

INSPECTION REPORT

BEVENDEAN PRIMARY SCHOOL

Lower Bevendean, Brighton

LEA area: Brighton and Hove

Unique reference number: 114485

Headteacher: Mr B Potts

Reporting inspector: Mrs J Catlin
21685

Dates of inspection: 12 – 16 June 2000

Inspection number: 220333

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

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INFORMATION ABOUT THE SCHOOL

Type of school:	Infant and Junior
School category:	Community
Age range of pupils:	3 – 11 years
Gender of pupils:	Mixed
School address:	Heath Hill Avenue Lower Bevendean Brighton East Sussex
Postcode:	BN2 4JP
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Appropriate authority:	Governing Body
Name of chair of governors:	Mr J Hazelgrove
Date of previous inspection:	8 - 11 December 1997

INFORMATION ABOUT THE INSPECTION TEAM

Team members		Subject responsibilities	Aspect responsibilities
Jenny Catlin	Registered inspector	Children aged under five	What sort of school is it?
			How high are standards? a) The school's results and achievements
			How well are pupils taught?
			How well is the school led and managed?
John Edmond	Lay inspector		How high are standards? b) Pupils' attitudes, values and personal development
			How well does the school care for its pupils?
			How well does the school work in partnership with parents?
David Whatson	Team inspector	English	
		Physical education	
Paul Stevens	Team inspector	Information and communication technology	
		Art	
		Religious education	
Jacqueline Cousins	Team inspector	Mathematics	How good are the curricular and other opportunities offered to pupils?
		Music	
			Equal opportunities
Arlene Thomas-Ramasault	Team inspector	Geography	Hearing Impaired Facility
		History	
			Special educational needs
		English as an additional language	
Loretta Watson	Team inspector	Science	
		Design and technology	

The inspection contractor was:

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The Registrar
Inspection Quality Division
The Office for Standards in Education
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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Bevendean Primary School is linked to East Brighton Education Action Zone. It has 494 pupils on roll and is much bigger than other primary schools. There are 50 part-time children in the nursery. There are 5 pupils in the local education authority's county facility for hearing impaired pupils, which is located in the school. The percentage of pupils currently claiming entitlement to free school meals is 27.7 per cent, which is above the national average. Eight pupils speak English as an additional language. This is a higher proportion than in most schools. Pupils' attainment on entry to Year 1 is below the national average. The percentage of pupils identified as having special educational needs, 32.9 per cent, is above the national average. Almost 3 per cent of pupils have Statements of Special Educational Need. This is above the national average. The majority of pupils come from less favourable socio-economic backgrounds than those found nationally.

HOW GOOD THE SCHOOL IS

Bevendean Primary School is a very effective school. Standards in English, mathematics and science are improving considerably each year and in English pupils are now achieving standards in line with the national average. Teaching is good, with a significant proportion of very good and excellent teaching. Excellent leadership and management give a clear direction to the work of the school. The value for money provided by the school is very good.

What the school does well

- Provision for pupils' social development is excellent.
- The leadership and management of the school are excellent.
- The monitoring and evaluation of the work of the school are excellent.
- Excellent use of resources.
- Pupils' personal development and relationships are very good.
- Provision for pupils with special educational needs is very good.
- The teaching of literacy skills is very good.
- The school's links with parents are very good.

What could be improved

- Standards in religious education, which are below those expected for pupils by age seven and eleven.
- Pupils' speaking skills, which are under developed.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The areas for improvement are considerably outweighed by the many things the school is doing very well. The school has very effectively addressed all the key issues identified by the previous inspection in December 1997. There is now good detailed medium and short-term planning of the curriculum which is matched to the needs of pupils and is linked to good systems for assessing pupils' achievements. The quality of teaching has improved significantly and there are very good systems in place to assist those who play a role in the leadership and management of the school. School development planning is excellent, which in turn has ensured that the provision and educational support for all pupils, including those with special educational needs, is very good. The school now meets statutory requirements for child protection, information and communication technology and collective worship. Until recently staff appraisal was taking place but the school is awaiting further national guidance in this area. The prospectus and governors' annual report to parents have minor omissions, of which the school is aware. The overall improvement in the school since the previous inspection is excellent and its capacity for further improvement is very good.

STANDARDS

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

Performance in:	Compared with				Key
	All schools			Similar schools	
	1997	1998	1999	1999	
English	E*	D	C	A	well above average A
Mathematics	E	E	D	D	above average B
Science	E	D	D	C	Average C
					below average D
					well below average E

The above chart shows that in 1999 pupils' performance in national tests in English, at the age of eleven, was close to the national average. Performance in mathematics and science was below the national average. When compared with similar schools, i.e. those schools which have a similar proportion of pupils eligible for free school meals, standards in English were well above average; in science they were broadly in line with the average and in mathematics they were below. Since 1996 standards at the end of Key Stage 2 have risen dramatically and have outstripped the national rise. Standards in art, geography and history are distinct strengths of the school. Standards in design and technology and music are above those expected for pupils of this age. Standards in religious education are unsatisfactory by age eleven. The headteacher and staff have set challenging targets for improvement in English and mathematics and are confident they will achieve these.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Pupils enjoy coming to school and their attitudes to learning are positive.
Behaviour, in and out of classrooms	Good and often very good behaviour makes a major contribution to the learning of pupils.
Personal development and relationships	Respect for others' feelings, values and beliefs is generally high. The school lays great emphasis on relationships between staff and pupils and as a result these are very good.
Attendance	Satisfactory attendance is starting to make a positive contribution to the attainment and progress of pupils.

Pupils' attitudes and behaviour have improved substantially since the previous inspection. Pupils are courteous to each other and friendly to staff. They relate positively to each other and work well together in lessons. The school has been successful during the first two terms of this year in raising the level of attendance to above last year's national average and during this period has halved the rate of unauthorised absence.

TEACHING AND LEARNING

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

Inspectors make judgements about teaching in the range: excellent; very good; good; satisfactory;

unsatisfactory; poor; very poor. 'Satisfactory' means that the teaching is adequate and strengths outweigh weaknesses.

Teaching is good in all age groups. It is excellent in 7 per cent of lessons, very good in 25 per cent, good in 46 per cent and satisfactory in 18 per cent. There is a small proportion of unsatisfactory teaching. The strategies for teaching literacy are very good and are good for numeracy. Particular strengths include high expectations of pupils, very good management of the class and the sharing of learning objectives with pupils so that they are clear about what they are to learn and how successful they have been. The teaching of pupils with special educational needs is also good because teachers' lesson planning addresses their needs effectively and therefore enables these pupils to make good progress. The teaching of children aged under five in the nursery is very good and a significant strength of the school. Occasional weaknesses in teaching are linked either to unsatisfactory pupil management or unsatisfactory use of time, which result in pupils not making the progress of which they are capable.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Good. Extra-curricular activities are very good, particularly for older pupils.
Provision for pupils with special educational needs	Very good. All pupils with special educational needs are well supported and given access to the full curriculum.
Provision for pupils with English as an additional language	Good support for these pupils and they make good progress.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Provision for pupils' social development is excellent. For moral, cultural and spiritual development it is very good.
How well the school cares for its pupils	Support and guidance to pupils and provision for their welfare are effective. The school has a very welcoming and friendly atmosphere. Class teachers know their pupils very well and pupils confidently turn to them or other staff for help.

The school's links with parents are very effective and the overall quality of information provided for parents is good. The revised draft prospectus is readable and informative. However, neither the current version of the prospectus nor the governors' annual report to parents, which is rather thin, meets statutory requirements. The school shared its new behaviour policy and its expectations on behaviour with parents, which has made a significant contribution to the improved quality of behaviour. The school's ethos is one of care and a high priority is placed on pupils' personal development. Both the links with the local community and the extra-curricular activities offered to pupils are strengths.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Excellent and as a result standards have improved. The inspirational leadership of the headteacher gives a clear and positive direction to the work of the school.

How well the governors fulfil their responsibilities	The governing body fulfils its statutory duties and is effectively developing its role in monitoring the work of the school.
The school's evaluation of its performance	The management of the school is very well informed about its strengths and areas for development. There is very good monitoring, evaluation and development of teaching.
The strategic use of resources	Excellent, including the use of resources for information and communication technology.

Resources are used very efficiently to raise achievement and the school is effective in ensuring that it ensures best value for money. The only exception is the school reference library, which is underfunded and under-resourced. The carefully considered delegation of responsibility for subjects ensures that all teachers make a very effective contribution. There is a good range of well qualified and experienced staff to ensure that all pupils are taught effectively. The school's accommodation is very good and makes a positive contribution to pupils' learning. There is also a good range of learning resources, which are used efficiently to raise achievement.

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 enjoy coming to school • Standards are improving • Behaviour is good • Teaching is good • The school is well led 	<ul style="list-style-type: none"> • Not enough homework • Behaviour is not always good • Lack of information about their children's progress • School does not always work closely with them

Inspectors' judgements support parents' positive views of the school. The minority concerns were not confirmed by the inspection.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and achievements

1. The overall attainment of children when they enter the nursery at age four is low. Attainment on entry to the reception classes is below that expected for children of this age. By the time children reach the age of five, some will achieve the nationally expected Desirable Learning Outcomes in the six areas of learning i.e. language and literacy, mathematics, knowledge and understanding of the world, physical development, creative development and personal and social development. However, attainment on entry to Key Stage 1 is below that expected by age five.
2. Overall, children aged under five make good progress. They make very good progress in the Nursery and make at least satisfactory progress in the reception classes. Writing skills are introduced and by the time they are five they recognise the letters of the alphabet and match these to simple jigsaws to establish the basic skills in reading. In reception, good progress is made in speaking and listening skills.
3. Most children make good progress in early mathematical development. They name shapes such as circle, square and triangle. The majority of children can count accurately, matching one-to-one numbers to 10 and above by the time they are five.
4. Progress is good in personal and social development. They develop confidence and play co-operatively. They follow simple instructions, take turns and recognise the difference between right and wrong. There is good development of children's physical skills and a range of planned activities enables children to make good progress.
5. Good progress is made in children's knowledge and understanding of the world. Children benefit from a good range of experiences to support scientific learning. They use a range of materials and tools and progress in early computer skills is satisfactory. Children make good progress in their creative development. The children explore the properties of texture, shape and form, using materials such as play dough, and they express their ideas through painting.
6. The results of the National Curriculum tests for seven-year-olds in 1999 in reading were very low and in writing they were well below the national average. The percentage of pupils reaching the expected level 2 in reading was very low in comparison with the national average. The percentage of pupils gaining the higher level 3 was well below the national average. In writing, the percentage of pupils reaching the expected level 2 was well below the national average and the percentage of pupils gaining the higher level 3 was below the national average. In mathematics, test results were well below the national average. The percentage of pupils reaching the expected level 2 was well below the national average and the percentage achieving the higher level 3 was below the national average. When compared to similar schools, results in reading were very low and in writing and mathematics they were well below the national average. In science, Teacher Assessment results were very low in comparison with national averages at the expected level 2 and were well below national averages at the higher level 3. Over the period 1996 to 1999 the school's end of Key Stage 1 results have been consistently well below national averages. However, during this period, reading and writing have improved at a greater rate than the national trend but still not sufficiently to meet national comparative standards in 1999. Predictions for the year 2000 suggest, as do the inspection findings, that standards at the end of Key Stage 1 in reading, writing and mathematics are now in line with national averages. This is a significant improvement from last year and is due to a range of factors, including the good quality of teaching that these pupils enjoy and the benefits of this year group being taught in small classes last year. As a result, the school intends to extend these arrangements to Year 2 in future.
7. Overall, results of the 1999 national tests at the end of Key Stage 2 show that attainment in

English at the expected level 4 was close to the national average and at the higher level 5 it was above the national average. Attainment in mathematics was below the national average at the expected level 4 and well below at the higher level 5. Attainment in science at the expected level 4 was close to the national average but below at the higher level 5. Since 1996 standards at the end of Key Stage 2 have risen dramatically and have outstripped the national rise. Standards in the three subjects, taken together, were above those achieved by similar schools. Predictions for this year indicate that pupils' attainment by the end of Key Stage 2 will not be as high. This is attributed to the generally low level of prior attainment of the present Year 6, higher than usual pupil mobility and an above-average number of pupils with special educational needs.

8. Analysis of the school's register of pupils with special educational needs indicates that the high percentage of pupils with specific learning needs in the 1999 groups of Years 2 and 6 pupils was a contributory factor to the below-average test results. There is no significant difference in the attainment of boys and girls. The headteacher and staff have completed some analysis of national test results and have set challenging targets for improvement in English, mathematics and science, in conjunction with the local authority, for the next two years. They are making good progress towards these and are confident that, with the existing implementation of the Literacy Hour and National Strategy, they will achieve these targets.
9. Inspection evidence shows that by the ages of seven and eleven pupils' attainment in English is in line with the national average. In mathematics, it is in line with national average by age seven but below by age eleven. Attainment in science and information technology is in line with the national average. In religious education pupils' attainment is below that required by the Locally Agreed Syllabus. Standards in English and science at the end of both key stages and in mathematics at the end of Key Stage 1 have improved since the previous inspection. Standards in mathematics at the end of Key Stage 2 have been maintained since the previous inspection.
10. In almost all lessons observed, progress was at least satisfactory and very often good. The school has analysed the 1999 national test results. However, the school have not effectively tracked progress against levels achieved by pupils on entry to the school or at the end of Key Stage 1. Therefore, while assessment is good and much improved since the previous inspection, the school has few systems in place to inform the management team about pupils' progress year-on-year. Pupils with special educational needs make good progress as a result of early identification and support. Their self-esteem and confidence also improve as they move through the school. A few achieve or nearly achieve the national standard in English, mathematics and science at the age of eleven. The progress made by gifted and talented pupils and those with English as an additional language is also good.
11. In English, all pupils make good progress as they move through the school. They listen well and respect the ideas and views of others. Pupils' speaking is under-developed, although they make satisfactory progress. Attainment in reading heard during the inspection is in line with national expectations at the end of Key Stage 1; this is an improvement on the last inspection. Teaching strongly emphasises phonics and word recognition cues. Overall, the majority of Year 2 pupils read with sufficient fluency and accuracy to reach national standards for seven-year-olds. By the end of Key Stage 2 reading fluency has increased: the majority of pupils now have a range of word attack skills and most are able to read aloud with a sound level of accuracy and understanding. Standards in writing at the end of Key Stages 1 and 2 are in line with expectations, although some pupils at the end of Key Stage 2 produce work of an even higher quality. This indicates good progress as well as good improvement since the last report. At the end of Key Stage 1, the most able pupils write in simple sentences that are correctly demarcated. There remains a significant minority who continue to struggle with these basic skills. At the end of Key Stage 2, pupils organise their work well and have increased the range of their vocabulary and complexity of their sentence structure. Some high attaining pupils write well, adapting style to a wide range of forms. The whole school closely follows and practises a handwriting style and pupils make very good progress in their handwriting books.
12. Literacy skills are developed very well in some of the other subjects of the curriculum, as a result of the very effective implementation of the National Literacy Strategy. History and geography have provided an excellent vehicle for the development of written language. In

science the technical vocabulary has been taught and pupils are able to use the appropriate terminology correctly.

13. By the end of Key Stage 1, pupils have made good progress in mathematics and can count to 100 and put numbers in order, reading and recording them accurately and matching the number word to the correct digits. In mental arithmetic, most readily identify odd and even numbers. There is a strong emphasis on mental arithmetic now, which is beginning to have a positive effect on pupils' recall of number facts. The correct mathematical vocabulary is used from the reception classes onwards and pupils learn to write the words accurately. By the end of Key Stage 2, most pupils have a sound understanding of place value, which they apply in calculation. The higher attainers have good computation skills, which enable them to tackle tasks in many different ways. Those with special educational needs are supported very well in smaller groups and reach appropriate levels of attainment.
14. The implementation of the National Numeracy Strategy is a key feature in the school's bid to raise standards. Raising standards in mathematics was a key issue at the time of the previous inspection, which the school has worked effectively to achieve. There are effective strategies for the teaching of numeracy skills across the school.
15. In science by the end of Key Stage 1, pupils observe closely when searching for minibeasts in the wildlife area. They know where to look and understand the reasons for camouflage. By the end of Key Stage 2, pupils continue to demonstrate improvement in investigative and recording skills. They understand fair testing and confidently explain the outcomes of varying factors such as type of surface and length of slope when investigating the effects of friction on motion.
16. In information and communication technology, standards of attainment are in line with national expectations in both key stages. By the end of Key Stage 1, pupils of all abilities learn to prepare information to store and retrieve later, for example concerning plants and minibeasts. By the end of Key Stage 2, pupils of all abilities have developed the sophistication with which they enter, retrieve and analyse data.
17. Pupils' attainment in religious education, by the end of both key stages, is below the expectations of the Locally Agreed Syllabus. For example, they cannot name and give details of festivals in different religions and are confused about what Christmas and Easter celebrate.
18. Standards of work in art in both key stages are very good and often excellent. The subject is an outstanding strength of the school. By the end of Key Stage 1, pupils use colour and texture in a wide variety of media in a very sensitive and controlled way to create the desired effects. By the end of Key Stage 2, the range of their work has developed considerably in all areas.
19. Standards in design and technology in both key stages are above national expectations. In Key Stage 1, pupils' designs are thoughtful and they take time and care when selecting the materials they are going to use. In Key Stage 2, they produce quite sophisticated, detailed plans when designing, for example, torches, rolling chassis, sun hats and frames for Tudor houses.
20. Attainment in geography is very good at the end of both key stages, where it is well above standards expected for pupils of a similar age. By Year 2, pupils can draw a picture map of their route to school and label the main physical and human features of Bevendean. Less geography is taught in Year 6 but the high standards are maintained through the fieldwork carried out on the residential school visit to an activity centre.
21. Standards in history are good in Key Stage 1. Pupils achieve standards above those expected for this age. By the end of Key Stage 2, standards are very good and pupils achieve standards well above those expected for those of the same age. By the end of Key Stage 1, pupils understand that change occurs over time. They are beginning to appreciate that the past affects the present. The work undertaken by Year 6 pupils on The Second World War and Ancient Greece is of a very high standard.

22. In Key Stage 1, standards in music have also been maintained and they are in line with national expectations. Standards are good by the end of Key Stage 2. Year 2 pupils add percussion sounds to a story, using a wide variety of skills to create a musical story. Year 6 compose their own ostinati, singing and playing instruments to achieve an enthusiastic, lively piece of music. However, singing is less well developed within the school at present.
23. In physical education pupils at the end of both key stages achieve satisfactory standards. By the end of Key Stage 1, pupils are able to throw a ball underarm with increased height, distance and accuracy and when in pairs they sometimes successfully return the ball to the bowler using a bat. By the time pupils are eleven, their previously developed skills are put into practice in javelin throwing, distance throwing and hurdling.

Pupils' attitudes, values and personal development

24. Parents consider that staff successfully maintain high standards of behaviour and inspection findings support this view. The very small amount of unsatisfactory behaviour seen was spread fairly equally between the two key stages but there was none in the classes for children aged under five. Overall, behaviour in and around the school is very good.
25. Pupils enjoy coming to school. Their attitudes to learning are positive, especially when the teacher has high expectations, as, for example, in a Key Stage 2 numeracy lesson for pupils with special educational needs. Occasionally, however, towards the end of the day a few pupils may become a little restive but this rarely leads to unsatisfactory learning. Most pupils concentrate well and their brisk pace of working and very good relationships with the teachers and with each other help promote good order. Pupils co-operate well in pairs and in groups and concentrate hard. Their capacity to work independently and to persevere is good. Pupils have a strong desire to improve their work and take pride in the finished product, as is obvious from the art and design and technology displays and samples of pupils' own academic efforts on view around the school. Good and often very good behaviour makes a major contribution to the learning of pupils.
26. Behaviour round the school is very good, with pupils behaving well when arriving at and leaving school, walking quietly between lessons and to assembly and queuing for and eating dinner. They play constructively at break time and use the play equipment sensibly. There is the occasional incident of untoward behaviour but bullying is not widespread. This is because of the very good systems in place for ensuring that bullying does not take place, although the behaviour of some pupils is very challenging. The school is considered to be a centre of excellence for behaviour management within Brighton and Hove Education Action Zone. Respect for property is high and no graffiti and only minimal litter on the far edges of the grounds were seen.
27. Last year there were two permanent exclusions and five temporary ones, relating to seven pupils. However, of these pupils, two had been integrated into the school from other schools where they were in danger of permanent exclusion. The school has introduced very good measures for identifying those at risk of exclusion and for working with staff and parents to do everything possible to keep them at school. Those excluded temporarily are usually out of school only for three days and are re-integrated unobtrusively. The school maintains proper records of exclusions.
28. The school impresses on new pupils and their parents the need to consider others and most pupils react positively. Respect for others' feelings, values and beliefs is generally high and pupils are very supportive of those with special educational needs, especially those with hearing impairments. Pupils of different ethnic origins co-operate well in class and play happily together at break.
29. Many pupils take an active part in school life; for example, there is enthusiastic and mature support for the School Council and pupils, including even the youngest ones, carry out their many classroom and school responsibilities assiduously. The levels of take-up of the school's extra-curricular activities are especially good, with over 180 pupils taking part in some sort of musical activity; there are waiting lists for most activities.

30. The school lays great emphasis on relationships between staff and pupils and as a result these are very good. There has been considerable success in this area, especially where teachers' expectations are high. Pupils are courteous to each other and friendly to staff. They relate positively to each other and work well together in lessons. Pupils react politely when addressed; they are friendly and helpful to visitors and eager to show them round.
31. The last inspection report recorded generally lower standards of behaviour than seen during this inspection. It noted that attitudes to learning and behaviour were good overall, especially among the under fives but that progress at Key Stage 2 was adversely affected in about one lesson in eight, where they were less than satisfactory. It also commented unfavourably on some boisterous behaviour around the school and on the playground and on the high number of exclusions. Attitudes and behaviour have improved substantially since then.
32. Pupils' attendance at 92.2 per cent last year was below the national average. The rate of unauthorised absence at 1.6 per cent was well above the national average and was mainly due to a small number of pupils. The school has been successful during the first two terms of this year in raising the level of attendance to above last year's national average and during this period has halved the rate of unauthorised absence. Satisfactory attendance is starting to make a positive contribution to the attainment and progress of pupils.
33. Teachers are in their classrooms in good time. Lessons start punctually in the morning and after breaks. Pupils are generally on time at the start of the day and display a responsible attitude to punctuality.
34. At the last inspection, the level of attendance was reported to be decreasing, with lower attendance in Year 6 than in other year groups. Punctuality was a problem amongst a small group of pupils. The current position shows notable improvement.

HOW WELL ARE PUPILS TAUGHT?

35. Across the school, the quality of teaching is good, with many very good and excellent features. There is a small percentage of unsatisfactory teaching. The quality of teaching in literacy across the school is good and in numeracy it is good in Key Stage 1 and satisfactory in Key Stage 2.
36. The quality of teaching for children aged under five is good overall. Teaching in the nursery is overall very good with almost 30 per cent of teaching being very good and a further 30 per cent that is excellent. The quality of teaching has improved considerably since the last inspection. The teachers have a clear understanding of how children learn; they plan work carefully to meet the needs of each child. Teachers' expectations are high for all children and their management of children's behaviour is very good, which results in positive attitudes to learning. They develop very well children's understanding of acceptable and unacceptable behaviour and pupils are actively encouraged to share their work and successes. Children are continuously assessed and this, together with their baseline assessment results and ongoing testing in the nursery, forms the basis of a very good range of assessment data. This information is used very well to set individual targets and inform future teaching plans. Very good use is made of the classroom assistants and nursery nurse and they have regular involvement in assessing and recording children's progress.

37. At Key Stage 1, 47 per cent of the teaching is now good with a further 28 per cent being very good. The teachers have a secure command of the subjects to be taught and the planning for lessons specifies the content to be taught to the whole class, to specified groups and to certain individual pupils. Lessons incorporate appropriately high expectations and challenge for pupils with different levels of attainment. There are effective links with what pupils have already achieved and new learning makes progressive demands on them. Relationships are very good and pupils are expected to have high standards of behaviour. Pupils demonstrate good attitudes to their work and are keen to complete work to an acceptable standard within set time limits. Pupils are on occasions given choices about how the work is to be done and this makes a positive contribution to their independent learning skills. Most lessons have a brisk pace, and resources, pupil groupings and adult assistance are all well managed and are used to promote the learning of specific knowledge or skills and to keep pupils on task. Teachers know their pupils well and their lesson planning identifies how particular aspects of the work will be assessed and the evidence that will be gathered in order to measure attainment and progress. Homework is set and caters appropriately for pupils of differing abilities. When teaching is satisfactory rather than good, some of the above features are not so well developed, particularly the aspects of providing challenge for higher attaining pupils and keeping pupils on task. The weaknesses in teaching identified at the time of the previous inspection are no longer evident: the school has effectively dealt with the issues relating to classroom organisation and unsatisfactory teaching methods.
38. Teaching has improved in Key Stage 2 since the previous inspection as the proportion of very good and excellent teaching has increased noticeably. Over 25 per cent of the teaching observed was very good and a further 7 per cent was excellent. In the best lessons, the planning includes details of how the class will be organised for particular purposes, which resources will be needed and which tasks allocated to other adults. The method of recording outcomes of each activity is planned for, so that pupils can present their results in different ways and thus demonstrate a variety of skills. Resources are tidily stored, clearly labelled and offer easy access for the teacher and pupils alike. Care is taken to ensure that the equipment is cared for and that pupils take responsibility for obtaining and clearing away resources. This contributes well to pupils' independent learning skills and to their moral development. Sometimes groups are formed in order to give pupils experience of leadership and responsibility by helping other pupils less skilled or knowledgeable than themselves, which makes a positive contribution to pupils' social development. The teachers use a variety of groupings, whether as a whole class, by ability or friendship, in pairs or as individual pupils. Decisions about the size and formation of teaching groups are based upon the nature of the subject or the learning needs of the pupils concerned or both. Sometimes, other adults are used in an instructional capacity with particular groups or individuals; they are usually well briefed and supported by the class teacher. Teachers are aware of the need to obtain and use accurate assessment information in order to provide appropriately challenging work. There is some very good practice in evaluating the success of lessons by teachers. Best practice includes identifying what progress individual pupils have made and how the methods and content for the next lesson need to be adjusted as a result. Overall, this is done well across the school.
39. In the very few lessons where teaching is unsatisfactory the weaknesses are either in pupil management or in use of time, which result in pupils failing to make the progress of which they are capable.
40. Overall, teachers have a good understanding of the National Curriculum in all subjects. Teachers throughout the school encourage pupils to take reading books home and, where homework is set, it is often used appropriately to support pupils' learning. A very positive aspect of teaching across the school is the very good classroom management and discipline, which most teachers maintain. There is a consistent approach to behaviour, which enhances the quality of pupils' learning. A further strength of the teaching is the sharing of the aims of lessons with the pupils. This enables them to have a clear understanding of what is to be covered during the session and to recognise what they have learned. When marking pupils' work, teachers assess the work thoroughly and constructively and their comments are usually sufficiently diagnostic to help pupils know what they have done well and what they need to work on to improve. There are good quality, long-term written curriculum plans to provide a

framework for teachers' lesson planning and ensure progression across and through year groups. Across the school, there is good development of literacy skills and these are taught effectively, with a specific emphasis on phonic skills. The numeracy sessions are usually well taught, particularly in Key Stage 1, and teachers question pupils very carefully to check their understanding of the work covered. Overall, the use of classroom assistants to support pupils in their learning is good. However, best use is not always made of their skills; this is particularly noticeable in the introductory sessions of literacy and numeracy lessons.

41. There is a good working partnership between class teachers and the special educational needs co-ordinator, which facilitates the prompt identification of pupils with learning difficulties or behaviour problems. Their needs are efficiently assessed and an appropriate level of support is provided. The Individual Education Plans, which are drawn up for all pupils on the register are used effectively by class teachers to guide lesson planning. Targets are clearly defined and regularly reviewed. Work is set at an appropriate level across the curriculum and pupils receive good in-class support from classroom assistants. The special educational needs co-ordinator and the two part-time special educational needs teachers provide well-planned and clearly-focused teaching for pupils who are withdrawn for additional work in literacy and mathematics. Progress is carefully monitored against the targets set on the Individual Education Plans.

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

42. The quality of the school's curriculum is good and meets statutory requirements. It is sufficiently broad and balanced, with all subjects represented, including effective personal, health and social education, on a regular basis. This year the school has had a focus on science. The National Numeracy Strategy has been implemented well and already there are improvements in the development of mental and oral arithmetic. The National Literacy Strategy is very well developed and there are many activities to help pupils develop their levels of reading and writing. In other subjects, nationally recommended guidance or the school's own schemes of work are used well. Religious education is based on the school's scheme of work; however, aspects of this are not taught effectively. The school has successfully addressed a key issue for action identified in the last inspection report, to meet the statutory provision for information and communication technology; it is seeking to develop the subject further through the use of a new computer suite. The school has a strong tradition in developing the arts: high standards in music have been maintained since the last inspection and there are very high standards in art. Displays are used very effectively to promote pupils' work and to demonstrate how one subject effectively relates to another in topics. Since the last inspection significant improvements have been made in mathematics with the introduction of problem solving and the learning of times tables.
43. Policies are in place for all subjects of the curriculum and many aspects of school provision. However, many require updating, such as mathematics and music.
44. There is a lack of long-term planning for the curriculum. However, there is an overall analysis of subjects and the time which should be allocated to them. Medium-term planning was a key issue at the time of the last inspection. Schemes of work for most subjects have been replaced or reviewed and now support the high quality of teaching well. The scheme of work for physical education is being reviewed at present. Every class has a daily literacy and numeracy lesson based on national guidelines. Extra time is given to developing reading and writing skills. Staff plan together in year groups and use their schemes of work to produce detailed weekly planning, which all classes use consistently. There are many cross-curricular links made between subjects such as data handling in mathematics, history and information and communication technology. Further use of homework, where parents and pupils work to support the school, especially with numeracy and literacy skills, would enhance the pupils' attainment. Year 6 pupils could be better prepared for the quantity of homework they will receive in secondary school.
45. Extra-curricular provision is very good, particularly for older pupils. Pupils enjoy, for example,

mathematics, science, a reading development club, nurture and art clubs. They participate in numerous sporting activities including football, netball, fitness club, basketball and cricket. Musical activities include choir, guitar, music and recorder club. One hundred and eighty pupils have musical tuition in the school ranging from the violin to the keyboard. Last year's production performed by Year 6 pupils was 'Joseph and his Amazing Technicolour Dream Coat'. Years 4 and 5 also take part in singing and drama productions performed to a wider audience. The school regularly uses a variety of visitors to enrich the curriculum such as an artist in residence, who is at present making a millennium mosaic seat and sundial. A strength of the curriculum is its school journeys. Residential trips to extend the curriculum are made to, for example, a campsite and an activity centre. Pupils take part in science, geography and history challenges, for example, learning how to identify plants of the locality. All pupils took part in an Enterprise week, where they were given a set amount of money and then manufactured goods for sale to the whole school in a market at the end of the week. The school holds an annual art exhibition, in which every pupil has a piece of work on display. There is a themed curriculum week each year based around a chosen subject and there are regular themed days.

46. Pupils benefit equally from all aspects of the curriculum. There is good support for all groups of pupils, including those with special educational needs and those with English as an additional language. Some gifted mathematicians and scientists from Year 3 to Year 6 have been identified and are working at levels well above the national expectation with the extra input given to them for a short time each week. However, in some lessons there is little structured planning to challenge the more able consistently.
47. The school's ethos is one of care and a high priority is placed on pupils' personal development. There is a detailed scheme of work for personal, health and social education. Pupils' opinions are sought whenever possible and opportunities are provided in lessons and circle time for them to ask and answer questions freely. There are social skills groups for pupils who will benefit from them. The school assists effectively with the teaching of sex education and pupils also learn about the use and misuse of drugs in their science programme.
48. Links with the local community are very good, which is a strength of the curriculum provision. The school is regularly let out to private organisations and many pupils join the clubs, which are available, such as the karate club. There are valuable opportunities for the community to come to the school and develop adult literacy and numeracy skills. The school has a special grant, through the Education Action Zone, to develop the community use of the computer suite after five o'clock in the evening. There is a display of pupils' work in a local supermarket and pupils have visited the store to discover how bread is made. A visiting theatre company worked with pupils, developing their knowledge of 'The Tempest'. Several pupils from the school are members of the Bevendean Youth Under 10's football team and play community matches. Pupils have performed in the Brighton Arts Festival this year. The school has developed links with local businesses and one company sponsors the school and provides it with engraved fountain pens to present to pupils when their handwriting reaches a high standard. Senior citizens are visited by pupils for carol singing in two local centres. The school is also aware of the wider community and has e-mailed schools in London. It has collected toys for poor children in Kosovo. Some pupils have used the Internet for a variety of activities.
49. Close ties have been developed with the local secondary schools. This has had a significant effect on the ease with which pupils adapt to their secondary education. There are regular interchanges with these local schools to ensure that transfer is smooth. The nursery is well-integrated into the school.

50. Overall, pupils' spiritual development is very good. It is well supported by carefully planned whole-school and class-based assemblies. These are clearly linked to broad themes and reflect Christian values. There are good opportunities to reflect, for example, on being grateful for what we have in acts of collective worship. The school's provision of a daily act of collective worship, with a largely Christian content, meets statutory requirements. Children in the nursery were introduced to the theme of weddings by taking part in a Christian wedding service. This was developed in the classroom by a mother, of Libyan descent, visiting to talk about her Muslim wedding and bringing food traditionally eaten at the wedding feast. These children were enthralled and this made an excellent contribution to children's spirituality. The development of pupils' spirituality was well developed in the reception classes, where pupils were involved in investigating whether they could whisk up soap bubbles more effectively in warm or cold water. A further example, in both reception classes, was when the teachers produced a balloon filled with water that had been frozen. The children's exploration and response to this made a very valuable contribution to their spiritual development. In a Year 2 religious education lesson based on an Aboriginal myth the teacher made very good use of both her voice and a candle to create a very effective atmosphere of awe and wonder. This was particularly effective in developing a greater awareness in the pupils of the world around them. Some pupils have written their own personal targets, which has given them opportunities to reflect on how they can do their best in school. One of Bevendean's aims is that 'pupils receive every encouragement to develop intellectually, physically, aesthetically, socially, emotionally and spiritually'; this aspiration is very evident in the way staff relate to pupils throughout the school. The development of pupils' spirituality is very well developed across the curriculum, particularly in literacy, science, music and art lessons. For example, in a Year 5 literacy lesson, pupils' personal response to the poem 'The Grumpy Teacher' was encouraged very effectively and as a result they effectively explored the merits of what others think and believe. Religious education lessons about the beautiful world we live in also include discussion and the opportunity to draw animals and trees and so develop pupils' spirituality. There are also very good sharing assemblies, where pupils of all ages are given some time to reflect quietly and to come to understand themselves, the wider world and their place in it. The area of spiritual development has improved significantly since the last inspection.
51. Provision for pupils' moral development is very good, marking a considerable improvement since the last inspection. Teachers provide very positive role models in their relationships with one another and with the pupils they teach. Support staff also play an important part in encouraging pupils to respect and value one another. School rules are clearly defined and are displayed in every classroom as 'Golden Rules'. Honesty is respected in this school and every opportunity is taken to ensure that all pupils are aware of this. If pupils upset others, they are expected to write and apologise and if they break something they are expected to pay for a replacement.
52. Social provision is excellent in the school. This is a great improvement since the last inspection. Pupils enter the school with very varied social skills and all staff in the school work very hard to provide good models for pupils and to encourage positive social behaviour. This is seen to good effect in the dining hall, where a friendly family atmosphere is evident, and in the playground, where pupils are encouraged to behave with courtesy and respect to adults and each other. Older pupils are encouraged to look after younger ones and lunchtime supervisors have all been trained in developing playground games with pupils. The School Council meets regularly and enables pupils to be involved at an appropriate level, so developing their sense of involvement in the school community and their sense of responsibility. Strategies to handle bullying are well established but further emphasis in personal and social education projects would help to reduce the odd incidents which do occur and cause pupils some upset. The special educational needs co-ordinator also leads valuable nurture group sessions for pupils who lack self-confidence or who have difficulties working in a group.
53. Provision for pupils' cultural development is very good. The school has worked hard to develop this area since the last inspection. Pupils experience a very good range of opportunities associated with western culture in the planned curriculum in art, geography, music and history. Pupils create posters about the local amenities in Brighton. They paint pictures in the style of famous painters from both western and other cultures, such as Indian

and Japanese artists. Egyptian jewellery is beautifully made and displayed. Pupils sing songs and perform stories from Africa in class assemblies. The school could make more use of the local community when it studies other faiths. In some classrooms, there are good displays of tales and books from other cultures. Stories from other cultures are explored through new resources for the Literacy Hour.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

54. The school complies fully with child protection guidelines and staff are well trained in identifying potential neglect or abuse. Liaison arrangements with external agencies are good. The last inspection report criticised the school for unsatisfactory child protection procedures, with untrained staff being unaware of the name of the designated officer. This weakness has been very effectively rectified.
55. The school complies with legal requirements for health and safety. It has a good policy and backs this up with practical and regular inspection procedures, which include a review at the weekly staff meeting; the governing body is involved in an annual formal review. Provision for medical care and first aid are appropriate. Regular tests are carried out on all types of equipment and risks are assessed as required. The last inspection reported that the school had sound policies and procedures for health and safety but with insufficient governing body involvement and no regular on-site risk assessments.
56. Support and guidance to pupils and provision for their welfare are effective. Assemblies, especially the 'effort' assemblies, help pupils to develop a strong moral and social sense and to act responsibly. This approach makes a very positive contribution to educational standards and helps pupils to feel happy and secure. The school has a very welcoming and friendly atmosphere. Class teachers know their pupils very well and pupils confidently turn to them or other staff for help.
57. Overall, the procedures for assessing and recording the pupils' attainment and progress are good. Since the last inspection, the school has successfully developed good procedures in this area. The positive effect of this is reflected in improved standards observed in most areas of the curriculum. Procedures are used consistently by teachers and implementation is carefully monitored by the relevant subject co-ordinator. Children under five are assessed to establish their performance in a wide range of skills and areas of knowledge and understanding when they join the school. In both key stages, pupils are regularly assessed. Key objectives are identified and the school uses a variety of assessment procedures, to which are added the national tests. The school does not currently formally analyse test data in order to ascertain differences in performance of boys and girls. This is planned to be a key focus for the governing body and senior management team in the next academic year.
58. The statutory requirements for pupils who have Statements of Special Educational Needs are met appropriately. The school supports pupils with special educational needs very effectively to meet the targets set in their Individual Education Plans and statements. The special educational needs co-ordinator has good relationships with outside agencies, especially the learning support service, which provides help for pupils with specific learning difficulties. A similar relationship exists with the school's psychological service, to which referrals are made for placement of pupils at Stage 3 and beyond of the special educational needs register.
59. The use of assessment to inform long-term curriculum planning has also improved significantly since the last inspection. Subject co-ordinators monitor assessment files and teachers' records, looking for any weaknesses in schemes of work, for example, inappropriate expectations. These are addressed effectively and the subject curriculum amended accordingly. The headteacher and deputy headteacher monitor teachers' planning to ensure that day-to-day assessment is recorded and that outcomes are incorporated in the following week's planning. The school is beginning to develop an effective system of target setting. This will assist them in ensuring that all pupils are appropriately supported and make good progress in all areas of the curriculum as they move up the school.

60. The last inspection report commented that systems for monitoring personal development were not used effectively. These procedures are now generally good and very good in the nursery. All pupils are well supported: for instance, notable examples of effort or good work are displayed on an effort board, which leads to public praise at the weekly 'effort' assembly. The teachers know their pupils' strengths and weaknesses well and keep a close eye on personal progress, especially that of pupils with special educational needs. A new system for recording all pupils' marked aptitudes, both academic and personal, has been introduced this year and is starting to become effective. The school is actively encouraging pupils to develop aptitudes thus identified, both inside and outside school. The school offers many opportunities for pupils to take responsibility. These range from minor responsibilities, for example, classroom tidying in all year groups including the nursery, through to major items, such as membership of the School Council or helping with playground supervision. In particular, Year 6 pupils are allocated many tasks, which they undertake cheerfully and as a matter of course.
61. The last inspection report noted that the procedures for promoting good attendance were not sufficiently well developed to be fully effective. The school's measures for monitoring and improving attendance are now very good and have contributed considerably to raising standards this year. However, some staff are not rigorous enough in the detailed maintenance of their attendance registers and are not always firm enough in demanding reasons for lateness. Nevertheless, the school effectively pursues those few pupils with known difficulties in attending, with the regular co-operation of the home-school liaison officer from the Education Action Zone and the active help of the Education Welfare Officer, as necessary.
62. Procedures for monitoring and promoting discipline and good behaviour and for eliminating bullying are highly effective and include proper records for noting poor behaviour. The last inspection report criticised the school's behaviour and discipline procedures for not being fully effective and considered the lack of a consistent whole-school approach to behaviour management to be a significant weakness. Pupils now accept that the school has a right to expect them to behave well and they really mind when their own inappropriate actions lose them precious minutes of their 'golden time'. Mid-day supervisors have received training in playground behaviour management, which has improved the atmosphere there. All staff have high expectations of good behaviour and promote an orderly and cheerful atmosphere throughout the school. These expectations are realised by the standards of behaviour observed around the school. Bullying does occur but the school has an effective system for dealing with it. Entering names in the 'behaviour book' and reporting bad behaviour to parents act as effective deterrents.
63. The improvement since the previous inspection is noteworthy and has led to the school taking a leading role in the behaviour management strategies of Brighton and Hove Education Action Zone.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

64. Parents' views of the school are overwhelmingly positive. Parents confirm that their children enjoy coming to school and consider that they make good progress. Those who attended the parents' meeting were of the opinion that standards had improved greatly. Parents generally feel that behaviour is good and those at the meeting expressed praise for the school's standards of pastoral care and for the way it deals with untoward incidents. They see the teaching as good and recognise that the school expects their children to achieve their best and effectively helps them to mature. They consider that the school is well led and that it provides an interesting range of activities outside lessons. These positive views were confirmed by the inspection.

65. However, a small minority of respondents to the questionnaire take a more negative view of the school's performance in four areas. They feel that pupils do not get the right amount of homework, especially in Year 6, and the views of parents at the meeting were mixed on the standards of behaviour achieved. A few consider that they could be kept better informed of their children's progress and that the school could work more closely with them. A smaller minority do not feel comfortable about approaching the school with problems. These minority concerns were not confirmed by the inspection.
66. The previous inspection report noted the new headteacher's efforts to develop the partnership with parents and that the quality of information provided was starting to improve. The school's links with parents are now very effective. Parents want their children to do well and most see that homework is done. The school sends regular questionnaires to parents to establish their views on its performance and consults them when developing new policies, for example, the introduction of the new home-school contract in September 1999. However, their response is usually disappointing. The school provides regular information evenings on relevant matters, mainly related to the core subjects, which, when they also involve the children, are well attended. It holds regular, well-supported parents' meetings to discuss pupils' progress and actively encourages informal contact at any time by parents. Parents are invited to a range of musical and dramatic productions and other school activities, such as presentation assemblies. The Parents' and Friends' Association, which used to bring in substantial sums for the children's benefit through both social and fund-raising events, has recently lost momentum and been dissolved. The school intends to re-form it in the new academic year. There are appropriate measures in place to keep parents who do not speak English informed. Communication between the school and parents of pupils on the special educational needs register is good. The annual reviews of Statements are held in partnership with parents and the appropriate agencies and pupils' Individual Education Plans are reviewed twice yearly.
67. The overall quality of information provided for parents is good, although there are some gaps. The tone of the school's documentation is welcoming and professional, partly as a result of the headteacher's partnership with a local business, which assisted with the presentation of school documentation. The revised draft prospectus is readable and informative but neither the current version nor the governors' annual report to parents, which is rather thin, meets statutory requirements. High quality monthly newsletters keep parents informed on specific school events and requirements. The school is currently preparing a leaflet for parents on each subject taught. It shared its new behaviour policy and its expectations on behaviour with parents; this has made a significant contribution to the improved quality of behaviour.
68. There is now an effective homework policy with a helpful homework diary, which gives advice on practical assistance. The annual report to parents on pupils' progress is of high quality. It sets out what the class has studied, tells parents what pupils know, can do and understand and evaluates performance clearly in all the core subjects and, to a lesser extent, in other subjects. It does not yet, however, provide for pupils' own self-assessment of progress, or for target-setting or formal parental comment. Parents of pupils with Individual Education Plans and Statements of Special Educational Need are fully involved in the reviews of their children's progress.
69. The contribution of parents to pupils' learning at school and at home is good. Parents have the opportunity to keep themselves informed of their children's homework and to support day-to-day progress through the reading diary. Currently a good number of parents and other volunteers work effectively to broaden pupils' experience in school. They help in class, mostly with reading and general classroom assistance, and they support outings, including the annual residential trip. Others help with decorating and with developing the school's environmental facilities.

HOW WELL IS THE SCHOOL LED AND MANAGED?

70. The leadership and management of the school are excellent and as a result have succeeded in improving standards since the last inspection. The inspirational leadership of the headteacher gives a clear and positive direction to the work of the school. Working closely with the senior

management team, he has been very successful in developing a dedicated and enthusiastic staff, with a shared sense of commitment to school improvement. He provides very clear guidance for the development of the comprehensive schemes of work, which are now in place for all subjects. A project linked to the Education Action Zone has supported the headteacher in his partnership with a local business. The aim of this link is to support the headteacher in the leadership and management of the school. Although it is early days, as the Education Action Zone has only been in operation for a year, this partnership is helping to promote the higher standards that are being achieved by the school.

71. The carefully considered delegation of subject responsibilities ensures that, overall, teachers make a very effective contribution to the development of the curriculum. Liaison between subject co-ordinators is very effective. Consequently, the school has effectively addressed the key issue identified within the last report and thus has secured considerable improvement in this area. All members of staff, both teaching and non-teaching, work very well together and teachers take every opportunity to discuss and share ideas with their colleagues and advise them. The non-teaching staff are usually very well briefed about their work and make a significant contribution to the standards and the welfare of the pupils.
72. The school has clear aims, which promote the development of individual pupils. However, although there are good procedures for assessing pupils' attainment and progress, effective systems have not as yet been developed for tracking pupil achievement through the school and setting individual targets. Relationships between all members of the school community are good and the caring ethos of the school is greatly appreciated by parents. As a result, the action taken to meet the school's targets is excellent.
73. The management of the chair of governors is very good and he is knowledgeable and very supportive of the school. It was judged in the previous inspection report that the leadership of the governing body was weak as they were not effectively fulfilling their role. As a result, the governing body appointed a link governor whose job is to arrange training for other governors. There is an expectation that governors will attend at least one training session a year and, as a result, the governors' role in shaping the direction of the school is now effectively carried out. The headteacher's excellent guidance, support and leadership have also enabled the governors to fulfil their statutory duties effectively. They now have a good understanding of the school's strengths and areas for development and are working to rectify the latter. With support from the headteacher and senior staff, they have identified priorities and they regularly and very effectively monitor and evaluate performance against the success criteria of the School's Development Plan, which covers staff development, curriculum development and premises. Many governors make regular visits to the school as link governors, for example, in literacy and numeracy. However, not all governors visit on a regular basis and therefore are not as fully informed as they could be. There is also an excellent governors' handbook, produced by the school, setting out the roles and responsibilities of governors.
74. The financial planning is thorough and the school is well funded. This is supplemented by extra funding in the form of sponsorship from the local business community and initiatives from the Education Action Zone, which have succeeded in raising the standards that pupils achieve. There is good formal evaluation of the cost-effectiveness of the spending decisions against standards of work produced by the pupils. A good example of this is the considerable improvement in end of Key Stage 1 test results for this year, as a result of reducing pupil numbers in Year 1 classes by setting up an additional class. Because of the success of this initiative, the school intends to extend this to Year 2 in September.
75. The headteacher and senior management team monitor teaching and learning very effectively. This is of benefit to staff, helping them to evaluate their effectiveness in the classroom and thereby raise standards. The first cycle of staff appraisal has taken place but the next stage has been delayed because the school is awaiting further national guidance. The planning for staff development is very good and the available grant has been used very well. In-service training for teachers has been a priority and all have had the opportunity for training, both for the benefit of the pupils and of their own development. Effective induction for new staff is in place and there is a trained and very experienced mentor.

76. The special educational needs co-ordinator provides very good guidance and support for colleagues throughout the school and the documentation of all matters pertaining to pupils on the special educational needs register is exemplary. However, placement at the different stages of the special educational needs register follows the local education authority's criteria and these do not always reflect the level of need as described in the Code of Practice. Some pupils with significant difficulties are receiving the maximum level of support which the school can currently provide but their needs are still not being fully met. There is a governor with responsibility for special educational needs, who is well-informed and supportive and liaises closely with the co-ordinator. The school has good procedures for monitoring the effectiveness of its special educational needs policy.
77. The school is well staffed to meet the needs of all pupils and the teaching of the National Curriculum. There is a good balance between newly qualified teachers and those with longer service. The staff have a wide range of subject qualifications that have been appropriately deployed. The number of support staff is high. They have all been appropriately trained in either literacy or numeracy and are very effective in their support role. Staffing in terms of classroom assistants is generous but the limited teaching allocation places a heavy burden on the special educational needs co-ordinator. The above-average number of midday supervisors, funded by the East Brighton Education Action Zone to support schools in dealing with behaviour at lunchtime, have been very effective in improving pupils' behaviour, which is now good.
78. The school is very clean, tidy and well cared for. Accommodation is very good. Classrooms are numerous and spacious. There are several specialist rooms for subjects such as music, art, design and technology and cooking. The school also benefits from two exceptionally well-resourced rooms: one is the information and communication technology suite and the other is a fiction library. Two large halls allow physical education lessons to take place inside and also provide an ideal space for school productions. The corridors are spacious and have been made more attractive by a range of stimulating displays. The school has two playgrounds, which are clearly and interestingly marked out with a variety of games and activities. The large grass areas provide an ideal place for many games activities.
79. Since the last inspection the school has invested a considerable amount of time and money in the purchase and organisation of many new and effective teaching materials that stimulate and interest the pupils. This is a very good improvement since the last inspection. The resources are used efficiently to raise achievement and to ensure best value for money; for example, the special educational needs budget and all other available grants are managed well and linked to the priorities identified within the School Development Plan. Relative to other subjects in the school, mathematics has satisfactory resources. The only major exception is the school reference library, which is under-funded and under-resourced. Resources for information and communication technology and art are excellent. The school identified development of information and communication technology as a priority for this year and the result has been very successful. The subject co-ordinators conduct regular reviews and keep a close watch on the adequacy, access and the use of resources. They are responsible for maintaining a good balance between classes and subject areas and for ordering new equipment as necessary. The school is able to run very efficiently on a day-to-day basis, because of the well-developed skills of the administration staff and the very effective systems in place. The school makes good use of the local community and environment to support much of its curricular work with visits to places such as the Brighton Royal Pavilion. There are numerous visitors to the school with resident artists, poets and theatre groups, to name but a few. The special education department is suitably resourced but there is insufficient space for small group teaching within the present arrangements. The location of the special educational needs department at the far end of the school results in time being wasted between lessons.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

80. In order to continue to improve standards in the school, the governors, headteacher and staff should:

(1) Raise standards in religious education by:

- reviewing the frequency of lessons;
- increasing teachers' expectations of pupils' recorded work;
- improving the monitoring and assessment of pupils' learning.
(Paragraphs 157 and 158)

(2) Further develop pupils' speaking skills by:

- increasing teachers' expectations of pupils' ability to speak with clarity and confidence;
- increasing opportunities for pupils to take part in wide ranging discussions.
(Paragraph 99)

In addition to the key issues above, the following minor areas for development should be considered for inclusion in the action plan:

- (a) improve facilities in the reference library in order to improve pupils' ability to undertake independent research and develop their higher order research skills; (Paragraph 101)
- (b) develop systems to enable teachers to analyse statistical data; (Paragraphs 57,107,114, 120)
- (c) track the progress of individual pupils and groups of pupils through the school so that pupils' targets are matched to their individual needs; (Paragraph 72)
- (d) share existing good practice among classroom assistants; (Paragraph 40)
- (e) review the management structure of the hearing support facility to ensure that all staff are clear about their roles. (Paragraph 86)

OTHER SPECIFIED FEATURES

HEARING SUPPORT FACILITY

81. The local education authority's county facility for hearing impaired pupils of primary school age is located in Bevendean School. There are currently five pupils with varying degrees of hearing impairment, who are fully integrated into all aspects of school life. Four of these pupils have Statements of Special Educational Need and the fifth is at Stage 3 of the special educational needs register.
82. The facility is staffed by one full-time specialist teacher, one part-time teacher who works specifically with a pupil who has severe hearing loss and two trained learning support assistants. A visiting speech therapist provides weekly support for each pupil. Staff liaise effectively with outside agencies and there is good communication between staff and parents. Accommodation is generous, consisting of two fully equipped teaching rooms and a small room for one-to-one teaching or speech therapy.
83. The statutory requirements of the Statements are fully met through the hearing support facility. The specialist teachers' ongoing assessment of pupils' language development is good. Individual Education Plans are drawn up for the pupils by the specialist teachers in consultation with the class teachers. Targets for improvement are set which reflect the particular needs of each pupil and these are built into the teaching plans of the class teacher and the specialist teacher. Pupils receive clearly focused additional teaching in a withdrawal situation from the specialist teachers; this teaching is sensitive to their individual needs. The work is closely related to the mainstream class work to ensure that pupils are not disadvantaged by being withdrawn. The total communication system is used so that pupils learn through oral/aural means as well as lip-reading and signing where necessary. Pupils work hard and achieve well. Attainment in reading and writing is in line with national averages. Most pupils speak confidently in a small group and the pupil with severe hearing loss is improving with speech

therapy and supported opportunities for using the voice for communication.

84. In class, pupils are provided with encouraging support and guidance for most of the time by either the specialist teachers or trained learning support assistants, usually as part of a group to facilitate social integration. This enables the pupils to have access to the whole curriculum alongside their peers. However, there are occasions, especially during introductions to lessons, when the specialist teacher is not actively engaged with the pupil and this represents a waste of an expensive resource. Several pupils with mild hearing loss, who do not receive additional teaching, are carefully monitored for signs of difficulty.
85. Deaf awareness is well promoted throughout the school and attitudes are very positive. Pupils mix well together and hearing impaired pupils participate in play times and extra-curricular activities with confidence. They enjoy their time at school and are making good progress, both academically and socially.
86. There are good informal links between the specialist teachers for the hearing impaired, the special needs co-ordinator and class teachers but the overall management of this facility lies outside the school's remit. The lack of a formal management structure which is part of the school leads to uncertainty about roles. There are times when the expertise of the specialist teachers is not always fully exploited to the benefit of the hearing impaired pupils, for example, in leading a class lesson or providing in-service training for colleagues. The relationship between the special educational needs department and the hearing support facility is unclear and this sometimes leads to inefficient use of resources.
87. Progress has been made since the last inspection, particularly in relation to the setting of targets and linking work in withdrawal sessions to the mainstream class work. However, the anomalous status of the facility within the school perpetuates inefficiency at times in the use of staffing and accommodation resources.

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	92
Number of discussions with staff, governors, other adults and pupils	43

Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
7	25	46	18	4	0	0

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

Information about the school's pupils

Pupils on the school's roll	Nursery	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	50	444
Number of full-time pupils eligible for free school meals		123

FTE means full-time equivalent.

Special educational needs	Nursery	YR – Y6
Number of pupils with statements of special educational needs		10
Number of pupils on the school's special educational needs register	1	146

English as an additional language	No of pupils
Number of pupils with English as an additional language	8

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	50
Pupils who left the school other than at the usual time of leaving	45

Attendance

Authorised absence

	%
School data	7.8
National comparative data	5.9

Unauthorised absence

	%
School data	1.6
National comparative data	0.5

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

Attainment at the end of Key Stage 1

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	1999	30	30	60

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	16	17	23
	Girls	15	21	19
	Total	31	38	42
Percentage of pupils at NC level 2 or above	School	52 (48)	63 (59)	70 (77)
	National	82 (80)	83 (81)	87 (84)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	16	21	21
	Girls	17	18	17
	Total	33	39	38
Percentage of pupils at NC level 2 or above	School	55 (62)	65 (78)	63 (90)
	National	82 (81)	86 (85)	87 (86)

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

Attainment at the end of Key Stage 2

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
	1999	28	33	61

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	19	19	24
	Girls	26	19	27
	Total	45	38	51
Percentage of pupils at NC level 4 or above	School	74 (58)	62 (44)	84 (60)
	National	70 (65)	69 (59)	78 (69)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	18	18	23
	Girls	25	19	27
	Total	43	37	50
Percentage of pupils at NC level 4 or above	School	70 (28)	61 (29)	82 (34)
	National	68 (65)	69 (65)	75 (72)

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	5
Black – other	0
Indian	0
Pakistani	0
Bangladeshi	0
Chinese	0
White	430
Any other minority ethnic group	9

This table refers to pupils of compulsory school age only.

Exclusions in the last school year

	Fixed period	Permanent
Black – Caribbean heritage	0	0
Black – African heritage	0	0
Black – other	0	0
Indian	0	0
Pakistani	0	0
Bangladeshi	0	0
Chinese	0	0
White	5	2
Other minority ethnic groups	0	0

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

Teachers and classes

Qualified teachers and classes: YR – Y6

Total number of qualified teachers (FTE)	20.6
Number of pupils per qualified teacher	28.5
Average class size	29.6

Education support staff: YR – Y6

Total number of education support staff	15
Total aggregate hours worked per week	320

Qualified teachers and support staff: nursery

Total number of qualified teachers (FTE)	1
Number of pupils per qualified teacher	25

Total number of education support staff	2.6
Total aggregate hours worked per week	55

Number of pupils per FTE adult	8.1
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FTE means full-time equivalent.

Financial information

Financial year	1999/2000
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	£
Total income	883,143
Total expenditure	889,554
Expenditure per pupil	1934
Balance brought forward from previous year	17,203
Balance carried forward to next year	10,792

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	402
Number of questionnaires returned	125

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	57	38	3	1	1
My child is making good progress in school.	58	38	2	1	0
Behaviour in the school is good.	37	55	6	1	1
My child gets the right amount of work to do at home.	36	50	10	2	2
The teaching is good.	49	47	2	2	0
I am kept well informed about how my child is getting on.	36	47	10	4	2
I would feel comfortable about approaching the school with questions or a problem.	58	32	2	6	1
The school expects my child to work hard and achieve his or her best.	61	33	6	1	0
The school works closely with parents.	34	48	8	6	4
The school is well led and managed.	51	41	4	3	1
The school is helping my child become mature and responsible.	44	49	4	2	2
The school provides an interesting range of activities outside lessons.	46	42	5	3	4

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

88. Provision by the school for the children under five is very good, particularly in the nursery. Children are admitted part-time, in the September of the academic year in which they are four. A very effective programme of meetings and home visits prior to starting school ensures they have a confident, happy start to their school life. At the time of the inspection, there were 50 children in the nursery, attending either the morning or afternoon session, and 10 children aged under five in the two reception classes. The school provides them with a very secure and caring environment, with daily routines firmly established. The programme of activities is very well planned on the basis of the recommended areas of learning for this age and fully supports the children's intellectual, physical and social development. More formal work, linked to the literacy and numeracy strategies, is phased in, as the children enter the reception classes. Attainment on entry to the nursery is low and many have very limited language skills. From this starting point, the great majority of children, including those with special educational needs, make good progress. In the nursery progress is very good. However, a significant number of children do not, by age five, meet what is known as the 'Desirable Learning Outcomes' in many areas of their learning. Therefore, many enter Key Stage 1 with attainment below that expected for children of this age. In language development attainment on entry to Key Stage 1 is below expectations. The school has very good procedures for involving parents in the life of the school through home visits in the year before their children enter the nursery. As this has been so successful the school now has plans to develop these visits further. They intend to make these home visits when the children are even younger and to encourage parents to join the toy library and make effective use of their local community. There were no key issues for action dealing with provision for children aged under five in the previous inspection report. However, standards on entry are not as high as was reported then.

Language and Literacy

89. Many children enter the school with limited speaking skills and very poor verbal comprehension. These children have the advantage of weekly on-site speech and language therapy, which is funded by the East Brighton Education Action Zone; this continues until they are five and enables them to make good progress. The children are provided with a wide range of activities which support the development of language and literacy. From the start of their school life they begin to develop their personal and social skills alongside those for speaking and listening. Staff offer frequent opportunities for children to talk with an adult and actively seek to extend the children's vocabulary. Through participating in role-play situations, such as acting out the part of serving customers in a cafe, staff encourage and extend the children's use of language. Children learn to listen attentively, follow instructions carefully and develop a growing vocabulary, enabling them to speak with increasing confidence in a variety of situations. Both reception class teachers work effectively within the structure of the Literacy Hour and numeracy strategy. Many children soon develop an understanding that words and pictures carry meaning. They know how books are organised and, with support, recognise some familiar words in simple texts. Good use is made of the literacy strategy to introduce children to phonics, for example differentiating between the 'sh' and 'ch' sounds. Most children are aware of the purpose of writing and can write their names. Children are introduced to an early cursive style of writing from an early age. This is effective and some children, with support, quickly develop this style and attempt to write in short sentences using prompt cards for unknown words. The children make good progress overall and, by the time they are five, some are likely to attain the expected standards in reading and writing. However, their skills in speaking and listening, although markedly improved, remain well below those expected for children of this age.

Mathematics

90. Most children make good progress in their mathematical development, although their attainment at five is overall below that expected for children of this age. The children are provided with an appropriate range of practical activities for the development of their mathematical skills and there is good quality direct teaching of mathematics. They gain a sound foundation for future mathematics work through play in the cafe or the ice-cream shop and with activities involving pattern making. They count and order the numbers to nine confidently and a few can solve problems beyond ten by adding on. The higher attaining children show an appropriate understanding of addition and subtraction when solving problems involving ten objects and can write the numbers involved. Most develop an understanding of what is meant by 'one more' and 'one less' but the poor language skills of many hinder them in their explanations of what they have learned.

Personal and social development

91. Children's personal and social development is given a high priority, to very good effect. Children are happy and content to be in school. They play well together, share resources and take turns. Children work happily on their own and alongside others, as well as in groups. They are interested and responsive, taking part in all the activities provided for them with enjoyment. In whole-class sessions, most children listen with considerable interest and respond positively. Many are able to work with concentration and persevere in their learning. Very good use is made of 'circle time' to develop the children's awareness of their own feelings and to acknowledge the strengths of others. Free play is planned very effectively and gives children very good opportunities to select and pursue an activity of their own choice. All staff act as very good role models for the children, helping them to form positive relationships and to care about others. Most children show independence in dressing and personal hygiene.

Knowledge and understanding of the world

92. The children's knowledge and understanding of the world is developed very well through relevant topics such as wedding ceremonies in the nursery and 'Hot and Cold' in the reception classes. Their progress is good overall and attainment is as expected in most elements of this area of learning. In the scientific area of learning, they use their senses well to explore the smells and tastes of different foods and they talk about their observations. In the reception classes children investigate hot and cold and understand that a hot-water bottle is used to keep them warm and that they use ice to cool a drink. They develop a growing awareness of other countries and the people who live there, for example, by looking at a globe and by tasting different foods associated with a Muslim wedding feast. Children in the nursery understand that they must look after the snails in their classroom carefully and understand that they need food and water in order to survive. They know the routine for the day and understand there are different times for daily events. They all enjoy making models using construction apparatus and use the tape recorder confidently to listen to story tapes.

Physical development

93. The children's physical development is in line with that expected for children of this age. Manual dexterity is satisfactorily developed by the time the children are five. Through their play with table-top games and jigsaws, using modelling materials, pencils and brushes, they show a growing ability to manage small items. Physical education is timetabled and planning shows a good range of gymnastic, dance and games activities that promote the larger-scale movements of the children. Provision for frequent physical play is very good because there is excellent open access to their own designated play area with its wide variety of wheeled toys and climbing apparatus.

Creative development

94. Progress is good in most of the creative areas of learning and attainment is average by the time the children are five. They are working well towards the designated Desirable Learning Outcomes for five-year-olds and in some aspects are near to achieving them. They respond enthusiastically in a variety of ways to what they see, hear, smell, touch and feel. Children experiment with clay to make models of fish and learn to cut and stick paper with some skill. They have the opportunity to express their own ideas through painting and enjoy using colours. Through role-play situations in the ice-cream shop and cafe, the children spontaneously develop their own situations. This makes a good contribution to their under developed speaking and listening skills. The opportunity to participate in a teddy bear hunt promoted a range of creative skills, such as choosing the best material to make warm clothes and also a necklace for their bear. Most children enjoy singing, recognise familiar songs and number rhymes and sing with enthusiasm. They recognise, and some can name, a variety of percussion instruments.
95. The curriculum meets the needs of children under five in both the nursery and reception class very well. It is broad, balanced, and well-planned within the recommended areas of learning for children of this age. It fully promotes their intellectual, physical and personal development and prepares the children well for the next stage in their education. The curriculum is very well cross-referenced to the early levels of the National Curriculum and, as a result, enables teachers to extend the learning experiences of more able children. Children are regularly assessed in the recommended areas of learning and detailed records are kept. The nursery teacher completes some tests on entry to the class, namely in language and number, and children are re-tested before the end of this first year. Baseline assessment is completed during the first few weeks of entry into the reception classes. These tests are used very effectively to identify individual needs.
96. The quality of teaching for the underfives in the nursery is very good overall and in reception classes it is good. This has a positive impact on the children's attainment and enables them to make good progress overall and very good progress in the nursery. The teachers are secure in their knowledge and understanding of the needs of children aged under five and they know their children very well. The planning of work is thorough and effective. The learning intentions of the activities are clearly expressed in the planning and are shared with the children; all tasks are purposeful and well-organised. There are high expectations, routines are well-established and the management of the children is very good. Adults listen with interest to what the children have to say and, through skilful questioning, develop their knowledge and understanding. There is very effective use of the classroom assistants and nursery nurse to provide very good support to both the teacher and the children. They are involved in the planning for and delivery of some activities, alongside the teacher. The quality of day-to-day assessment is very good, involves all staff and informs the next stage of learning. There is a very good induction programme where children are invited into the school and staff also carry out home visits. The accommodation is bright and attractive and the space very well used. Learning resources for both indoor and outdoor activities are good and are used well.

ENGLISH

97. The level of pupils' language development on entry to the school is below national expectations. In the 1999 national tests at the age of 7 standards of reading and writing, when compared to national averages, were very low for reading and well below for writing. At the end of Key Stage 2 standards in the 1999 tests were close to the national average. These results in Key Stage 2 marked an improvement since the previous report. Over the last four years, 1996 to 1999, reading and writing at the end of Key Stage 1 have improved at a greater rate than the national trend but still not sufficiently to meet national comparative standards in 1999. Predictions for the year 2000, however, suggest, as do the inspection findings, that standards at the end of Key Stage 1 are now in line with national averages. This is because the current Year 2 benefited from being in three small classes last year and from the structure of the curriculum and the consistently good teaching that they have received. Since 1996 standards at the end of Key Stage 2 have risen dramatically and have outstripped the national

rise. Predictions for this year indicate that pupils' attainment in national tests will not be as high. This is attributed to a range of factors, including the general low level of prior attainment of the present Year 6, higher than average pupil mobility and a larger than average number of pupils with special educational needs. When compared to similar schools the 1999 results for reading and writing at the end of Key Stage 1 were very low for reading and well below for writing. For Key Stage 2, however, standards were well above those achieved by similar schools. The results of the tests and the inspection findings do not indicate any difference in the attainment between boys and girls. Inspection findings in Key Stage 2 suggest that standards are higher than those achieved in the end-of-key-stage national tests in 1999 and the predicted results for the year 2000. This is because during lessons the pupils benefit enormously from the quality of teaching and support and the strength of curricular planning. This enables them to achieve more highly than they would under examination conditions.

98. Progress across both key stages is good. Pupils with special educational needs make good progress and achieve well in relation to their previous attainment due to the quality of support they receive in class and the detailed Individual Education Plans that guide their work.
99. Pupils' attainment in speaking and listening on entry to the school is very low and at the end of both key stages is well below national expectations. Overall, therefore, there has been good progress. There are a small number of pupils who are fluent and articulate in both key stages. Overall, pupils' listening is better than their speaking. The school has made very good progress in developing a more appropriate attitude to listening to both teachers and other pupils. Through the incorporation of paired and group work in class and the positive benefits of sharing pupils' work at the end of lessons, particularly in the Literacy Hour and the daily mathematics lesson, pupils have learnt to listen to and respect all oral contributions. Pupils' speaking, however, remains under developed and progress is unsatisfactory. The school has recognised this and has already put a considerable amount of time and resources into supporting language work by visiting homes before pupils enter the school, by placing speech and language therapists within the early years unit and by training the nursery nurses in speech development. The English action plan for next year addresses the issue of progress in speaking even further. At present, although pupils across the school are eager to answer questions, the majority do not have the breadth of vocabulary, nor syntax and knowledge of grammar to sustain conversation or explain ideas in depth or even at a level appropriate for their age. The majority of pupils do not speak with clarity or confidence. The school as a whole provides opportunities for speaking, in pairs and in group work, and even in drama productions, such as Year 4's forthcoming presentation of 'The Tempest'. Teachers, however, do not consistently address the issue of poor speech in class or expect high standards in this area. During the inspection much of the oral work in lessons observed, such as physical education, was led by the teacher and there were relatively few opportunities for pupils to take part in free-ranging conversations.
100. When pupils start their schooling their reading is below national expectations. Attainment in reading heard during the inspection is in line with national expectations at the end of Key Stage 1; this is an improvement on the last inspection. Reading levels remain below average at the end of Key Stage 2. There is, however, a small minority of pupils who have above-average standards in both Years 2 and 6. The school has done a great deal of work to address the low level of attainment in reading noted in the previous inspection. As a pre-school initiative, visits are made to the home in an attempt to boost pre-school reading skills. The English co-ordinator has very successfully set up family learning and family literacy groups where parents come into school to shadow teachers during the teaching of reading, so that they can develop their skills in teaching their own children. In both key stages good progress is achieved as pupils benefit from structured reading schemes that they enjoy. The more able pupils choose their own books from a variety of bright new books located in the class and school fiction library. Pupils in Key Stage 1 thoroughly enjoy being read to. More specific teaching strategies encourage the development of a range of word attack skills, a very strong emphasis on phonics and word recognition cues. Overall, the majority of Year 2 pupils read with sufficient fluency and accuracy to reach national standards for seven-year-olds. These skills, however, are not very secure and at times, pupils continue to display weak word knowledge and a limited sight vocabulary. Most pupils do not read with expression and few can express their preferences about stories. These sessions are very well-supported by a variety of

helpers, including voluntary parent-helpers, classroom assistants and additional literacy support assistants.

101. At the end of Key Stage 2, reading fluency has increased, the majority of pupils now have a range of word attack skills and most are able to read aloud with accuracy and understanding. In all Literacy Hours the balance between work at word, sentence and text level is appropriate but in the school as a whole reading is still only intermittently secure. For example, in Year 3, pupils have limited understanding of inference and they lack wide general knowledge to help them understand a range of jokes in a literacy lesson. The recently opened fiction library, funded by parents and a local charity, is a wonderful space that encourages reading. It has a very good range of materials and is already a place of interest and enjoyment for the pupils. This is a great improvement since the last inspection and will greatly enhance the development of reading in the school. There has been some effective work to develop research and analytical skills in line with the expectations of the National Literacy Strategy. Although good use is being made of the local library loan service, the lack of a reference library has a negative impact on pupils' ability to undertake independent research and develop their higher order research skills. This has been recognised by the school, who wish to address it in next year's English action plan.
102. When pupils start school, the majority have difficulty with fine motor control and their writing and presentation skills are below national expectations for that age. Standards in writing at the end of Key Stage 1 and 2 are in line with expectations, although some pupils at the end of Key Stage 2 produce work of an even higher quality. This indicates good progress since the last report. Pupils across the school produce a range of written work such as stories, descriptions, personal writing, factual writing, instructions and poems. Imaginative and original expression is greatly encouraged but there is also a sound emphasis on punctuation, spelling and sentence structure. As well as shared writing in the Literacy Hour all pupils have the opportunity for more extended creative writing through an excellent link between the Literacy Hour and topic work. This enables work of a historical or geographical nature to be developed over the course of a week so that the very most can be gained from word, sentence and text level work. The finished re-drafted pieces of work are of a high standard. In the course of this process the pupils have gained considerably in terms of knowledge, experience and increased self-esteem. At the end of Key Stage 1, the most able pupils write in simple sentences that are correctly demarcated. There remain a significant minority who continue to struggle with these basic skills.
103. At the end of Key Stage 2, pupils organise their work well and have increased the range of their vocabulary and the complexity of their sentences. Some high attaining pupils write well, adapting style to a wide range of forms. In Year 6, the Literacy Hour during the course of the week was carefully linked to topic work on the Ancient Greeks. By the end of the week pupils had written a ballad based on the tale of Perseus the Gorgon Slayer. This clearly demonstrated a good knowledge of language and words were carefully chosen for their effect. Pupils of average attainment write interesting and lively pieces but when working alone a significant proportion continue to demonstrate weak sentence construction and spelling. The school has implemented a very structured programme for the learning of spelling and some success has been achieved here but the weak speaking skills exhibited by many of the pupils make this an uphill struggle. A great deal of effort has been put into improving handwriting and there has been a marked improvement in this since the last inspection. The whole school closely follows and practises a handwriting style and pupils make very good progress in their handwriting books. This highly developed skill, however, is not transferred consistently into all their written work. When pupils achieve fluent and consistent cursive script they are rewarded by the presentation of an engraved fountain pen, courtesy of a local business.
104. Literacy skills are developed very well in some of the other subjects of the curriculum. History and geography have provided an excellent vehicle for the development of written language. In Year 6 pupils have written dramatic accounts of 'A Night in the Blitz' and after reading 'Carrie's War' empathise with evacuees and write moving accounts of those who have recently been forced evacuees. In science, the technical vocabulary has been taught and pupils are able to use the appropriate terminology correctly. Teaching across the curriculum encourages good standards of literacy. Information and communication technology has been used widely,

especially in Key Stage 2 for word processing. During the course of the inspection there were examples of pupils using the editing functions to cut and paste the poem 'Heard it in the Playground' to give it a different rhythm; in Year 1 pupils were captivated with the clip-art ladybird and the 'alien' voice that spoke the words that they had dictated, to create a non-fiction page of a book on mini-beasts.

105. In lessons pupils readily apply a high level of creative effort in class. This is the result of the positive learning ethos of the school and the very good relationships that teachers sustain and foster. When working independently the majority of pupils are interested and can concentrate; they do, however, continue to require close monitoring. They understand what to do to improve their work because of the clear instructions given by teachers and also the growing use of individual targets in this subject. The majority of pupils want to succeed and to do well but they do not always have the confidence to tackle more demanding work without teacher support.
106. Across the school, the teaching of literacy is good with some very good elements. Ten per cent of lessons seen were excellent and four per cent were unsatisfactory. This is a great improvement on the findings of the previous inspection in 1997. The impact of much of this good teaching is not, however, reflected in high attainment. This is not a reflection on the teaching but indicates the low level of prior attainment of many of the pupils and the fact that it takes a long time for the benefits of this consistently good and sometimes very good provision to be reflected in pupils' standards. Teachers have successfully taken on the considerable demands of the literacy strategy and of pupils of widely differing levels of attainment. There are strengths in all teachers' work. Class teachers carefully build on the previous lessons, so providing progressively challenging series of activities in the course of a lesson and a week. One of the key elements in the effective teaching has been the quality of organisation of the Literacy Hour. Very good use is made of whole-class sessions at the start of lessons. In Year 3, the whole class identify homonyms in nonsense poems before they start their own independent work on this aspect of language. In the very best of lessons, through very skilful questioning and their own energy, teachers generate a real interest and enthusiasm in pupils so that they want to succeed. This enabled pupils in a Year 5 lesson to make sophisticated and amusing parodies of the poem 'Registration'. The completed training for the Literacy Hour has resulted in an increase in teachers' knowledge of and ability to teach the basics of spelling and phonics. Lessons move at a brisk pace and teachers have high expectations of good behaviour. The plenary session is used effectively as a time to share work and for teachers to assess skilfully the quality of work achieved and whether the lesson has met its objectives. Resources are used well, especially in whole-class sessions. Classroom assistants and additional literacy support personnel are very effective and ensure that lessons run smoothly; all pupils during the course of the week gain from additional adult support. Homework is used effectively to support the learning and teachers are careful to mark and assess it appropriately.
107. The co-ordinator of the subject, and the 'shadow' co-ordinator, give very good leadership in developing the subject, providing good role models and supporting their colleagues. They have produced a broad and balanced programme with a good range of tasks. These are encapsulated in a clear planning structure that is of use to everyone and an improvement on the inconsistencies reported in 1997. The subject has been monitored carefully and this has informed the priorities for the subject action plan. Although a portfolio of pupils' writing has been collected to demonstrate high standards at each key stage this is not moderated and therefore fails to assist teachers in their assessment of the National Curriculum levels which pupils achieve. The quality of regular assessments of pupils' reading and writing has improved greatly since the last report. There is, however, limited analysis of statistical data that may assist in modifying or planning the curriculum and selecting new teaching strategies. At present, the school is unable to track systematically the progress of pupils as they move through the school. This year several classes have piloted setting individual targets for pupils and this has worked well in some classes. In Year 4, pupils checked that they had covered their targets before they asked their class teacher to discuss their draft pieces of work on their favourite room of the Brighton Royal Pavilion. There are plans to introduce targets for all pupils in the next academic year. A recent audit of resources, followed by a large injection of funds, has enabled the school to resource all classrooms very well and to open a superb new fiction library. This marks a great improvement since the last inspection. The school

recognises the need to achieve similarly high standards with the school reference library.

MATHEMATICS

108. Inspection findings show that standards of attainment in mathematics are average at the end of Key Stage 1 and are below average in Key Stage 2. In the 1999 national tests, the number of pupils reaching the expected level of attainment was well below average at the end of Key Stage 1 and below at the end of Key Stage 2. A high percentage of pupils with specific learning needs in the 1999 Year 2 and 6 cohorts was a contributory factor to the below-average test results. Compared to similar schools, the number of pupils reaching the national average at the age of seven is well below average and at age eleven years is below average.
109. The percentage of Year 6 pupils achieving average standards by the time they leave the school is below the national percentage. However, Year 2 pupils are broadly in line to attain average standards by the end of the year. This is a significant improvement from last year and is due to this year group being taught in small classes last year. In the previous inspection in 1997, standards were below average in Key Stage 1 and 2. Since then, test results have steadily risen in Key Stage 2.
110. At the end of Key Stage 1, pupils can count to 100 and put numbers in order, reading and recording them accurately, and matching the number word to the correct digits. In mental arithmetic, most readily identify odd and even numbers. They can decide which number they will record on paper first when carrying out subtraction sums. Pupils understand simple place value, use number bonds competently in shopping activities and predict missing numbers when sequencing. Pupils are beginning to learn their two and five times tables when they record multiples of these numbers on a Venn diagram. There is a strong emphasis on mental arithmetic, which is beginning to have a positive effect on pupils' recall of number facts. Pupils can double numbers up to eight accurately in their heads. Many can estimate the weight of objects and compare lengths, capacities and masses. They can weigh a variety of objects using non-standard measurements. Pupils collect data and convert them correctly into bar charts for display on the walls and in their books. Higher attainers are challenged by the work they are given and apply their newly learned skills to write addition and subtraction problems, which are shared with the class in the plenary session. Correct mathematical vocabulary is used from the reception classes onwards and pupils learn to write the words accurately.
111. At the end of Key Stage 2, most pupils have a sound understanding of place value which they apply in calculation. The higher attainers have good computation skills, which enable them to tackle tasks in many different ways. For example, they correctly investigated profits in a firework factory. Pupils of all abilities show increasing speed and accuracy in using their mental and oral arithmetic skills. They occasionally use their numeracy skills in investigations involving the four rules in fractions and decimals. However, investigations should continue to be an area for development. They work on shape and rotational symmetry soundly, they investigate whether two different cuboids can have the same volume and they measure angles accurately to the nearest ten degrees. They collect data and represent the statistics accurately in pie and bar charts and line graphs, for example, when recording the results of a shopping survey in Year 5. The use of information and communication technology is less well developed in mathematics lessons at present. Those with special educational needs are supported very well in smaller groups and reach appropriate levels of attainment.
112. The quality of teaching is sound overall; it ranges from very good to unsatisfactory. However, in Key Stage 1 it is good and has been effective in raising standards this year. The co-ordinator sets a good example by the quality of her own teaching of mathematics in Key Stage 2. Teachers are enthused by the National Numeracy Strategy and are implementing it thoughtfully. Planning is based effectively on this and takes into account the needs of pupils at different levels of achievement. Mathematics is taught in ability sets in Years 5 and 6 for a few days a week and the deputy headteacher is a very useful addition to the teaching team. Pupils generally make sound progress and a few in the higher sets have extra input from the headteacher and are making good progress in number. Teachers are well qualified in mathematics and have a good understanding of the subject, which means that they make clear

teaching points and are able to answer pupils' questions accurately. Direct teaching of the basic numeracy skills is thorough now and opportunities are provided for pupils to use them in problem solving, which they enjoy. The management of pupils is a strength. Pupils generally concentrate hard and persevere when given challenging work and teacher attention but those left to work more independently allow their attention to wander away from their tasks. Teachers assess progress regularly but pupils are not informed of their individual targets in all year groups. Marking of work is satisfactory but the marking does not consistently inform pupils of their strengths and of areas for development. Homework is given fairly regularly and pupils bring it back to school to be marked. However, parents could assist the school by practising money problems involving times tables practice. Pupils' attitudes to the subject are good overall. In many classrooms they answer questions keenly in plenary sessions, so that pupils develop deeper understanding of mental strategies. They explain their thinking clearly, but this should continue to be a focus for mathematics. In some classrooms where the teaching is less successful pupils do not always listen to the teacher and inappropriate vocabulary is used which could confuse pupils in their learning. Pupils' attitudes to the subject are good overall. They plan sensibly and make cuboid nets.

113. The implementation of the National Numeracy Strategy is a key feature in the school's efforts to raise standards. This was a key issue at the time of the previous inspection, which the school has worked effectively to achieve. Much time and effort were given by the co-ordinator and shadow co-ordinator to ensure that members of staff were well prepared for the numeracy initiative. Classrooms have lively notice boards listing mathematics vocabulary and large and small number lines are used to good effect in numeracy. Stimulating displays of work around the school help to give the subject importance in pupils' eyes. There are many bright and colourful resources, especially now at Key Stage 1, which are used well in lessons. There has been some monitoring of mathematics but not on a regular basis to ensure that all the teaching is of an equally high quality. There is good use of pupils' developing numeracy skills in other subjects, for example, in science and design and technology.
114. The leadership and management of mathematics are good. The co-ordinator has initiated a wide range of extra-curricular activities to raise the profile of the subject, from data handling projects involving bowling and laser quests to homework games for Year 6. The co-ordinator has worked hard to provide support for teachers' planning and their delivery of warm-up sessions. She samples the pupils' books once a year, monitors teaching and has ensured that many members of staff are well trained to teach problem solving. Teachers do not at present share the marking of practice papers for statutory assessment tests in either key stage and have not analysed the test results in detail. There have been considerable improvements in mathematics since the last inspection. The numeracy framework is now in use and resources have been improved. Resources are satisfactory and are now gathered in topic boxes in the mathematics room but further purchases would enable pupils to access a wider variety of approaches. Teachers now focus carefully on key vocabulary and use mental warm-up sessions to good effect. There is greater use of assessment. However, moderated, levelled work is not recorded in the pupils' portfolio to assist teachers in measuring their progress.

SCIENCE

115. Attainment in science is satisfactory, in that it meets national expectations, at the end of both key stages. This indicates an overall improvement since the last inspection, although there are still too few pupils attaining high standards. In 1999 attainment at the end of Key Stage 1, based on Teacher Assessment, was well below national averages. However, inspection evidence, based on the current pupils in Year 2, shows that pupils are now achieving standards in science which are broadly in line with national averages. The results of the 1999 national tests at the end of Key Stage 2 showed that the number of pupils reaching level 4 or above was close to the national average, although the number attaining level 5 was below. At the end of Key Stage 2 pupils attain standards similar to those achieved by schools with pupils from similar backgrounds.
116. At the end of Key Stage 1 pupils observe closely when searching for minibeasts in the wildlife area. They know where to look and understand the reasons for camouflage. They

demonstrate a caring attitude towards plant and animal life. When producing a chart to record their findings, pupils correctly name and categorise minibeasts according to their habitat and whether or not they can fly. Pupils understand the importance of exercise and a healthy diet. They look closely at a variety of substances and use appropriate terms, such as 'hard', 'smooth', 'bumpy' and 'spongy' to describe their properties. While investigating materials, pupils generally make accurate predictions as to absorbency, recognising that results will vary according to the type of material or liquid used. Many produce clear charts separating magnetic and non-magnetic objects and correctly label simple electric circuits. Pupils have better developed investigative and recording skills than those reported after the last inspection.

117. By the end of Key Stage 2 pupils continue to demonstrate improvement in these skills. They understand fair testing and confidently explain the outcomes of varying factors such as type of surface and length of slope when investigating the effects of friction on motion. They skilfully use magnifiers to study plant parts closely and accurately and carefully record what they observe. Pupils correctly name the parts and know their functions. They have a good understanding of the relationship between mammals, insects and plants and the importance of caring for all forms of life. Most pupils correctly label diagrams of the human blood circulation system, naming the main organs and clearly explaining the important functions of the system. Pupils have a good understanding of the properties of solids, liquids and gases. They explain clearly processes such as evaporation, condensation and distillation and understand words such as 'particles', 'dissolve' and 'saturated solution'. They confidently use terms such as 'transparent', 'translucent' and 'opaque' and correctly give examples of each type of material.
118. All pupils enjoy science lessons and participate with enthusiasm. They listen carefully to teachers and to each other and respond well to challenging questions. Many are able to learn well to extend their knowledge and understanding. Pupils work well independently and within groups, sensibly sharing resources and ideas. Their interest in this subject and sustained concentration throughout lessons contribute significantly to the good progress made by the majority.
119. The quality of teaching is consistently good. Teachers have a sound knowledge of the subject and high expectations. Lessons are well planned, stimulating and challenging. This is reflected in the fact that most pupils make good progress in lessons and over time. All pupils, including those with special educational needs, are well supported. Teachers know their pupils well and tasks are carefully organised to enable pupils to develop their knowledge and skills at appropriate levels. Teachers question their pupils carefully to assess understanding and ensure that pupils know exactly what to do and what is expected of them. Teachers have very good relationships with their pupils and this helps to create a secure and purposeful working environment. Pupils' attainment and progress in each topic covered are regularly assessed and this information is used to inform future planning of work. These results are incorporated in the pupils' records of attainment. There has been a significant improvement in all aspects of the teaching of science. This, in turn, has enabled pupils to make good progress in all areas of study, in marked contrast to the unsatisfactory progress reported after the last inspection.
120. The science co-ordinator has a clear vision for the subject and is committed to raising standards of achievement. Teaching is currently monitored and learning is the focus for next year. Good support is provided to enable teachers to help pupils to develop their investigative skills and ensure that gifted pupils are appropriately stimulated and challenged. The outcomes of formal assessment are not fully analysed. This is to be addressed in the coming academic year. The current revision of the scheme of work will ensure that topics are revisited at appropriately higher levels. Year 6 pupils are given the opportunity to attend 'master classes' at a local secondary school where they take part in science, information technology and electronics courses. The after-school science club, organised visits to 'hands-on' exhibitions and a local science museum and participation in the National Science Week all provide excellent opportunities for pupils to develop their scientific knowledge and skills and raise their awareness of science in the world around them. There is a very good range of resources and these are well organised. The wildlife area is currently being developed in time for the next academic year. This will provide a valuable additional resource when completed.

ART

121. Standards of work in art in both key stages are very good, and often excellent. The subject is an outstanding strength of the school. By the end of Key Stage 1 pupils use colour and texture in a wide variety of media in a very sensitive and controlled way to create the desired effect. They work regularly to use what they have learned from many artists such as Paul Klee and Picasso to produce very well designed pictures of their own. All pupils' work shows a very well developed ability to explore art ideas and to collect and use a variety of information to enhance what they do. Through their work, they show that they understand the different qualities in various art forms, although they are not able to discuss them very well orally. Pupils develop the habit of experimenting and are able to evaluate and improve their work. By the end of Key Stage 2 the range of their work has developed considerably and extends into three dimensions. For example, they make excellent observational drawings and more stylised pictures based on Lowry, but also very good representations of the human form based on Giacometti. Again, pupils find it difficult to put into words their appreciation of the work of famous artists. In both key stages, pupils concentrate very well, because they enjoy responding to the considerable challenges with which they are presented. Pupils eagerly attend to instructions, and waste no time in settling to their tasks. Throughout the school they work very carefully and skilfully. Pupils do not always immediately achieve high standards in lessons but do so given further time and the opportunity to evaluate what they have produced.
122. The quality of teaching is very good and sometimes excellent. Consequently, pupils' learning is also very good in both key stages, including that of pupils with special educational needs. Teachers are very knowledgeable about artists and display a very high degree of competence in teaching the subject. They plan very carefully so that, not only do they teach new techniques with meticulous attention to detail, but also give pupils increasing opportunity to design their work resourcefully. Pupils learn from an early age to experiment and sketch before committing themselves to their final product. Moreover, teachers expect them to evaluate their own work, so that they learn how it could be improved. Throughout the school, teachers challenge pupils to produce work of a very high standard and pupils respond by doing so. Teachers constantly move among the pupils, balancing direct help with allowing full rein to individuality. Pupils progress very well in their art from nursery to Year 6. In the nursery they show good control of the brush to produce excellent versions of sunflowers in the style of Van Gogh. From this they move on in the reception classes to such artists as Miro and Matisse, and produce bold, well-balanced and highly imaginative designs using colours and shapes, having studied Seurat, Monet and Constable. Year 1 develop their observational art and use colour tones and a variety of textures in a very sensitive way. Year 2's work paves the way for some excellent painting in the style of Rousseau in Year 3, where pupils cleverly 'hide' animals and people in very sophisticated designs involving line, texture and tone. As pupils move up the school, they develop their work in collaboration with local artists, so that, for example, they make well-designed pottery in Year 4 and very high quality silk screen work, mosaics and batik in Years 5 and 6.

123. The art curriculum is excellent. It is very broad in its approach, enabling pupils to explore and develop ideas, many of which are based on artists' work in a wide variety of styles and traditions, including Escher's mysterious puzzles. Very good links are made with other subjects such as mathematics to make symmetrical designs and history to make Tudor portraits like Holbein's. In geography, pupils make observational drawings of windmills and in religious education they produce excellent two and three-dimensional work in connection with versions of the story of creation. Where appropriate, teachers expect pupils to work collaboratively on various projects, including preparation for the local arts festival, which involves highly imaginative and colourful products in two and three dimensions. Pupils sometimes develop their ideas using information technology, such as reproducing chosen parts of Matisse paintings in Year 1. Their work is assessed appropriately using individual records.
124. Excellent leadership has helped the school make very good improvement since the previous inspection. The current co-ordinator has continued the work of the deputy headteacher not only by ensuring that there is a helpful scheme of work but also by monitoring teaching and learning and actively liaising with every member of staff. The whole staff exhibits very strong commitment to high standards and makes full use of the excellent accommodation and resources that are available.

DESIGN AND TECHNOLOGY

125. Standards in design and technology in both key stages are above national expectations. This reflects an improvement in levels of attainment since the last report.
126. In Key Stage 1 pupils successfully develop their designing and making skills. Their designs are thoughtful and they take time and care when selecting the materials they are going to use. Pupils make sensible choices and use a variety of methods when joining and attaching sections of their models; they can confidently justify their decisions. When making shoes for 'Cinderella' and sandals for 'Prince Charming' they test a variety of designs and many are willing to adjust their ideas when necessary. Having designed and made windmills as part of a topic about wind, pupils test and evaluate their efforts. When designing and making their own yoghurt, pupils consider properties such as colour, texture, taste and smell and carefully evaluate the outcomes. Many pupils demonstrate well-developed motor skills when using tools such as scissors, hole punchers and spreaders and when twisting, tying and squeezing materials. They understand that tools and materials must be used sensibly and carefully.
127. Pupils in Key Stage 2 make good progress, continuing to develop the knowledge and skills they acquired lower down the school. They produce quite sophisticated, detailed plans when designing torches, rolling chassis, sun hats and frames for Tudor houses. Designs clearly indicate parts and materials to be used. Planning sheets enable pupils to consider the uses to which their models are to be put and pupils realistically evaluate their efforts in the light of these. Pupils demonstrate well-developed measuring skills and, whilst working with great enthusiasm, they construct with greater care and attention to detail than was reported at the previous inspection. Pupils' good understanding of procedures is clearly indicated in instructions they produce to accompany their pieces of work. Older pupils have benefited significantly from working with a visiting designer. Pupils had the opportunity to disassemble a chair and used the knowledge and understanding gained to make their own. They also disassembled toys, examined the mechanisms and made good use of what they found out to successfully design and produce their own mechanisms with moving parts.
128. Pupils in both key stages, including those pupils with special educational needs, make good progress in developing their knowledge, understanding and skills. They enjoy the wide range of opportunities offered to them. They work with a high level of co-operation, willingly sharing resources and ideas and positively responding to the efforts made by their peers. Pupils listen carefully to instructions and persevere until they are satisfied with their finished products.

129. The quality of teaching throughout the school is good. Lessons are well planned and teachers ensure that pupils fully understand what is expected of them. Activities are exciting and challenging. Teachers know their pupils well and appropriate support is provided, enabling all pupils to make good progress and achieve. A very good range of resources is always readily available for pupils and adequate time is allocated, ensuring that pupils make good progress and successfully complete their tasks. Pupils are encouraged to consider their designs carefully and the materials they will need; skilful questioning by teachers guides them to make sensible selections. Careful planning over time encourages pupils to develop skills such as making rigid and moving joints and to broaden their knowledge of the ways in which materials such as plastic, wood, metal and fabric may be used. Teachers regularly assess pupils' knowledge and skills, record their progress and note particular aptitudes and difficulties so that pupils can continue to develop as they move up the school.
130. The co-ordinator is committed to continuing improvement in standards and plans to strengthen links with other areas of the curriculum. She provides pottery lessons for every other year group and offers regular support to all teachers, giving demonstration lessons when appropriate. The co-ordinator monitors formally and informally and reviews the curriculum when assessment suggests that certain topics would be better addressed in different year groups. Opportunities are provided for pupils to work with professional artists, designers and sculptors. Each class designed a section of the school garden and each year group designed and painted a section of the fencing in the upper school playground. All pupils also contributed to the 'giant' sculpture, which is a significant feature in the school grounds. Pupils were also involved in designing the school logo. The subject is very well resourced and the broad range of opportunities offered makes a significant contribution to the personal development of all pupils in the school.

GEOGRAPHY

131. Judgements on pupils' attainment and progress are based on the observation of one lesson, a scrutiny of pupils' work, teachers' planning and records and interviews with staff and pupils. The standards of attainment in geography are very good at the end of both key stages, where they are well above those expected for pupils of a similar age.
132. By the end of Key Stage 1, pupils of all abilities are developing sound mapping skills. They understand the concept of aerial view and can match aerial to side view accurately. They can respond to a plan of a house or building, showing understanding of direction and location. All pupils can confidently locate a varying number of features on a map using alpha-numeric coordinates. More able pupils can plot geographic features from a photograph onto a map and increase the size using a scaled grid. Pupils can compare and contrast the physical features of tropical and arctic regions, which they then incorporate into their model making of islands. Younger pupils can plot a weather chart pictorially to show the changes. They show good awareness of location in their identification of different features around the school. By Year 2, pupils can draw a picture map of their route to school and label the main physical and human features of Bevendean. Pupils work enthusiastically and concentrate well in their lessons, which contributes significantly to their learning.
133. At the beginning of Key Stage 2, pupils know where The Gambia is in relation to Britain and can compare the lifestyles of people in The Gambia with their own lives. However, the standards of mapping and presentation reached at the end of Key Stage 1 are insufficiently developed and progress slows down. Standards improve again in Year 4 where pupils understand the water cycle and produce good maps of all the rivers in the local area. They can observe physical features keenly and can explain erosion and deposition. Presentation of data is varied and clear. Good cross-curricular links with science and English enable pupils to use their geographical knowledge in the writing of imaginative and perceptive poetry. By Year 5 pupils are producing work of a very high standard. In a comparative study of Brighton, pupils were able to identify and write about the differences between a farm, a village, a town and a city. They can successfully use four-figure grid references on Ordnance Survey maps to locate given places. Findings are explained and well presented in a wide variety of ways such as landscape sketches, signpost maps, plan views, pie charts and graphs. Pupils understand the

impact of human settlements and can identify change. Less geography is taught in Year 6 but the high standards are maintained through the field work carried out on the residential school visit to an outdoor pursuits activity centre. Here pupils practise their mapping skills and learn to measure distance and direction accurately.

134. In the one lesson seen, in Key Stage 1, pupils' made very good progress. Good lesson planning and teacher preparation, together with the delivery of the subject through topic work, enable pupils to focus clearly on this subject and result in very good understanding and skills development. Pupils enjoy geography and work hard to achieve high standards. Learning is enhanced by the good use of the local environment, the subject resources and the good cross-curricular links. Very good progress has been made since the last inspection when standards were judged to be satisfactory at both key stages.
135. The co-ordinator for geography and history has recently left the school and the headteacher has current oversight for both subjects. A new co-ordinator has been appointed for next term. There are very good schemes of work developed by the previous co-ordinator, who had an active role in the monitoring of teaching and learning in both these subjects.

HISTORY

136. Standards in history are good in Key Stage 1 and are above those expected nationally. By the end of Key Stage 2, standards are very good and are well above those expected for pupils of this age.
137. In Key Stage 1, pupils understand that change occurs over time: for example, they are able to differentiate between old and new and to identify differences in the ways people travel now and in the past. They are developing a sound sense of chronology through their personal family trees and know where they are placed in time in relation to parents and grandparents. Pupils can explain changes in their own lives since they were young and use words such as 'before' and 'after' to make clear the progression. They are beginning to appreciate that the past affects the present.
138. In Key Stage 2, the firm foundations laid in Key Stage 1 result in good standards in the early part of the key stage. Here, pupils are able to compare life in Roman Britain with life today. They understand the concept of invasion and the different causes and effects of the arrival of the Romans. Pupils' learning is enhanced by visits to Fishbourne and the opportunity to see the importance of primary sources of evidence. In Year 4, pupils work well together to research many features of life and the beliefs of people in Ancient Egypt. They produce their own booklets on topics such as Egyptian gods and the process of mummification and show sound understanding of the difference between primary and secondary sources of evidence. In this year, the pupils also produce work of a high standard on local history. They write about the reasons for the growth of Brighton with good understanding and are able to identify the consequences of the expansion for the local people. In Year 5, pupils' ability to carry out independent research about the Tudor dynasty and to display data in a variety of forms is very good. Sound cross-curricular links enable pupils to appreciate the life and times of Shakespeare and his works and to compose their own play scripts. The work undertaken by Year 6 pupils on The Second World War and Ancient Greece is of a very high standard. The very positive attitude of the pupils towards this subject is stimulated by the excellent subject knowledge of the teacher, who transmits great enthusiasm and sets high standards. The pupils work hard and achieve very good understanding of the periods they study. They are able to utilise a wide range of skills to investigate and present their findings.
139. Pupils make good progress in history in Key Stage 1. However, the present scheme of work does not enable Year 2 pupils to develop their potential fully by the end of the key stage. The very good progress in Key Stage 2 is facilitated by effective planning and very good teaching, particularly at the end of the key stage where these are excellent. Learning in this subject is greatly enhanced by good cross-curricular links, visits to places of interest and good quality and well-organised resources.

140. Good progress in pupils' knowledge has been made in Key Stage 1 since the last inspection, when standards were satisfactory. At Key Stage 2 the progress has been very good.

INFORMATION AND COMMUNICATION TECHNOLOGY

141. Standards achieved by pupils are in line with national expectations in both key stages. By the end of Key Stage 1, pupils of all abilities learn to prepare information to store and retrieve later, for example, concerning plants and minibeasts. They use the computer to sort words according to their sounds, to order numbers and to design pictures based on what they learn from artists. Pupils use simulations to make things happen on the screen and use programs which employ imaginary situations. By the end of Key Stage 2, pupils of all abilities have developed the sophistication with which they enter, retrieve and analyse data, for example, concerning best value for money amongst a large number of brands of cola. Pupils use the computer well in history by composing an illustrated time-line and create informative booklets about the heart in science.
142. No whole-class lessons were observed during the inspection and pupils were not often seen working on computers in classrooms. Moreover, pupils were not always engaged in using programs related to the main classroom activity. Nevertheless, scrutiny of pupils' disks gives evidence of satisfactory planning and delivery of the Programme of Study in both key stages. Pupils of all abilities start learning the basic skills of mouse control, keyboard and manipulation of what is on screen from the time they enter school. They are taught to use CD-ROMS and, later, the local service linked to the Internet in order to gain information. However, their ability in Key Stage 2 to use e-mail is still not secure. Teachers do not make frequent use of pupils' word-processing skills in English, or of other skills to enhance their mathematics. Nevertheless, they successfully enable pupils to work with spreadsheets for a variety of purposes, to produce pie charts and to design good illustrated pamphlets for a museum. Year 4 pupils learn to create a sequence of instructions for drawing mathematical shapes. An exciting project is under way in Year 5: pupils are storing data concerning an environmental area on the Downs in order to carry out and record experiments in their own wild area in the school grounds. The project involves teaching the use of a digital camera and a video camera and will lead to multi-media presentations. Pupils in Year 6 have been taught how to monitor temperature changes.
143. The school makes good use of nationally recommended guidance for its scheme of work. Teachers have only very recently been able to introduce pupils to the new suite of computers, which has vastly improved the resources for pupils. These are now excellent and the suite itself is becoming a great asset to the school. The subject is the main priority for the next educational year, with very appropriate targets for improvement and a continuing programme of in-service training. It is aimed to develop every aspect of the information and communication technology curriculum to raise standards much further and to enable pupils to use their skills across the whole range of their work. The new co-ordinator has liaised continuously with the previously responsible teacher in order to maintain the improvements which have been introduced.
144. Overall, the subject has improved since the previous inspection, particularly in Key Stage 2. The curriculum is now much broader and shows better progression in developing learning and the use of skills. There is still room for development, especially in modelling and control. Pupils' work is assessed and recorded individually and teachers make good use of floppy disks to record it.

MUSIC

145. Music is a strength of the school. Standards of attainment are above nationally expected levels by the end of Key Stage 2. This maintains the high standards that were seen at the time of the last inspection. In Key Stage 1, standards have also been maintained and they are in line with national expectations.
146. Pupils in Key Stage 1 benefit from the good teaching when they learn to sing nursery rhymes. Music involves a considerable amount of listening and instrumental activities, using the school's scheme of work. Instrumental activities in a Year 1 class were particularly good because of the teacher's high expectations of pupils when they were experimenting with sounds they could make with an instrument and then evaluating which was the best for the story. Year 2 pupils added percussion sounds to the story of 'It's a Bear', using a wide variety of skills to create a musical story.
147. Key Stage 2 pupils develop further skills in using percussion instruments and compose tunes with soft and loud aspects. They are beginning to understand dynamics and the use of musical symbols, for example, 'piano' and 'forte'. All pupils in Year 3 are learning to play the recorder in class this year. They quickly learn to play tunes, reading notation accurately and developing a good sense of rhythm. A strength of music is the pupils' skills in composition. Year 5 can create and perform a short, structured blues rhythm based on a twelve-bar blues sequence, while Year 6 compose their own ostinato, singing and playing instruments to achieve a lively piece of music. However, singing is less well developed within the school at present.
148. Teaching in both key stages is good. A strength of the teaching is in behaviour management, which enables pupils to explore the different uses of instruments and evaluate their own performances in lessons. Teachers have good subject knowledge of dynamics and styles of music; this means that pupils develop a wide understanding of ways to compose music. They use resources well and provide varied opportunities to enable pupils to make good progress when they learn how to produce rhythms with different instruments. Planning is effective but does not always set structured learning objectives for more able pupils. Teachers continuously assess pupils' musical aptitudes and are very good at encouraging pupils to learn a musical instrument, including the guitar, violin, recorder and keyboard. One hundred and eighty pupils currently play a musical instrument and the co-ordinator has plans to extend the types of instrumental tuition available. Pupils respond well to all types of musical challenges and handle the instruments carefully.
149. An enthusiastic and knowledgeable co-ordinator and shadow co-ordinator ensure that music effectively supports the school's aims and values across the full range of its provision. The co-ordinator has monitored the curriculum by talking to pupils and discussing uses of instruments with them. Pupils with marked aptitudes are being recorded and the co-ordinator offers support to teachers and pupils to ensure that pupils develop their strengths. Clubs are used very well to develop pupils' individual strengths in music and assemblies offer important opportunities to perform pieces to the whole school, inspiring others to work to such high standards. All pupils in Years 4, 5 and 6 take part in concerts or plays annually and perform their pieces in festivals for the community. Music is played in assemblies but teachers do not highlight important aspects of the piece being played. This subject is very well managed in terms of seeking to realise the school's goal of promoting high educational standards. It makes a strong and vital contribution to pupils' spiritual, social and cultural development.

PHYSICAL EDUCATION

150. Standards achieved by pupils at the end of both key stages broadly meet national expectations. These standards are not as high as those reported in the last inspection. All pupils attend regular swimming lessons during Year 5 and attainment in swimming is in line with national standards, with approximately 80 per cent of pupils being able to swim 25 metres by the end of Year 6. Because of the time of the year in which the inspection took place it was possible to observe lessons only in games skills and athletics. However, photographic evidence clearly demonstrates that other aspects of physical education, such as dance and

gymnastics, do occur but at different times of year. Across both key stages, within the observed areas, all pupils, including those with special educational needs, make sound progress.

151. Pupils in Year 1 are growing in control and co-ordination in improving their underarm throw. At the end of Year 2, this has been further developed so that they are able to throw a ball underarm with increased height, distance and accuracy; when in pairs they sometimes successfully return the ball to the bowler using a bat. In Key Stage 2, athletics was the focus of many lessons during the inspection. In Year 3, in a soundly based lesson, pupils developed and modified their jumping techniques to include the correct body posture and the use of the upper body to gain momentum. Similarly in Year 4, stride and pace were developed to improve pupils' running. In the parallel class more able pupils sustained a volley in a rudimentary tennis match while the majority of the class continued to struggle with returning a ball with a bat. In Year 6, previously developed skills were put into practice in javelin throwing, distance throwing and hurdling. Although pupils' co-ordination in the hurdle running was haphazard they improved their throwing distance because of direct coaching by the class teacher.
152. The great majority of pupils have positive attitudes to physical education. They all wear appropriate kit, although within each lesson observed a minority of pupils were wearing looped earrings. Pupils respond well to instructions and handle equipment safely and responsibly. They persevere and practise new skills and techniques. They willingly work in pairs and groups and successfully co-operate by taking turns. When given the opportunity pupils enjoy demonstrating their prowess.
153. The quality of teaching is good, with the majority of good lessons in Key Stage 1. Only one lesson in Key Stage 2 was judged to be unsatisfactory. In most lessons teachers give clear and precise instructions that lead pupils smoothly through a series of activities that develop and extend their repertoire of skills and experiences. All teachers encourage pupils to apply themselves physically and strive for improvement. In the good lessons activities were planned to match pupils' ability either by providing them with different-sized equipment or by providing more challenging activities for them. Teachers who modelled good practice provided pupils with good role models; pupil demonstrations were used in the best lessons. All teachers consistently make good use of the new and abundant resources to good effect. In the unsatisfactory lesson, confused instructions and disjointed activities failed to provide pupils with prolonged physical activity that developed running skills. In the majority of lessons, class teachers failed to utilise or develop pupil evaluation of their own and others' performance or develop an understanding of the effects of physical exercise on the mind and body.
154. The temporary co-ordinator has systematically monitored the delivery of the subject. The results of this are being used in reviewing the current scheme of work. The 'shadow' co-ordinator, who will take full responsibility for the subject in September, has been involved in many exciting projects such as the 'Soccer Road Show' organised through the Education Action Zone. There are many other innovative activities planned for the future that will help raise the profile and the attainment of all pupils in physical education. Extra-curricular sporting activities make a very good contribution to pupils developing physical skills. The school benefits from an extensive grass area and a range of very good resources that complement the teaching of the subject.

RELIGIOUS EDUCATION

155. Pupils' attainment by the end of both key stages is below the expectations expressed in the Locally Agreed Syllabus. Although few lessons were seen, pupils were interviewed and their work was inspected. By the end of Key Stage 1, pupils of all abilities retain little knowledge and understanding of ways in which special occasions are marked in the lives of individual people and communities. Although, for example, they can identify Easter, they cannot say what it signifies. There is a similar lack of awareness of the reasons for baptism. Pupils do not understand the purpose of Christianity in people's lives, although they can name a few architectural features of churches. They know a little about what Jesus stood for, such as

being kind, but do not understand what having a faith means. They have retained a little about very recent work on special objects and people. On the exploratory side, pupils demonstrate no awareness of questions which look for meanings behind life's experiences, and do not understand the symbolism people use to express themselves in religion such as water or the light from candles. Pupils' attitudes and behaviour in the lessons observed were satisfactory or very good. Pupils demonstrate their interest when they bring from home objects which are special to them and show obvious appreciation of one another's feelings.

156. By the end of Key Stage 2, pupils of all abilities still have a below-average knowledge and understanding of religion. They cannot name or give details of festivals in different religions, and are confused about what Christmas and Easter celebrate. They can recall a few facts about Islam and Buddhism but cannot describe and explain the main features of their acts of worship. Pupils still cannot give the reasons for baptism, name many features of a Christian church, or relate Christians' central beliefs. They have no awareness of how the Bible is organised, nor can they recall any of Jesus' acts. They have developed neither any significant interest in exploring deep questions, nor the capacity to express the symbolic significance of religious objects. The very limited amount of written work in both key stages is mostly factual and shows very little understanding. Occasionally, however, pupils show that they are capable of writing sensitively when given the opportunity. Pupils in Year 4, for example, show deep feelings when describing objects which are special to them, whilst a pupil in Year 2 made it clear that her church means a great deal to her. Pupils in Year 5 show that they can think about possible reasons why God created the world and about the meaning of light and dark in their personal lives. In one lesson seen in this year pupils were keen to answer questions about important occasions in their lives.
157. In the few lessons observed, teaching ranged from satisfactory to very good but overall it is unsatisfactory because pupils make unsatisfactory progress. In one Year 1 class the teacher asked pupils to discuss in pairs why the books they had brought were special to them, before reporting what their partner had said. This not only enabled pupils to share and appreciate one another's feelings but also developed their linguistic skills. Here, too, the teacher skilfully used pupils' spontaneous comments to make teaching points about care and exchanged knowledge about baptism and the story of Easter. However, expectations in written work are unsatisfactory across the school, with few exceptions, such as when teachers asked pupils in Year 6 to describe and explain the main features of Hinduism. Teachers cover the agreed syllabus but evidence strongly suggests that blocking religious education into units, with long gaps in between them, is not enabling pupils to retain and build on their learning. This also lowers the value of the assessment sheets for individual pupils.
158. Religious education lacks close monitoring and assessment of its long-term impact on pupils' learning. Although there are plans for its future development, the current scheme of work lacks sufficient guidance for teachers and in-service training has been limited in its scope. In spite of the subject being well-resourced, religious education makes little contribution either to pupils' religious development or to their spiritual and cultural development. Consequently, standards have declined since the previous inspection.