

INSPECTION REPORT

BALFOUR INFANT SCHOOL

Brighton

LEA area: Brighton and Hove

Unique reference number: 114382

Headteacher: Mrs Angela Burgess

Reporting inspector: Colin Henderson
23742

Dates of inspection: 18 - 21 March 2002

Inspection number: 197970

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
School category:	Community
Age range of pupils:	4 to 7
Gender of pupils:	Mixed
School address:	Balfour Road Brighton East Sussex
Postcode:	BN1 6NE
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Appropriate authority:	The Governing Body
Name of chair of governors:	Mr Alan Deacon
Date of previous inspection:	October 1997

INFORMATION ABOUT THE INSPECTION TEAM

Team members			Subject responsibilities	Aspect responsibilities
23742	Colin Henderson	Registered inspector	Science Geography Physical education	How high are standards? The school's results and achievements How well are pupils taught? How well is the school led and managed?
9588	Tony West	Lay inspector		How high are standards? Attitudes, values and personal development How well does the school care for its pupils? How well does the school work in partnership with parents?
16773	Raminder Arora	Team inspector	Foundation Stage Art and design Music Equal opportunities	How well does the school provide for pupils' spiritual, moral, social and cultural development?
28200	Paul Stevens	Team inspector	Mathematics Information and communication technology Design and technology	
31029	Peter Thrussell	Team inspector	English History Religious education Special educational needs	How good are the curricular and other opportunities?

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Balfour Infant School is situated in a popular residential area to the north of Brighton. It is a very large infant school and currently has 362 pupils on roll (185 boys and 177 girls). The school is regularly over-subscribed. Most pupils live from the local area in a mixture of rented and private housing. Few pupils are from ethnic minority backgrounds. Eleven pupils speak English as an additional language and all do so fluently. Thirteen per cent of pupils are on the school's register of special educational needs, which is below the national average. Only one pupil has a specific statement of educational need. Six per cent of pupils are entitled to free school meals, which is well below the national average for this type of school. Children enter reception with a broad range of pre-school experience. Attainment on entry is above average.

HOW GOOD THE SCHOOL IS

Balfour Infant School is a good and effective school with some very good features. It is a caring, harmonious and supportive community. Teaching is good and enables pupils to achieve above average standards. Pupils clearly enjoy school and have very good attitudes to their work. They behave very well and relationships throughout the school are very good. The leadership of the headteacher is very good. She is supported very well by an influential deputy, a strong staff team and a supportive governing body. They provide very good direction to the work of the school, strongly focused on improvement. The school makes very effective use of resources and gives good value for money.

What the school does well

- Pupils attain above average standards in English, mathematics and information and communication technology (ICT). Standards are well above average in science.
- Pupils have very good attitudes to learning. They behave very well in lessons and around the school.
- The leadership of the headteacher is very good. She is supported very effectively by a strong staff team and an active governing body. They have established a very good team approach.
- Teaching is good. It is sometimes very good and, on occasions, excellent.
- The school provides very well for pupils' care and welfare. Its provision for pupils' social and moral development is very good.
- The links with parents are good.
- Procedures for assessing pupils' work are very good.

What could be improved

- The expectations of some teachers to achieve uniformly high standard throughout the school in all aspects of pupils' work.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school has made good progress since the last inspection. It has made good progress on all of the key issues, especially on teachers' planning and outdoor provision for children in the reception classes. The school has maintained high standards in English and mathematics. Pupils attain higher standards in science and ICT than previously. Emphasis on developing work in literacy and numeracy has not enabled standards to be maintained in some other subjects, notably music, where standards are now average, rather than high. The high quality of leadership and management has been maintained. The partnership between the school and the governing body has improved. Teaching is good, although there are still some inconsistencies in teachers' expectations which are occasionally too low. Pupils continue to behave very well and have enthusiastic attitudes to work.

STANDARDS

The table shows the standards achieved by pupils at the end of Year 2 based on National Curriculum test results.

Performance in:	compared with			
	all schools			similar schools
	1999	2000	2001	2001
reading	A*	A	A	A
writing	A	B	B	C
mathematics	A*	A	A	A

Key

well above average A

above average B

average C

below average D

well below average E

A* indicates that the school's standards are in the highest five per cent nationally.

The school has maintained the above average standards reported in the last inspection. Good teaching, strong leadership and management and positive attitudes to work help pupils to achieve good standards. National test results over the last few years show that almost all pupils achieve the nationally expected Level 2 at the end of Year 2 in reading, writing and mathematics. In 2001, the proportion of pupils achieving the higher than expected Level 3 was well above average in reading and mathematics. It was above average in writing. The school achieved its challenging targets in 2001 of 95 per cent of pupils to achieve Level 2 or above in reading and 93 per cent in writing. Ninety-nine per cent of pupils achieved Level 2 or above in mathematics, exceeding its target of 90 per cent. Inspection evidence confirms that pupils generally attain above average standards. Children in the reception classes that make up the Foundation Stage make good progress in all areas of learning, promoted by good teaching and a friendly, stimulating learning environment. Almost all exceed their learning goals, and standards in personal, social and emotional development and creative development are particularly high. Pupils continue to make good progress generally in Years 1 and 2. Pupils' literacy and numeracy skills are taught well, although pupils are not always challenged to apply them to a consistently high level in other subjects. Pupils with special educational needs are supported well in their learning and make good progress towards their learning targets. By the end of Year 2, pupils attain standards in ICT, art and design and design and technology that are above nationally expected levels. They attain expected standards in all other subjects. In some subjects, notably history and geography, gaps between teaching units of work have an adverse effect on pupils' acquisition of knowledge and skills, and prevent them from achieving more highly.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Pupils have very good attitudes. They are enthusiastic and clearly enjoy being at school. They are keen to learn and to succeed.
Behaviour, in and out of classrooms	Behaviour is very good in lessons and around the school. Pupils are friendly, polite and get on well together.
Personal development and relationships	Relationships are very good. Pupils respond positively to the good opportunities to take responsibility and show initiative, although some teachers do not consistently promote these in lessons.
Attendance	Attendance meets the national average. There is a prompt and efficient start to the day.

The very good school ethos allows pupils to gain in confidence and enjoy school. The high standards of behaviour and pupils' enthusiastic attitudes support their learning.

TEACHING AND LEARNING

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

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

Teaching is good overall. It is sometimes very good and occasionally excellent. Teaching was unsatisfactory in a very small number of lessons due mainly to some inconsistencies in teachers' expectations. The good quality of teaching is a significant factor in maintaining above average standards, although some teachers' expectations of pupils' work are not consistently high enough. The teaching of English and mathematics is good and is promoting pupils' literacy and numeracy skills effectively. Teachers provide chances for pupils to use these skills soundly to support work in other subjects, although they do not always expect consistently high standards of presentation. Teachers manage their classes very effectively to ensure that pupils sustain their interest and attention. They work closely with teaching assistants to ensure that all pupils are involved fully and to provide good guidance and support. Teachers plan their lessons very carefully with clear learning intentions. These are shared with pupils to give a good focus to each lesson.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	The curriculum is good and enables all pupils to be fully involved. The time given to literacy and numeracy does not enable pupils' skills to be developed consistently in some subjects - for example, history, where there are gaps between units of work.
Provision for pupils with special educational needs	Good. Class teachers and teaching assistants work well together to give good support, focused clearly on pupils' learning targets.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Good. The school provides for pupils' social and moral development very well. This promotes very good relationships and a caring and friendly school. Pupils knowledge of their own cultural traditions is good. Their knowledge of other cultures has improved to a satisfactory level since the last inspection, but there is scope for further improvement.
How well the school cares for its pupils	Very good. The school provides high quality care for pupils' safety and welfare. It provides very good educational and personal support and guidance for pupils.

The school has a good partnership with parents. They make a good contribution to pupils' learning and are kept well informed about what is happening in school. Many help in school regularly and are involved well in promoting pupils' learning. The good provision for pupils' personal development and high quality care and support typify the school's ethos. Good emphasis is given to ensure that all pupils are involved in the full range of learning activities.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and	Very good. The headteacher provides very strong leadership to ensure

management by the headteacher and other key staff	that high standards are maintained. An influential deputy and strong staff team give very good support. They share the school's vision – this gives a clear and purposeful direction to the school's work.
How well the governors fulfil their responsibilities	Very good. A supportive and active governing body has a very good understanding of the school's strengths. Governors work very effectively in close partnership with the headteacher and her staff.
The school's evaluation of its performance	Very good. The headteacher, together with her deputy and some subject co-ordinators, regularly monitor and evaluate teaching and learning. They make very good use of attainment information to identify areas on which teaching should focus. This improves attainment.
The strategic use of resources	The school makes effective use of a very good school improvement plan so that it targets its finances efficiently on priorities. It makes very good use of strategic financial planning to ensure that budget changes do not immediately affect the school, for example, its staffing levels,

The very good leadership and strong team approach are key factors in maintaining high standards. The school has used its funds efficiently to ensure a good number of teachers and teaching assistants. They enable pupils to benefit from good guidance and support. The range and quality of resources are good and contribute significantly to pupils' learning. The accommodation is good. It has been improved to provide a secure and attractive learning environment. The school makes very good use of the best value principles and gives good value for money.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • Their children like school and make good progress. • Behaviour is good. • Teaching is good. • The school has high expectations of work and behaviour. • The school is well led and managed. • The use of homework to help children's learning. 	<ul style="list-style-type: none"> • Information about how well their children are doing. • The range of activities outside of lessons.

Inspectors confirm the parents' positive views of the school, although homework is not always used consistently in each class. Parents are provided with enough information to keep them well informed about their child's progress. There is a satisfactory range of extra-curricular activities for children of this age.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and pupils' achievements

1. Pupils attain standards at the end of Year 2 that are above the national average. They are well above average in reading. The results of the national tests over the last four years for pupils aged seven show that standards have been consistently well above average in reading. They have been generally above in writing and well above in mathematics. There is some small variation from year to year reflecting differences between the various year groups. The results of the 2001 tests showed that a high proportion of pupils, 53 per cent in reading and 48 per cent in mathematics, achieved Level 3, which is higher than expected for their age. These proportions were well above the national average. The proportion of pupils who achieved higher levels in writing, 11 per cent, was just above the national average. The school achieved its challenging targets of 95 per cent of pupils to attain Level 2 or above in reading and 93 per cent in writing. It exceeded its target of 90 per cent in mathematics. The 2001 teachers' assessments in science showed that pupils attained well above average standards and 52 per cent of pupils attained Level 3. There is no significant difference between the attainment of boys and girls; they achieve equally well. Very few pupils, one per cent in mathematics and five per cent in English, did not achieve the nationally expected Level 2.
2. Inspection evidence confirms the trend shown in the test results. Pupils achieve well and make good progress generally throughout the school. The school has maintained the above, and often well above average standards reported in the last inspection. Children enter the reception classes with above average levels of attainment, especially in mathematical and personal, social and emotional development. Most have benefited from some pre-school education. They settle happily and quickly into school routines. Good teaching and a happy and stimulating learning atmosphere encourage them to make good progress. Most exceed the early learning goals¹ in all areas of learning by the end of the reception year. They achieve especially high standards in personal, social and emotional development and creative development. Pupils continue to make good progress generally through Years 1 and 2. They attain standards at the end of Year 2 in reading and science which are well above average. Standards are above average in mathematics and writing. Pupils' positive, enthusiastic attitudes to learning, supported by generally good teaching, promote above average standards. Most pupils have good number skills and knowledge. Teachers do not consistently expect them to apply these skills, for example, to solve more challenging number investigations and achieve well above average standards.
3. Pupils' speaking and listening skills are very good. Many Year 2 pupils are confident and articulate. They adjust their speech effectively to suit different purposes. Reading standards continue to be high. Most Year 2 pupils read fluently and with good expression. They are enthusiastic readers and talk, with interest, about the books they have read. Pupils develop their writing skills effectively. They write for a good range of different purposes. Their literacy skills are promoted well by good teaching in English lessons. They use punctuation and spelling accurately and their handwriting skills are extended successfully through regular practice. Pupils use these skills well to support work in other subjects, for example, in science and history. However, teachers do not always expect pupils to use these skills to the same high standard that they achieve in English lessons, particularly in presentation.
4. Year 2 pupils attain standards which are above those expected nationally in information and communication technology (ICT), art and design and design and technology. These high standards are promoted successfully by good teaching, good use of resources, good subject

¹ Early learning goals – these are expectations for most children to reach by the end of reception. They refer mainly to achievements children make in the following six areas of learning – communication, language and literacy; mathematical development; personal, social and emotional development; knowledge and understanding of the world; physical and creative development.

leadership and management and very effective teamwork between class teachers and teaching assistants. Pupils' attainment in history, geography, music and physical education is in line with nationally expected standards. Teaching is generally good and promotes pupils' skills successfully in lessons. However, these skills are not consistently developed, particularly in history and geography, as curriculum time is not always enough to enable teachers to extend pupils' skills and knowledge fully. Year 2 pupils attain standards in religious education which are in line with those expected in the locally agreed syllabus. Pupils' knowledge and understanding do not always build on prior learning. The school has recently started using a new scheme of work to promote skills and knowledge more consistently. Pupils with special educational needs are provided with good learning opportunities and good support. They make good progress. Their individual education plans have clear and specific targets. They are successful in meeting these targets, mostly through small group tuition where learning activities are well focused on their particular needs. The small number of pupils for whom English is an additional language have good English skills. They speak fluently and participate fully in all activities. They make good progress.

Pupils' attitudes, values and personal development

5. Pupils' attitudes towards their school are very good. Children in the reception classes are very enthusiastic and this positive approach is maintained consistently throughout the school. Parents confirm that pupils want to come to school and as noted in the previous inspection, they have very positive attitudes toward learning. Personal development and relationships within the school are also very good. Pupils listen attentively, follow instructions and settle quickly to the tasks given. They are very eager to be involved, to contribute and to learn. They concentrate and work hard, independently and in differing group situations. Pupils' behaviour in lessons during the inspection was very good. In a very few instances, when teaching did not engage pupils fully in their learning, a minority lost concentration, was disobedient or did not contribute to classroom activities. This limited the amount and quality of work achieved.
6. In the great majority of lessons, pupils listen attentively. In a mathematics lesson for Year 2, pupils listened well to the teacher and the non-teaching assistant. The great majority of pupils are well behaved in assemblies and when they move around the school. In the playground at break-times and at lunch-time in the canteen, behaviour is also very good. There have been no exclusions. When pupils work in groups, they share their views and opinions well and they value each other's work. Pupils work well together in a variety of different activities. For example, in a Year 1 gymnastics lesson, pupils worked very well together perfecting the sequences they developed.
7. The great majority of pupils comply with school and class rules. They are well aware of what is right and wrong. There were very few instances of disruption during the inspection and if problems did arise, members of staff handled them very well and limited the effects. Pupils follow the excellent role models provided by members of staff, by being polite and courteous and having good relationships with everyone. They form orderly queues, wait their turn and open doors for others. No examples of any oppressive behaviour, bullying, sexism or racism were seen during the inspection. The majority of pupils understand very well the impact of their behaviour on others. They show respect to each other and to their own and others' property. For example, pupils handled resources such as musical instruments, computer equipment and books very well.
8. The opportunities for pupils to take personal responsibility and to display initiative are good. Most monitoring responsibilities are assigned by members of staff and pupils readily accept opportunities to help. Pupils are very proud of their school and have been pleased to become members of the newly formed school council and also the "campus" council. Pupils are involved in collections for a range of charities. There are some opportunities for pupils to take responsibility for their own learning, for example through the use of literacy targets.
9. Attendance in the school and unauthorised absences, for the period 2000 to 2001 were in line with the national average for similar schools. The school confirmed that the main causes for absence from school were illness, medical reasons and additional family holidays. During the

inspection, a minority of children was late for morning registration, mostly caused by traffic delays. The registration of pupils at the start of sessions is handled efficiently. As pupils arrive in class, they settle down to work quickly and efficiently.

HOW WELL ARE PUPILS OR STUDENTS TAUGHT?

10. Teaching is good in reception and in Years 1 and 2. It is frequently very good and on occasions excellent in each year group. The high quality of teaching has been maintained since the last inspection. Teaching is good in English and mathematics and promotes pupils' skills successfully in literacy and numeracy. It is good in science, geography, ICT and art and design. It is very good in design and technology. Teaching is sound in physical education, religious education and music. The generally good quality of teaching is a significant factor in helping pupils to adopt enthusiastic and positive attitudes to their work and to achieve above average standards. Teachers plan in detail to provide a good range of learning activities. They manage their classes very effectively to ensure that pupils sustain their attention and remain focused on the learning activity. They work closely with teaching assistants to ensure that all pupils are fully included in activities and are supported well in their learning. However, some teachers do not have consistently high enough expectations of pupils' achievement. They do not always ensure that activities consistently challenge pupils to extend their skills and knowledge. There were some weaknesses in the very small number of lessons where teaching was unsatisfactory, and in some lessons where teaching was satisfactory overall. Teachers do not always match work closely so that it builds on pupils' prior knowledge. As a result, they do not always do their very best work.
11. Teachers have very good relationships with their pupils. They control their classes very successfully and use praise and encouragement to recognise achievement and encourage good quality. For example, in an excellent Year 1 numeracy lesson, the teacher managed the class excellently. She used her good sense of humour and encouraged pupils to become more independent in their learning. This helped all pupils to become enthusiastically and purposefully involved. The teacher made very good use of the teaching assistant to enable very good support to be given in all parts of the lesson. She used the end of lesson feedback very well to consolidate pupils' knowledge of doubling and halving. The teacher then extended pupils' understanding by requiring them to apply their knowledge to solve more challenging problems. This enabled above average standards to be achieved.
12. Teachers plan their lessons in detail throughout the school. They make good use of the literacy and numeracy frameworks to identify clear learning intentions. They share these with their pupils so that they know what they are trying to achieve. This gives a good focus to each lesson. Most teachers use the end of lesson feedback activities to gain a clear understanding of how successful the lesson has been in meeting its learning intention. They use this to assess pupils' progress and to inform future lesson plans. For example, a Year 1 teacher provided a detailed evaluation of a literacy lesson and clearly indicated which groups of pupils needed further word building skills. Most teachers use homework soundly, particularly in literacy and numeracy. This is generally in line with the school's policy to promote and extend pupils' skills and knowledge, although an analysis of pupils' work showed that this is not always consistent in each class.
13. Teachers use resources successfully to capture pupils' interest and encourage their involvement. For example, the teacher in a good Year 2 art lesson used a display of different picture cards of sculptures by famous artists to show pupils how their ideas could be turned into a model using clay. In a good Year 1 geography lesson, the teacher's very good use of a digital camera enabled her to encourage pupils' interest in photographs of different locations. Many teachers use questions effectively to encourage pupils to contribute their ideas to class and group discussion - for example, when identifying how different forces are used to travel on a scooter. Some teachers use follow-up questions to challenge pupils to extend their initial answers. For example, in a good Year 2 science lesson, the teacher questioned a pupil to explain 'why' it was important to describe the piece of bread before trying to use heat to change it. This led on to a good discussion on knowing what the bread was like before trying to change it and then 'predicting' what might happen to it. This extended pupils' knowledge and their understanding of the process

- of scientific enquiry. Teachers do not always look for ways in which to extend pupils' thinking. This does not help them to achieve above average standards in some lessons. For example, in a Year 2 geography lesson, the teacher used questions to encourage pupils to describe the differences between houses in Brighton and those in a Mexican village. She did not require them to use their geographical knowledge and try to explain why the houses were different.
14. Some teachers have good subject knowledge and use it very successfully to enable pupils to achieve very well. In a very good design and technology lesson, the teacher's very good subject knowledge – for example, using the right amount of masking tape and providing information on the use of rigid shape – improved the quality of pupils' work in making models of playground equipment. Where teachers have gaps in their subject knowledge, this restricts achievement. In a music lesson, the teacher did not pick up the pupils' lack of knowledge on pitch and tone. This did not help the pupils to identify where their performance needed improving. Their knowledge and understanding of how to use different pitched voices and instruments were not extended and the lesson did not achieve its learning intention.
 15. Most teachers have high expectations of what they want pupils to achieve. They make them clear to pupils at the start of the lesson. Teachers regularly remind pupils of the time allowed to complete aspects of work. This helps to maintain a brisk pace to the lesson, ensures that pupils stay on task and that they meet the high standards expected. For example, in an excellent Year 2 literacy lesson, the teacher made it clear to each group what she expected them to achieve in writing the beginning to their stories. She ensured that more able pupils were set a more challenging target to extend their writing skills. All pupils were regularly reminded that she was watching carefully to see if they met their individual writing targets. The teacher provided regular reminders of how much time there was left and what she expected them to have achieved. This encouraged all pupils to stay on track and to achieve well. The teacher used the end of lesson feedback session to encourage pupils to share their ideas and to indicate ways in which their writing could be improved. However, not all teachers ensure that their expectations are based accurately on pupils' learning needs and this leads to some fluctuations in their learning. Some teachers do not match the learning activities closely to the range of pupils' learning needs and some pupils do not achieve the standards of which they are capable. For example, in an ICT lesson, the teacher used the same difficult task for all pupils. She did not explain the activity clearly to all pupils in the introduction. This led to many of the class trying to complete the binary tree activity without knowing exactly what was required. Although the teacher used the feedback activity to share ideas, many pupils, especially the average and below average, did not grasp the concept and did not achieve enough in the lesson.
 16. The quality of teaching in the Foundation Stage is generally good in all areas of learning. It was good or very good in most lessons and excellent in one. Teaching has been maintained at the good level reported in the last inspection. Teachers plan together and provide a good range of activities with clear intentions. The classroom assistants are well deployed and understand what is expected of them. They know how young children learn and extend their responses sensitively. Teachers are good in teaching basic skills and use a good range of methods that help children to learn effectively. They use skilful questioning to encourage thought and provoke discussion. This was noted in lessons where groups were engaged in observations related to the growing of beans. Supported by the on-going observations of children's progress, teachers carefully ensure that they have high expectations of work and behaviour and the tasks match children's level of knowledge and skill. Children's work is consistently analysed to inform the next step in their learning and clearly link teaching to match different abilities. Homework in the form of reading books is used particularly well to enhance children's progress.
 17. The teaching of pupils with special educational needs is good. Good, highly focused learning opportunities are provided for these pupils, in well-managed withdrawal sessions. This helps them to meet their individual targets, particularly those relating to literacy and, more recently, numeracy. Within class lessons teachers generally plan activities that meet the needs of pupils with special educational needs. When pupils are all set the same activity, with less being expected of pupils with special educational needs, the learning needs of this group of pupils are not always met, and they do not make as good progress. Teaching assistants are well trained to carry out their support role in lessons. Where talented pupils have been identified, teachers plan

activities that generally relate closely to their learning needs. They are challenged effectively and make good progress.

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

18. The quality and range of learning opportunities are good, and have been well maintained since the last inspection. The curriculum has been reviewed in the light of new initiatives, and meets all the requirements of the National Curriculum and the locally agreed syllabus for religious education.
19. The school provides a good curriculum that promotes pupils' intellectual, physical and personal development, and prepares them well for the next stage of education. The National Literacy and Numeracy Strategies have been implemented successfully. Satisfactory opportunities are provided to use literacy and numeracy skills in other subject areas. National guidelines have been introduced in other subjects to improve the development of pupils' skills. These guidelines are being evaluated and adapted to the particular needs of the school. Guided reading takes place daily, separate from literacy lessons. This limits the time available for some other subject areas, particularly history and geography. The organisation of the curriculum topics in these subjects does not ensure that skills and knowledge are built on progressively. Gaps between topics do not enable pupils' knowledge to be built effectively on prior learning. The school offers a broader than average range of activities in some subjects. For example, Year 2 pupils have the opportunity to learn to swim. In the majority of lesson all pupils are fully included regardless of background, gender or ability. However, in a few lessons questioning and discussion do not sufficiently involve all pupils. The curriculum for pupils with special educational needs is generally good. The support given within groups and classes usually allows these pupils to be included in the range of learning opportunities. Within literacy lessons, pupils are withdrawn and given support that is relevant to their needs. This additional support teaches them key literacy skills which help them to be involved effectively in all aspects of the curriculum. On occasions, teachers plan whole class activities which do not always meet the needs of all pupils, particularly those with special educational needs.
20. The curriculum for the Foundation Stage is now well established. It provides experiences that are relevant and imaginative, for example the opportunities for creative work such as collage, painting and making models. The planning broadly reflects all areas of learning and is appropriately linked to improving children's skills, knowledge and understanding. It is extended to embrace the literacy and numeracy strategies. Children have useful opportunities to broaden and consolidate their knowledge in all areas of learning. The information gained from early assessments is used effectively to plan activities that match children's different levels of abilities. Teacher's planning is based on clear learning objectives. The Foundation Stage curriculum is planned in detail to provide an effective balance between work directed by the teacher and that initiated by the children. Outdoor provision is well planned to extend learning across all areas.
21. The school's provision for personal, social and health education is good. The scheme of work and policy statements include sex education and drugs' awareness. Lessons are timetabled for each class. There is a satisfactory range of extra-curricular activities, including visits and visitors, that enrich and enhance the curriculum. The school runs a recorder club and workshops to prepare for the Brighton Festival, and also hosts a range of activities run by private providers for which a charge is made. Trips are arranged to the local church, the Buddhist Centre, the Brighton Pavilion and a science park, for example, and theatre and music groups regularly visit the school.
22. The contribution made by the community to pupils' learning is good. Sponsorship links are starting to be developed with local businesses. Pupils are able to take a full part in the Brighton Festival and attend the 'Burning of the Clocks'. Many local people, including artists, authors and religious representatives, make a strong impact on pupils' learning. Good relationships with partner schools help significantly when pupils transfer from one stage of education to another. The Foundation Stage co-ordinator visits the three main pre-school providers, and children from these centres attend activities at the school. Year 2 teachers have regular meetings with Year 3 teachers, and co-ordinators meet to discuss what is happening in their particular subject areas, helping to ensure continuity in pupils' learning. Students from local colleges visit the school on work experience. Campus meetings, involving the school councils of the secondary, junior and

infant schools that share the site, provide opportunities for pupils to meet and discuss issues that concern all the schools.

23. The overall provision for pupils' spiritual, moral, social and cultural development is good and makes a significant contribution to learning by establishing a supportive ethos within the school. The school's philosophy, code of conduct and a range of experiences and activities effectively promote the caring relationships evidenced at all levels in the school community.
24. The provision for pupils' spiritual understanding is good. It is effectively linked to school assemblies and opportunities for pupils to engage in personal reflection. The talks in assemblies are effectively explored for a spiritual thought or prayer, for example the assembly about the 'new life' in spring. One such assembly about the 'wonders of nature' taken by the headteacher created a feeling of 'awe and wonder' when the pupils were shown slides of different seeds. The size of the seeds in relation to the plant truly amazed all pupils. The assemblies are used well to promote a sense of community and shared values. The spiritual dimension of religious education and other curriculum areas such as art, music and science is explored in some lessons, although this is not fully developed. Stories and talks in assemblies are interesting, and pupils are given suitable opportunities for reflection, a spiritual thought or prayer. The collective worship meets statutory requirements and the thoughtful periods of reflection effectively offers opportunities that relate to pupils' everyday experiences, such as 'celebrations' and 'working hard'.
25. The provision for pupils' moral development is very good. The school effectively teaches the values that distinguish right from wrong. Due attention is given to the reinforcement of codes of behaviour and sharing of positive values. The pupils respond positively, enjoying their work and showing care for the school. Pupils are well disciplined and understand what makes an orderly school. Moral values are well taught through stories and discussions. Pupils are well rewarded for best work and good actions in the assemblies. Both teaching and support staff provide very good role models and encourage pupils to relate well to each other and behave courteously. The well established 'Golden Rules' displayed around the school, help establish a good understanding of moral values. Pupils participate in a number of charities supported by the school. Fundraising events, such as 'cake sales', are organised by the school council.
26. Very good provision is made for pupils' social development through daily life, curriculum and local educational visits. The school has a secure environment in which pupils feel cared for. Pupils are encouraged to relate well to each other and play harmoniously. The quality of relationship between adults and pupils is very good. When provided with appropriate opportunities, pupils carry out responsibilities with confidence. Monitors are given responsibilities for different duties at break times, for example, looking after younger pupils or helping with lunches. Pupils are encouraged to show responsibility for their own environment and the area around school. Social interaction is also achieved through promoting equal opportunities within the school. The after school clubs such as recorder groups and other activities such as art, karate and French clubs, run by the outside agencies also offer good opportunities for pupils to develop socially.
27. The provision for pupils' cultural development is satisfactory. Most pupils demonstrate good understanding of their own cultural traditions and practices, through assemblies, whole school celebrations of Christian festivals and regular visits to the local church. The school aims to develop a range of skills which enables pupils to understand the world around them. Since the last inspection, there have been notable improvements in the provision to promote understanding of other cultures through topics in religious education and visits to places such as the Buddhist Centre. The school has improved the opportunities to involve parents and visitors from the local faith communities. Pupils learn about festivals of other major religions of the world, for example, the Hindu festival of Diwali, Chinese New Year and the Jewish Passover. There is further potential to promote multicultural activities in art, dance, drama and music, in order for pupils to appreciate the way of life of people from other cultures and to increase their understanding of the central beliefs and practices of different faiths. The range of multicultural resources and the displays around the school do not sufficiently reflect the diverse nature of British society.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

28. The school has maintained the quality of its provision since the previous inspection. The school is a safe and secure environment for pupils where their welfare and care are very well administered.
29. The quality of information kept on each pupil is detailed and comprehensive, members of staff know pupils and their medical and personal needs very well. The school identifies and deals very well with any hazards found on site. Health and safety checks and inspections are regularly undertaken. The school's health and safety policy is detailed. Members of staff take their responsibilities seriously with appropriate routines for safety checks, as well as completing a range of risk assessments. Members of staff are trained to administer first aid and the school's procedures for the care and treatment of pupils are very good. Very thorough and appropriate arrangements are in place for dealing with emergencies arising from pupils' medical conditions and for dealing with accidents and injuries. Very good pupil welfare records are maintained and members of staff have detailed knowledge of the pupils in their care.
30. The school's arrangements for child protection are very good. The policy and procedures follow the guidelines of the local committee for the protection of children. The headteacher is the person responsible for child protection and other members of staff understand well the school's arrangements and procedures.
31. The school's ethos, the quality of teaching and the consistent use of positive behaviour strategies support the good behaviour seen throughout the school. Members of staff monitor behaviour very well and this results in the absence of oppressive behaviour. The school has very good procedures in place for encouraging good behaviour and staff use appropriate rewards and sanctions. Assemblies, class activities and the use of circle time are used very well to support this aspect. The school is very good at monitoring and eliminating oppressive behaviour, parents and pupils confirm that the pupils feel safe in the school. Parents also confirm that there are few incidents of bullying or racism and that the school deals with these issues speedily and sensitively.
32. The care and support for pupils with special educational needs are good. Reception teachers carefully monitor the progress made by these pupils and raise any particular concerns that they have about special educational needs. Following careful observations of pupils in class, teachers identify special educational needs and the special needs teacher draws up individual education plans. Realistic and manageable targets are set for pupils and they are reviewed termly. Careful ongoing records are kept of the progress made by pupils with special educational needs. The support for pupils with emotional and behavioural problems is generally given through the strategies for managing behaviour and the strong relationships that teachers build up with pupils. Annual reviews for pupils with statements of special educational needs are carried out thoroughly; they receive their full entitlement of support. The help and support of outside agencies are sought as required and provision is made for pupils requiring speech and language therapy. The progress of talented pupils is carefully monitored as they move through the school. They are given good support and guidance to help them extend their skills and knowledge.
33. The monitoring of attendance and punctuality is good. This results from the school's use of computerised registration records and the very thorough arrangements for analysing and following up absences and lateness. Although there are no individual pupil or class incentives to improve attendance, the school's performance is in line with the national averages for attendance. The school complies with statutory requirements for registration and the coding and the recording of attendance. The school contacts parents to check on unknown reasons for pupils' absences, but not specifically on the first day of any absences. The school follows up absences and lateness by communicating with parents by telephone or letter, if further information is required. The Educational Welfare Service supports the school effectively when needed.
34. The procedures for monitoring and supporting pupils' personal development are very good. The teachers and support staff have very good knowledge of pupils' needs and they work hard to

improve pupils' personal development. Appropriate rewards and sanctions, the very good personal and social assessment and target setting systems support this aspect well. The personal, social, health and citizenship education curriculum is well designed and implemented, curriculum plans are detailed and teaching is good. This results in good quality provision. The school has good policies on sex education and on substance misuse.

35. Pupils join in a range of events in the school that contribute to their personal development, including raising money for charities, visits and extra-curricular activities. There are opportunities for pupils to develop independence and to use their initiative, that now include membership of the school council.
36. Procedures for assessing pupils' attainment and progress are very good. Consequently, the school has a thorough knowledge of how well pupils are doing academically and personally. Recording is very effective and supports the school in taking appropriate action. Teachers maintain a well-organised folder which builds up a clear picture of pupils' progress from reception to Year 2. The main detailed assessments are for English, mathematics, science, computer work and personal development. From these, teachers produce well-focused individual targets. At the beginning of Year 2, these assessments are accompanied by useful work samples. Teaching assistants are thoroughly involved in assessing pupils and they influence decisions on their targets. Teachers use end of unit assessments in design and technology, history and geography so that they have an all-round picture of the pupils and of the school. These are yet to be established for religious education, art, and physical education. In addition, teachers maintain weekly assessment sheets for one subject at a time. All formats are easy to use and colour-coded. This gives quick access to information about pupils' progress. Class teachers make the assessments, but they also refer to their assistants. The Year Leader looks at them and goes back to discuss them with the teacher, if necessary. These procedures give the staff a full picture of individual pupils' strengths and weaknesses.
37. Teachers make good use of assessment information to guide their planning. They use it to discuss pupils' progress with them and with classroom assistants. This helps them to plan and set appropriate targets for pupils. Information is also used to set school targets and to guide school development planning. Information is shared between teachers and ensures good liaison.
38. Assessment procedures are not consistently used to match work to pupils' abilities and to ensure consistency in the quality of marking pupils' work. Assessment and its use are a natural part of everyday teaching and learning. Teachers interact very well with pupils in lessons and make very good use of what they find out. However, marking and follow-up by pupils vary in their quality and usefulness to the pupil.
39. The assessments at beginning of Year 2 and samples of pupils' work are well used. They inform parents' evenings in November and help the school predict each pupil's performance in the national tests. They provide a good basis for extra support where necessary. The school tracks individual progress and teaching assistants are given focused tasks. The school acknowledges pupils' achievements by marking, oral comments, certificates, and special praise in assembly where warranted.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

40. Parents' views of the school are good. The school has established good links with the parents and they make a good contribution to the school. They are kept well informed and are very effectively involved in the work of the school. Their contribution to pupils' learning is good.
41. There is an active parents' association, which has raised a substantial amount of money for the school. Parents are invited to help and support the school, attend assemblies, performances, curriculum events, briefing meetings, parents' evenings and open afternoons. Parents are able to communicate with the school on a daily basis by seeing members of staff, by arranging appointments or by using the pupils' reading/contact books. The information provided for parents

is good. Parents are provided with information on work that can be done at home, monthly newsletters and day-to-day class and school information. There are parent notice boards in the school and parents are advised of the curriculum content in the forthcoming terms.

42. Parents appreciate the careful introduction of pupils new to the school. Parents have opportunities each term to discuss children's progress with teachers. The school communicates with parents on attendance and timekeeping in writing and by telephone, and will follow up unexplained absences. Parents confirm that generally the school is welcoming and welcomes parent helpers. It operates an "open door policy" and is willing to discuss any parental concerns.
43. As in the previous inspection, the governors provide a valuable series of "governors' surgeries" for parents at least half-termly. The governors make themselves available for the parents of Foundation Stage pupils attending part-time. These surgeries provide important opportunities for parents to discuss concerns they may have. At their meeting with the lead inspector, parents confirmed that they were confident that teachers would respond positively to any suggestions or complaints.
44. Parents of children with special educational needs are kept well informed about the progress they are making. The co-ordinator and special educational needs teacher make themselves available to parents who wish to discuss any issues or concerns. At consultation evenings, the special educational needs teacher discusses the progress being made by children with their parents, and suggests ways in which they can help them reach the targets set for them. A special educational needs information booklet has been prepared for parents, taking account of the recent new requirements.
45. Although a significant number of parents responding to the questionnaire felt they were not well informed about pupils' progress, the inspectors found that the information provided by the school is sufficient. Pupils' annual reports are detailed, and show that teachers know their pupils well. The reports include all appropriate information, list pupils' achievements and include targets and examples of how pupils can make further progress. Many parents confirmed that they find reports and other documentation helpful and informative.
46. Parents' contribution to pupils' learning at school and at home is good. Comments made by parents at their meeting, were that homework in the school was variable. Inspection evidence confirmed that homework is not always used consistently to enhance pupils' work. At least forty-eight parents have volunteered to come in to school and during the inspection several parents were seen, helping in school. This support is greatly appreciated and members of staff confirm that parents are very much involved in the work of the school. Parents' help is used in a variety of ways. Many come in to hear pupils read, others come in to help in the library, in classrooms and to help with swimming or to accompany trips and visits. Some parents who have helped in school in the past have gone on to become members of the staff.

HOW WELL IS THE SCHOOL LED AND MANAGED?

47. The school is very well led and managed. Leadership and management have improved since the last inspection. The headteacher provides very strong leadership. She gives a clear and positive direction to the work of the school. She works very closely with an influential deputy headteacher, a strong staff team and a supportive and active governing body. They have been very successful in maintaining high standards of attainment, of pupils' attitudes and behaviour and a caring and supportive ethos. Many parents value the very good leadership that the headteacher provides and recognise that the management is ambitious for the school to continue to be successful. The headteacher and governors used recent staff changes positively to extend an already strong team approach. All staff share the school's vision. The school has established performance management very successfully. It ensures that all staff feel valued. They concentrate strongly on improving their own individual performance and that of the whole school. The headteacher has developed clear areas of responsibility and key staff, particularly the senior management team, are increasingly influential in targeting priorities for improvement. The

excellent team commitment means that the school is now very well set up to promote consistently high standards.

48. During 2001, the school took part in the Effective Early Learning Programme and will be applying for re-accreditation of its Basic Skills Agency Quality Mark that it received in 1999. The very good management of the headteacher and senior staff has ensured that, despite staff changes and time being needed to discuss the proposed amalgamation with the junior school, the school continues to concentrate strongly on raising standards even higher. There is no complacency. The staff have a determination, influenced by the strong drive of the senior management, to maintain the school's caring, supportive ethos and to improve the performance of pupils and themselves. This clearly reflects the school's vision of 'a learning school' that is 'self-improving'.
49. The headteacher, working very closely with her deputy, has established good procedures for monitoring and evaluating teaching and learning. They carry out regular classroom observations, often with a specific focus, for example on guided reading. Teachers appreciate the good quality feedback which they receive. This identifies what they do well and any areas for further development. These opportunities enable the senior management to gain a good understanding of the quality of teaching. Some subject co-ordinators, mainly those leading subjects which have been a priority for school improvement, have observed other teachers. This has enabled some of them to share good practice. The procedures involving other staff are not yet rigorous enough to help teachers to be aware of how they can improve and gain consistently high quality teaching in all subjects. The senior management team is planning to improve these monitoring and evaluation procedures and involve more staff, especially those with subject responsibilities. The school analyses a good range of attainment information, especially the end of Year 2 test results, to identify any weaknesses in pupils' performance, for example, pupils' writing skills. Staff use this analysis effectively, together with information from the evaluation of teaching and learning, to discuss and agree priorities for the very good school improvement plan. The headteacher, staff and governors use this plan well to ensure that the school targets its resources efficiently on improving standards.
50. The role of the governing body, and its contribution to the management of the school, has improved significantly since the last inspection. Governors have a very good understanding of the school's strengths and priorities for improvement. They all attend meetings very well and make a very good contribution to developing the school. They work closely with the school to keep well informed about what is going on and the standards being achieved. Many governors visit school regularly to look at lessons, for example, in literacy, or to concentrate on a specific aspect, such as pupils' punctuality. They provide feedback on these visits to other governors. Those with specific responsibilities, for example, literacy or the Foundation Stage, meet with the teacher responsible for that area to keep informed about developments and standards. Several governors have attended courses run by the local education authority, including courses in literacy and performance management. The headteacher has kept the governors fully informed on school developments, such as the use of pupils' targets in literacy. Governors bring to the school a very good range of personal and professional expertise that they use well to form a close and constructive partnership with the headteacher and staff. The governing body fulfils its statutory duties very effectively.
51. The school's provision for pupils with special educational needs is managed well. The governors fulfil the requirements of the Code of Practice. The special educational needs co-ordinator has a clear understanding of all the needs within the school and how pupils are making progress towards their learning targets. She provides good leadership and management and ensures that funding is used fully and effectively. The co-ordinator provides good quality guidance to class teachers, although has not evaluated how pupils' needs are being met in whole class activities. The school has looked closely at the implications of the new Code of Practice to ensure that their provision continues to meet pupils' needs. Teaching assistants meet regularly with the co-ordinator to discuss any concerns that they may have about individual pupils. The learning support team meet termly with teaching assistants to further their professional development.
52. The headteacher works closely with the school's very efficient finance officer and the finance

committee to ensure that funds are linked efficiently to priorities in the school's improvement plan. Governors make very good use of the principles of best value to ensure that they get good quality service, as well as value for money. For example, governors review the different services bought from the local education authority before deciding to renew the contract for another year. If the quality has not met their expected standard, as in aspects of the property service, governors have decided to use another provider. They monitor spending levels closely and evaluate the impact of their spending decisions, although this is not always rigorously linked to teaching and learning. The school makes good use of strategic financial planning to ensure that any fluctuations in pupil numbers do not immediately affect staffing levels, such as the number of teaching assistants. The governors' finance committee uses tight budgeting procedures to allow them to build up a small surplus to offset any potential difficulties. The school makes very good use of new technology to ensure very efficient general and financial administration. This contributes significantly to the smooth running of the school.

53. The number and quality of the teachers and support staff are good. This allows the school to teach all required subjects effectively and to include every pupil in its range of learning activities. The school has a good number of teaching assistants. They work very effectively with teaching staff and provide good support to individuals and groups of pupils. This contributes significantly to the standards attained, especially by lower attaining pupils and those with special educational needs.
54. School accommodation is good and is maintained to a high standard of decoration and cleanliness. Most classrooms are very light and pleasant with a good range of colourful displays. They have useful carpeted areas for discussions and are well resourced. The library is pleasant, comfortable and has good quality furniture. Books are displayed well for ease of access. Corridor displays are often set out for pupils to use as well as look at, such as the 'toy museum'. The outside facilities are good, including adventure equipment and other apparatus for physical activity. Those for children in the reception classes have a positive impact on work and play. This is a significant improvement since the last inspection. There is no access to most of the building for any disabled pupil or visitor. This is a drawback to the school fully implementing its policy to include all pupils in the full range of learning activities. Some classrooms are open to adjacent areas and are affected by noise. This affects pupils' concentration.
55. Overall, resources are good. They are all of high quality and easily accessible. Resources are good for English, mathematics, science, design and technology, physical education, art and for children in the Foundation Stage. The range of artefacts in history, geography and religious education is limited and restricts the development of aspects of pupils' skills and knowledge. Resources for ICT have improved since the last inspection, although are not yet sufficient to allow pupils in each class to fully extend their skills in all required aspects.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

56. In the context of its many strengths, the headteacher, staff and governors should:
- (1) raise teachers' expectations to a consistently high level by:
 - a) extending procedures to monitor and evaluate teaching and learning rigorously;
 - b) provide more opportunities for teachers to share good practice;
 - c) ensure that activities are matched consistently to pupils' learning needs.
- (paragraphs 3, 10, 13, 15, 49, 75, 83, 87, 101 and 110)

In addition to this key issue, the following less important issues should be considered for inclusion in the action plan. These are indicated in paragraphs 4, 19, 27, 98 and 106:

- ensure that pupils' knowledge and skills build effectively on prior learning in history and geography;
- extend pupils' knowledge and understanding of the diversity of cultures in Britain today.

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	63
Number of discussions with staff, governors, other adults and pupils	41

Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very poor
Number	4	11	25	21	2	0	0
Percentage	6	18	40	33	3	0	0

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

Information about the school's pupils

Pupils on the school's roll	YR- Y2
Number of pupils on the school's roll (FTE for part-time pupils)	362
Number of full-time pupils known to be eligible for free school meals	22

Special educational needs	YR- Y2
Number of pupils with statements of special educational needs	1
Number of pupils on the school's special educational needs register	48

English as an additional language	No of pupils
Number of pupils with English as an additional language	11

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	30
Pupils who left the school other than at the usual time of leaving	13

Attendance

Authorised absence

	%
School data	5.5

Unauthorised absence

	%
School data	0.3

National comparative data	5.6
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National comparative data	0.5
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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	57	71	128

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	52	49	56
	Girls	69	71	71
	Total	121	120	127
Percentage of pupils at NC level 2 or above	School	95 (94)	94 (97)	99 (99)
	National	84 (83)	86 (84)	91 (90)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	53	57	57
	Girls	71	71	71
	Total	124	128	128
Percentage of pupils at NC level 2 or above	School	97 (93)	100 (100)	100 (98)
	National	85 (84)	89 (88)	89 (88)

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

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	0
Black – African heritage	0
Black – other	6
Indian	1
Pakistani	1
Bangladeshi	0
Chinese	1
White	230
Any other minority ethnic group	3

This table refers to pupils of compulsory school age only.

Exclusions in the last school year

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

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

Teachers and classes

Qualified teachers and classes: YR – Y2

Total number of qualified teachers (FTE)	13.0
Number of pupils per qualified teacher	26
Average class size	26.2

Education support staff: YR – Y2

Total number of education support staff	14
Total aggregate hours worked per week	242

FTE means full-time equivalent.

Financial information

Financial year	2000 / 01
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	£
Total income	699771
Total expenditure	681336
Expenditure per pupil	1987
Balance brought forward from previous year	18008
Balance carried forward to next year	36443

Recruitment of teachers

Number of teachers who left the school during the last two years	5.0
Number of teachers appointed to the school during the last two years	5.0

Total number of vacant teaching posts (FTE)	0.6
Number of vacancies filled by teachers on temporary contract of a term or more (FTE)	1
Number of unfilled vacancies or vacancies filled by teachers on temporary contract of less than one term (FTE)	2.0

FTE means full-time equivalent.

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	340
Number of questionnaires returned	109

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	52	42	5	1	0
My child is making good progress in school.	48	46	3	2	1
Behaviour in the school is good.	45	51	3	0	1
My child gets the right amount of work to do at home.	40	53	3	2	2
The teaching is good.	61	37	2	0	0
I am kept well informed about how my child is getting on.	26	50	18	6	0
I would feel comfortable about approaching the school with questions or a problem.	54	37	4	5	0
The school expects my child to work hard and achieve his or her best.	52	43	2	1	2
The school works closely with parents.	31	52	11	6	0
The school is well led and managed.	50	38	4	5	3
The school is helping my child become mature and responsible.	50	42	3	2	3
The school provides an interesting range of activities outside lessons.	14	35	25	9	17

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

AREAS OF LEARNING FOR CHILDREN IN THE FOUNDATION STAGE

57. Children are admitted to the four reception classes in the September following their fourth birthday. They start on a part-time basis and begin to receive full-time education from the start of the term in which they become five. At the time of inspection there were a significant number of children attending part-time. Many children have attended the local nursery or a playgroup. The school has established close links with the local pre-school institutions.
58. Children are following a broad range of experiences and achieve well in the nationally recommended six areas of learning. Provision for children in the Foundation Stage is good. There was no specific judgement given in the last inspection report on this provision. There are good induction procedures for settling children thoughtfully and sensitively in to the school. For example, parents and children are invited into the classes prior to being admitted and are welcome to stay with their children until they are settled after the admission.
59. Most children's level of attainment on entry, as indicated by the school's initial assessment, is above that expected for their age, particularly in the areas of mathematics and personal, social and emotional development. Good teaching enables all children to achieve well. They experience a broad range of learning activities within the six recommended areas of learning. By the time they are ready to start in Year 1, most children exceed the average levels expected for their age in communication, language and literacy, mathematics, knowledge and understanding of the world and physical development. The standards achieved in personal, social and emotional, and creative development are particularly good. All children, including those with special educational needs, make good progress in the reception classes.

Personal, social and emotional development

60. By the time they leave the reception class, children are far exceeding the standards expected for their age. They are confident about what they can achieve in most learning situations. They quickly settle down and feel both happy and secure at school. Children learn to co-operate, share and take turns. They work both as part of a group and independently. They begin to form positive and respectful relationships, and to communicate effectively with one another and with adults. Children show consideration and respect for property and each other, for example, when making items for the playground or the garden and sharing tools and fixing equipment. They are attentive and eager to learn, and enjoy sharing their work with any available adult.
61. Teaching is very good for this area of learning. The adults act as good role models for children and help them to listen well and understand set routines. Children are effectively taught the difference between right and wrong and are guided to behave sensibly at all times. Teachers help children to develop their aesthetic awareness and love of nature, for example, children are taken into the garden area to look for signs of spring and talk about their experiences of awe and wonder. Most children participate enthusiastically in teacher-led activities and show great confidence in activities they initiate themselves. Children are encouraged well to explore freely and set up their own imaginative group play. The learning areas are always well prepared and organised with a satisfactory range of interesting activities. All teachers manage children skilfully and keep them purposefully occupied.

Communication, language and literacy

62. Most children are on course to exceed the early learning goals by the end of the reception year. They enjoy listening to stories and readily share books with adults and with each other. Most

children speak clearly in full sentences and respond well to stories and songs. Teaching is very good. Children with speech difficulties are skilfully supported through constant encouragement to talk and share experiences. Most staff show that they value their children's efforts at communicating. Children talk about their experiences interestingly and develop new vocabulary for example when using their own imagination and suggesting ideas about what they would do if they met a giant. They use good humour and some confidently suggest 'cuddle him', 'shake hands', 'run home to mum' or even 'scare him'! Most children are gaining good control in developing early writing skills. A few higher attaining children write meaningful short sentences. Most children in the reception class write their own name unaided and put together short and simple sentences when supported on an individual basis. Children make very good progress when adults work with them in pairs or small groups or individually and give them specific support.

63. The introduction of the literacy strategy is making a significant impact. The children enjoy using the big books such as, '*We're going on a bear hunt*' or '*Jack and the Beanstalk*'. Most children show good understanding of stories they follow and recall the correct sequence of events. They are given planned opportunities, for example, daily discussion times to talk about their work and acquire new knowledge. They discuss the formation of three letter words that rhyme or use own knowledge of initial letter sounds when writing short unaided sentences about the story of '*The Three Billy Goats Gruff*'. All adults use talk to good effect and are good active listeners. Children enjoy imaginative free play and use it successfully. For example, in one class, they turned the 'home-corner' into a 'plant shop' and into a 'baby clinic' in the other reception classes. They handle books carefully and know how these are organised. Many children in the reception class link sounds with words and letters accurately. All are encouraged to take books home and share them with adults. Teachers effectively familiarise children with written vocabulary through stimulating activities to focus on key words. The literacy lessons are changed effectively to suit the very young and promote the development of early reading, writing and spelling skills. Teachers' regular evaluations of planned work helps build on what has already been achieved.

Mathematical development

64. Most children exceed the early learning goals in mathematics by the end of the Foundation Stage. They match, sort and count using everyday objects. They count accurately to 20 and beyond, order up to 10 and recognise the number symbols. Opportunities for practical activities are well planned. Children are encouraged to make representations and write the number symbols correctly. An effective use of number rhymes and songs for example, '*Ten fat sausages*' enhances pupils learning. Teachers encourage counting in a familiar context, such as the total number of children present or the number staying to lunch. Most children recognise basic shapes and gain knowledge of capacity and weight from practical experiences with sand and water. Most children describe objects by position, shape, size, colour and quantity. Many recognise 1p, 2p, 5p and 10p coins and use these in shopping activities. They enjoy working with large and small construction equipment and jigsaws. Children demonstrate good knowledge and understanding of how to solve simple problems involving addition and subtraction, and use vocabulary such as, 'add one more' or 'take one more away', 'how many altogether' and 'how many left' in oral number sessions. There is effective adult involvement in children's activities and useful timely assessments are made of their progress. Teaching is good in this area. Teachers successfully plan a variety of activities to consolidate the correct use of language involved. For example, the children talk and record with understanding what they do at different times of the day, identifying morning, afternoon and evening. Most children correctly sequence the days of the week and answer questions such as "How many days from Monday to Thursday?". Teachers make good use of resources and skilful questioning to help children move forward in their learning.

Knowledge and understanding of the world

65. Most children have good general knowledge of own environment on entry to reception. Adults help children to understand about the passage of time as they consider how they have grown since they were babies. Children build on their knowledge about where they live and support their understanding of self and the family through activities in the 'role-play' corner. They work with

sand and freely explore properties of malleable materials. There are good opportunities for children to explore with everyday objects of interest. They select from a variety of reclaimed materials to make imaginative models and develop skills, such as cutting, joining, folding and building. Most children ask questions sensibly to find out how things work. For example, they carefully observe the tadpoles growing and ask appropriate questions. In an excellent lesson, children demonstrated very good knowledge of what is needed for the plants to grow. They carefully observed and recorded the growth of beans and used vocabulary such as 'roots, shoots, stems and leaves' correctly. Most children demonstrate well-developed computer skills for their age. They show increasing control in the use of mouse, to move items on the screen. Teaching is good in this area of learning. There is effective adult intervention in activities and encouragement for children to explore new ideas.

Physical development

66. Most children are confident, active and energetic in the use of available large and small indoor and outdoor equipment. In the main school hall children have a regular opportunity for movement with music and use of floor apparatus to develop simple gymnastic skills such as 'sliding under', 'going through' or 'stepping over', and move with co-ordination and control. Most children move imaginatively, demonstrating good body control and awareness of space and others. Teaching is good. In one lesson, the teacher used well-established routines and expectations and encouraged children to make enjoyable imaginative moves. A good arrangement of different pieces of equipment ensured that the children learnt to move around safely and creatively. Children use malleable materials, such as playdough and clay with appropriate tools. They demonstrate good hand and eye co-ordination in making flowers and mother and baby animal models. They work independently to make models out of construction kits and reclaimed materials, for example, when making a giant's house or a slide for the garden. They are developing confidence and skill in the use of different joining materials and tools, such as scissors, glue and tape. Teachers plan and organise effectively to provide calm and sensitive support and encourage safety in the use of tools and materials.

Creative learning

67. Most children achieve very good standards in all areas of creative learning. They experiment with paint and use their observations and imagination to create pleasing results. They are given opportunities to explore colour, texture, shape and form, through working with a wide range of materials to create collages or paint patterns. Children's work on 'portraits' is of good quality. They looked in the mirror to notice details and draw faces. Children also use malleable materials and construction toys to make models. They explore colour, texture and shape to produce artwork linked to different areas of learning. For example, they create collage of hot and cold colours and experiment with different shades. Children sing and clap rhythms and express enjoyment. Most children learn new songs quickly, memorise words and sing enthusiastically. There are opportunities for children to explore sound and depict ideas and feelings through using percussion instruments. Teaching for this area of learning is very good. Support staff work closely with teachers and make positive contributions to children's learning. Teachers talk to the children and ask relevant questions to extend their vocabulary of a range of colours, materials and tools.

ENGLISH

68. Pupils attain standards by the end of Year 2 that are generally above the national average. They are above average in writing and well above in reading. They reflect the 2001 national test results for seven-year-olds. Consistently high standards have been maintained since the last inspection. Across the school, all pupils, including those with special educational needs, now make good progress. This is a direct result of the good teaching they receive, and very good assessment procedures that carefully track pupils' progress and ensure that appropriate support is given.

69. Pupils make good progress in speaking and listening skills. They listen politely and with genuine interest to their teachers and to other adults who work with them. They follow and respond to instructions without having to be told things more than once. As they are keen to learn and to do their best, they concentrate well and absorb information. They are not always as skilled in listening to one another. There is scope to develop their skills in discussion, taking into account the views of others. Higher attaining pupils in Year 2 are confident and articulate. They speak standard English correctly and adapt their speech to suit audiences and purposes. Lower attaining pupils have a more limited vocabulary, and experience difficulty expressing their thoughts clearly and sharing their ideas with others.
70. Guided reading sessions, and the strong support from parents in sharing books with children and hearing them read, help pupils to make very good progress in their reading. They enjoy reading and have positive attitudes towards it. Their developing knowledge of letter sounds is particularly helpful to them when attempting to work out unfamiliar words. More able pupils read very fluently, with expression and understanding. By the end of Year 2, almost all pupils read texts appropriate for their age and ability. They talk with understanding about the events and characters in the stories. They display a particularly good understanding of characters' feelings and predict what is going to happen next. Higher attaining pupils express a clear preference for authors, giving reasons for their choices. For example, one pupil liked Roald Dahl's stories because 'they are amusing and show how bad behaviour has its consequences'. Pupils enjoy looking at non-fiction texts and know where to locate the contents and index. Higher attaining pupils use alphabetical order to locate information and to find words in dictionaries.
71. All pupils write for a suitable range of purposes in literacy and other lessons. Most pupils write interesting short stories with a clearly defined structure. The work of the more able readily engages the reader, and is made richer by the use of dialogue and descriptive detail. On Year 2 pupils wrote, *'The jungle is hot and steamy. It is full of dangerous ponds and creeping crocodiles and alligators.'*
72. Pupils use capital letters and full stops accurately in sentences. Higher attaining pupils use speech marks, question marks, exclamation marks and commas, for the most part accurately. Regular spelling practice and handwriting lessons help most pupils to spell accurately, and they are starting to develop a neat, joined script. However these punctuation, spelling and handwriting skills are not always sufficiently evident in their written work. Class and individual writing targets encourage pupils in their written work, and help to ensure the good progress that is made.
73. Overall the quality of teaching is good, with instances of very good and excellent teaching. This has a significant impact on pupils' learning. The school follows the National Literacy Strategy effectively. Teachers plan and prepare lessons well together, sharing expertise and experience. Lessons are planned for the range of ability within classes, and have clear learning objectives. These are shared with pupils so that they can understand the purpose of the lesson. The scrutiny of pupils work shows that, although less is expected of lower attaining and special educational needs' pupils, activities are not always appropriate. For example, Year 1 pupils wrote their own nursery rhyme, based on a traditional verse; lower attaining pupils were expected to do this though some could write very little. In a very good Year 1 lesson, pupils with special educational needs were given an appropriate task. By cutting out five words and arranging them to make a sentence, pupils recorded one safety fact about riding a scooter. One pupil showed great delight when he was able to read this sentence to the rest of the class. The pace of lessons is variable. In better lessons, introductions are effective and teachers tell pupils how much work they expected to do in the lesson. This helps to sustain pupils' interest and effort.
74. Some teachers use questioning skills well, helping to develop pupils' knowledge and understanding, and providing useful assessment opportunities. However, in other lessons, a lack of targeted questioning leaves some pupils answering most of the questions whilst others are not sufficiently involved. In the end of lesson feedback sessions, teachers summarise the main teaching points and get pupils to report back to the class, sometimes, for example, by reading what they have written. However, further questioning and opportunities for pupils to evaluate their own work are not always given. Pupils' work is generally well marked. Areas that they need to

improve from the basis of individual writing targets that are regularly reviewed. Despite pupils having appropriate targets relating, for example to punctuation, spelling and handwriting, teachers do not always have high enough expectations that these should be evident in pupils' work. Teaching assistants work well with groups of lower attaining pupils and give an evaluation of the work undertaken and of the progress made. However, in the whole-class parts of lessons their role is not sufficiently evident in planning, and is therefore less clear in practice. Teachers have built up very positive relationships with their classes, continually encouraging pupils and helping to build up their confidence and self-esteem. This has a positive effect on learning as pupils behave very well and want to get on. Pupils work well together in groups, allowing the class teacher to focus attention on particular groups and individuals.

75. There are sufficient opportunities for pupils to use and practise literacy skills in other subject areas. Their written work, however, does not always reflect the particular levels at which they are capable of working. There is a good range of non-fiction texts for use in literacy lessons, so making useful and relevant links with other subject areas. The use of ICT is developing; pupils now use computers both for word processing and practising basic skills.
76. The literacy co-ordinator has only recently taken over the role. It is evident that the subject has been, and continues to be, well led and managed. The National Literacy Strategy has been implemented successfully. The school is working on ways of adapting it to meet their own particular needs, for example by taking guided reading out of literacy sessions. Staff are united in their endeavours to raise standards further. Literacy lessons have been monitored throughout the school and staff have been given helpful, positive feedback. The range in the quality of teaching indicates that there is much good practice that can be shared. Assessment procedures are very good. The results of tests are appropriately analysed to inform whole school improvements, and to plan work and set targets for individuals and groups of pupils. Resources for English are good and are well organised. There is an attractive, well-stocked library area that has recently been revamped. This is well used; each class has a weekly session where pupils are familiarised with the library and taught library skills.

MATHEMATICS

77. Pupils attain standards that are above average at the end of Year 2. This maintains the high standards observed at the last inspection. Pupils achieve well, including those with special needs. There are several factors giving rise to these standards. These include:
- Good teaching;
 - Good provision for pupils with special educational needs;
 - Pupils' positive attitudes;
 - The school's very good system for evaluating and improving teaching and learning;
 - Strong leadership and teamwork;
 - Very good resources.
78. Inspection evidence shows that standards are above average. The proportion of pupils currently achieving higher levels of attainment is above average rather than well above average as reflected in the 2001 national tests. This is mainly because some teachers do not consistently challenge more able pupils to extend their skills and knowledge by applying them in investigations and to solve difficult problems.
79. Pupils in Year 2 have a good knowledge and understanding of number and money. They add and subtract accurately more than two numbers to 50. They know a few simple fractions. Pupils' confidence with measures is rapidly increasing. They measure to the nearest centimetre, and calculate lengths of time. They solve problems involving costs over one pound, and are beginning to use litres and millilitres. Pupils know many of the properties of shapes. More able pupils work to 100 and beyond, and understand the value of each digit in a given number. They round numbers up or down and know about negative numbers for temperatures. These pupils make mental calculations quickly involving adding tens and units as well as multiplying them by units.

80. The quality of teaching is good. There is no unsatisfactory teaching. Teachers' subject knowledge ensures that the National Numeracy Strategy is expertly used to develop pupils' skills. In a lesson on multiplication, for example, the teacher helped pupils use more than one strategy. Pupils also learnt to use the right vocabulary such as 'arrays' of numbers. Teachers' plans take all pupils' different needs into account. Their oral questioning also includes all pupils. Activities and resources match their abilities. This was shown in lessons involving calculations, where teachers targeted questions of varying difficulty at different pupils. They then organised effective group work involving a good range of number questions and computer activities. Expectations of pupils vary a little in written work, more with regard to presentation than quantity. Marking is also variable in quality. Some teachers are more helpful to pupils than others. The pace of lessons is nearly always brisk, stimulating an enthusiastic response from all pupils, particularly in oral sessions. This helped pupils in more than one lesson to learn facts by heart, and to give rapid answers to mental calculation questions. Teachers manage their classes well, through a good rapport and encouraging increasing independence. Pupils respond well to time limits. Teachers use praise successfully to recognise achievement and encourage pupils to sustain their efforts.
81. Classroom assistants provide good support to pupils with special educational needs once they are working at their activities. However, they do not always make the best use of their time during class sessions in order to clarify points the teacher is making. Parents make a good contribution to pupils' learning in group work.
82. The co-ordinators provide good leadership. They have worked closely with teachers and the special educational needs co-ordinator to identify how individual pupils are progressing and to support them in their teaching. Teachers use a very thorough system of assessment to inform their planning. Good teamwork maintains and develops the quality of the school's provision. Teachers work together to check how well the subject is developing. The curriculum covers all required aspects of mathematics. However, pupils have few opportunities to carry out open-ended investigations. This does not always ensure that more able pupils are challenged to apply their skills. The school refers to all pupils' needs when purchasing resources. Resources which are very comprehensive and of high quality.

SCIENCE

83. Pupils attain standards which are well above the national average by the end of Year 2. They have improved considerably since the last inspection when pupils attained satisfactory standards. A high proportion of pupils, almost one in very two pupils, are likely to achieve Level 3 by the end of Year 2. This is above the level expected nationally for their age. Inspection evidence confirms the 2001 teachers' assessments that the proportion of pupils attaining above Level 2 is well above average. The key factors in helping pupils to achieve these high standards are.
- The use of national subject guidance to develop a new scheme of work. Teachers now use this effectively with the whole class rather than organising science teaching in groups. This enables teachers to focus strongly on pupils' learning and their scientific skills;
 - Good teaching throughout the school. This enables pupils to consolidate then extend their skills and knowledge very successfully;
 - Pupils' enthusiastic and interested approach to work;
 - Very good assessment procedures that help teachers to track pupils' progress closely in science. These are used well to ensure that detailed information is passed on to the next class teacher.
84. The very good knowledge and understanding that children acquire in the reception classes is extended very well in Years 1 and 2 to broaden pupils' knowledge and understanding of 'Life and living things'. Year 2 pupils describe the life-cycle of a butterfly and a frog in detail. They use specific terms such as 'cocoon' accurately. Pupils with special educational needs benefit from very good support from teachers and classroom assistants. This enables them to be fully included in all science activities and make good, and often very good progress in their learning. Teachers often provide recording methods which are more suited to their learning needs. For

example, they used their drawing skills to record different sources of heat, such as a radiator and microwave.

85. Year 1 pupils have well above expected knowledge of 'forces' which they use accurately to describe how objects can be moved. For example, "We pushed on one of our feet to make our scooter go" and "You pull a book to take it off the shelf". Many Year 2 pupils use their very good scientific knowledge and understanding and good literacy skills to write down detailed results. For example, they describe in detail how to make an electrical circuit, although some pupils do not always ensure that their work is presented accurately. They have an increasing understanding of the process of scientific enquiry. They know the meaning of such terms as 'prediction' and 'fair testing'. For example, one Year 2 pupil described 'prediction' as "Well, it is like a psychic; it tries to tell you what is going to happen!" Many know that, in order to make the test fair, the ice cubes that they are melting and timing should be the same size. They describe what they think is likely to happen in their tests, for example, when testing the effect of heat on bread. Pupils, especially the more able, are not always challenged in each class to give reasons for their predictions. This does not ensure that they always achieve above average standards.
86. Teaching is good overall. It is never less than sound. Teachers plan in detail, using national guidance to ensure that pupils' skills and knowledge build effectively upon prior learning. Some teachers use questions successfully to check upon pupils' understanding of scientific enquiry. For example, in a good Year 2 lesson, the teacher used questions well to check that pupils knew why they had to describe the piece of bread before trying to change it through heating. This led to a good discussion on what they were trying to test, the use of 'predictions' and how the pupils would then test to see if their predictions were correct. Teachers have good expectations of pupils' behaviour and develop their social skills successfully. For example, the teacher expected Year 2 pupils to quickly organise themselves into 'talking partners' to use their senses and discuss and describe the texture of a piece of bread. Pupils responded quickly, with a minimum of fuss. This helped the teacher maintain a good pace to the lesson. Some teachers do not have consistently high enough expectations of what pupils achieve. They do not always expect pupils to use their good literacy skills to promote work which is of a consistently good standard. Pupils' work completed earlier in the year showed that, in both Years 1 and 2, teachers' expectations of the accuracy and presentation of work was not always high enough.
87. Teachers use resources competently to focus pupils' attention and encourage their scientific ideas. In a Year 1 lesson, the teacher used different resources, for example, a pin wheel, water-wheel and sand wheel, to illustrate clearly the ways in which different types of force can turn these wheels. Teachers use pupils' ICT skills soundly to support work in science, for example, to present their results in bar and block graphs. Teachers indicate in their planning that more able pupils will be challenged to apply their knowledge to give reasons for their predictions. However, this is not consistently developed in lessons. For example, some teachers use end of lesson feedback sessions competently to encourage pupils to describe what they have observed. They do not always challenge pupils, especially the more able, to use their scientific understanding to give reasons for what they had observed, for example, why the bread is likely to change colour and texture when heated. This does not ensure that these pupils achieve consistently high standards. Teachers make very effective use of opportunities in other subjects and in assemblies of extending pupils' scientific knowledge. For example, a Year 1 literacy lesson on 'wheels' looked at the different forces needed to ride a scooter and an assembly on 'Spring' checked on pupils' understanding of what a plant needs to grow.
88. The science co-ordinator manages the subject well. The science curriculum has improved since the last inspection. Resources are now good, well-organised and easily accessible to staff and pupils. Teachers' planning is monitored and the co-ordinator looks at samples of pupils' work to check on standards. She has not had any opportunity to monitor and evaluate teaching and learning. This is planned when science is a priority in the school improvement plan.

ART AND DESIGN

89. The previous inspection reported standards in two-dimensional artwork as being well above average and that there was a particular lack of three-dimensional work. The judgement of this inspection is that the good standards in art and design are well maintained. There are ample examples of two and three-dimensional artwork of good quality. This judgement is based on three lessons, the scrutiny of samples of work and the displays around the school, as well as talking to pupils and members of staff. Most pupils, including those with special educational needs, achieve well in the subject. They show good progress in acquiring skills of collage, drawing, modelling and painting. The school has many interesting displays of artwork that reflect teachers' high expectations and pupils' many achievements. For example, these include the very attractive display of ceramic work as part of the Arts and Craft week, portraying houses and buildings such as the Brighton Pavilion, Clock Tower and the church. Pupils make models out of clay and mod-roc, for example, the well finished clay animals and the playground equipment. Year 2 classes successfully investigated tactile qualities of this modelling material to make artefacts. They represented texture and patterns noted in the natural objects such as shells, fruit and different materials in the environment. Paper modelling and weaving by Year 1 pupils are other good examples of pupils' well developed skills in folding, pleating and twisting paper. Pupils' skills and knowledge of shape, texture and form are well developed. The investigation of properties of different materials in art makes good contributions to other areas such as science. Another good example of this is Year 1 pupils' work with fruit dyes, such as those made from oranges, beetroot and blackberries.
90. The art and design curriculum is well organised and the skills in art are taught progressively across the year groups. Resources are of a good range and quality and the allocation of time to the subject is sufficient to develop pupils' skills and knowledge. There has been a particular focus in developing understanding of the processes in art and thus improving the quality of artwork across the school. Some of the work, such as developing a small picture into a larger one, supports pupils' imagination of what could be around it. The design element of art is well emphasised. Pupils make good use of their design skills. This was observed in a Year 1 lesson, where pupils used printing as a technique, referring to patterns from nature. They used a range of objects such as cork and cotton-reels to print an animal of own choice with some very good results. Year 2 pupils worked confidently on still life observational drawings, successfully exploring techniques of shading. Most pupils demonstrate satisfactory powers of observation, accuracy of detail, shape and size in drawing and colouring with different mediums. These include pastels, charcoal and chalk, pencil colours and felt-tips. However, in some lessons pupils are not sufficiently encouraged to evaluate and make improvements to further develop their own work. The use of sketchbooks to record their work of observational drawings or experiment with line and tone is not consistently developed. There is appropriate emphasis on developing computer-aided art and design across the school. Some of the examples of work, using the program called 'dazzle', are eye catching.
91. The quality of teaching is good overall. In a Year 2 lesson, the teacher had good subject knowledge and prepared effectively. The lesson provided suitable challenge to develop pupils' skills and ability to explore with imagination the shape and form in art. Pupils' attitudes to learning are good. In the lessons observed, most pupils showed enjoyment, application and involvement. They listened intently, followed instructions well, and were considerate towards others. Pupils are enthusiastic about artwork and this helps to sustain their concentration. They show pride in their efforts and react well to praise. The assessment procedures to track pupils' progress in art are not yet developed.
92. The art co-ordinator has a clear idea of strengths and weaknesses in the subject and effectively shares her own expertise with colleagues. Extra opportunities such as participation in the Brighton Children's Parade and the 'arts and craft week' further enhance pupils skills in art.

DESIGN AND TECHNOLOGY

93. Pupils in Year 2 attain above expectations. This is good improvement since the last inspection. This follows a rise in the quality of teaching, and an increase in resources.

94. Pupils generate their own designs and make a range of finished articles with increasing independence. These include moving wheeled vehicles. They also design and make successful playground equipment which they evaluate for rigidity and stability. They plan accurately in pictures and words. Pupils use a variety of materials and ways to join. They know they have to measure the parts of their models accurately. They recognise what works and what does not, and talk confidently when asked to suggest improvements. They knowledgeably apply what they have learnt in science about materials such as cardboard and plastic. Pupils in Year 1 also show above average skills and knowledge, and where there is excellent teaching they are well above average. In one class, for example, they constructed their climbing frames with art straws applying their knowledge of rigid shapes. They volunteered ways to improve their work without prompting.
95. The quality of teaching is very good. It ranges from good to excellent. There are differences in pace and expectations of independence, but all teaching is strong. Teachers' planning is very good and bears in mind the need to be inclusive of all pupils. Lessons are equally challenging to all of them. They prepare a series of lessons which develop the skills of producing a successful article. Teachers build in any necessary support, and all pupils have access to the resources they need. Lessons begin with instructive discussions about the learning objectives and what will be a successful outcome. These involve all pupils. Teachers look at problems experienced by pupils, such as in making rigid shapes. In doing so, they show very good subject knowledge. They rightly expect pupils to learn words such as 'template' and pupils are proud to use them. Rather than simply telling pupils the solutions, teachers encourage thinking by asking probing questions. Pupils feel able to ask their own questions and to discuss their problems openly. Where necessary and helpful, teachers show them how they can apply their knowledge of science and mathematics, such as using triangles and pyramids for rigidity. Teachers make very good use of computers to generate designs. They give individual help, where necessary, sometimes with the help of a parent. All pupils receive appropriate praise which boosts their self-esteem.
96. The subject leader ensures that pupils' work is checked for its quality. She is fully aware of the subject's strengths and points for development, and has maintained a very good bank of resources. Good subject co-ordination has contributed well to raising standards.

GEOGRAPHY

97. Pupils attain standards overall that are broadly in line with those expected nationally at the end of Year 2. These have been maintained at the level reported in the last inspection. Many pupils have above expected knowledge and understanding of the Brighton area. They use their knowledge effectively to gain a good understanding of some of the differences in their lives and those of people living in contrasting localities, for example, the island of Struay and Tocuaro, a Mexican village. Pupils have weaknesses in some of their geographical skills, for example, mapping skills. The organisation of the geography curriculum means that there are significant lengths of time in which pupils have few opportunities to apply these skills. For example, pupils, especially in Year 1, had too few opportunities during the autumn term to consolidate then extend their mapping skills. Teachers' plans show that they are covered later in the year. This does not ensure that pupils' skills, especially those of the more able, build securely on their prior learning and as a result, pupils do not attain high enough standards in this aspect of the work.
98. Many Year 1 pupils have good knowledge of their local area and other parts of this country and Europe. For example, they know that they can get to France by plane, ferry or go in their car or by train through the Channel Tunnel. They describe how the weather in countries such as Spain and Portugal is warmer and some describe differences in the food people eat. Many Year 1 pupils use their enquiry and observation skills successfully to gain information about other localities. For example, they noticed differences in the sandy beaches compared with Brighton's pebble beach when looking at photographs of Sri Lanka. More able pupils use specific

geographical vocabulary, for example, 'rain forest' and 'tropical' when asked to describe the countryside shown in these photographs. They knew that an island had "sea all around it". Some used their observational skills very effectively to work out that a person carrying an umbrella could need it to protect themselves from the rain or from a hot sun.

99. Teachers extend pupils' knowledge of contrasting locations successfully in Year 2. Many pupils use specific vocabulary accurately to describe some of physical and human geographical features of Struay. For example, they know that 'mountains' and 'rivers' are natural features and 'roads' and 'shops' are man-made. They begin to develop their mapping skills by drawing a sketch map of the island to show where these features are located. Many pupils use their writing skills effectively to describe some of the similarities and differences between their lives and those of people on Struay, for example, the use of buses and cars compared to travelling by tractor. Year 2 pupils gain a more detailed knowledge of other places by studying the lives of villagers in Tocuaro in Mexico. They know that houses in Brighton are bigger and built from different materials. They know that children only go to school for part of the day in Mexico because there is only one school which is not big enough to take all the children at the same time. Most pupils describe the main differences between their lives and those of the Mexican children, for example, the different weather. Few give reasons to try to explain these differences in enough detail to attain above expected standards.
100. Teaching was good overall in the three lessons observed. Teachers plan their lessons in detail and have clear learning intentions for each lesson. They use resources well to capture pupils' interest and attention and extend their knowledge. For example, in a good Year 1 lesson, the teacher used a digital camera linked to a television very effectively to show photographs of 'Talking Ted's travels' in Sri Lanka. Pupils were fascinated by the wide range of photographs, including those of elephants and the different forms of travel. They were very keen to answer questions and to try to describe the differences between Sri Lanka and Brighton. Teachers use questions successfully to involve pupils fully in class activities and to encourage their speaking and listening skills. They do not always challenge pupils, especially the more able, to explain some of the reasons for the differences between their lives and those of other people, for example, the food they eat. Teachers encourage pupils to use their literacy skills soundly to support their work in geography, although inspection evidence from analysing a sample of pupils' work shows that teachers do not always expect pupils to maintain a high enough standard of presentation. Teachers have very good control of their classes. They manage them very well to ensure that pupils stay focused on their work. Teachers provide good individual support and encouragement and work very effectively with support staff to ensure that everyone is fully focused on what they are trying to achieve. They constantly ask pupils "How can you...?" and "Can you remember...?" to enable them to improve their work and try to achieve detailed written descriptions.
101. The curriculum has improved since the last inspection. National guidance has been used to improve the scheme of work. The co-ordinator monitors the effectiveness of the geography curriculum, for example, by receiving evaluation notes from teachers after they have completed a section of work. They are used to make any necessary changes in the overall plan. Although some resources have been improved since the last inspection, the quality and range of those for mapwork, including globes and atlases, are not as comprehensive as required to meet the full range of pupils' needs. This does not enable the more able pupils to consistently achieve high standards.

HISTORY

102. No history lessons were seen during the inspection. Evidence was gained from an analysis of pupils' past work in books, folders and on display and by talking to staff and pupils. By the end of Year 2, pupils attain standards in history that are broadly average, as at the last inspection. Pupils, including those with special educational needs, make satisfactory progress.
103. Pupils develop a sound understanding of chronology. For example, in Year 2 pupils sequenced

the events leading up to and following the Great Fire of London. Pupils learn something about the changes that have taken place in everyday life as a result of comparing the lifestyles of people who lived a long time ago. For example, when studying the life of Florence Nightingale, pupils compared hospitals at the time with those of today. Pupils start to consider historical evidence when looking at Samuel Pepys' account of the Great Fire of London and when making a collection of toys from the past.

104. No overall judgement is made on the quality of teaching and learning. The display of toys past and present shows pupils developing interest in history. The recorded work on the Great Fire of London and Florence Nightingale shows that presentation is variable. The range of opportunities for pupils to use their literacy skills to record their work is not fully developed.
105. The co-ordinator for history is enthusiastic, and is starting to provide good leadership and management for the subject. She has rewritten the policy and introduced a new scheme of work based on national guidelines. This helps to ensure some continuity in teaching and learning. History is blocked on the timetable with geography so that there can be an ongoing development of the skills linked to both subjects. However, in practice, there are gaps between topics and curriculum planning does not always identify specific skills. This does not ensure an adequate depth of study for these subjects and that pupils' skills and knowledge always builds successfully on prior learning. Time is allocated for the co-ordinator to monitor planning and to evaluate and review these curricular developments. Teachers make informal assessments at the start and end of units of study and are starting to use them well to inform future planning for the subject. Limited use is made of ICT to support teaching and learning in history. The range of resources is not sufficient to meet the full requirements of the subject. Opportunities to use Brighton as a focus in history are developing, for example through visits to the Royal Pavilion and the proposed use of the city when studying seaside holidays past and present.

INFORMATION AND COMMUNICATION TECHNOLOGY (ICT)

106. Pupils attain standards at the end of Year 2 that are above national expectations. This represents high achievement. Pupils with special needs achieve well. This is good improvement since the last inspection. It is the result of a number of important factors, notably:
- very good leadership and management;
 - good teaching;
 - improvements to the range of work provided;
 - good support for pupils with special needs;
 - strong teamwork designed to improve standards;
 - appropriate checks on pupils' performance;
 - an excellent long-term plan for developing the subject and its resources.
107. Pupils use their own collection of data to find things out, for example to compare the popularity of pets. This work also contributes well to their mathematics. They use computers to write facts and fiction, and to program a robot to make increasingly complicated journeys. Pupils confidently send e-mails and make some use of the Internet, for example to learn about Brighton and other countries such as Gambia. They use games to reinforce their addition, for example, to make 10 in different ways. Pupils use a digital camera successfully. They use graphic programs to make successful artistic designs. They also design playground equipment. Pupils readily discuss everyday applications of computers to control such things as traffic lights. The school is fast developing pupils' attainment in the subject and is extending their skills successfully to support work in other subjects, particularly in literacy and numeracy.
108. Standards in Year 1 are well above average. For example, the more able already make complicated routes for their robots and very effective designs for playground equipment. In one class, the more able pupils showed well above average mouse control in creating three-dimensional images. For example, they drew a playground slide for their design and technology work.

109. The quality of teaching is generally good. It ranges from unsatisfactory to very good. Teaching develops a broad knowledge and understanding. Where teaching is good or better, teachers' plans identify what they expect pupils of different abilities to achieve. They prepare resources well. Teachers begin their lessons with revision to consolidate learning. They then prepare pupils for challenging tasks such as learning to program a robot. Teachers do not set pupils to work until they have made sure they know what they are doing. This was important when they had to make up a sequence of questions designed to identify a living creature. Pupils made good suggestions, such as 'Do they have antennae?' and 'Do they have a shell?' In this way, the teacher knew they understood the task and pupils subsequently made good progress. Teachers do not always use opportunities to discuss and share the results of pupils' work. This does not help pupils to develop their speaking and listening skills and consolidate learning. Where teaching is weaker, pupils make little or no progress in their learning. This is because lesson planning and preparation do not take into account the range of learning difficulties some pupils may experience. They become confused and achieve little in the lesson. Nevertheless, pupils always apply themselves very well in the activities and show great interest.
110. The co-ordinator manages the subject very well. She has ensured that the staff are well trained. As a result, teachers are confident to help pupils to become increasingly independent learners. The curriculum includes all required aspects and the scheme of work extends pupils' learning well. The school has made successful links with the junior school in order to promote continuous progress. Pupils have equal access to computers within classes, but there are marked inconsistencies between classes regarding frequency of use. Teachers appropriately assess pupils' learning at the end of each unit of work. There is an excellent long-term plan for developing the subject. This is in action, but current hardware resources do not support it fully.

MUSIC

111. Pupils attain the standards expected for their age and enjoy their music making activities. Most pupils make satisfactory progress overall. The above average standards reported in the last inspection have not been maintained. This is partly due to greater emphasis and time spent on literacy and numeracy strategies. Pupils were heard singing enthusiastically in the assemblies. They mostly sing from memory and often use percussion instruments for their music making. For example, Year 2 pupils were observed in session, exploring high and low pitch on the xylophones. The lesson provided creative opportunities for pupils to work with instruments and voices. They know that pitch can be used to describe actions, for example in the story of *'Three Little Pigs'*. There are too few opportunities for pupils to listen, compare and evaluate different kinds of music. Pupils' progress in other aspects, such as composing is limited. Teachers' planning is supported by an appropriate scheme of work. Some teachers have weaknesses in their subject knowledge and lack confidence in the teaching the subject. This was noted in a lesson where pupils learnt very little that was new or challenging, as a result of the teacher's limited knowledge of music. However, there is a policy and a detailed schemes of work to provide teachers with suitable support and guidance. The monitoring of the provision and standards being achieved are not fully developed. As a result there are gaps in pupils' development of skills, knowledge and understanding.
112. Year 1 pupils identify the basic percussion instruments and handle them correctly. They listen attentively to music and recognise well-defined changes in sounds. They clap and tap simple rhythmic patterns and keep a steady beat in time to the music. In a lesson they sang their favourite songs and learnt to keep a steady pulse with a gradually changing tempo. Pupils understood the meaning of 'tempo' in the song by singing, for example, *'Twinkle twinkle little star'* in fast and slow speeds. By the end of Year 2, most pupils show good voice control in singing and an awareness of pitch and rhythm. However, pupils do not record their efforts enough to listen again in order to assess and improve what they have done.
113. The overall quality of teaching is sound. Teaching in the two successful lessons was well structured and carefully prepared. The teachers in these lessons showed satisfactory command

of the subject and provided pupils with stimulating activity and opportunities to respond with increasing discrimination. Most pupils respond creatively in the aspects of singing and playing percussion instruments.

114. The extra-curricular music provision includes Year 2 recorder lessons held after school. Pupils sing and play confidently in class assemblies and concerts, for example at Christmas or at the end of year concert. They learn new songs quickly and sing with clear diction and phrasing. They experience moving to an assortment of dance music including country and African drum music. Resources are adequate. They are currently being developed to include more recorded music, books and instruments. There was limited evidence of teachers using ICT sufficiently frequently to extend pupils' musical skills.

PHYSICAL EDUCATION

115. Pupils attain standards that meet national expectations by the end of Year 2. They have been maintained at the level reported in the last inspection. Pupils attain high standards in swimming. The provision for swimming enhances the school's physical education programme as this is not a required activity for infant pupils. The subject co-ordinator has made good use of national subject guidance, linked to a commercial scheme in gymnastics, to improve the school's scheme of work, especially in games and gymnastics. This ensures that pupils' skills are covered fully in all required activities and meets the concerns identified in the last report.
116. The skills acquired by children in the reception classes are built on soundly in Years 1 and 2. For example, most Year 1 pupils show a sound range of movements in developing a linked and matching gymnastic sequence with a partner. They have secure balance and control, for example, when skipping or hopping on a bench. Year 2 pupils extend these skills soundly, for example to develop a short individual sequence of 'zig-zag' movements when travelling on the floor then along a bench. Many control their bodies well to move with increasing balance and co-ordination, as when they use their arms effectively in pulling or pushing movements to move along the bench. All pupils have an enthusiastic approach to their work. They clearly enjoy physical education and work hard at their activities. They know the benefits of exercise on your body and how it increases the heart rate to 'give more energy'. Some teachers use pupils' demonstrations well to illustrate the quality of work and to identify ways in which pupils could improve their performance. Teachers do not challenge pupils enough to evaluate their own performance and that of others in order to identify what they did well and what could be improved. This does not ensure that pupils improve the quality of their work.
117. Pupils have sound games skills. They throw and catch with increasing confidence and accuracy. For example, most Year 2 pupils throw and catch bean bags and small balls soundly, although some find it difficult to throw straight up when throwing and catching to themselves. They work well together with a partner to extend their skills, for example by using different racquets and bats to hit the ball back to each other. Many show good technique, although some do not position their bodies correctly to ensure that the ball goes accurately towards their partner. Teachers give good individual support to improve pupils' performance, as when they encourage a pupil to use an under-arm throw successfully before moving on to an over-arm technique. Year 2 pupils show very good swimming skills. They benefit from using a nearby pool on the shared campus. Teaching is very good with very effective use being made of good subject knowledge, for example, in stroke technique to improve skills. In the lesson observed, all pupils participated enthusiastically. Nearly 70 per cent of the pupils in the class were confident swimmers. They worked very hard, with many achieving more than 10 lengths during the course of the lesson.
118. Teaching is sound overall and occasionally good. Teachers plan in detail and use subject guidance successfully to enable pupils' skills to build soundly on their prior achievement. Teachers manage their classes very effectively and have good relationships with their pupils. They encourage them to work hard and to improve their skills. Teachers do not always ensure that their expectations are high enough to enable pupils to achieve above expected standards. For example, in a Year 2 games lesson, the teacher organised a good range of competitive

activities which required pupils to apply their throwing and catching skills. However, she did not make it clear what she expected in each activity. This did not ensure that pupils focused their efforts on achieving a particular target or improving their skills. They enjoyed participating but high standards were not attained. Where teachers maintain a good lesson pace, pupils sustain their interest and effort and work hard to apply their skills. For example, in a games lesson, the teacher frequently changed the focus of the activity and challenged pupils to extend their skills using different equipment. This enabled pupils to consolidate, then extend, their skills. Where the lesson pace and the learning activity are not sufficiently challenging, standards of attainment are restricted. For example, in a Year 2 gymnastics lesson, the teacher required pupils to use travelling movements on a bench but did not expect them to continue their travelling sequence back to their group. Most simply walked back and did not take the opportunity to apply their travelling movements.

119. The subject is co-ordinated well. The curriculum has been improved since the last inspection. The co-ordinator has made good use of national subject guidance and a commercial scheme of work to improve the range of activities, especially in games and gym. She monitors teaching plans, although has not monitored and evaluated teaching and learning. She is beginning to increase the use of ICT to promote standards, for example, the use of digital and video cameras to record and assess pupils' performance, such as in dance.

RELIGIOUS EDUCATION

120. By the end of Year 2 pupils attain standards in religious education that are in line with the expectations of the locally agreed syllabus. Pupils, including those with special educational needs, make satisfactory progress across the school. With the school's increased focus on numeracy and literacy in recent years, the high standards reported at the last inspection have not been maintained. A new scheme of work has recently been introduced to reflect the aims of a new locally agreed syllabus. Some lessons have been monitored to identify strengths and areas for development in teaching and to raise standards. These recent initiatives are beginning to promote pupils' skills and knowledge and clearly show that the school has the capacity for good improvement.
121. Pupils are aware of the importance of religion in people's lives. More able pupils begin to see the values associated with religious beliefs. For example, one pupil understood that Buddhists do not seek personal glory and riches, but aim to help and serve others. Pupils learn about some of the world's religions and beliefs, and of the different festivals associated with them, for example Christmas, Diwali and Hanukkah as festivals of light and Chinese New Year. More able pupils recall the stories and events behind these festivals in some detail. Pupils think about their own quiet place that is special to them and link this with the different places used for worship, for example a local church, synagogue and Buddhist centre. They consider books that are special to religion, such as the Bible and Torah. Overall, pupils have a sound knowledge and understanding of world religions and what can be learnt from them. Much of the evidence for this comes from discussion with pupils. Oral work in lessons is not consistently followed up with adequate expectations of recorded work.
122. Teaching in religious education is generally sound. Pupils demonstrate positive attitudes and interest in the subject and these have a positive effect on their learning. For example, they listened politely to a visiting vicar who gave detailed and complex answers to questions they had prepared. Teachers have very positive relationships with classes that generally result in good behaviour. Planning does not take sufficient account of pupils' prior knowledge. This was evident in Year 1 lessons where pupils were asked to compose questions on the role of a vicar and in Year 2 where pupils were preparing to visit a church. Resources to help pupils to prepare for such visits and visitors and to build up teachers' own subject knowledge are insufficient. The school recognises this and plans to improve them. Without these resources and prior knowledge, discussion sometimes floundered, the pace slackened and lessons did not fill their allocated time sufficiently. Some teachers use ICT to research information, for example about the Chinese New Year, but not in a way that pupils can readily use in their work.

123. The co-ordinator provides sound leadership and management. As the new scheme of work is being worked through, evaluations are being made that will influence future planning. Some lessons have been observed and written feedback given to improve teaching and learning. Informal assessments are made at the end of units of study, recording how well learning objectives have been met. Resources, especially artefacts, are insufficient. They are now being built up to help meet the requirements of the new scheme of work. Visits, for example, to churches, synagogues and a local Buddhist centre, and visitors, such as parents who talk about their beliefs, strongly enrich the provision.