation of their written work. Most are more than willing to answer questions and to contribute to discussions.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Provision for the areas of learning in the Foundation Stage is good. The overall quality and range of learning opportunities are good for pupils throughout the school. Arrangements for teaching literacy and numeracy are good and pupils make good progress. The school makes good provision for extra-curricular activities for pupils in Years 3 to 6.
Provision for pupils with special educational needs	Good; teachers and teaching assistants plan and work well together to make sure that all pupils are included in the lesson and supported as necessary. Individual education plans are carefully prepared and revised. As a result pupils with special educational needs make good progress like the rest of the class.
Provision for pupils with English as an additional language	The small number of pupils involved get very good intensive support from both school and external staff. They make good progress and join in fully with all that the school offers.

Provision for pupils' personal, including spiritual, moral, social and cultural development	The school makes good provision overall for pupils' personal development and parents are pleased with the values the school promotes. The promotion of pupils' spiritual development is very good. Good behaviour is encouraged positively and there is good provision for social development. Provision for cultural development is satisfactory but preparation for life in multi-ethnic Britain is the weaker aspect.
How well the school cares for its pupils	The school is a caring and secure community in which the adults know the children well. Procedures for encouraging good behaviour and self-discipline have been strengthened and are having a good effect. Systems for keeping track of pupils' progress in most subjects are good and assist the setting of targets for improvement.

Relationships with parents are satisfactory overall. The school enjoys a good relationship with about a quarter of the parents but, despite the school's best efforts, most parents only become involved with the school when there is a problem.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The headteacher and the senior management team have a clear and shared vision for the future development of the school and are focused on raising the level of pupils' achievements. They provide good leadership and the school runs smoothly on a day-to-day basis.
How well the governors fulfil their responsibilities	Many governors are closely involved with the school and visit regularly. Governors have good procedures for monitoring the work of the school. They have a good sense of its strengths and weaknesses and are increasingly helping to shape the agenda for improvement. The major statutory responsibilities are fully met.
The school's evaluation of its performance	The headteacher and senior staff keep all aspects of the school's performance under review. Monitoring of teaching and learning, especially by the headteacher, has already led to improvements in quality and standards. Co-ordinators monitor planning and pupils' work. The development of improved assessment procedures is helping the school to identify areas for improvement.
The strategic use of resources	Development and financial planning are good and there is good budgetary control by the headteacher, governing body and the bursar. The school actively seeks to get the best value it can from its financial resources.

The overall levels of staffing, accommodation and learning resources are satisfactory although the lack of an outside soft surface makes teaching some aspects of the physical education curriculum difficult. The teachers, teaching assistants and other staff make essential contributions to the success of the school.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

The views expressed through the 40 returned completed questionnaires (less than a quarter of those sent out) and by the 12 parents who attended the pre-inspection meeting with the registered inspector were taken into account.

What pleases parents most	What some parents would like to see improved
<ul style="list-style-type: none"> • Their children like school and they make good progress. • The school is happy and friendly. • Teachers know the children well and are approachable. • Teaching is good and the school has high expectations of children. 	<ul style="list-style-type: none"> • The amount of homework. • Information about children's progress. • How closely the school works with them. • The leadership and management of the school. • The behaviour of some children.

- | | |
|---|--|
| <ul style="list-style-type: none">• The school helps children to become mature and responsible. | |
|---|--|

The inspection team agrees completely with the positive comments made by parents. The planned introduction of a home-school diary is intended to help parents and the school to work more closely together. Parents receive satisfactory information about their children's progress and appreciate being able to talk with teachers on a daily basis. The amount of homework set is appropriate for children of this age. Although the behaviour of a few older pupils is sometimes less than satisfactory, the vast majority of pupils behave in a thoughtful and self-disciplined way. The school is well led and managed by the governing body, headteacher and senior staff.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and pupils' achievements

1. At the time of the last inspection, attainment on entry was judged to be in line with national expectations. On the evidence of the local education authority's assessment records, the overall attainment of many children on entry to the reception class is well below average in most areas of learning; in literacy and numeracy it is very low and this has been the case for around four years. Children in the present reception class have made a good start to their learning and as a result of good teaching and organisation most children have made good progress. By the time they enter Year 1, some children have attained the early learning goals in communication, language and literacy, mathematical development and knowledge and understanding of the world. Overall, however, the attainment of most children in these areas is still below the standards expected for their age even though they have achieved well. In personal, social and emotional development, and in physical and creative development, the attainment of most children matches the expectations for their age. There is no significant difference in attainment between boys and girls.
2. In the National Curriculum tests and assessments for Year 2 in the summer of 2001, results show that pupils' attainment was well below the national average in reading, writing, mathematics and science. In respect of the proportion of pupils who achieved the higher National Curriculum level 3, the school's results were well below the national average in reading, average in mathematics and science, and above it in writing. The overall trend in the school's results in the Year 2 tests over the five years since the last inspection has been upwards in mathematics. In reading and writing, results have fluctuated but last year were not as good as they were at the time of the last inspection. Provisional results for 2002 indicate improvement in terms of the proportion of pupils achieving the national expectation of level 2 in mathematics (100 per cent) and science (89 per cent) although not in reading (56 per cent) and writing (72 per cent). That the anticipated all round improvement has not been achieved is partly due to the fact that the class did not have a regular teacher for much of the year. The lack of teaching continuity had considerable impact on the arrangements for improving pupils' reading and writing skills. Nevertheless in view of the low standards on entry and movement of pupils in and out of the year group, progress has been good; most pupils have achieved well. Girls have performed less well than boys in mathematics tests over the last three years.
3. Caution should be exercised in interpreting National Curriculum results and comparing one year group with another; each pupil represented around four per cent of the last Year 2 and this percentage can easily make the difference between average and below average or between below average and well below average. Comparisons with similar schools indicate that the school is achieving results in line with the average for similar schools in writing, mathematics and science but below the average in reading. The school recognises that more consistent involvement of parents in their children's learning is one of the keys to improvement, particularly in reading, and plans to encourage more effective use of reading and homework diaries.
4. The Year 2001 National Curriculum test results for Year 6, excluding the two refugee pupils who took the tests, were well below the national average in English and mathematics and very low in science. When compared with schools with pupils from similar circumstances, results in 2001 were average in English, and well below average in mathematics and science. Test results have fluctuated since the last inspection but overall the trend has been broadly in line with the national upward trend. Provisional results for 2002 are encouraging in that there have been big improvements, 25 and 26 per cent respectively, in the proportion of pupils achieving the national standard of level 4 in mathematics and science. Unfortunately, in English the proportion has dropped by five per cent. On average over the last three years, girls performed significantly less well than boys in tests in English and mathematics and less well in science. However, the relatively small numbers involved mean that not too much should be read into this, although the school is monitoring the situation.
5. The school sets targets, in consultation with the local education authority, for each Year 6 class. These have sometimes proved to be unrealistic because not enough account has been taken of individual pupils' prior attainment. Changes in the composition of the year group have also meant that the group of pupils who took the tests was significantly different from those for whom the

targets were set. Targets for the present Year 6 are challenging and the evidence is that the school will fall short of achieving them in both English and mathematics. In part this is due to the fact that the group of pupils who took the tests varies significantly from that for which targets were set, several pupils have joined or left the class in the last two years. When compared with schools nationally, results are likely to be an overall improvement on those of 2001. Most pupils achieve well in relation to their attainment on entry as they move through the school. Standards are higher in Year 5 and higher still in Year 4, relative to age-related expectations. The steps that the school has taken in the last three years to improve standards are proving effective. In particular the more consistent use of positive behaviour management strategies and improved use of the national strategies for literacy and numeracy combined with more focused lesson observations are combining to raise standards. However, a few pupils in Year 6 and a smaller number in Year 5 do not have satisfactory attitudes towards learning and did not develop self-discipline in their earlier years in the school. Their work has suffered as a result.

6. Pupils with special educational needs, including those with statements, make good progress in relation to the targets set for them and good progress overall, similar to that of their peers across the whole curriculum. They are well supported by class teachers, teaching assistants and the co-ordinator for special educational needs. Pupils who are learning English as an additional language and pupils who have been identified by the school as being gifted and talented achieve well.
7. The inspection team judged that pupils' attainment in art and design and physical education is in line with national expectations at the end of both the present Year 2 and the present Year 6. Pupils' attainment in English (including literacy), mathematics (including numeracy) and science is below national expectations at the end of Year 2. At the end of Year 6 it is below national expectations in mathematics and science and well below in English. Pupils' attainment in information and communication technology (ICT) is below expectations at the end of both Year 2 and Year 6. In design and technology and music, except for singing which is satisfactory, at both Years 2 and 6, there was insufficient evidence of pupils' achievements for inspectors to make secure judgements about standards. This was also the case with history in Year 2. The standard of pupils' work in all subjects is broadly in line with what is expected for their age at the end of Year 4, reflecting the improvement that is working through the school. Pupils' development and use of the skills of literacy, numeracy and ICT across the curriculum are satisfactory. There were no significant boy/girl differences in attainment evident in the lessons observed or the work examined. (For further details of pupils' achievements and progress in the Foundation Stage and in the subjects of the National Curriculum, see paragraphs 95 – 184).

Pupils' attitudes, values and personal development

8. Pupils have good attitudes to school and their behaviour was good in most lessons observed. This is similar to what was reported in the last inspection. Overall, this area is a strength of the school, which is an inclusive and supportive community and where relationships are generally good throughout. Pupils appear to enjoy school and the majority of parents support that view.
9. Children in the reception class worked well together and showed that they could co-operate and share resources. In snack-time two children offered another a drink when he had not brought his own. They listened to a story and one boy allowed another pupil to take his place in the playhouse when she was upset and needed consoling.
10. Pupils in other classes have good attitudes to learning and respond well when the expectations are high in lessons, the pace brisk and they understand the task set. In a Year 4 mathematics lesson they followed instructions well and took pride in the success of others. In many classes pupils enjoy challenge, have good concentration levels and answer questions eagerly especially where the relationships between the teacher and pupils are positive and the teacher is secure in her/his subject knowledge. A science lesson in Year 3 on erosion invoked great interest and encouraged pupils to work collaboratively in suggesting how rocks can be smoothed over time.
11. The attitudes of pupils with special educational needs were good. They worked at the tasks set and took advantage of the support offered. With adult support they concentrated well and contributed fully to the lessons. Pupils receiving additional support when learning English as an additional language showed similar positive attitudes to learning.

12. Behaviour in the classrooms and throughout the school is generally good. Little unsatisfactory behaviour was observed during lessons, in one instance a pupil picked up a chair that had been knocked over and replaced it without being asked by the teacher. Pupils show good levels of self-discipline and co-operation and a discussion lesson observed in the reception class demonstrated that pupils were able to listen and take turns in speaking. Pupils behave well in registration and assemblies. Any occurrences of unsatisfactory behaviour are dealt with carefully and all staff and pupils know the behaviour policy. However, a significant amount of time was spent in dealing with lunchtime behaviour problems at the start of afternoon school, and this detracted from the amount of lesson time available. The six short-term exclusions in the past year were for persistent unsatisfactory behaviour.
13. Some pupils in Year 6 do not show the same positive levels of attitude and behaviour. Lessons were marred by persistent low-level disruptive behaviour on the part of a few pupils that included talking whilst the teacher was introducing the lesson, a lack of interest in the subject material and an unwillingness to work collaboratively. This was despite significant efforts by the teacher to engage the pupils and provide a stimulating and interesting classroom. The effect of this on the pupils is to prevent learning taking place effectively and to inhibit progress.
14. The opinion of parents is that behaviour in the school is poor, although in discussion they clarified that they meant a few pupils in older year groups and they are not satisfied that problems are dealt with promptly. The information gained during the inspection indicates that the attitudes and behaviour of most, but not all, pupils is good. There was no evidence that incidents were not dealt with promptly and effectively.
15. Relationships throughout the school are good, based upon mutual respect for each other in a caring and friendly school community. Pupils' personal development is good and they are friendly, well mannered and helpful. They enjoy and appreciate the extra-curricular activities that the school provides, visitors and the school trips, which enrich and extend their personal development. Pupils in Year 6 were proud of their experiences on the field trip they had undertaken and discussed the activities they enjoyed. Pupils have a good understanding of the effect of their actions on others and showed respect for feelings and values. During the inspection there were no incidents of racist or sexist behaviour. Pupils from all backgrounds get on well together.
16. Pupils moving up through the school show a growing maturity and independence. The majority of parents agree that this is a strength of the school. The school council gives pupils the opportunity to voice their opinions and it is seen as an effective way of channelling pupils' views and ideas. There are a few other opportunities for pupils to develop independence through undertaking responsibility around the school.
17. Pupils' independence in learning is well developed when they undertake research work in history and geography using the Internet. In lessons they carry out research well when they are given clear directions and they developed their scientific thinking when looking at forces in Year 1. In their collaborative work they show respect for each other and all pupils are included.
18. There has been a sharp decline in attendance since the last inspection. All classes, except Year 6, have attendance levels well below the national average. A major contributory factor is the withdrawal of the bus service that used to serve many of the pupils living outside the immediate neighbourhood of the school. The level of unauthorised absence remains obstinately above national levels. A large number of pupils find it difficult to come to school on time, and this affects the otherwise smooth start to the school day. Punctuality throughout the rest of the day is satisfactory. Poor levels of attendance and punctuality affect the educational progress of a significant number of pupils.
19. The registration period proceeds courteously and efficiently, and acts as a settling and calming period for all pupils. Manual registers are completed in the required manner, but there are insufficient indications that they have been monitored rigorously during the last year for control purposes.

HOW WELL ARE PUPILS TAUGHT?

20. On the evidence of pupils' work and the lessons observed during the inspection, the overall quality of teaching is good. During the inspection it was good or better in nearly three-quarters of lessons, including more than a quarter that were very good. In no lessons was teaching unsatisfactory overall. This represents a considerable improvement since the last inspection. Reasons for the overall improvement include the successful adoption of the national strategies for literacy and numeracy and emphasis on focused monitoring by the present headteacher. The teaching of English, including literacy, was never less than good. In mathematics, including numeracy, the overall quality of teaching was also good. However, during the current school year, pupils in Year 2 and Year 5 suffered from having many teachers, often for very short periods of time, in response to long-term staff absences. This had led to an inevitable loss of continuity that showed itself particularly in less than the expected progress in reading and writing skills. At the time of the inspection, both classes were taught by experienced temporary teachers who had been in the school for all of the current term. Through their efforts some of the ground lost earlier in the year was being made up.
21. Work for pupils with special educational needs is planned by class teachers, often in collaboration with teaching assistants, taking account of pupils' individual targets. The partnership between teachers and the teaching assistants is strong and pupils benefit greatly from their teamwork, making good progress. Teaching assistants keep useful records of how pupils have got on with the work set and this helps to make subsequent planning appropriate.
22. As well as the good teamwork between the adults in the classrooms, there are good relationships between adults and pupils. As a result there is a pleasant and purposeful working atmosphere in most classrooms. Teachers manage their pupils very well, giving them encouragement and praise and, as parents reported, have high expectations both in terms of the standard of work and of behaviour. Most pupils are interested in their lessons, concentrate well and work hard because they are set tasks that are well matched to their learning needs.
23. **Other features common to the good or better teaching seen during the inspection included:**
- very good planning, including a clear identification of what pupils are to learn; teachers often make sure that pupils know this at the start of the lesson;
 - good use of questions to revise what has previously been learned, to promote further learning and to check for understanding;
 - a good balance of whole-class, group and individual work and of different demands on pupils – speaking and listening, writing, practical;
 - good reference back to what was to be learned so that pupils know how they have got on;
 - ICT is used well to support and extend learning.
24. **Less successful features of lessons which were overall satisfactory, included the following:**
- learning intentions which were not clear or specific enough so pupils were do not sure what was expected of them;
 - teaching which strayed too far from the overall plan ;
 - lack of challenge for more able pupils, so some marked time;
 - distracting behaviour by a minority of pupils that hindered the learning of others.

Learning and progress

25. In nearly three-quarters of lessons, learning was judged to be good or better. Pupils' attitudes to their work, and their behaviour, were particularly good in the reception class and in Year 4. As a result progress was often very good as pupils gained in knowledge, skills and understanding. In Year 6, the attitudes and behaviour of a few pupils were frequently unsatisfactory and this had an adverse effect on the quality of learning. Substantial staff changes since the last inspection coupled with long-term staff absence covered by many short-term temporary teachers have also had a negative effect on pupils' learning and progress. Because of the changes and consequent inconsistency it has been difficult for pupils to benefit fully from the school's improved planning structure.

The quality of marking

26. There were examples of particularly good marking in Year 6 literacy and numeracy books where the teacher made pupils aware of how their work measured up to different National Curriculum levels. This is good practice and provides pupils (and their parents) with useful feedback. Too

often, however, marking does not make clear to pupils what is good (or not) about their work and how it could be improved.

Homework

27. Homework is set regularly and is making an important contribution to improving pupils' achievements. However, some parents feel that they would be able to help their children more if it was clearer what was expected. (For further details about the quality of teaching and learning in the Foundation Stage and in the subjects of the National Curriculum, see paragraphs 95 – 184).

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

28. The school provides a good curriculum that meets the needs of all pupils. It is broad, balanced and relevant. There is a strong emphasis on literacy and numeracy and on personal and social development. Adequate time is given to all other subjects, alongside appropriate emphasis on raising standards in literacy and numeracy. This represents an improvement since the last inspection, when the curriculum was not balanced because of the small amount of time given to design and technology. The statutory curriculum is in place with regard to the National Curriculum.
29. The quality and range of learning opportunities are good, and in Year 4 are extended by the addition of swimming. Pupils' learning opportunities are enriched through extra-curricular activities, educational visits, visitors to the school, links with other schools and opportunities to take part in community activities.
30. A key issue, identified at the last inspection, has been fully dealt with. This was to improve the curriculum further by producing schemes of work based on the current medium term plans. Policies and schemes of work have been updated and are of high quality. Curriculum planning is now very good. It ensures continuity and progression from one class to another and is based on national guidance in all subjects, except religious education. Teachers' plans are monitored regularly by the headteacher and subject co-ordinators. Their planning for the use of teaching assistants is very good and this resource is used very effectively. Teachers plan different work for pupils of different ability within each class. There are clear objectives for learning in all subjects and at the end of many lessons pupils are given the opportunity to assess what they have learned. The school's teaching programme is not always clearly linked to National Curriculum attainment targets, but there are plans to remedy this. The recent revision of policies and schemes of work is helping to raise standards across the curriculum. Key skills are being developed through the use of information technology in most subjects.
31. The provision for pupils with special educational needs is good. Teachers are aware of their needs and they and the teaching assistants provide a good level of support in the classroom. Pupils who are learning English as an additional language receive support through small group work matched to the class curriculum. The close co-operation between the support teacher and class teacher and the regularity of withdrawal for brief periods ensures that these pupils make good progress. The provision for gifted and talented pupils is good, and includes arranging for a pupil to be taught for some subjects in a more advanced year group. (For further details of the way in which the school promotes equal opportunities and ensures that all pupils are fully included in its work, see paragraphs 77 – 93).
32. The school is implementing the strategies for teaching literacy skills well. Targets are set for all pupils and extra literacy help is provided in Years 1, 3, 4, 5 and 6. In addition to raising pupils' achievements in literacy lessons, teachers are increasingly taking the opportunity to develop literacy skills in other subjects. For example, pupils in Year 3 demonstrated their ability to use contents pages and indexes to research information on man-made treasures, such as the Pyramids. Pupils' speaking and listening skills are developed in a planned way in most areas of the curriculum. The use of subject specific vocabulary is encouraged in all subjects. The school needs to develop different forms of writing in all subjects and also to improve cursive handwriting.
33. Strategies for teaching numeracy skills are implemented well. Pupils' numeracy skills are promoted well in design technology, with regard to measuring skills. The teaching of the key skills of numeracy is developed in information and communication technology, for example through graphical representation. Targets are set for numeracy. Learning objectives are clearly

displayed and made clear to pupils. They focus on the specific skills that pupils need to learn or consolidate. At the end of most lessons, pupils are given the opportunity to reflect on what they have learned. Pupils, who are not achieving their potential, are given additional support through the provision of booster classes.

34. Provision for extra-curricular activities is good. A good range of activities is provided by the staff and through contact with local organisations. They include music, French, drama, football, fantasy football, computer, basketball, early birds' reading and treasures and tasks clubs. These clubs are open to all pupils in Years 3 to 6. Sometimes, Year 6 pupils have the opportunity to play in a Samba Band. Pupils participate in a variety of community events, such as the Hollingdean Festival, the Brighton Festival and football matches with other schools. There is a residential visit by Year 6 pupils to a computer/outdoor pursuits centre in Torquay. Worthwhile visits over the past two years have included a visit to Washbrook Farm by the reception class and Year 1, a visit to the British Museum by Year 3, an overnight visit to the Science Museum by a Year 5 class and a visit to the House of Commons by the School Council. The School Council is soon to visit the House of Lords. Pupils' experiences are enriched by visits by well-known artists, crafts people and musicians. An annual book fortnight provides opportunities for the school to participate in joint activities with a neighbouring school. The school is active in raising money for a number of charities.
35. Equality of access to the curriculum is good. The concept of equal opportunities for all is central to the school's aims. Care is taken to ensure that pupils of all backgrounds and inclinations are given equal opportunities to develop their knowledge, skills and understanding, according to their abilities. Teaching assistants give valuable support to pupils who experience difficulties. There is good integration of pupils with special educational needs and bi-lingual pupils. Planning ensures that gifted and talented pupils are given challenging tasks. Extra-curricular activities are open to both boys and girls. There are some planned opportunities for developing cultural awareness in literacy, music, art and history.
36. Provision for personal, social and health education is good. The school has a good range of policy documents to support the teaching of the curriculum. Class discussions promote self-esteem and address significant issues of pupils and the wider society. There is a programme of sex education for pupils in Year 6. Growth, development and moral issues are addressed throughout the school. The school makes satisfactory provision for raising drug awareness. Citizenship is taught and pupils consider their responsibilities in the community. For example, in response to a campaign launched by Brighton and Hove City Council, related to the correct disposal of litter, the School Council made a collection of litter found in the local environment as a way of reflecting their concerns and educating their peers in the importance of keeping the environment litter-free. Their poster design is to be used by Brighton and Hove City Council, next year, in its anti-litter campaign. Pupils consider health issues in science and physical education and learn about healthy eating in design and technology. There are many opportunities for pupils' social development in the groupings of pupils, through visits and visitors to the school, fund-raising, links with other schools and community activities. Pupils' successes are celebrated in each class and at assemblies.
37. The community contributes to pupils' learning in a number of ways. There are very strong links with the church and parish. The parish priest is a regular and welcome visitor to the school and leads school worship. Many other members of the church support the school, in a variety of ways, such as helping with reading. The Parent-Teacher association holds social and fund-raising events and the school benefits financially from sponsors in the community.
38. There are good relationships with other schools and with the local university. The school works in partnership activities with four other schools. It has regular email links with, and receives very good support from, a neighbouring school of excellence. The school has close links with a nearby infant school, with which there are two-way visits and a sharing of resources. There are two-way links to discuss pupils' attainment and progress and familiarisation visits for pupils prior to their transfer to secondary schools. This helps to ensure an easy transition for them and continuity and progression in their learning. There are links with the pre-school providers from which some of the pupils transfer to the reception class. There are regular football matches with other schools.

39. Overall, the provision for pupils' personal development, including spiritual, moral and social development, is good. The promotion of pupils' spiritual development is very good. Provision for their moral and social development is good. Provision for cultural development is sound. This maintains the position at the last inspection with regard to provision for moral, social and cultural development. It represents an improvement with respect to provision for spiritual development, which was judged to be sound at the last inspection.
40. Pupils' spiritual development is promoted very well. It has been a focus of development for the governors, headteacher and staff. Spiritual development is promoted very well through class prayers, opportunities for prayer and reflection during acts of collective worship, and religious education lessons. Planned opportunities are provided in collective worship¹ for the appreciation of the spiritual elements associated with music. In religious education lessons, there are opportunities for pupils to reflect on their own beliefs and those of others. There are very strong links with the church and the parish.
41. The promotion of pupils' moral development is good. Care for all pupils, including younger children, pupils with special educational needs and those for whom English is an additional language, is implicit in the daily life of the school. Adults provide good examples of how to behave and work together. Respect for oneself and each other are encouraged. Good relationships prevail. Pupils are taught the difference between right and wrong actions. Pupils' understanding of the impact of their actions on others is good. The fact that virtually no oppressive behaviour, such as bullying, sexism or racism, was observed during the inspection reflects the inclusive nature of the school and the encouragement of respect for the feelings, values and beliefs of others. Positive rewards, the consistent application of the behaviour management strategy, school and class rules and personal, social and health education lessons promote personal responsibility. Moral issues are considered through stories from a range of cultures, for example, the story of 'Mohammed's Washing Bowl', a story from Islam, the moral of which is 'Never waste even the tiniest part of the good gifts that God has given us'.
42. Provision for pupils' social development is good. The school promotes social inclusion in every aspect of school life, including the induction of new arrivals. Pupils are encouraged to show consideration towards others and to work cooperatively in pairs and groups. Most pupils show respect for the feelings expressed by others and the contribution of their peers in class discussions. Pupils are encouraged to take on small responsibilities within the class and the school as a whole, but this aspect is underdeveloped. Pupils develop their social skills through participation in extra-curricular activities. There are opportunities for them to socialise, as they visit other places, meet with visitors to the school and participate in social and fund-raising activities and community projects, such as the Brighton Festival. The annual residential visit provides opportunities for older pupils to socialise with one another, in different circumstances. Snack time for younger children enables them to take on the responsibility for giving out drinks and reinforces the practice of saying 'please' and 'thank you'. School meals provide opportunities for pupils to socialise with pupils from other year groups.
43. Provision for pupils' cultural development is sound. The school promotes different languages through a French Club and, in some classes, through response to the register in simple words and phrases from European languages. Pupils learn about Judaism and festivals from other cultures, such as Diwali. A performance of the story of Rama and Sita is an annual event. There are many opportunities in history and music to learn about our British heritage. Opportunities are provided in art to study other cultures, through the work of a number of great artists, aboriginal art, Native American Indian work and Mehndi patterns. An anti-racist policy is being produced but there is little promotion of understanding or celebration, other than participation in the Hollingdean and Brighton Festivals, of the rich range of cultures represented in the city of Brighton and Hove, in British society and in the world at large. Pupils are not being effectively prepared for life in multi-ethnic Britain.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

44. Many aspects of the school's support, guidance and welfare provision, highlighted in the previous report, have been strengthened, particularly procedures for behaviour, health and safety, and

¹ Religious education and collective worship will be the subject of a Section 23 inspection

welfare, which all function at a good level. Overall, the good support, guidance and welfare agenda increasingly focuses on the individual pupil, and furthers pupils' learning, personal development and involvement in the school. Although many pupils are from a disadvantaged community, and have significant trauma in their lives, they are being equipped to take advantage of the next phase of education, and take their place as responsible citizens, something that is appreciated by many parents. The headteacher and staff are very mindful of the community that they serve. They are totally committed and dedicated to the welfare and education of the pupils, and they try to give them stability in their lives, which many have not experienced previously. The parish Catholic Church and the school have realised that they need to revitalise their relationship for the mutual benefit of each. The visiting parish priest offers significant care and support to pupils, staff, parents and governors, both inside and outside the school.

45. The monitoring of the personal development of pupils throughout the reception class is good, with well-documented procedures that produce accurate assessments. In the remainder of the school, procedures are satisfactory, mainly informal and rely on individual staff's interpretation. There is no current whole-school system for tracking data, and much information is passed verbally between teachers at the end of the school year. The school is making progress in agreeing both individual and group targets for personal development between teacher and pupils. The school has a thorough knowledge of all its pupils, and this allows it to make a good assessment of pupils with special educational needs or those who are learning English as an additional language, so that outside professional agencies are involved as necessary. All pupils, in both categories, make good progress.
46. The school has a sufficient range of support, guidance and welfare policies, which gives satisfactory guidance to its actions. There would be benefit from assembling these and other documents to form a staff handbook. The school nurse has provided invaluable support for medical checks, but has not been involved in the school's health or sex education programmes. Under the guidance of the headteacher, who has recently taken over the co-ordinator role, child protection procedures are satisfactory. School staff are vigilant, but would benefit from refresher training. The school nurse gives good support in this aspect, but other agencies can give limited support only.
47. The procedures for monitoring and promoting behaviour are good, and are effective in achieving consistently good behaviour in most classes. Most pupils, except some in Years 5 and 6, know and respect the boundaries. The school has realised the importance of achieving a calm and ordered society, and has consulted parents through the home-school agreement, and regarding the formulation of policy. It is trying to change the behaviour culture within the school from heavily directed pupil behaviour to improving pupils' self discipline through raising their self-esteem. Pupils are consulted on class rules and all rules are effectively displayed throughout the school. Although the behaviour policy, at the request of parents, defines systems and procedures well, it concentrates on sanctions in preference to rewards. In practice the school achieves a satisfactory balance. Staff are vigilant in detecting incidents among pupils, including bullying, and have reduced these to a low level, often with the participation of parents. Although behaviour incidents are recorded, these are not summarised or analysed to shape future strategies and tactics. The constant contact with the many good adult role models throughout the school day is having a very positive effect on all pupils within the classroom. However, the good behaviour culture is less obvious within the playground, where supervision is less intense, and lunchtime support assistants would benefit from greater training in behaviour management procedures.
48. Procedures for monitoring and improving attendance, under the guidance of a new welfare officer, are improving and are satisfactory. Over the last two years the school has found it difficult to impress on all families the need to carry out their statutory obligations regarding their children's attendance. It has now implemented the "first-day telephoning" of parents of absent pupils, and this is starting to have a positive impact on poor attendance and punctuality. The school lacks an attendance policy and makes insufficient use of rewards and positive incentives for this aspect of school life, in order to change parents' and pupils' low aspirations regarding school attendance and punctuality.
49. Health and safety procedures are good, and are well supported by the headteacher and a governor. Health and safety audits and risk assessments are conducted and documented regularly. There are only a very few minor health and safety points that have been fed back to the school for action. The school is a safe place for pupils and staff. The recording of accidents

should be reviewed so as to enable easier analysis. First aid facilities are good with a dedicated on-site medical room, but the school has insufficient qualified first-aiders given the dispersed nature of the site.

50. Pupils are being acquainted with health and safety principles in the home and at school, through the school's personal health and social education provision, and in lessons, where necessary. The school administration utilises information technology to update all pupil personal information and this is sufficiently accurate and detailed to support any medical emergency.
51. The school makes determined efforts to welcome parents into the school, when their children join the school, even though they may be anxious due to their own poor personal experiences of school. The school has good relationships with the secondary school and tries to enable the transfer to proceed smoothly and without anxiety.
52. The school has introduced an assessment process that makes use of the latest government guidelines for the majority of subjects. This gives a comprehensive overview of progress for each subject within the class. The school uses the results of the assessment to plot progress and identify areas of the curriculum where there is a need to improve teaching and learning.
53. The assessment procedures for mathematics and literacy are well developed but as yet that for science is embryonic. Information technology is not used to collate results to give the co-ordinators a school overview. The school has yet to develop fully a whole-school system of assessment that can be used to predict and set targets for individual pupils in national tests and to monitor teacher assessment in the core subject areas. Nevertheless, the school has done well to develop its assessment procedures since the last inspection and to link them carefully to the objectives in the QCA units of work. The national test results are analysed and used to identify underperformance retrospectively in Year 6.
54. Within the classrooms, the progress of pupils monitored is carefully. Lesson plans are detailed and teaching assistants work with feedback sheets that enable the class teacher to plot the progress of the pupils being supported.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

55. The last inspection report indicated that the school worked hard to develop a positive partnership with parents and the quality of information that parents received was good. The school continues to realise the significance of encouraging parental support, but despite its best efforts to date, they have had only a limited success with many parents. The partnership with parents is satisfactory, apart from the lack of contribution made by many parents to their children's education.
56. Many parents are from disadvantaged communities and display a wide variety of individual needs, aspirations and expectations for their children's education. Their own poor experiences of school life, or their personal situation in the surrounding community, often influence their relationships with the school.
57. Indications are that approximately one in four parents have a keen interest in their child's education and wish to sustain a purposeful relationship with the headteacher and staff. The remainder have different degrees of apathy, and are only involved with the school when there are problems, rather than to support the school. Although the return of OFSTED questionnaires showed a small increase from the previous inspection, the OFSTED evening for parents was attended by only 12 parents. When these views are assessed, in conjunction with a substantial number of conversations with individual parents at the school gate, parents' views of the school are judged to be satisfactory. However, parents' responses to the questionnaire indicate that there are six areas of some dissatisfaction. Many of these have their roots in the staff instability that has been a feature of the school in the last two years, and the communication of the school's response to these problems. The inspection team judges that homework, information on progress and the degree to which the school works closely with parents are satisfactory. Other areas such as the approachability of the school and opportunities for activities outside the classroom are judged as good. The behaviour of pupils in some classes has also led to criticism from some

parents, but it is judged that overall, the behaviour of pupils is good, although some pupils do show challenging behaviour.

58. The effectiveness of the school's links with parents is satisfactory. The school's mission statement and aims indicate that it wants to bind pupils, parents, staff and the parish together with a strong Christian vision. Approximately a third of parents bring their children or collect them from school, and for these parents informal communications are good. However, the school finds it difficult to sustain a working relationship with the remaining parents, as many live at a significant distance from the school. Staff try to work hard with parents where there are difficulties, such as special educational needs or pastoral problems, despite there having been some aggressive confrontations in the past. An increasing number of parents believe that teachers are interested in their daily problems, and can make an essential difference to their children's education.
59. The parents' impact on the life of the school is satisfactory. A few parents provide valuable help by supporting learning in the classroom, and attending the school functions including Mass and class assemblies. Parents play important roles as governors. The parent-teacher association is run by a small energetic committee and involves fund raising in conjunction with the parish, but enjoys only modest support from parents. For those parents that participate, the school promotes and develops a distinctive community spirit and happy family atmosphere, and is forging good links with the parish.
60. The quality of information for parents is satisfactory. It is of variable effectiveness and would benefit from a total review so as to make its language and style more accessible for parents with literacy difficulties. The school does not have a parents' policy. The school prospectus and the annual governors' report to parents are adequate documents that indicate they value parents; the school is making sure that all statutory information is included in the latest editions. Induction procedures are good in the reception class. The school has sufficient policies and procedures, but parents could benefit from their display in the school. Other written communications, including the newsletter, are informative, sufficient and respectful to the role of parents, and give them enough time to react. The school's report to parents is satisfactory. It asks for parental feedback, but does not ask for pupils to state their views regarding their performance during the school year. The reports define future targets for the pupils in the core subjects. The school would benefit from a review of notice boards, both in the classrooms and around the school, as the school lacks a governors' and parent teacher association notice board, and class notice boards sometimes lack impact and interest for parents.
61. The growth of partnership with parents in the education of their children is unsatisfactory as too many parents give low priority to education. Most parents have signed the home-school agreement, but many parents do not comply in helping the school to improve its attendance and punctuality performance levels. The school has tried to gain the interest of parents in the national testing programme, and in literacy and numeracy evenings but these and the annual governors' meeting for parents are poorly attended. Information evenings on pupil's progress receive a satisfactory turnout. Masses and class assemblies attract a satisfactory attendance of parents. Parents receive good advice from the school at the time of transfer to secondary school, and this minimises parental anxieties.

HOW WELL IS THE SCHOOL LED AND MANAGED?

62. The leadership and management of the school are good, as it was at the time of the last inspection. The school has had three headteachers or acting headteachers since then and only one member of the teaching staff has been in post for both inspections. There is currently an acting senior management team, pending the new deputy headteacher taking up her post in September. The governing body provides good support and is fulfilling its responsibilities well.
63. The headteacher provides clear leadership and a vision for the development of the school that is shared by the staff and enables them to work as a cohesive team. She recognises that standards throughout the school have not been high enough in recent years and has set about improving the situation with determination and energy. There is strong evidence, especially in the earlier junior years, that improved planning, behaviour management and monitoring are producing the desired result. In addition, the provisional National Curriculum test results for 2002 show improvement,

particularly in mathematics, at both Year 2 and Year 6. The headteacher supports her staff well and provides opportunities for them to develop their subject interests and to share them throughout the school. Staff are committed to raising standards and are beginning to evaluate their teaching continuously, identifying and sharing ideas for further development. The school development plan is clear and identifies the important areas for improvement within the school; it includes time scales and budget implications.

64. The governors have a very clear understanding of the strengths and developmental priorities of the school and play an effective role in monitoring performance. This has been encouraged by the present headteacher who works closely with the governing body, providing regular, detailed reports for governing body meetings and encouraging attendance at in service training events. The governing body has established the necessary committees to assist them in their work. Each committee reports to the full governing body through written reports. Individual governors have taken responsibility for health and safety, numeracy, literacy, special educational needs and finance. Regular visits to the school, by arrangement with the headteacher, ensure that members of the governing body are aware of the school's progress and support the headteacher in the changes made within the school. Governors speak highly of the headteacher and share her vision for the future. They fulfil all of their statutory responsibilities, including developing a race equality policy.
65. In the recent past, staff illness has meant that some classes have been taken by a lot of different temporary teachers, sometimes for very short periods of time. This has undoubtedly had a bad effect on some pupils' attainment and progress, especially in reading and writing. Current arrangements for Years 2 and 5 are good with both classes benefiting from the commitment of two very experienced teachers.
66. Not all subject co-ordinators are fully involved in monitoring the quality of teaching and learning throughout the school due to the many recent appointments into these key posts, although a start has been made in literacy and numeracy. The use of a common format for assessment and monitoring is assisting co-ordinators in their role. Good procedures for the performance management of staff are established and this is having a positive impact on raising standards. The priorities for development are clearly linked to the results of the professional development interviews.
67. The programme of induction for new members of staff is comprehensive. Two of the teaching assistants have expressed interest in obtaining qualified teacher status and are being supported within the school.
68. The provision for special educational needs is well co-ordinated and managed. The governor with responsibility for special educational needs is well informed, visiting the school termly and having a good relationship with the co-ordinator. Teaching assistants, who are well prepared by the class teachers, support pupils with special educational needs and enable them to have full access to the curriculum.
69. The school makes effective use of new technology. In the school office, information technology is used to maintain the pupil database, manage the budget and communicate through electronic mail.
70. Resources to support teaching and learning are generally of good quality and are well used. The school has sound procedures in place to carry out stock control and to ensure that advantage is taken of any special local purchase offers. Children and staff are encouraged to look after school equipment and as a result there is little waste.
71. Procedures for financial planning and management are good. The budget process is efficiently managed and governors kept fully informed of spending levels by the headteacher and efficient office staff. Governors monitor the budget through regular meetings of the finance committee and ensure that decisions are viable and sustainable within a very tight budget. The school makes good use of specific funds, for example the standards fund for English as an additional language and the budget for special educational needs, to support these educational priorities. Governors have obtained a grant to replace windows within the school. The school is not in the education action zone for Brighton and Hove, yet admits pupils from the zone. This disadvantages the school financially in comparison with those with a similar intake; governors are making

representation for extra financial support. The governors employ the principles of best value to ensure that the school makes efficient use of all its resources.

72. Despite a period of staffing instability, caused by teacher turnover, illness and retirement, and the constraints of the budget, the school has a sufficient number of teachers to meet the demands of the National Curriculum. All class sizes, except Year 3, are below national guidelines. Although teachers' initial qualifications are biased towards the arts, there is a good balance of experience. Teachers are appropriately qualified and where gaps exist in their expertise, training and support have been provided. All subjects of the National Curriculum are co-ordinated except physical education.
73. The team of committed and very capable teaching assistants has sustained the school through a difficult period of instability. They are effectively deployed, well qualified and add significantly to the quality of teaching and learning in the school. The use of feedback sheets ensures that they are fully involved in lessons and their support is clearly focussed. They give good support to pupils, who are experiencing educational or emotional difficulties. Lunchtime assistants are sufficient in number to supervise pupils on a complex site, but require extra training in behaviour management techniques. The school has a good level of experienced administration staff, including a recently recruited welfare officer, who discharge their duties efficiently and with respect for parents.
74. The quality of the school's accommodation, though satisfactory overall, has a number of critical weaknesses. The building is positioned on a busy main road, and is poorly served by public transport for parents living at distance from the school. The hillside position necessitates a two floor building design with access stairs to both lower classrooms and the playground, which are not ideal for young pupils. The school design and positioning of the boiler house on the lower floor and the hall on the upper floor does not lead easily to an integrated school. Classrooms are light and airy, have sufficient space for class sizes, and are well complemented by adjacent general areas. The school has made good use of the available accommodation to provide adequate library space, a computer suite, special educational needs and medical rooms, and administration areas. A welcoming reception area is offset by a design for the hall that makes it less than ideal for physical education lessons.
75. External facilities are satisfactory with pleasant wild areas and a sensory garden, but the proportion of hard playground, relative to usable grass areas is too great and leads to a high minor accident rate. Not enough protection from the sun is provided for pupils using the hard playground. The caretaker and his staff all work tirelessly to present the school well. The atmosphere of the school is enriched by colourful displays of pupil's work.
76. The quantity and quality of resources for all subjects of the National Curriculum are satisfactory. Art resources are good. However, many computers are old and out of date and restrict the use of available school software. The school is developing a programme for the replacement of laptop computers. Staff make sound use of resources to support pupils' learning. Pupils respect resources and are used to having easy access in the classroom and general areas, including the library and computer suite.

EQUAL OPPORTUNITIES AND INCLUSION

77. The percentage of pupils identified as having special educational needs is well above the national average and that of pupils learning English as an additional language is above the national average. In addition, many pupils come from homes and families that are disadvantaged and are not well supported in their learning. Because of the scale of provision required to meet these needs the inspection team is presenting its findings in this distinct section as well as in references throughout the report.
78. All children have equal access to all that the school offers and it was noted that the class teacher and a visitor to the school who was teaching weaving ensured that the groups were mixed and gave equal value to the work of all pupils. In the majority of the lessons observed, boys and girls worked closely together. During the inspection no instances were observed of inappropriate racist or gender behaviour. These instances and the overall pleasant and purposeful working atmosphere reflect well the school's promotion of equal opportunity.

Provision for pupils with special educational needs

79. Children with special educational needs are well supported in the school. The school recognises the higher than average percentage of pupils requiring additional support and has taken steps to ensure that the co-ordinator has time to attend to the administration of her task. Pupils with special educational needs are supported carefully in the classroom and work with other groups of pupils; therefore they are not instantly identified. In the Year 4 class it was noticed that the position of the groups changed ensuring that there was not a table identified as being for the "less able".
80. The quality of learning in the lessons observed was always at least satisfactory and frequently good for pupils with special educational needs. Teachers show an awareness of their needs and this is reflected in the nature and quality of work and support provided. The tasks are carefully varied allowing all pupils to have full access to the curriculum. Teaching assistants work with the pupils as required but always with other pupils as well; the effect of this is to enhance the self-esteem of the pupils and encourage them to participate fully in the school.
81. The progress made in lessons by pupils with special educational needs is good. The combination of planning with them in mind and clearly identified lesson objectives ensures that pupils and support staff have a clear understanding of the tasks set and the expected outcomes. Work is annotated as required by the teaching assistant, ensuring that an accurate record of progress is maintained. In whole class sessions it was noticed that all pupils were encouraged to take part, pupils with special educational needs frequently being asked a question for a later answer, giving them time to prepare with the support of the teaching assistant.
82. Throughout the school pupils with special educational needs show positive attitudes to learning. They join in all the work and take an active pride in presentation and achievement. Behaviour of pupils with special educational needs in classes is good where the pace of lessons is brisk and the teacher confident with the subject matter. Mutual respect shown between adults and pupils, both in and out of the classroom, assists in the learning process and develops the self-confidence of pupils with special educational needs.
83. All pupils with special educational needs have full access to the curriculum. There is a high level of expectation regarding all aspects of learning and in the lessons observed the use of teaching assistants ensured that all pupils are able to take a full and active part in lessons. The individual work set is similar to that of the class but at an appropriate level. In a lesson on addition, the supported pupils were given a work sheet that challenged them, was appropriate to their needs, matched the work of the class by using smaller amounts of money in the examples, thereby ensuring that they worked within the overall lesson plan.
84. The school has introduced the new Code of Practice for pupils with special educational needs and has reviewed the special educational needs policy. The revised code contains class "monitoring" to replace the original Stage 1, ensuring that pupils at that level still receive the support they need and can be monitored within the classroom.
85. Individual education plans are comprehensive and meet all the current requirements; pupils are encouraged to make their contribution and set personal targets. Targets are short-term and achievable, for example "learn the first 10 key words" and it is clear when they are met, as the date is recorded. Targets are set for behaviour, as required.
86. Attempts by the school to involve the parents in the review of individual education plans meet with difficulties and the school is considering what can be done to ensure that parents are active participants in the process. Parents of pupils with a statement of special educational needs are fully involved in the review process and make detailed comments on the review statement.
87. The governor with responsibility for special educational needs visits the school once a term to discuss the register and prepare a report for governors' meetings. He is very supportive of the work of the special educational needs co-ordinator.
88. The management of special educational needs throughout the school is good. The special educational needs co-ordinator is given time out of the classroom to undertake administrative tasks, attend review meetings, and meet with the educational psychologist. The budget is managed correctly and good use is made of the additional grant available. Resources for pupils

with special educational needs are good and seen as part of the overall resource strategy of the school.

Provision for pupils to learn English as an additional language

89. The school makes good provision for pupils who are learning English as an additional language. Currently the school has 12 such pupils, of whom 6 are supported by the local authority through the Service for English as an Additional Language (S.E.A.L.). External support is provided for one morning a week and pupils are withdrawn for 45 minutes during the literacy lesson on that day. This is to ensure that support is maximised and there are no other distractions for the pupils; this is very effective. The work in the lessons seen matched closely that within the classroom, both were working on advertisements and the use of language. The close co-operation between the English as an additional language co-ordinator and the class teacher ensures that the pupils receive the same curriculum as those in the mainstream class. Careful and detailed records are shared ensuring that the class teacher is aware of progress being made and can in turn support the work in the withdrawal class. The length of the withdrawal, forty-five minutes, ensures that the lesson maintains a brisk pace and the ratio of one to two enables detailed and direct support to be given.
90. This is continued in the classroom through the teaching assistants and pupils are also withdrawn, once a week, to work with one of the teaching assistants on a regular intensive basis. In the playground and the classroom, children with English as an additional language contribute fully to the work of the school.
91. The progress of the pupils is carefully monitored but only reviewed termly. Class teachers are aware of the review outcomes and encouraged to contribute as appropriate. Pupils' work is not specifically monitored to compare it with others in the school. There was little evidence of multicultural resources being available and no bi-lingual books were in evidence. This is an area the school may wish to address in the future.
92. Only one of these pupils is also on the special educational needs register and that is at the level of school action. His work is monitored carefully and from an examination of the records he is making satisfactory progress both in the acquisition of English and in addressing his special educational needs for accessing the main curriculum. During lessons, pupils learning English as an additional language showed good progress in understanding the tasks set and reading any new words met.
93. Pupils with English as an additional language take a full and active part in the work of the school. They are seen as fully integrated members of the school and pride is taken in their achievements towards learning English. The teacher in Year 3 spoke with pride of one pupil who joined the school in January speaking no English and who can now join in all activities within the class and contribute with written work. In some classes children answer the register in languages other than English. This was initiated to enable a Spanish-speaking pupil to feel he could contribute to the class and has been continued. In Year 3, a Korean pupil had been encouraged to write the numbers 1 – 20 and 100 in Korean.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

94. **In order to raise standards of attainment and improve the quality of education, the headteacher, the governing body and staff, with the help of the local education authority, should:**

***Raise the level of pupils' attainment in English (especially reading), mathematics, science and information and communication technology by:**

- developing the present assessment procedures to include National Curriculum levels and extending their use throughout the school;
- setting individual targets for pupils and involving them fully in the process;
- finding ways of enabling pupils to read more frequently to adults, both at school and at home.
- spreading existing good practice in marking so that pupils know what is good about their work and how to improve it;
- improving the quality of handwriting through whole-school promotion of a joined-up script;
- building on good practice in the use of ICT to promote independent learning.

Paragraphs 23, 26, 52, 53, 116, 119, 123, 132, 135, 138, 140, and 173.

***Improve the contribution that many parents make to their children's education by:**

- giving parents regular information about what their children are learning;
- making sure that parents know what homework has been set and what is expected;
- letting parents know what their child's next target is;
- making more use of notice boards and window displays that parents can read when they collect their child;
- extending the use of a 'link' diary.

Paragraphs 55 – 61, 86, 104, 117, and 123.

***Improve the attendance and punctuality of many pupils by:**

- continuing to remind parents of the importance of their children not missing units of work in the subjects of the National Curriculum and religious education;
- developing the positive, reward aspect of the procedures for encouraging good attendance and punctuality through, for example, competition, certificates, and league tables.

Paragraphs 18, 19, 48.

In addition, the governing body, with the headteacher and staff, should include the following point for improvement in their action plan:

- The preparation of pupils for life in multi-ethnic Britain.

Paragraph 42

***Existing priorities in the school development plan.**

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	44
Number of discussions with staff, governors, other adults and pupils	63

Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	1	11	19	13	0	0	0
Percentage	2	25	43	30	0	0	0

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

Information about the school's pupils

Pupils on the school's roll

	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	174
Number of full-time pupils known to be eligible for free school meals	60

Special educational needs

	YR – Y6
Number of pupils with statements of special educational needs	1
Number of pupils on the school's special educational needs register	70

English as an additional language

	No of pupils
Number of pupils with English as an additional language	12

Pupil mobility in the last school Year

	No of pupils
Pupils who joined the school other than at the usual time of first admission	26
Pupils who left the school other than at the usual time of leaving	24

Attendance

Authorised absence

	%
School data	11.1
National comparative data	5.6

Unauthorised absence

	%
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	Year	Boys	Girls	Total
	2001	14	14	28

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	8	7	10
	Girls	11	12	14
	Total	19	19	24
Percentage of pupils at NC level 2 or above	School	68 (56)	68 (78)	86 (74)
	National	84 (83)	86 (84)	91 (90)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	8	10	10
	Girls	11	13	13
	Total	19	23	23
Percentage of pupils at NC level 2 or above	School	68 (59)	82 (67)	82 (74)
	National	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	Year	Boys	Girls	Total
	2001	14	16	30

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	10	8	10
	Girls	8	3	7
	Total	18	11	17
Percentage of pupils at NC level 4 or above	School	60 (67)	37 (48)	57 (79)
	National	75 (75)	71 (72)	87 (85)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	7	6	8
	Girls	5	4	5
	Total	12	10	13
Percentage of pupils at NC level 4 or above	School	40 (79)	33 (82)	43 (94)
	National	72 (70)	74 (72)	82 (79)

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

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	4
Black – African heritage	4
Black – other	0
Indian	0
Pakistani	0
Bangladeshi	3
Chinese	0
White	162
Any other minority ethnic group	1

This table refers to pupils of compulsory school age only.

Teachers and classes

Qualified teachers and classes: YR – Y6

Total number of qualified teachers (FTE)	8.8
Number of pupils per qualified teacher	18.8
Average class size	24.9

Education support staff: YR – Y6

Total number of education support staff	11
Total aggregate hours worked per week	144.5

FTE means full-time equivalent.

Exclusions in the last school Year

	Fixed period	Permanent
Black – Caribbean heritage	0	0
Black – African heritage	0	0
Black – other	0	0
Indian	0	0
Pakistani	0	0
Bangladeshi	0	0
Chinese	0	0
White	8	0
Other minority ethnic groups	0	0

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

Financial information

Financial Year	2001/2002
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	£
Total income	505,427
Total expenditure	491,475
Expenditure per pupil	2,825
Balance brought forward from previous Year	13,952
Balance carried forward to next Year	37,415

As a result of planned expenditure, the balance will reduce in 2002/2003 to £21211.

Recruitment of teachers

Number of teachers who left the school during the last two Years	4.0
Number of teachers appointed to the school during the last two Years	5.4

Total number of vacant teaching posts (FTE)	2
Number of vacancies filled by teachers on temporary contract of a term or more (FTE)	2
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

23%

Number of questionnaires sent out

174

Number of questionnaires returned

40

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	48	35	10	8	0
My child is making good progress in school.	50	38	5	8	0
Behaviour in the school is good.	25	38	25	10	3
My child gets the right amount of work to do at home.	23	35	30	13	0
The teaching is good.	48	40	10	0	3
I am kept well informed about how my child is getting on.	35	45	15	5	0
I would feel comfortable about approaching the school with questions or a problem.	45	24	21	11	0
The school expects my child to work hard and achieve his or her best.	51	38	10	0	0
The school works closely with parents.	23	43	25	10	0
The school is well led and managed.	25	33	15	25	3
The school is helping my child become mature and responsible.	36	49	15	0	0
The school provides an interesting range of activities outside lessons.	28	38	21	8	5

Other issues raised by parents

Concern about the frequent changes of headteacher over the past three years and about the lack of a consistent teacher for Years 2 and 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

95. Provision in the Foundation Stage (reception class), under the leadership of an experienced co-ordinator who has a clear sense of educational direction and a determination to raise standards, is good. At the time of the last inspection attainment on entry was judged to be in line with expectations. Now, many children enter the reception class with standards that are well below those expected for their age, particularly in literacy and numeracy. They make a good start to their learning in an enriched and supportive atmosphere. All children, including children with special educational needs, make good progress and achieve well, as a result of teaching that is good overall, and often very good. Children receive good support from all the staff and their attainment and behaviour are much improved as a result of their time in the reception class.
96. By the time that they leave the reception class, some children have attained the early learning goals in communication, language and literacy, mathematical development and knowledge and understanding of the world. Overall, however, the attainment of most children in these areas is still below the expected standards for their age. In personal, social and emotional development, and in physical and creative development, the attainment of most children matches expectations for their age. Children are encouraged to become independent learners, through first-hand experience in all areas of learning. They have a good understanding of their own learning.
97. The quality and range of learning opportunities are good. The new curriculum for children in the Foundation Stage has been implemented well. Adults work very well together in planning a rich curriculum, which is detailed for each area of learning and is linked to the Early Learning Goals. It centres on specific topics for each half term and all activities have a clear focus. Independence and choice are encouraged within well-established routines. This represents an improvement since the last inspection. Good links are made between the six areas of learning as, for example, when children went on a bear hunt, based on stories heard in literacy and developed their physical skills of climbing and balancing in the process. Similarly, they developed their social skills as they participated in a teddy bears' picnic.
98. Preliminary visits to the school, together with written guidance, help parents to prepare their children for school. Assessment takes place on entry to the reception class. Good records are kept of pupils' personal and academic progress and are used well to inform the planning of future work. They are shared with parents and the teacher of the class to which children progress. Equality of access to the curriculum is good. Adults ensure that girls and boys and children of all abilities are given equal attention and encouragement, and additional support where necessary.
99. The quality of teaching is good, and often very good, and leads to good learning. The management of children is very good. Time, support staff and resources are used very well. All adults make a valuable contribution to children's learning. Teachers' expectations are high and most children apply good intellectual and creative effort to their work. Pupils' enthusiasm for school and their interest and involvement in activities, together with their good behaviour and good relationships, leads to good learning

Personal, social and emotional development

100. Personal, social and emotional development is central to all areas of the Foundation Stage curriculum. All children make good progress and achieve well. They settle quickly into the routines of school, as they participate in carefully planned indoor and outdoor activities. Any child who exhibits signs of special educational needs is carefully monitored and given good support. Children are encouraged to take responsibility for themselves, each other, the environment and resources. Good relationships are developed gradually with adults and other children. Adults use every opportunity to reinforce appropriate language and behaviour. Children learn to listen to what others have to say. Eventually, they take part confidently in small group activities and accept the need to take turns. They know that their contribution is valued.
101. Children begin to understand that everyone is different. They learn the difference between right and wrong and what is fair and unfair. Their understanding of the need for a common code of

behaviour and agreed values develops. They are encouraged to carry out small tasks, such as taking the register to the office and completing the weather chart. Gradually, they learn to choose and sustain interest in activities and develop a positive approach to new experiences. They are taught to respect the environment and living things, as they study plants and put them in the garden. Resources are always readily accessible and adults insist that children put them away after use.

Communication, language and literacy

102. There are good planned formal and informal opportunities to develop language skills in every area of the curriculum. Children are encouraged to communicate and enjoy conversations. They learn and respond to gestures, songs and simple stories and learn that communication can take place in many ways. Children learn that books are enjoyable and informative. They explore the making of marks and express themselves through drawing and painting. Gradually, they ascribe meaning to marks. They learn to express ideas and recount significant events, to talk about stories and relate them to their own experience. Opportunities are given for them to express their feelings and talk about the things that they can do.
103. There is a good balance between direct teaching and practical activities to introduce and consolidate knowledge of letter sounds and other early reading and writing skills. When listening to the story of 'Goldilocks and the Three Bears', children demonstrate their understanding of features of the book, and begin to identify the characters and the sequence of events. They enjoy looking at books that they have chosen for themselves. Children are encouraged to ask simple questions, initiate conversation, and express ideas and recount significant events in sequence. They plan activities with others, taking turns in conversation and using language to imagine and create roles and experiences. Most children recognise and know letter sounds and names. They hear and say initial and final sounds, and sounds within words, and use their knowledge to write simple words in recognisable letters, most of which are correctly formed; there remains a need for children to learn to do cursive handwriting from an early age. All children write their names and simple words and the majority of children are beginning to write simple sentences.
104. Most children make good progress in reading, from a low starting point. They take their reading books home, but not all pupils benefit from being given the necessary support at home. Through the recitation of rhymes and simple songs, children learn the days of the week and the months of the year. The literacy strategy has been beneficial in developing speaking and listening, reading and writing skills.

Mathematical development

105. The Numeracy Strategy is introduced well in the reception class. The majority of children say and use number names in order, in familiar contexts, and are able to order a given set of numbers. They recognise, count, read, write and order the numerals 1 – 10 and are beginning to write numerals to 20. Many children are able to estimate a number beyond 10 and check by counting. They make quick responses to questions, based on key objectives in the numeracy strategy, such as 9 take away 1. They count in tens and twos, and select two groups of objects to make a given total. They are beginning to find out how many have been removed from a number of objects by counting on from a number. They work out, by counting, how many more are needed to make a larger number. In sorting and matching objects, shapes and pictures, they are beginning to reason and to justify the decisions made. They develop their understanding of money, as they use coins in role play to pay and give change. They are beginning to make simple estimates and predictions.
106. There are good planned opportunities for practical activities and children are able to describe colour, shape and size. Their understanding is supported through related displays and creative activities. Children gain some knowledge of capacity and weight through practical experience with sand and water. Classroom resources reinforce mathematical concepts. There are books and puzzles related to shape, and weighing activities and computer programs. Work is well matched to pupils' prior learning and adults encourage children to explain what they have learned.

Knowledge and understanding of the world

107. Reception children become familiar with the school environment and explore the school grounds at different seasons. Their knowledge of people in the community, who help them, and safety on the roads, develops. They develop an understanding of the immediate past, as they talk about their families and study old toys and household items. An understanding and respect for people's values, beliefs and cultures begins to develop. Children develop their scientific knowledge in the school environmental areas as they study habitats and pond life. They build and plant a sensory garden, water their plants and observe their growth. Knowledge of directional language is gained, as they follow a map of the outdoor area during a bear hunt. Children predict which objects will float or sink and record the results. They gain a simple understanding of forces through investigation.
108. Children have produced class books on each of the five senses and carry out a range of activities to increase their understanding and use of their senses, for example, they touch and smell plants such as lavender, pineapple, sage, catmint, Indian mint and curry plants, before planting them in their sensory garden. They are beginning to understand the importance of healthy living, good food and the need for hygiene, as they make and cook biscuits and porridge.
109. Computer skills are developed progressively and children use a range of software to support the development of reading, phonics, number, sorting, matching, sequencing and repeating patterns. Children demonstrate their ability to use the computer independently. Their mouse control is good. They are able to make a picture, click on, drag, save and print their work. Word processing skills are developed through the writing of pupils' names and simple words and sentences.
110. Children construct with a purpose in mind, using a range of materials and trying out a range of tools and techniques safely. They make a 'Bear Hunt' map, using different collage media and paint, in the process. Focused visits to the playground help them to draw a playground, incorporating things that they would like to have in it. They know that machines and equipment can be used for different purposes and are made up of component parts to fulfil particular functions.

Physical development

111. Children progressively develop their ability to move with confidence, imagination, control and co-ordination, in safety. Regular daily use is made of the outdoor area or the school hall. As they practise their rolling, throwing and catching skills, they develop social skills through working together. They climb on to apparatus, balance and jump off safely and use large apparatus to perfect the skills taught. When travelling at different speeds, they look at size and mood when they move in a particular way. They perform dance and movement when they go on a bear hunt. They continue to develop control and spatial awareness as they ride their bicycles. Most children apply a good level of physical and creative effort to their work. They watch each other perform and make positive comments about the performance. Children learn about the importance of exercise and a healthy diet. They recognise changes that happen to their bodies, when they are active during the 'warm up' and 'warm down' sessions.
112. Physical skills in the classroom are taught well. Adults ensure that equipment and tools are used safely. Children demonstrate increasing skill and control in handling tools, objects and malleable materials safely. They engage in activities requiring hand-eye co-ordination. They use a pencil to form recognisable letters, most of which are correctly formed. They use a paint brush confidently and develop their cutting out skills.

Creative development

113. Children's creativity is developed within a stimulating classroom. Learning areas are well resourced and organised. Good displays focus on the topics that children are exploring and children's own work. Children explore what happens when they mix primary colours, and experiment to create different textures. Gradually, they are able to cut, tear and glue a variety of materials to create collage patterns and make a papier-mâché container. They develop a sense of spatial awareness and make three-dimensional constructions. Together, they make a rubbish collage, in connection with 'This is a bear' book. Experience is gained in working collaboratively on a task, negotiating plans and ideas and selecting appropriate resources for a purpose. Children's confidence develops, as they try out new ideas, such as making puppets. As adults

work alongside children, they talk to them about their work and introduce appropriate vocabulary. Children explore colour and texture through a range of resources and sensory experiences and talk about their observations. They enjoy experimenting with different media and exploring form and shape in two and three dimensions. Children are encouraged to experience a range of hands-on experiences, to choose their own resources and try out their own ideas, using their developing skills.

114. All children enjoy music. They sing with increasing control, tap out repeated rhythms and make up their own. They recognise specific tunes and rhythmic patterns. Most pupils successfully make up an 'instrument picture' and follow and play their own and their classmates' compositions. Adults encourage them to use their imaginations and communicate their ideas through music. Children identify a number of musical instruments, explore their different sounds and describe how they are played. Their imagination develops as they dramatise stories and participate in role-play.

ENGLISH

115. Standards observed in English are below the standards expected at the end of Year 2 and well below the standards expected at the end of Year 6. The attainment of pupils in the 2001 National Curriculum tests was well below the standards expected at the end of both Year 2 and Year 6. The percentage of pupils who achieved the higher level 3 at the end of Year 2 or level 5 at the end of Year 6 was well below the national average. In relation to the standards attained by pupils at similar schools, it was average in writing and below average in reading at the end of Year 2; it was average in English, at the end of Year 6.
116. At the time of the last inspection, in 1997, attainment in English was judged to be above the standards expected for pupils at the end of Year 2 and the end of Year 6. However, the results of the National Curriculum tests taken shortly before that inspection were below, and in some cases, well below the standards expected at these ages. The only exception was standards in writing at the end of Year 2, which were above those expected for this age. The general trend has been below the national average, although there have been year on year variations. For example, at Year 2, reading standards initially rose, then fell and started to rise again. To some extent this reflects lower attainment on entry to the school over the last few years. At Year 6, results have also fluctuated and are now slightly higher than they were at the time of the last inspection in real terms although not in relation to the national average, which has gone up more than the school's improvement. Over the past two years, girls have performed significantly worse than boys in English at the end of Year 6. Inspection findings show that the difference in the attainment of boys and girls is not significant. Standards at the end of Year 2 have risen, as a result of measures taken by the school and the determination of the staff to raise standards. The identification of gifted and talented pupils and the more challenging tasks that they are now given, are beginning to increase the proportion of pupils achieving the higher level 3. Overall, improvement since the last inspection is satisfactory. Pupils are now making good progress in Years 1-4, better progress in Year 5 and are beginning to achieve well.
117. The inspection team heard a total of twenty-one pupils read across the age range and from all ability groups, and held discussions with them. The regular use of the reading scheme, the school library and the study of texts in the literacy hour have been instrumental in raising achievement in reading and pupils are nearer to achieving the expected standards at the end of Year 2. They are making good progress in Years 3 and 4 and satisfactory progress in Years 5 and 6. Pupils follow a structured reading programme, which aids the progressive development of skills. They read to teachers and learning support assistants on a regular basis and this is logged in a reading diary. Pupils who take their reading books home and read regularly to an adult at home are making good progress, but a number of pupils in each class who do not receive support at home are falling behind in their reading. This is a major reason why results in national tests are not better than they are. However, many pupils enjoy reading and are self-motivated and confident readers. Due to the school's early introduction of phonics, most pupils use phonic cues to read new words and establish meaning. During the inspection, pupils in Year 2 reinforced and applied word level skills through shared and guided reading.
118. By the end of Year 6, pupils show understanding of significant ideas, themes, events and characters in books. They are taught to retrieve and collate information from a range of sources,

including library books, CD ROMs and the Internet. Due to regular class sessions in the school library, pupils understand library classification and are able to find information independently. During the inspection, pupils in Year 3 used the library well to develop their skills in ordering texts alphabetically. They have a good understanding of the use of indexes, tables of contents and glossaries. Some older pupils are becoming proficient in taking notes, and in scanning for information. Most pupils are capable of searching the Internet for information. Higher attaining pupils are beginning to use inference and deduction and to summarise a range of information from different sources. Average attaining pupils are able to select essential points and relevant information to support their views. Lower attaining pupils show understanding of the main points in a text and locate and use ideas and information. Book Week has been developed into a major annual event and visiting authors and poets engage pupils' interest and enhance their learning.

119. The attainment of pupils in writing is below the standards expected nationally at the end of Year 2 and in Years 3 and 4, and well below at the end of Year 6. Following the decline in the National Curriculum test results, the improvement of writing became a priority of the school. The school aims to raise standards by focusing on assessment. Teachers have been given additional training, and the need to focus on writing in all areas of the curriculum is being given greater recognition. This initiative, together with the shared commitment of all staff to raising standards, is beginning to be instrumental in raising standards in writing. During the inspection, pupils in Year 1 successfully sequenced sentences to give instructions. Pupils in Year 4 designed an advertisement. Year 5 pupils read, rehearsed and modified performance poetry. There is a strong emphasis on spelling throughout the school and pupils in Year 6 were able to use independent spelling strategies, to build up spellings by syllabic parts, using known prefixes, suffixes and common letter strings. Standards of handwriting are underdeveloped and there is a need to introduce cursive handwriting from an early age.
120. The National Literacy Strategy is implemented well. There is equality of access and opportunity for all pupils. The provision for pupils with special educational needs, and pupils in the early stages of learning English is good and they make good progress towards their individual learning targets, when they receive additional support in the literacy hour. Additional literacy support is given in Year 3 and 4 and early literacy support is provided in Year 1. Further literacy support is given in Year 5 and booster work is provided in Year 6. Regular monitoring is carried out to ensure that all pupils are working at the right level and are receiving appropriate support, if necessary. Learning objectives are shared with pupils each lesson and opportunities are provided for pupils to assess what they have learned. Work sampling and lesson observations during the inspection indicate a marginal improvement in writing in all classes.
121. The attainment of pupils in speaking and listening is below expectations for their age at the ends of Years 2 and 6. Pupils' listening skills are improving with the exception of some older pupils who lack self-control. Most pupils are friendly and converse well with adults and with one another. In all subjects, pupils are encouraged to take an active part in discussions. The skilful use of questioning by most teachers encourages pupils to listen well and respond enthusiastically to questions and discussions. Investment in good quality resources has helped teachers in their teaching of the literacy hour. In the best lessons across the curriculum, there is a strong emphasis on the use of subject-specific vocabulary.
122. The quality of teaching and learning is good overall. It was very good in two of the six lessons observed. Good teaching is characterised by very detailed planning that sets clear objectives that are understood by pupils and are reviewed at the end of the lesson. As a result, pupils are interested, and work with concentration and independence. Teachers have high expectations and pupils are motivated to apply intellectual and creative effort to their work. Teachers show good subject knowledge and understanding and teach well the basic skills of phonics, reading and spelling. As a result, pupils' acquisition of knowledge, skills and understanding is good, as a result. Very good class management and good relationships lead to good behaviour and promote good learning. Pupils with special educational needs, and pupils for whom English is an additional language, make good progress, as a result of good support. Teaching assistants make a valuable contribution when working with groups of pupils during the literacy hour. Time and resources are used very well and pupils' productivity and pace of working is good. The quality and use of ongoing assessment is good and is instrumental in pupils' progress. Most pupils have a good knowledge of their own learning. Teaching methods are effective in promoting good learning. Marking is inconsistent; at its best, it helps pupils to know how to make further

progress, while on other occasions pieces of work are ticked rather than marked. Homework is used effectively to consolidate and extend the work in lessons.

123. The subject is managed well by a new, enthusiastic, subject co-ordinator. She has a strong desire to raise standards and a clear sense of educational direction. The monitoring of teaching and learning is undertaken regularly and provides the subject co-ordinator with an overview of provision. Resources are good and are used well. Careful analysis of test results has identified the need to develop the standard of writing across the curriculum and cursive handwriting from an early age. In order to raise standards in English, the school should further involve pupils and parents in setting and achieving pupils' targets and incorporate National Curriculum levels in the assessment process.

MATHEMATICS

124. Standards seen in mathematics are below national expectations in both Year 2 and the present Year 6. Standards in other junior classes are higher as the benefits of improved behaviour management and using the National Numeracy Strategy work through the school. Most pupils now make good progress as they move up the school and achieve well across the mathematics curriculum, although improvement in standards is only just starting to show itself in National Curriculum test results. Results in the 2001 National Curriculum tests for Year 2 were well below the national average and average for similar schools. However, 86 per cent of pupils achieved the national standard of Level 2. This is an improvement compared with the position at the time of the last inspection. All pupils in the present Year 2 achieved the national standard, representing further significant improvement. Results in the national tests for Year 6 in 2001 were very low compared with national averages for all schools and well below the average for similar schools. Over the last five years, results have fluctuated but are now slightly lower than at the time of the last inspection. However, the provisional results for 2002 show an improvement of 25 per cent in the proportion of pupils who achieved the national standard of Level 4. The performance of boys has been consistently better, relative to the national gender average, than that of girls at the end of Year 6.
125. Weekly and daily planning for mathematics lessons is often very good with sharply defined learning objectives. This was the case in a lesson in Year 1 where pupils were to learn what each digit in a number represents and how to partition a number into a multiple of ten and some units. A real strength of the lesson was the use of structured apparatus, cubes and rods, so that pupils could have something to split physically into tens and units. The teacher also showed pupils very clearly how to record what they were doing on paper and used questions well to check for understanding. Most pupils made good gains in their understanding of place value although there was insufficient challenge for higher attaining pupils who were already reasonably confident about the idea.
126. In a Year 2 lesson, there was a useful focus on different strategies for solving simple problems, mainly involving the addition of tens and units. By providing pupils with number lines and number squares and coins, the teacher offered them a variety of *props* to support their calculations. Most pupils worked in groups supported by an adult and used the *props*; higher attaining pupils worked independently and some made careless mistakes because they didn't use the *props*. Overall the lesson was valuable in providing an opportunity for pupils to reflect on their methods. Examination of the work of a sample of pupils from Year 2 shows that they have made good progress in number work and there is some evidence of work on shape, the measurement of length and data handling.
127. A good lesson in Year 3 successfully promoted pupils' understanding of a range of ways of doing sums like $56 - 27$. The quality of learning was good as the teacher led pupils to explore the use of the number line. The pupil who counted on in tens from 27 to 47 and then said that you could count on another ten and then count back one was showing good understanding. Pupils in this class have been encouraged to explain what they were doing and one pupil gave a clear running commentary as she worked out $83 - 49$ on the large white board. The work of the teaching assistant was important, in this lesson as in others, in making sure that all pupils were included and supported.

128. Pupils in Year 4 benefited from a very good lesson based on money and shopping. Work was set at several levels of difficulty and the teacher and the teaching assistants met before the lesson to discuss this. Pupils showed that they could add money in columns, for example £1.20 and £2.10 for the less advanced and £1.67 and £3.24 for those who were more competent. Pupils' attitude to learning mathematics was particularly good in this class and they made good progress.
129. Although from a relatively low starting point, pupils in Year 5 also made good progress in their work on timetables and the 24-hour clock. All grasped the notion that timetables helped you to be in the right place at the right time and higher attaining pupils worked effectively on the task of planning the class field trip. Pupils of average ability were mainly successful in constructing their personal timetables. Lower attaining pupils consolidated their use of the 24-hour clock before moving on to work on a simplified daily timetable. Because the work was presented in an enthusiastic and stimulating way, most pupils became involved and made good progress.
130. Examination of the work and records of pupils at present in Year 6 indicate that around half of them are consistently working at a level in line with national expectations for their age, with a few working at a higher level. However, most of those who have been at the school for the whole of their junior years have made good progress. A strength of much of the teaching observed was its emphasis on understanding and problem solving and this was evident in the Year 6 lesson on money problems and multiples of 3 and 5 – a context in which the only coins were 3p and 5p. Pupils responded well to the challenge of representing an amount like 69p in the smallest number of 3p and 5p coins. The pupils finding most difficulty with the work were greatly helped by the very good support of the teaching assistant and by having actual coins to work with. More confident pupils were very systematic in the way they approached their tasks. One pupil, faced with representing £4.67, quickly spotted that 400 was a multiple of 5 and that 67 could be expressed as $40 + 27$, in other words a multiple of 5 plus a multiple of 3. This indicated a good development of problem solving strategies.
131. Based on the lessons observed and examination of pupils' books, the overall quality of teaching is judged to be good and most pupils, including those with special educational needs, make good progress as they move through the school. Overall attitudes to learning and using mathematics are good. Not enough emphasis is placed on the planned use and development of mathematical skills in other subject areas, for example science, geography and design and technology. Good examples were seen of the use of appropriate software on the classroom computers to support and extend learning, for example when Year 6 pupils were practising the four rules. There is scope for further development of the use of information technology in mathematics.
132. The co-ordinator has a clear commitment to raising standards and recognises what needs to be done. The assessment and record keeping system that he has developed is very useful for keeping track of individual pupils' progress as is the work that he has done on analysing strengths and weaknesses in pupils' responses to test questions. The essential next stages are to build National Curriculum levels into the assessment profile and to set individual pupil targets that are based on these and are revised regularly. This needs to be applied consistently throughout the school.

SCIENCE

133. The 2001 teacher assessments show that standards in Year 2 were well below the national average. The standards attained by the pupils in Year 6 in the national tests were also well below the national average. Results taken over time show that at the end of Year 6 the school is achieving results well below the national trends. The current inspection finds that, at the end of Year 2 standards are below the national average as they are at the end of Year 6. However, there is an encouraging trend of improving standards in Years 3 and 4. Moreover, the provisional results of the 2002 National Curriculum tests at Year 6 show an improvement of 26 per cent in the proportion of pupils achieving the national standard of Level 4. Overall, pupils achieve well, in relation to their attainment on entry to the school, across the science curriculum. The school development plan identifies science as needing additional support matching that of the other core subjects and a comprehensive scheme of work based on the Qualification, Curriculum and Assessment documents is being used throughout the school.

134. Pupils at the end of Year 2 are developing well their scientific skills. They undertake simple scientific investigations but do not demonstrate an understanding of fair testing. They begin to question but are not able to predict the outcome of the investigations. Pupils understand the difference between living and non-living things and correctly identify parts of the body. They group materials correctly using a simple key, having applied the same questions to a range of materials. In a lesson in Year 1 on forces, pupils suggested how a heavy load could be moved and correctly understood that a slippery surface would ease the motion.
135. At the end of Year 6, pupils' work shows that they are beginning to develop a good grasp of a range of scientific concepts. They understand how materials change state and recognise the need for fair testing. Scrutiny of work shows that they understand forces and that they can be used to move heavy objects. Pupils in Year 5 understand the life cycle of plants and showed an awareness of how human beings change over time. They handled plants carefully and made accurate drawings of the life cycle and some parts of a plant. There is no evidence of progress from Year 5 to Year 6 and the work is similar for each year. The use of identical work sheets leads to pupils in Years 5 and 6 repeating tasks rather than reinforcing knowledge. Marking is not used to set targets and there were several instances of work not marked and scientific terms spelt incorrectly.
136. Overall attitudes to science are positive. In Year 1 and Year 2 pupils listen to the teacher's suggestions for investigations and are able to make their own suggestions to solve a problem. They work with enthusiasm and interest. In Year 5 an initial lack of interest slowed the pace of the lesson and prevented learning taking place. This changed as the lesson progressed and pupils became involved in the subject.
137. The quality of teaching is good overall, including two lessons that were very good, helping to maintain the positive attitude to science. Lessons are carefully planned but learning objectives not always displayed on the white board or clarified for the class. Where they are set out in advance they are summarised at the end to reinforce the concepts covered in the lesson. In the most successful lessons seen there was a good pace and resources prepared carefully in advance. The skilful use of challenging questions encourages pupils to think and express ideas. Incorrect answers in these lessons were challenged fairly with regard to the pupils' understanding. In the minority of lessons where teachers were insecure in knowledge and did not prepare challenging tasks, children lost interest and did not understand what they were doing. Expectations in lessons that are otherwise satisfactory are not always high enough and activities did not always present a challenge to the more able. Pupils with special educational needs and those learning English as an additional language are well supported with appropriate work and assistance as required. They make good progress in the lessons due to the support provided both by the teachers and the teaching assistants, who take an active part in planning the lesson and complete careful evaluation sheets.
138. There is an assessment policy in place for science using the QCA documents and each teacher is expected to maintain a simple record sheet for the class. End of Year 6 test results are analysed to identify the strengths and weaknesses of teaching and learning but assessment is not used to identify pupils' potential levels in the Year 6 tests. Governors are starting to scrutinise science workbooks as part of their monitoring role.
139. The work in the classrooms is supported by displays showing aspects of the work in the lesson. These vary from an interactive display in Year 1 on forces and playground equipment using models, to a static teacher orientated display in Year 6 on the human eye and vision. There is very little use made of ICT in science other than for labelling displays and one example of a graph in Year 4.
140. There is a clear science policy linked to a scheme of work. The newly appointed science co-ordinator is enthusiastic but has yet to monitor in the classrooms, although this is planned for the future. Assessment procedures are in place, and this is an improvement compared with the situation at the time of the last inspection, but not fully developed as a predictive tool. The school is aware of the low attainment in science and has identified an improvement strategy as part of the overall school development plan. There is a good range of resources available and organised effectively to support work in science.

ART AND DESIGN

141. The attainment of pupils in art and design, at the end of Years 2 and 6, matches the standards expected for pupils of these ages. This represents satisfactory maintenance since the last inspection, when standards were above expectations, because many pupils now enter the school with standards that are much lower than at the time of the last inspection. All pupils, including pupils with special educational needs, and those for whom English is an additional language, make good progress. Gifted and talented pupils also make good progress. The achievement of all pupils is good. The good standard of work throughout the school is reflected in the quality of the displays.
142. Pupils experience a wide range of techniques. Pupils in Year 1 develop their skills in portraying movement through studying the work of Van Gogh, geometric shapes as portrayed by Kandinsky and still life in the style of Cezanne. They use viewfinders, making coiled pots, exploring aboriginal art and painting portraits. Year 2 pupils build on their prior learning to represent their own faces, using mirrors. They gain experience in weaving and working with clay and sculpture. The work of William Morris inspires their fabric designs.
143. Pupils in Year 3 record first hand observations of figures in different poses. They investigate patterns and experiment with stencils and block printing techniques. As in all classes, they build up a portfolio of high quality sketches of visual and other information. Year 4 pupils, when making clay tiles, showed their understanding of texture and tone, as they investigated and combined visual and tactile qualities of materials and processes to express their ideas about a journey. They were inspired by the work of Leslie Davey, which they researched on the Internet, and the signs and symbols used by Paul Klee. Year 5 pupils have produced still life paintings of objects that have meaning for them, based on the work of Renoir and Matisse. They have successfully made containers, after studying the work of Manz. Having explored how stories are represented in textiles in different times and cultures, they have communicated their own ideas in a story. Pupils in Year 6 have represented figures in movement and used materials to communicate ideas through a piece of headwear. They have considered the ideas, methods and approaches of Constable, Gainsborough, Hockney, Turner, Heron and Sutherland and communicated their own ideas of urban and rural landscapes.
144. Teaching and learning are good overall. The school is fortunate in having five teachers who are trained in art. Teachers' knowledge and understanding are good. Their planning is very good and focuses on the development of skills and techniques. As a result, the acquisition of knowledge, understanding and skills by all pupils, including pupils with special educational needs, pupils for whom English is an additional language and talented and gifted pupils, is good. Teachers' expectations are high and pupils respond with a high level of interest, concentration and creative effort. All pupils maintain sketchbooks for visual research purposes; these are of a high quality. Creativity is encouraged and pupils' work is valued. This motivates them to achieve well. The management of pupils is very good and, together with pupils' good attitudes, behaviour and relationships, leads to good learning. Time and resources are used very well and pupils' productivity is good. The quality and use of ongoing assessment is good. Pupils are encouraged to take account of the opinions of others in order to improve their work, thus developing a good understanding of their own learning.
145. The quality and range of learning opportunities are good. The curriculum is greatly enriched by teachers' knowledge and skills, the breadth of study, the emphasis on skills and techniques and the use of the Internet to research the work of a range of great artists. There is equality of access and opportunity for all pupils and support is given where needed. Pupils' cultural development is enhanced through their study of Aboriginal art, Native American Indian art and Mehndi patterns. They are taught to accept that different cultures have different beliefs, which are right for them. There are links with music. In a music lesson in Year 4, the teacher introduced the lesson with the painting, 'Starry Night' by Van Gogh, in order to relate sounds to visual images. Information and communication technology is used well in some classes, but its use is not consistent. There are good links with other subjects, particularly English, history and design and technology.
146. Leadership and management of the subject are very good. The subject is led by a gifted artist, who is committed to raising standards. She has an overview of planning and pupils' work, and gives valuable support to colleagues. She has a clear sense of educational direction, and the school's aims and values are reflected in the work of the subject. The school's priorities for development, particularly the emphasis on monitoring, the review of assessment procedures, and

the development of a portfolio of assessed work are good. Resources are good and are used well.

DESIGN AND TECHNOLOGY

147. During the inspection, it was not possible to observe any lessons in design and technology, due to timetabling arrangements, although a visiting weaver was observed, for a short time, whilst working with a group of pupils from Year 5.
148. Evidence from displays and discussions with staff and pupils suggests that the attainment of pupils at the end of Year 2 matches expectations for their age. This maintains the position at the last inspection and represents satisfactory improvement, since pupils now enter the school with standards that are much lower than at the time of the last inspection. In Years 3 and 4, the attainment of pupils in design and technology also matches expectations for their age. It is not possible to make a judgement on attainment when pupils leave the school since no evidence was available from Years 5 and 6. A key issue for action at the last inspection was to produce schemes of work in all subjects. This has been done and the school has a comprehensive scheme of work based on national guidance. There is a consistent approach to planning, designing, making and evaluating products.
149. Achievement is good in Years 1-4. Most pupils, including pupils with special educational needs, those for whom English is an additional language, and gifted and talented pupils make good progress, as at the last inspection. Equality of access and opportunity, for all pupils, is good.
150. It is not possible to make a judgement on teaching, but available evidence in other forms suggests that it is good in Years 1 – 4. Finished products are of a good standard and the use of design and technology skills was evident in art and design lessons. For example, in a recent art lesson in Year 4, pupils created 3D models of chairs, paying particular attention to joining techniques. The schemes of work in design and technology and art are based on national guidance and are closely linked. Evidence was obtained from the scheme of work and teachers' planning throughout the year, which is very thorough and of a high quality in Years 1 - 4. It was also obtained from an examination of displays, pupils' designs and evaluations, photographs of end products, and a discussion with the subject co-ordinator. Designing and making skills are taught well and teachers' planning ensures the progressive development of skills by building on, and extending, pupils' prior knowledge. Assessment is based on six key questions and is ongoing. It ensures the active involvement and learning of all pupils. Pupils evaluate their own products and those of their peers. They suggest improvements and they have a good self-knowledge of their own learning as a result.
151. Teachers make good use of the Internet to download examples of work showing the standards required for each age group. Pupils in Year 1 have made moving pictures and designed a playground. They have designed and produced examples of healthy meals. Year 2 pupils have learnt a variety of techniques in the making of puppets and Joseph's Coat of many Colours. They have designed and produced vehicles that move. Pupils in Year 3 have produced healthy sandwich snacks. Their creations of an object or character with a moving part, controlled by a pneumatic system, were imaginative. In addition, they have produced photograph frames of a good quality. Pupils in Year 4 have designed and made some original and well made money containers, having first researched ideas on the Internet. During the process, they learned to do blanket stitch, running stitch and back stitch. They have successfully incorporated levers and linkages into storyboards that they have made. The project, 'Light it up', inspired them to design and make a variety of objects that produce light, such as a night light for a baby and a lighthouse light. Year 5 pupils make musical instruments, bread and a moving toy. During the inspection, they learnt to weave, with the help of a visiting expert. Two pupils in Year 6 explained how they had designed and constructed shelters, and were currently making slippers. They showed a concern for quality, as they described how they had evaluated and adapted their products to ensure that they met the criteria.
152. The subject is managed well. The subject co-ordinator demonstrates clear educational direction. She monitors pupils' work and teachers' plans. The procedures for assessing pupils' attainment and progress are sound and the use of ongoing assessment is good. The subject leader has been instrumental in raising standards, through greater emphasis on the production of quality

products. Resources, including the use of information technology for planning and designing, are used well. The grouping of pupils and collaborative work make an active contribution to pupils' social development. Accurate measuring at the making stage develops pupils' mathematical skills. Strengths in design and technology are the good use of design books in Years 1 – 4, the encouragement of pupils to evaluate and improve their products and the relating of tasks to real life. The subject co-ordinator's current aim is to improve pupils' progressive development of the use of different tools and skills.

GEOGRAPHY

153. Few lessons were timetabled for this subject during the inspection. Judgements have been based on the two lessons observed, and a scrutiny of lesson plans and pupils' books. Attainment at the end of Years 2 and 6 is below that expected of pupils at that age. Standards have fallen since the last inspection, as has attainment on entry to the school.
154. Pupils in Year 1 make good progress in learning about making the area around the school safer. They show an awareness of the need for personal protection in hot weather. A walk around the local environment drew the attention of pupils to road traffic signs and the need for safe road crossing procedures. The majority of pupils have average observation powers and associated knowledge, demonstrated by the careful questioning from the teacher during the field trip.
155. Pupils in Year 2 know the divisions of Great Britain and the main points of the compass. They drew an imaginary island and looked at transport and other things they would need if they lived there. Little work on display relates to local studies other than a display of Brighton which shows a few of its features. There is no indication of Brighton and its place in England. There was work on display that looked at artistic representations of a journey showing links to other subjects.
156. In Year 6 pupils were studying the effect of avalanches on the mountain environment of Europe. They used their knowledge to identify the effect on wild life and villages in the regions devastated. They had been involved in a recent field trip but there was no specific work on display relating to the experience. They are able to use the Internet to access further information but found difficulty in identifying a suitable site other than one for holiday resorts.
157. Learning in Year 1 is good and pupils react well to the teachers' challenging and stimulating questions. They are interested in the subject and respond well to each other. Despite undertaking a local walk on a very hot afternoon and for a longer time than average the pupils retained an interest due to the enthusiasm of the class teacher. Attitudes and behaviour in Year 6 are unsatisfactory. The level of work produced was unsatisfactory.
158. The quality of teaching in Year 1 is good. Lessons are carefully planned and preparation before the local walk was thorough. The pupils gave the teacher the lesson objectives through the careful and provoking questions asked. This ensured that the children gained the most from the afternoon although the length of the afternoon may have led to problems of concentration for some pupils.
159. In Year 6 the quality of teaching is satisfactory. Lessons are carefully prepared and suitable resources made available. Despite the efforts of the teacher some pupils are unresponsive and lack the self - discipline expected of pupils in that year group. In both classes expectations are high but they are met in Year 1 only.
160. Pupils with special educational needs make good progress in Year 1 and satisfactory progress in Year 6. There is close co-operation between support staff and class teachers, which includes feedback on progress after the lesson.
161. The enthusiastic co-ordinator has developed the scheme of work using the Qualifications, Curriculum and Assessment documents and produced an assessment sheet matching the others used in the school. She has not yet been able to monitor the teaching of the subject throughout the school although the school plans to develop further the role of co-ordinators as staffing becomes more stable.

HISTORY

162. Only lessons in Years 3 and 4 were observed during the inspection. Judgements are made following an examination of pupils' work and discussion with teachers. Standards in Years 3 and 4 are as expected of pupils of similar age and achievement is satisfactory. Pupils in Year 6 show an understanding of life in the past and how historians can find out about it. They attain standards that equal those expected of pupils of this age. No judgements are made about pupils' attainment or the quality of teaching in Years 1 and 2 because of lack of evidence.
163. Pupils in Year 4 begin to develop an understanding of the past. Their work showed that they were able to understand the effect of evacuation during World War II and the bombing on families and they are able to express feelings linked to the dramatic effects discussed with the teacher. Pupils are being introduced to a variety of resources that includes a visitor to the school who was an evacuee. All pupils are able to use photographs to look at the effect of the blitz on London. The lesson helped them to understand the reason for evacuation and the dangers of remaining in the cities at that time. Pupils are able to write about the effect of the war on family life and the impact of rationing.
164. In Year 3 pupils are being introduced successfully to the work of the archaeologist and the way burial sites are excavated. Pupils understand the concept of primary and secondary sources of information and are able to recognise a range of artefacts from the Sutton Hoo burial mound using a prepared worksheet. Using another work sheet they were able to answer the questions "what do you know about the person?" and "what do you not know?" The answers showed an understanding of looking for clues and thinking logically.
165. Learning is well managed. Pupils were seen to work well when they were given the opportunity to work on topics that were well prepared and presented. There were strong links in the lesson on World War 2 to literacy through the use of words such as "scared" and "petrified". Pupils in both the lessons observed made use of the Internet to obtain further information relating to the subject. From the lesson observed in Year 4 it is clear that the subject is taught in a stimulating and imaginative way. Pupils with special educational needs and English as an additional language make good progress because teachers plan lessons with the teaching assistants. Some pupils find written work difficult which does affect the standard of their work.
166. The quality of teaching in the two lessons seen was good and pupils' work indicates that overall teaching is satisfactory. Teachers are knowledgeable about the subject and plan well to enable all pupils to take part in the lessons. Teachers use questioning skills well to test pupils' understanding. Appropriate formal assessment is in the process of being developed. Pupils enjoy the study of history and respond well in lessons. They benefit from visits to places of local interest and were looking forward to a visit to the British Museum.
167. The management of the subject is good. There is an enthusiastic co-ordinator in post who is preparing a moderated portfolio of work as an aid for all staff. Resources are used well and the school has developed a small museum with Victorian artefacts on show.

INFORMATION AND COMMUNICATION TECHNOLOGY

168. Evidence of what pupils have done and can do was drawn from the observation of five lessons, all in Years 3 to 6, displays of work, teachers' planning, observation of pairs of pupils working independently with computers and conversations with them. On the basis of this evidence, the attainment of pupils in Years 2 and 6 is judged to be below national expectations overall, but close to them in some aspects of the Programmes of Study. Most pupils, including those with special educational needs and those for whom English is an additional language, are making satisfactory progress. At the time of the last inspection, before the revision of the National Curriculum requirements, attainment was judged to be above average.
169. No lessons were observed in Years 1 and 2 during the inspection. Work on display indicates that pupils in Year 2 have used computers to produce graphs illustrating data about favourite fruits. During the inspection, two Year 2 pupils successfully e-mailed the poem that they had produced in a literacy lesson to the headteacher. There is, however, little evidence that skills have been systematically developed during the year in Years 1 and 2 and little evidence of the use of ICT to

support and extend learning in other subjects. There is considerable room for improvement in this respect.

170. Pupils in Year 3 developed their understanding and skills well when using a model shop simulation program. Following the teacher's good lead they used vocabulary correctly. Because of the teacher's enthusiasm, knowledge and good organisation, 29 pupils gained a lot from this class-based lesson with one computer. Pupils from the same class also used well the resources of the library and adjacent computer area when learning how to obtain information from both print and electronic sources. The lesson provided the opportunity for good learning both in information retrieval and guided research.
171. The computer in the Year 4 classroom is on all of the time and in use most of it; this is good. Pupils are competent and confident Internet users as was shown when they explored images of the work of an artist as a stimulus for their own work. They developed their skills at collecting and entering data to a data-handling package and compared pie and bar chart representations of it. This was valuable but unfortunately only four of the 10 computers could run the software needed and this meant that the full potential of a well-planned and presented lesson was not realised. The school still has too much outdated hardware and seems not to have benefited as much as other schools from recent allocations of new computers by the local education authority. This is unfortunate because there is not a great deal of home ownership of computers nor their use for educational purposes. Many pupils depend entirely on the school's provision to develop their ICT skills.
172. The lesson on spreadsheets for pupils in Year 6 was well planned and organised, partly before lunch and partly after, and partly in the classroom and partly in the computer area for half the class at a time. This meant that the teacher was able to explain what was to be learned and done to the whole class and subsequently give focused support to a smaller number of pupils. Although pupils' attainment is below what it should be because of lack of provision in their earlier years they made good progress in this unit of work. They showed that they could enter data and understood the use of a formula to calculate a profit; they used the language of *cells* and could identify an individual cell by its co-ordinates.
173. The co-ordinator provides very good leadership and support for colleagues. He rightly sees ICT as one of the keys to further improvement of standards across the curriculum, providing pupils with more opportunities for independent learning and for self-assessment. At present there are few opportunities for pupils to use the computer facilities independently and there is scope for development here and in the involvement of parents or other adults who may have computer skills and some spare time.

MUSIC

174. Four lessons, three of which were singing based, were observed during the inspection and further evidence was obtained from the singing in acts of collective worship. The overall quality of teaching is good and pupils' attainment in singing throughout the school is satisfactory. All pupils, including those with special educational needs and those who are learning English as an additional language, make satisfactory progress in this respect. There is insufficient evidence on which to base judgements on pupils' attainment in other areas of the music curriculum although pupils in Year 4 showed above average ability in creating sound pictures in response to Van Gogh's *Starry Night*.
175. In an assembly, pupils from Year 1 sang 'The Wonders of the World' tunefully, with a good feel for the words. Pupils in Year 2 made satisfactory progress in their preparation for an African music based concert with other schools. They learned quite difficult words and their singing, both when they were accompanied by a CD recording and when they sang unaccompanied, was tuneful. Pupils responded accurately to changes in pitch, dynamics and tempo.
176. The subject knowledge, enthusiasm and detailed planning by the Year 4 teacher resulted in an excellent lesson in which pupils made very good gains in their ability to relate sounds to visual images. Pupils were stimulated by the picture and produced a good range of descriptive words, one pupil suggesting that the painting was called 'The Moonlit Village', others offering *gloomy, romantic, beautiful, magical, breezy, stormy, colourful* and *dark*. The lesson made a very good

contribution to developing pupils' literacy skills and art appreciation as well as their musical accomplishment. The lesson was strong on challenge, 'Now we are going to paint a picture with sound – what do I mean?' and pupils responded well to high expectations. They devised performances in groups, showing very good ability at working together. The resulting pieces displayed sensitivity and understanding of the task. Pupils demonstrated very well their ability to be constructively critical; almost all comments started with 'I liked that because ...'. They had listened well to each other's performances. The lesson concluded with all groups playing together. This worked very well, with lots of awareness within and between groups; it provided an impressive demonstration both of pupils' abilities and potential and of the progress that they had made in 45 minutes.

177. High expectations and plenty of good leadership and encouragement enabled the Year 5 class to enjoy a singing lesson and to surprise themselves by their successful first attempt at a round. The choice of lively interesting songs, accompanied by actions, promoted a good level of involvement on the part of the pupils. The teacher's skill at using his own voice as the accompaniment meant that he was able to exercise complete control over the pace and challenge of the lesson. Pupils responded well to the challenge of working in groups to create pieces involving voices, movement and one instrument. They took the task seriously and some at least performed pieces that were entirely original.
178. Pupils in Year 6 made satisfactory gains in their appreciation of how melody reflects the lyrics of a song, for example the Beatles' *Good Day Sunshine* and devised their own lyrics to the tune on the theme of *I love football*. In their work they showed sound understanding of the idea of key phrases and successfully identified them. The lesson had been well planned and structured and most pupils were interested and involved.
179. The co-ordinator provides very good support for colleagues, particularly by helping them to teach the units of work contained in the latest government guidelines. Since the last inspection, class teachers have taken on the responsibility of teaching music to their classes and this is enabling more useful links to be made between subjects, as shown by the Year 4 lesson referred to above. Resources are barely adequate; although there is a central store there are few instruments in most classrooms and the repertoire of recorded music should be extended. The subject makes a modest contribution to developing multicultural awareness and there is scope for it to make more, through improving the range of instruments and learning more about the music of other cultures.

PHYSICAL EDUCATION

180. The attainment of pupils by the end of Year 2 and Year 6 is broadly in line with national expectations. This is similar to the judgement of the last inspection team. Since then the school has adopted recent government guidelines as the basis for its scheme of work. Each class has timetabled indoor and outdoor lessons each week. However, for safety reasons the school is no longer able to use the field of a neighbouring school and does not have a soft play surface. The after-school football club is very well supported and the mixed gender team has had considerable success this year. Pupils from Year 6 go on a residential visit that gives opportunities for outdoor pursuits; pupils spoke with enthusiasm about their recent achievements on the visit that had taken place shortly before the inspection. Pupils only go swimming in Year 4 because of the costs of transport; as a result, a significant minority of pupils do not achieve the national expectation of swimming 25 metres unaided by the time that they leave the school.
181. The teaching of physical education is good overall and pupils often make good progress in lessons. Pupils in the Year 2 class, for example, benefited from their teacher's enthusiasm and the brisk pace of an outdoor lesson. They improved their skills in throwing, both under-arm and over-arm, and catching skills as a result of good direct teaching and demonstration coupled with enough time to practice under the close supervision of both teachers and the teaching assistant. Many pupils found a lot of difficulty initially when playing a team game involving attacking and defending a cone, particularly in not running with the ball. However, progress was good and when asked what had been learned in the lesson, one pupil offered 'Chucking and teamwork'.
182. Pupils in the Year 5 class showed that they had not developed skills of dance and working together in the earlier years. Nevertheless, as a result of the teacher's enthusiasm and very good behaviour management skills, good progress was made and many pupils enjoyed the Mexican

Hat Dance. He also helped them to see that fitness is important and the difficulties some had with the dance were a result of them not being as fit as they thought they were. The behaviour of some pupils had a negative effect on the overall quality of learning and progress.

183. The indoor lesson for Year 6 pupils focused on improving landing skills in the high jump. The lesson had been prepared well, although it mainly involved only one pupil at a time actually doing anything physical. Because of this and the fact that a third of the class had not brought their kit there was a lot of off-task behaviour that detracted from the overall success of the lesson. In addition, other children and adults paid little respect to the importance of what was going on when they walked through the hall during the lesson. However, because the teacher focused well on improving individual performance, those pupils who involved themselves seriously made satisfactory progress in line with the purpose of the lesson.
184. Teachers incorporate good warming-up and cooling-down routines in their lessons and give adequate time to lessons, using them to the full. However, most teachers do not change for physical education lessons and are missing an opportunity to convey to pupils the different nature of the subject and the need to dress appropriately. Most pupils do not have much opportunity for play where they live and the school recognises the importance of providing a good physical education programme. Plans to develop the work in dance to include more folk and modern dancing are well founded. There is also scope for further development of the subject's contribution to raising multicultural awareness.