

# INSPECTION REPORT

## **HELLINGLY COMMUNITY PRIMARY SCHOOL**

Hellingly, Hailsham

LEA area: East Sussex

Unique reference number: 114396

Headteacher: Mrs. Lorraine Bangert

Reporting inspector: Shelagh Halley  
8203

Dates of inspection: 18<sup>th</sup> -22<sup>nd</sup> September 2000

Inspection number: 225375

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: 4 - 11

Gender of pupils: Mixed

School address: North Street,  
Hellingly,  
Hailsham,  
East Sussex

Postcode: BN27 4DS

Telephone number: 01323 844346

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Appropriate authority: The Governing Body

Name of chair of governors: Mrs. Elizabeth West

Date of previous inspection: February 1998

## INFORMATION ABOUT THE INSPECTION TEAM

Team members		Subject responsibilities	Aspect responsibilities
Shelagh Halley 8203	Registered inspector	Mathematics Art Music Religious Education Provision for pupils under five Provision for pupils with special educational needs	How high are standards? How well are pupils taught? What kind of school is it?
Christine Haggerty 13807	Lay inspector		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?
Thomas Allen 31218	Team inspector	Science Information and Communication Technology Design and technology Geography History Equal Opportunities	
John Sangster 20010	Team inspector	English Physical Education	How good are curricular and other opportunities offered to pupils? How well is the school led and managed?

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

### **INFORMATION ABOUT THE SCHOOL**

The school enjoys a rural location in the village of Hellingly, near Hailsham, in East Sussex. There are 212 pupils on roll, 113 boys and 99 girls. This is about the national average for schools of this kind. There are very few pupils from a minority ethnic background and there are two children of settled travelling families. At the time of the inspection, there were 51 pupils on the school's register of special educational need which is slightly higher than the national average. Two pupils have statements of special educational need which is broadly in line with the average nationally. The needs identified include moderate learning, emotional and behavioural, physical disabilities and autism. There are no pupils with English as an additional language. Children are admitted to the reception class in the year in which they become five. They enter school with a broad range of abilities which are around the national average. At the time of the inspection, there were 30 children in the foundation stage, six of whom attend full time, the rest for half days only.

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

Pupils attain standards which are well above the national average and well above the average for similar schools in English. In mathematics and science, standards are above the national average, and in line with those in similar schools. Indications from the 2000 assessment tests at the age of eleven are that standards in mathematics are improving and that the school has more than exceeded its expected targets. The quality of teaching is good overall and teaching was good or very good in almost three-quarters of the lessons seen. The leadership and management of the headteacher and senior staff are very good. The school is very effective and gives good value for money.

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

- The headteacher and key staff provide good leadership, and actions for bringing further improvement are based firmly on the outcomes from monitoring the school's performance.
- Good teaching throughout the school leads to good learning among the pupils.
- The school provides well for the pupils with special educational needs to secure their good progress.
- The teachers' skilful management of the pupils promotes good behaviour.
- The school ensures a good start for the children in the foundation stage through a well-considered and well-taught curriculum.

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

- Standards in information and communication technology and religious education, especially in Key Stage 2.

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

## HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

After the school was last inspected in 1998, when it was found to have serious weaknesses in planning, provision and teaching for pupils under five, it went through a period of some turbulence. Since the appointment of a new headteacher, however, there have been many good improvements. These include: the provision, planning and teaching for children under five in the reception class, the quality of teaching and assessment, and standards in geography. However, standards in information and communication technology have not risen sufficiently because of a shortage of resources and statutory requirements are still not met. Standards in religious education have declined and the subject does not meet the recommendations of the locally Agreed Syllabus. The leadership and management of the school have improved significantly.

## STANDARDS

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

Performance in:	compared with			
	all schools			similar schools
	1997	1998	1999	1999
English	C	B	A	A
Mathematics	C	E	B	C
Science	A	C	B	C

**Key**

well above average    A  
 above average        B  
 Average                C  
 below average        D  
 well below average   E

The school has consistently improved attainment in relation to national tests over the last three years in English. Apart from a drop in 1998, reflecting a national trend and the degree of turbulence the school was undergoing, results in mathematics have improved although girls outperform boys at the higher levels. Attainment in science has dropped slightly over the last three years because of the increased emphasis on literacy and numeracy. The trend of improvement more than matches that which is current nationally and the school consistently reaches, or exceeds, the ambitious targets it sets for itself. Achievement in the current Year 2 and 6 classes exceeds the national average in English and science, and in mathematics at the age of eleven. At the age of seven, achievement in mathematics is in line with the national average. Children under five meet all the expectations of the national Early Learning Goals for the foundation stage. Pupils of all abilities are achieving standards which take account of their particular skills, knowledge and understanding.

## PUPILS' ATTITUDES AND VALUES



<b>Aspect</b>	<b>Comment</b>
Attitudes to the school	Pupils are eager to come to school and take full advantage of all the learning opportunities offered to them.
Behaviour, in and out of classrooms	Behaviour in classrooms is generally good. Behaviour, in and around the school, and particularly at break-times, is very good.
Personal development and relationships	The quality of relationships is very good. There is scope for further opportunities for pupils to use their own initiative and exercise responsibility.
Attendance	Good. Lessons start and begin on time.

Pupils show their enthusiasm for school in their good attendance and in their participation in the wide variety of activities provided for them. They generally behave well, although on rare occasions in Key Stage 2 pupils are less than respectful of their teachers and each other. The new initiative of a school council is proving successful and these representatives show no hesitation in making their views known in deputations to the headteacher. However, there are not enough opportunities for pupils to take responsibility for their own learning in classrooms by choosing and collecting their own resources. Relationships are very good throughout the school, from the youngest children in the reception class to the adults who work effectively together, whether teaching or non-teaching staff and including those parents who come into school to help.

## **TEACHING AND LEARNING**

<b>Teaching of pupils:</b>	<b>Aged up to 5 years</b>	<b>Aged 5-7 years</b>	<b>Aged 7-11 years</b>
Lessons seen overall	Very 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 in English, mathematics and science is good overall. Teachers follow the national frameworks for these subjects and these have already made a significant impact on standards of pupils' attainment and the progress they make. Pupils with prior high attainment and those with special educational needs make good progress because of the care teachers take to match tasks to their needs, particularly in the core subjects of English and mathematics. Although no unsatisfactory teaching was seen, there were occasions when teachers' management of pupils was insufficiently secure to keep up the pace of the lesson and to provide fewer opportunities for a minority of pupils to become restless. The use of literacy is being developed to a good standard across all subjects of the curriculum and pupils learn the technical vocabularies associated with science, geography and design and technology. Planned opportunities for pupils to use their numeracy skills are insufficient. The percentage of very good teaching was 26 per cent, 45 per cent was good and 29 per cent was satisfactory. The instances of very good teaching take place in all phases of the school – in the reception class for the under fives and in both key stages.

## **OTHER ASPECTS OF THE SCHOOL**

<b>Aspect</b>	<b>Comment</b>
The quality and range of the curriculum	Good. There is a good range of learning opportunities, enhanced by a wide range of extra-curricular activities and visits. There are shortcomings in provision for information and communication technology and religious education.
Provision for pupils with special educational needs	Good. There are systematic procedures for the identification and support of these pupils, particularly in the core subjects of mathematics and English.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Good overall. Provision for spiritual and cultural development is satisfactory, for moral development good, and for social development very good.
How well the school cares for its pupils	Very good. The school provides a warm and very caring environment. Procedures for monitoring welfare, health and safety including child protection, are very good.

The school has very good relationships with parents who particularly value the improvements made by the new headteacher. The curriculum offered is broad and relevant, although there are imbalances in the time allocations for some subjects, especially information and communication technology and religious education. Provision for religious education does not meet the recommendations of the locally Agreed Syllabus. There is a wide range of extra-curricular activities, including after-school clubs for older children. There is high quality provision for pupils' support, welfare and guidance.

## **HOW WELL THE SCHOOL IS LED AND MANAGED**

<b>Aspect</b>	<b>Comment</b>
Leadership and management by the headteacher and other key staff	Very good. The headteacher provides a dynamic leadership and has brought out the best qualities of her staff.
How well the governors fulfil their responsibilities	Good. They know the school's strengths and weaknesses well, and provide good support to the headteacher.
The school's evaluation of its performance	The school analyses its test results very carefully and uses the information received effectively to improve curriculum provision.
The strategic use of resources	Good. The school's financial management is good and it uses its resources well.

There is an adequate number of suitably qualified teachers, supported by a small but effective and experienced team of learning support assistants. Accommodation is satisfactory, although drainage on the grassy outdoor areas is very poor and some

classrooms are rather cramped for practical activities. The headteacher has paid a great deal of attention to the professional development of all staff, both teaching and non-teaching, and has managed a variety of changes very well indeed. Governors fulfil their statutory responsibilities except in the matter of religious education. They monitor the school's expenditure effectively and ask for several estimates before making large purchases or hiring expensive services.

## **PARENTS' AND CARERS' VIEWS OF THE SCHOOL**

<b>What pleases parents most</b>	<b>What parents would like to see improved</b>
<ul style="list-style-type: none"> <li>• Their children like school</li> <li>• Behaviour in the school is good</li> <li>• Teaching is good</li> <li>• They feel comfortable about approaching the school with problems</li> <li>• The school is managed well</li> </ul>	<ul style="list-style-type: none"> <li>• Information about pupils' progress</li> <li>• Information about curriculum coverage</li> </ul>

Inspectors agree with parents' positive views and support the concerns about communications with the school. There is still an inconsistency in the quality of annual reports as identified in the previous inspection, and parents would like advance notice of topics to be studied so that they can help their children more effectively.

## **PART B: COMMENTARY**

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

#### **The school's results and achievements**

1. The majority of children in the foundation stage in the reception class are well on target to exceed the national early learning goals in all six areas. Entering school with skills which are broadly average, they make very good progress. Early reading and writing skills are developing well and children enjoy listening to stories, which they can then act out in their role-play. Children are beginning to count and to match items by colour and size. They are learning the routines of school and take notice of the general atmosphere of caring for others by doing their best to follow the examples set by adults and older children in building their own self-confidence and self-esteem and in making friends with others. They take turns well and help each other. In creative development, they explore colour by mixing their own paint to make pictures and by making music with percussion instruments. Their knowledge and understanding of the world is being fostered by the many activities in which they take part enthusiastically, such as building houses for the three bears in large and small construction equipment and in watching their African snails in their tank in the classroom.

2. By the age of seven, the results of national assessment tests in 1999 show that pupils achieve standards well above the national average in reading and mathematics, and above the national average in writing. The slightly lower results in writing reflect the national picture and plans are already in place for providing additional time for extended writing lessons. There is no significant difference between the attainment of boys and girls. In comparison with similar schools, reading and mathematics are well above the national average, and writing is above. This is due to the very good start they receive in the reception class which is built upon during Key Stage 1. Early indications from the most recent national assessment tests in 2000 are that standards have improved, especially the proportion of pupils achieving at the higher levels. This is due to recent initiatives, aimed at improving the quality of teaching, which have improved the match of tasks to individual abilities, and the greater challenge provided for pupils with prior higher attainment. In the lessons seen, the majority of pupils were achieving standards above the national expectation in English, where the literacy hour is beginning to make a significant positive impact. In mathematics, the numeracy hour has not yet had time to make a similarly significant impact on standards although, even at this early stage in the school year, standards are in line with the national expectation so that, by the time of the next national assessments, they should be above the national average. Standards in lessons seen in science are also currently in line with the national expectation and well on target for pupils to attain similarly high standards in the next assessments. Targets set are based on teachers' assessments of prior attainment and are generally accurate and realistic. Pupils with special educational needs are making good progress towards meeting the targets in their individual education plans. In other curriculum subjects, standards are in line with the national expectation in geography and history, and above in design technology, music and physical education. Standards in art lessons observed and from the scrutiny of displays around the school are well above the national average.

3. By the age of eleven, pupils' standards of attainment in the 1999 national assessment tests were well above the national average in English and above in mathematics and science. This is because of the greater emphasis placed on literacy and because pupils' prior attainment is higher in language skills. Pupils attain well in English at the higher levels and close to the national average in science and in mathematics because they have not had the full benefit of systematic teaching and acquisition of skills from their entry into the school. Girls perform better than boys in mathematics at the higher levels, but during the inspection,

there was no significant overall difference. Initiatives put in place by the new headteacher, such as rigorous monitoring of classroom practice and careful assessment of progress, are not yet making the maximum impact but standards are improving steadily. In comparison with similar schools, standards in English were well above the average, with mathematics and science close to the average. The rise in standards in these tests has been more rapid than the picture nationally. In comparison with pupils' prior attainment, English was close to the average for similar schools and mathematics and science below. This is because the headteacher rightly gave language the priority when taking up her appointment, and the efforts put into mathematics and science have not yet taken effect. In addition, there was a high percentage of pupils with special educational needs last year. Although the figures have not yet been validated and there are no national comparisons available, the school has improved its performance in the tests in all three subjects, particularly at the higher levels. In the lessons seen during the inspection, standards achieved in English, mathematics and science were above the national average. In the science lessons seen, there is a particular strength in investigative work and in the work on life processes. Work which already meets the national expectation was also seen in studies of forces and on physical processes. Since the inspection took place so early in the school year, it is reasonable to expect that, by the time pupils take the next national tests, results will once again be well above the average. Standards were above the national expectation in geography, history, and music, and well above in art and design technology. Standards were in line with those expected nationally in physical education.

4. In information and communication technology, standards are below the national expectations in both age groups, because there are not enough computers in classrooms to enable pupils to use this essential tool to extend their learning in all curriculum subjects. In religious education, standards are below those recommended by the locally Agreed Syllabus, again in both age groups, because there is insufficient time and direct teaching allocated to the subject. Pupils with special educational needs make good progress towards the targets in their individual education plans and achieve well according to their abilities because of the careful match of work to their various needs.

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

5. Pupils' attitudes, behaviour and personal development are good and their relationships with each other and the adults in the school are very good. Pupils take part enthusiastically in extra-curricular activities and willingly join in classroom activities. Boys and girls play well together during breaks. They are caring and very supportive of the younger pupils and pupils with special educational needs. Parents report that they are happy with their children's attitudes and behaviour and that their children enjoy coming to school.

6. The attitudes of the majority of pupils with special educational needs are good, especially when supported by the special educational needs co-ordinator (SENCO) or by a trained classroom assistant. On rare occasions, when sufficient support is not available, some pupils lose interest and are a little disrespectful of others in their class and of their teachers. They, along with their peers, need more opportunities for developing initiative and responsibility for their own learning. Pupils are keen to come to school, settling quickly with quiet reading or other activities, whilst waiting for the school day to begin. They concentrate well for increasing lengths of time as they move through the school. For example, in Year 6, pupils' response was often very good. Pupils persevere with tasks during group activities, even when not under direct supervision of the teacher. This has a positive effect on their attainment and progress. All pupils respond well to the encouragement of teachers and support staff who give praise consistently and this has a positive effect on pupils' self-esteem. However, on occasion, inappropriate attitudes are not corrected and the behaviour in

the lesson deteriorates. But, generally teachers ensure that pupils respond well by keeping them actively involved and hard at work.

7. Pupils' behaviour is good and this has a positive effect on learning and on the standards achieved. Pupils work well in pairs and in groups, co-operating with each other. The behaviour of pupils during assembly is good and often very good. They generally move around the school in an orderly manner, responding well to the staff who have high expectations of pupils' behaviour. Pupils queue quietly and patiently for lunch, which is a sociable occasion. They respond well to the midday assistants who treat pupils with respect. During wet play, Year 6 pupils help the younger ones by organising games and simple classroom activities. Pupils of all ages mix well together in the playground. There are no exclusions. There was no evidence of bullying during the week of the inspection and there are no recorded incidents. Parents report that bullying is not an issue.

8. Pupils respect the grounds, the buildings and the furniture, which show no sign of graffiti or vandalism. Pupils with special educational needs are fully integrated in the life of the school. Overall, pupils' personal development and relationships within the school are good, and pupils are polite and welcoming to visitors. In all classes, pupils are involved in the daily routines of the school, and have contributed to their class rules. They are eager to take advantage of the opportunities which the school offers for personal responsibility. Pupils in Years 5 and 6 visit the local playgroup, initiating games and making jigsaws for the children. This has a very positive effect on pupils' personal development. Pupils listen to each other's point of view even if it differs from their own; they are supportive of each other; for example, during a maths lesson, pupils were keen to write their sums on the boards, with support from other pupils to correct any mistakes. They regularly fund-raise for national charities, such as Blue Peter, and this has a positive effect on their personal development.

9. Overall, the attendance of pupils is good. Last year, it was in line with the national average. However, this included a number of pupils who have moved from the area but remained on the school roll as unauthorised absence, until joining their new school. There is no evidence of truancy. During the week of the inspection several classes had 100 per cent attendance. This has a positive effect on their attainment and progress. However 96 sessions of schooling were lost during the last academic year due to holidays taken in term time and this is unsatisfactory. Pupils are keen to come to school and arrive on time. Registration is taken quickly and efficiently and lessons begin on time. Registers are very well kept and meet legal requirements.

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

10. The quality of teaching is good overall in all phases of the school's provision. In the foundation stage, it is very good. Teachers have good knowledge and understanding of the subjects they teach, particularly of phonics, which promote good learning in literacy. There are, however, a few occasions when a teacher's grasp of the literacy strategy is insufficiently secure or when, for instance in physical education, too much time is spent on discussion which limits opportunities for pupils to develop their own movements. Although in the lessons seen, teaching was satisfactory, the overall quality of teaching of religious education and information and communication technology is unsatisfactory. In religious education, teachers lack confidence to explain how religious beliefs impact on the lives of believers and unbelievers alike and the work set for pupils gives only a superficial knowledge of the faiths they study. The shortage of resources and the lack of opportunities for pupils to use computers limits the progress they can make in learning to use information and communication technology in their work and also their understanding of its importance in the modern world. Teachers do not give enough time to the teaching of skills or sufficient

encouragement for pupils to work with computers. The quality of teaching in art, design and technology, music and physical education is good, and it is satisfactory in history and geography.

11. Teachers plan their lessons carefully to take account of what has gone before and what is to follow. They adhere to national frameworks for literacy and numeracy and ensure that pupils are taught in a logical programme of study. Teachers make careful choices of the texts pupils study to draw out the main elements of story structure and the importance of clear dialogue to help pupils to improve their own writing. Lessons proceed at a brisk pace and pupils work hard to meet the challenges set by teachers' questioning. Teaching methods are effective, as when teachers make pupils clap the rhythm of a poem so that they grasp the significance of the number of syllables used. Numeracy hours begin with a brisk mental session when teachers remind pupils of multiplication and division facts and the way they work together in solving problems and checking answers. Teachers expect pupils to explain how they have arrived at their answers so that they can check and extend the thinking processes involved. In a minority of literacy and numeracy lessons, plans lacked a clear objective and pupils were unsure of the purpose of the activities they were asked to carry out.

12. The needs of pupils on the register of special educational needs are taken into account and planning for them reflects the targets in their individual education plans. This is particularly good in the core subjects of mathematics and English. When pupils are given good support in these lessons, they make good progress. In some of the foundation subjects, however, and in science and information and communication technology, tasks and vocabulary are not sufficiently adapted to meet their needs and their progress is satisfactory. Almost all support for pupils with special educational needs is given in class but there are rare occasions when pupils with emotional and behavioural difficulties need a little personal guidance. On these occasions, they are withdrawn from lessons for one to one tuition. In these cases, the Tutorial Support Service visits regularly and provides ideas and suggestions for teachers to use to enable pupils to make progress.

13. Teachers' expectations of how pupils will behave and for their achievements in literacy and numeracy are appropriately high, and the vast majority of pupils settle well to their tasks and persevere even when they find them challenging. There are a few occasions in junior classes when pupils do not respond well to these expectations and these lessons are marked by a display of disrespect for their teacher and for each other, slowing down the lesson and restricting progress. The school is currently beginning to identify more able, gifted and talented pupils so that it can provide the necessary additional teaching and support suited to their individual needs. However, teachers' expectations are generally so high and the work so well suited to individual needs that more able, gifted and talented pupils are given the necessary challenge to extend their gifts and aptitudes. Teaching in all other subjects of the curriculum is satisfactory. Teaching methods are generally effective and teachers make good use of strategic role-play, for example in history when pupils dress up as Victorian or Tudor children to see how it felt to be treated like a child in those periods and to express their opinions in appropriate language. Teachers manage their pupils very well, and to an excellent standard in the reception class. They make good use of time, enabling pupils to sustain their interest and effort and make good progress. They deploy their learning support assistants well and these are involved in the planning for pupils who need their support by the written feedback they give to teachers on pupils' progress. Teachers make good use of resources on the whole but opportunities for pupils to select and collect their own do not always provide sufficient chances for them to take responsibility for their own learning and to use their own initiative. The standard of questioning which probes pupils' thinking in numeracy hours is particularly high. Marking, however, is largely positive and does not always give pupils a clear idea of how well they have done or how they could improve their work. Homework is used effectively to support teaching and learning in the classroom.

14. The quality of teaching in the foundation stage is very good. The teacher knows the children well and organises purposeful activities which extend their knowledge, understanding and skills. All adults, both teaching and non-teaching, listen well and encourage children to explore language, materials and tools. Planning is very clear and shows a good knowledge and understanding of the foundation stage and of the needs and experience of young children, particularly in the modified plans for literacy and numeracy. Activities in all six areas of learning are well structured so that children make the maximum progress which is carefully noted. The staff, both teaching and non-teaching, manage the children well and have high expectations of behaviour and courtesy which are well repaid by the children. However, the recording of individual progress in personal and social development is insufficiently detailed to give clear guidance, taking account of individual strengths and weaknesses. Although there is some encouragement of a degree of independence, there is further scope for development. There are daily planned opportunities for outdoor play. However, drainage in the grassy area just outside the classroom is poor, which renders it unusable for days at a time in the case of heavy rain.

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

15. Both the quality and the range of the learning opportunities the school offers its pupils are good.

16. Overall the curriculum is broad and balanced and meets all statutory requirements for the National Curriculum, with the exception of information and communication technology. Provision for information and communication technology is made in the detailed action plan drawn up by the school, although it is not yet fully implemented because of the shortage of resources. The school is implementing the National Literacy Strategy well, and this is having a positive effect on standards. Numeracy skills are taught satisfactorily through the National Numeracy Strategy but are insufficiently emphasised in other subjects. There are also weeks in which the focus throughout the school is on a particular area of the curriculum, such as a book week and science week, which promote pupils' interest in that particular area of the curriculum. However, there are insufficient planned opportunities for pupils to work with computers and improve their skills, and this limits their progress in this important area. The teaching of religious education does not meet the recommended times of the local Agreed Syllabus, and the coverage of the subject is inadequate. The school has introduced a programme of personal, social and health education before it has become a requirement, but the programme is in its early stages and is not yet planned in sufficient detail for it to be fully effective.

17. Pupils with special educational needs have full access to the school's curriculum and all its other activities, including extra-curricular clubs. On the rare occasions when pupils are withdrawn from lessons for support, the class teacher ensures that the pupils catch up on what they have missed when they return to the class. The school plans to introduce special additional teaching sessions to meet the needs of more able children so that they are sufficiently challenged.

18. The school provides a wide range of extra-curricular activities for pupils in Key Stage 2, including a full range of sports, chess, drama, art and musical activities, as well as an environmental club. Although some parents feel these should be extended to Key Stage 1, this would not be practicable with the facilities and staff available. Some sporting activities are provided for Key Stage 1 pupils at lunchtime and they also benefit from the wide range of educational visits which take place, such as Year 1 visits to Eastbourne Post Office, to trace



the course of a letter, and to Treasure Island at Eastbourne to assist with a project on designing a play area. Year 2 have gone with Year 3 to the Herstmonceux Science Centre. Older pupils have enjoyed a Tudor day at Michelham Priory and a Victorian workshop at Preston Manor, as well as other visits in the immediate locality of the school. All these activities enrich the learning environment for pupils, as does the visit from a school in Bobigny, France, with whom they have exchanged ideas for games. Older pupils also have the opportunity to take part in residential visits, which provide good opportunities for social development as well as learning.

19. The school makes provision for sex education according to the revised policy approved by its governing body, and there is also appropriate education about the misuse of drugs. This is delivered through the curriculum, and the school nurse contributes when it is felt to be suitable. All pupils have equal access to all areas of the curriculum.

20. The school has established good links with the community, which benefit pupils. The police liaison officer, 'PC Kate', helps with instruction on citizenship and road safety. There are links with local churches and a wide range of charities, for which the pupils take the initiative in raising money. The school has very good liaison with local playgroups, so that children are well prepared when they enter the reception class. Pupils from Year 5 visit the playgroups in the previous term to befriend the children so that it will be easier for them to settle in the school. Teachers have also established good links with other primary schools in the area, both to discuss curriculum matters and also organise inter-school sporting competition. There are very good links with Hailsham Community College, to which most pupils from the school go, for instance through the sports festivals held there, as well as through liaison between teachers on the curriculum. The school also receives students from the local teacher training institutions and other colleges, which adds a further dimension to pupils' learning.

21. The school operates a clear equal opportunities policy. Boys and girls have the same access to all sporting activities as seen in the after-school netball club. All curriculum documents make reference to equal opportunity for all pupils. These statements are updated when policies are revised.

22. The school successfully promotes the spiritual, moral, social and cultural development of the pupils. This is achieved through the daily act of collective worship, some religious education lessons, the role model of teachers and other adults, through other subjects of the curriculum and a range of educational visits. The school meets statutory requirements for a daily act of collective worship and assemblies. The provision for spiritual, moral, social and cultural development of the pupils is good overall.

23. Provision for spiritual development is satisfactory, although religious education does not make its full contribution. The planned programme for collective worship and opportunities provided in many subjects of the National Curriculum, for example, art, music, dance and literacy, make a good contribution. Pupils are given opportunities during assemblies to celebrate and reflect on the achievements of others when gold awards are given for special achievements during the week. Gold stars are also awarded to selected pupils by midday supervisors for particularly good and helpful behaviour during lunchtime. During their assembly on the theme of caring, Year 4 pupils closed their eyes and reflected on the people who showed most care for them and on ways in which they could show care for others that day. In a Key Stage 1 assembly, pupils reflected on the spirit of friendly competition during the Olympics. The next day, one pupil, having thought more deeply, asked the headteacher whether they could have a mini-Olympics on the next sports day. Opportunities are provided for pupils to reflect on the wonder and meaning of life when they observe in the school the hatching of chicks and of ducklings from incubated eggs. They experienced the wonder of

early life when one of the mothers brought her new baby to school and bathed her in front of the pupils. Their farm visit provided the opportunity to see lambs being born with the usual reaction of astonishment, awe and wonder expected on such occasions. Whilst collective worship has its foundation in Christianity, pupils are given some opportunity to value the beliefs of other faiths when they celebrate Diwali, Yom Kippur and the Chinese New Year. However, insufficient attention is given to learning about the beliefs and values of major world faiths.

24. Provision for pupils' moral development is good. The school provides a friendly, caring and supportive environment in which pupils feel secure enough to follow a pattern of behaviour based on principles rather than on sanctions or rewards. They are taught to recognise what is acceptable and unacceptable behaviour. There is a clear behaviour policy supported by the parents. Pupils distinguish right from wrong. All adults set a good moral example which encourages self-discipline and good relationships with one another. Pupils were observed to relate easily to each other during breaks and no incidents of friction were observed during the inspection. Opportunities were provided to consider moral issues in assembly. Pupils gave serious thought to the Blue Peter Appeal and Year 6 decided to plan fund-raising activities on their behalf. They also raised funds for the NSPCC and for the Red Nose Day appeal. Concern for the environment results in the formation of an environmental club where trees have been planted and pupils learn to respect the habitat of small creatures. Community police visit the school and help children learn about dangers in society and how to keep safe. Moral and social issues are also discussed in the School Council where representatives from every year group have the opportunity to raise issues of concern such as behaviour in the playground.

25. The school makes very good provision for the social development of the pupils. Pupils are given many opportunities to work co-operatively in lessons. They work in pairs and in groups, helping one another. The school has a very strong commitment to charitable fund raising. Pupils are given various responsibilities throughout the school. All classes rotate monitorial responsibilities for registers. Year 6 pupils share school responsibilities including preparation of music for assembly, reading to the younger pupils at break times, visiting the neighbouring nursery unit, and running the summer and Christmas fairs. On their residential field exchange to a Bobigny school in France and when the French pupils visited Hellingly, pupils gained a very valuable social experience. They join in a wide range of extra-curricular activities including sports and music which contribute positively to social development. They are encouraged to play a full part in the life of the community, thus developing an understanding of citizenship by becoming aware of the needs of people around them.

26. Provision for pupils' cultural development is satisfactory. They are given many opportunities through different areas of the curriculum to learn about their own culture. For example pupils take part in visits to the local church. They have opportunities to work with authors and storytellers during the book weeks and they receive insights into other aspects of their culture from visitors to the school. They study the music of British composers and songwriters, and learn about the work of 19<sup>th</sup> century artists. Although some provision is made for the multicultural dimension in the foundation stage, and when pupils experience Egyptian cooking and learn about Indian culture when studying mountain environments in geography lessons, there is insufficient attention paid to the diversity and richness of other cultures in art, music, and literature, particularly from non-European areas, other than in the reception class. Provision for understanding the multicultural nature of Britain is an area for further development.

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

27. This is a caring school with very committed staff who know the pupils well, and use this knowledge to provide very good day-to-day support for all its pupils. This aspect is a strength of the school.

28. The school has very good procedures for child protection, pupils' health and safety and welfare, and has successfully addressed the issue relating to child protection procedures in the last report. There is a good policy in place, which follows the local authority guidelines and all staff have received training on the identification of child protection issues. The headteacher is the named person for child protection and has received the appropriate training. The school is increasing the number of qualified first aiders and all staff have attended a one-day first aid course. First aid incidents are dealt with appropriately and recorded. The school liaises regularly with a number of outside agencies to ensure that appropriate support is available to pupils. Legal requirements are met with all fire regulations and electrical testing is completed fully.

29. The procedures for monitoring and supporting pupils' personal development are good. Personal development is monitored through the information gained from parents during parent teacher consultations. Staff know pupils well and use this knowledge to provide support on a daily basis. Staff also monitor pupils' personal development through the rewards and sanctions policy. The headteacher meets weekly with the SENCO and learning support assistants, and monthly with midday assistants, to ensure effective monitoring. The progress of pupils with special needs is monitored through the progress they make towards the targets in the individual education plans. Teachers share information with learning support assistants to ensure effective support and monitoring of pupils' personal development.

30. The school has good procedures for the identification of pupils with special educational needs. All pupils, including those who need only limited support, are provided with individual education plans, and their parents are consulted on the targets set and the reasons for them. The SENCO is available for consultation at any time and pupils know which members of staff to approach when they need help. Individual education plans are reviewed regularly and targets revised or new targets set. When pupils are given support during lessons, the classroom assistants make notes on their progress for the SENCO to evaluate and to help in the review of planning. The school makes good use of external agencies to support pupils' learning, for example, the Learning Support Service, speech therapists and physiotherapists.

31. The school's procedures for monitoring and promoting attendance are very good, and contact is made immediately with parents if staff do not know the reason for a child's non-attendance. The headteacher contacts parents when attendance falls below ninety percent. The school rewards high attendance with a certificate which is presented by the headteacher. These procedures have brought about improvements since the last report, but this is not reflected in the school's figures, because a number of pupils stay on roll after moving out of the area.

32. Procedures for monitoring and promoting good behaviour are very effective and the outcomes are good. Teachers have high expectations of pupils to behave well in class, and staff act as good role models. There is a whole-school policy of positive re-inforcement which is used consistently by all teachers and, within this policy, each class uses its own system of rewards and sanctions based on the needs of the class. Staff use a range of rewards which include certificates, stars, and stickers. There is also whole-school recognition for achievement, work, effort and behaviour at the weekly assemblies. The school is introducing a central record to record any incidents of inappropriate behaviour.

33. The school has good systems for the assessment of pupils' attainment and progress in the core subjects of English, mathematics and science. In addition to the statutory

assessments at the end of the key stages, it uses the optional end of year tests in Key Stage 2. Staff have also devised effective assessment sheets of their own for these subjects. A similar sheet is to be used for information and communication technology and geography, currently focuses for development. Good work has also been done on the half-termly assessment of pupils' writing. The information from all these assessments has been used well to set targets for individual pupils and provide them with support. The school is also tracking their progress through the school and using the information from this in planning its teaching. This is an improvement on the previous inspection, when the use of assessment to plan future work was judged unsatisfactory. It is now good.

34. There is no effective assessment of standards in religious education so that teachers cannot be sure of what pupils have learned or the progress they are making. This has already been identified by the school as an area for development and effective plans are in place. Work in design and technology is assessed as each unit of work is completed, and a start has been made on the assessment of modules in physical education. Formal assessment is not yet well developed in other areas of the curriculum, such as history and geography, but the school continues to regard this as an area for development and good progress has been made.

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

35. Parents who attended the parents' meetings and those who completed and returned the parents' questionnaires are very happy with what the school provides. They expressed confidence in the new headteacher and the staff. However, some parents would like more information about how their child is getting on, and the school is planning to address this issue. Some parents would like more activities outside of lessons. The school provides pupils with a wide range of trips and visits including residential trips. In addition to this, there is also a number of after-school and lunchtime activities for pupils in the junior classes. In common with many schools, these opportunities are not extended to infants because the school considers that a day in the classroom is sufficient for pupils at this age.

36. The school provides a satisfactory range of information to parents about their child's progress. The school prospectus and the governors' annual report to parents are informative, well presented and provide all the required information. Regular newsletters keep parents up to date with forthcoming events and fund-raising activities and there are two evenings per year when parents can discuss their child's progress with the class teacher. However, pupils' annual written reports do not always show what pupils know, understand and can do and, although there are good examples by some teachers, the practice is inconsistent. Parents greatly appreciate the many informal opportunities they are given when staff make themselves available, if they have any concerns. The headteacher for example, is always in the playground before school starts each morning. There are also regular curriculum evenings, which enable parents to become more involved in their child's learning. However, there is no parent consultation meeting in the spring term and advance notice of topics is only provided for parents of pupils in the reception class. The school is, however, reviewing this along with their homework policy to further incorporate parents' views and is in the process of completing the home and school agreement.

37. The SENCO contacts parents of pupils with special educational needs (SEN) as soon as a concern is registered. The school provides a useful booklet for parents which gives clear and concise information on provision for special needs and outlines the progress through the stages of the national Code of Practice. The school agrees that this booklet could be made more detailed and therefore more likely to be read. Parents are consulted at every stage and are always welcome to meet the SENCO to discuss the progress their children

are making. The school policy document on SEN makes clear the parents' role in this area of provision.

38. Parental involvement in their children's learning is good. Parents are very involved and supportive of the school. The Parent-Teacher Association (PTA) organises a number of fund-raising and social events throughout the year, which are very well supported by parents, raising a very substantial amount of money. Parents report that they are actively encouraged to help in the classroom with a range of activities which include reading, sewing, cookery, design and technology. They were very involved with the school's highly successful environmental project, providing digging equipment, plants and lots of energy. Parents help with trips, swimming and with helping their children at home. The impact of parents' involvement in their children's learning is good and effective in consolidating and extending pupils' learning.

39. Parents of children in the foundation stage appreciate and value the experience given of early schooling. They are kept well informed and given guidance on how to help their children learn, although the prospectus could be made more attractive for the under fives. The teacher displays a brief outline of weekly planning for parents on the classroom door. Prior to admission, the co-ordinator visits playgroup leaders and parents bring their children into school in groups for a 'taster' afternoon so that she can observe their current abilities.

#### **HOW WELL IS THE SCHOOL LED AND MANAGED?**

40. The headteacher provides very good, dynamic leadership for the school. In the relatively short time that she has been in post she has raised staff morale and this has had a very positive impact on teaching and learning. All staff now share a commitment to improvement and high standards, which derives from the headteacher's example. She has introduced a system for teachers' planning which has helped to raise standards in the classroom. She has monitored teaching regularly, providing effective feedback to staff and instituted a system for appraisal, all of which has made a significant contribution to the much improved quality of teaching. She has given the deputy head a clear role in the school, which she has carried out very effectively. Subject co-ordinators have been given greater responsibility for managing budgets and monitoring provision in their subject, which they are exercising well as the subject becomes a priority for development. The school meets its aims well, and the headteacher has the full backing of parents in the way she carries out her job.

41. The governing body has given the headteacher its full support, without relinquishing its role as a critic. It operates effectively with a proper committee structure and has begun the process of monitoring provision in the school. It fulfils its statutory duties well, with the exception of religious education and information and communication technology, and understands the school's strengths and its weaknesses, for instance in the use of information and communication technology to enhance learning. The school has drawn up a detailed and clear improvement plan for the next three years which has good criteria for success, as well as indicating the budgetary implications of the actions to be taken. It provides a good yardstick by which to monitor progress. Governors make regular visits to the school and have established good relationships with the staff.

42. The governors have produced a policy for special educational needs, which complies with the Code of Practice apart from one or two omissions, for example the arrangements for integration and facilities for the physically disabled in the school. The school is aware of this and is in the process of revising the policy to rectify the omissions. The deputy head is developing a good understanding of the role of SENCO which she has taken on and in which she is supported well by the headteacher. She has greatly improved identification and

assessment procedures and the provision as a whole. She is also effective in monitoring the planning of support as well as giving good support in class herself. The monitoring of special needs provision by the governing body is not yet fully in place.

43. The school manages its finances well. It budgets carefully, maintaining a small contingency fund. Day-to-day financial management is carried out efficiently by the bursar, and together with her colleague in the office she contributes well to the smooth running of the school. The governing body monitors spending closely through its finance committee. The most recent auditors' report had no major recommendations, and the minor issues raised, such as the establishment of a register of pecuniary interests for governors, have all been dealt with satisfactorily. The school makes good use of specific grants, such as that for special educational needs, for their designated purposes. It is applying the principles of best value well to its spending decisions, which are linked clearly to the priorities for school improvement.

44. The match of number, qualifications and experience of teachers to the demands of the curriculum is satisfactory. All teachers are appropriately trained for the primary phase. There has been a number of staff changes since the last inspection with almost one-third, including the headteacher, new since then. The match between initial qualification and co-ordinator roles is satisfactory and responsibility is carefully matched to experience and interest. The co-ordinators of English and mathematics monitor the teaching of their subjects to ensure that the scheme of work is being covered successfully and other co-ordinators check the provision made for their subjects through year-group planning and in discussions with colleagues. This has a positive impact on the suitability of the work set and ensures that planning takes account of what has gone before and what is to follow. There are plans during this academic year for the monitoring of the teaching in the foundation subjects. The staff are supportive of one another, dedicated and have a high degree of commitment to raising standards of attainment and progress.

45. The match of number, qualification and experience of support staff to the demands of the curriculum is good. The school has a significant number of pupils, over 25 percent, on the special educational needs register. To meet these needs there is a special educational needs co-ordinator and four classroom assistants as well as two students on youth training, employed as classroom assistants. This provides good support for pupils with special educational needs. Classroom assistants make a significant contribution to the quality of education provided. They work effectively under the direction of the class teacher. Midday supervisors work as a team with specific duties and contribute effectively to the management of behaviour. Their contribution with the support of the teacher on duty maintains an orderly well-managed lunch-break. The administrative and clerical support staff provide efficient support for the headteacher. Some parents provide additional support in organising clubs, working on the environmental area and accompanying groups on educational visits. This has been shown to be effective in raising standards of attainment and progress. All staff work together to support the aims of the school and this has a positive effect on the management of pupils' behaviour and personal development.

46. Arrangements for the professional development of staff are good. Details are clearly set out in the staff handbook. The school provides training courses for all staff in areas identified in the school development plans, the recent focus having been on the implementation of both the Literacy and the Numeracy Strategies. All subject co-ordinators have attended co-ordinators' training during the past academic year. Appraisal of all staff, including classroom and administrative staff, is carried out annually. Staff give feedback to their colleagues during weekly staff development meeting on matters which have arisen in previous meetings. There are effective procedures in place for the induction of newly qualified teachers clearly outlined in the staff handbook. As well as having one morning's reduction of teaching commitment

every fortnight, a newly qualified teacher will be mentored by an induction-trained senior member of staff. Areas for professional development will be identified and a programme of additional training agreed. This makes a significant positive contribution to the life of the school and the school is well placed for the training of student teachers.

47. The adequacy of accommodation for effective delivery of the curriculum is satisfactory. There are seven classrooms, three of which are in mobiles, and a separate small music mobile room. The small hall is a multi-purpose room used for assemblies, physical education lessons and as a dining room. Classrooms are small and somewhat cramped especially in Year 6, making practical activities in science and design technology difficult to carry out. Facilities for the staff are limited with a small staffroom and limited toilet facilities. There is no provision for a medical room and when the school nurse, doctor, speech therapist or physiotherapist visit, consultations take place in the staffroom, leaving nowhere for the teachers to take their breaks. The only other alternative is to use the open space around the reception area, which setting lacks dignity and privacy for the pupils involved. There is no large climbing apparatus for under fives, which limits their progress in physical development. External facilities are enhanced by the provision of picnic tables under the shade of mature trees and this area is used effectively by pupils as a general recreation area as well as a place for lunch in the summer. The site has a small hard surface playground, further reduced by the location of the mobiles on a section of it. At breaktimes there is limited space for physical activities. The school is surrounded by a grassed playing field, which includes enough space for football.

48. The provision of resources for effective delivery of the curriculum is satisfactory except in information and communication technology and religious education. The library is small with a limited selection of books to support the curriculum and is housed in a narrow alcove in the corridor. Very attractive displays, some of which indicate the school's achievements, enhance the school environment, including the classrooms, corridors and the hall.

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

In order to maintain and improve the current good rate of progress, the governors, headteacher and senior staff should:

- (1) Improve standards in information and communication technology by:
  - increasing the number of computers available to pupils (*Paras. 4, 48, 98-104*)
  - planning more opportunities for the use of information and communication technology in all subjects of the curriculum (*Paras. 4, 16, 61, 67, 74, 93, 100, 102, 103*)
  
- (2) Improve standards in religious education by:
  - increasing the time allocated to the subject so that it meets the recommendations of the locally Agreed Syllabus (*Paras. 4, 16, 116*)
  - providing more direct teaching of the subject and increasing the amount of written work (*Para. 4*)
  - giving pupils more opportunities for recording their work in oral sessions so that it can make its full contribution to pupils' spiritual and cultural development (*Paras. 23, 118*).

In addition, the governing body, headteacher and senior staff should also consider the following minor issues:

- (1) Improve provision for multicultural education by:
  - increasing planned opportunities for the study of the music, art, literature and religion of other cultures (*Paras. 23, 26, 81, 109*)
  - incorporating the contribution of other cultures to the development of mathematics, science and technology (*Para. 67*)
- (2) Improve communications with parents about their children's progress by:
  - increasing consistency in the quality of the annual report to parents to make clear what children know, understand and can do (*Paras. 35, 36*)
- (3) Improve provision for personal and social education by:
  - developing an appropriately structured scheme of work for all ages (*Para. 16*)
- (4) Improve the good provision for pupils under five in the reception class by:
  - further developing the outdoor areas as a learning resource (*Para. 14*).

## PART C: SCHOOL DATA AND INDICATORS

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

Number of lessons observed	78
Number of discussions with staff, governors, other adults and pupils	72

### ***Summary of teaching observed during the inspection***

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0	26	45	29	0	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***

<b>Pupils on the school's roll</b>	Nursery	YR-Y6
Number of pupils on the school's roll (FTE for part-time pupils)	0	209
Number of full-time pupils eligible for free school meals	0	18



FTE means full-time equivalent.

<b>Special educational needs</b>	Nursery	YR – Y6
Number of pupils with statements of special educational needs	0	2
Number of pupils on the school's special educational needs register	0	51

<b>English as an additional language</b>	No of pupils
Number of pupils with English as an additional language	0

<b>Pupil mobility in the last school year</b>	No of pupils
Pupils who joined the school other than at the usual time of first admission	6
Pupils who left the school other than at the usual time of leaving	9

## **Attendance**

### **Authorised absence**

	%
School data	94.6
National comparative data	94.1

### **Unauthorised absence**

	%
School data	0.3
National comparative data	0.5

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

### Attainment at the end of Key Stage 1

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
		1999	15	16

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	14	13	15
	Girls	15	15	15
	Total	29	28	30
Percentage of pupils at NC level 2 or above	School	94 (76)	90 (75)	97 (65)
	National	82 (80)	83 (81)	87 (84)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	13	14	15
	Girls	13	15	16
	Total	26	29	31
Percentage of pupils at NC level 2 or above	School	84 (80)	94 (71)	100 (87)
	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	16	18

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	15	14	15
	Girls	17	14	16
	Total	32	28	31
Percentage of pupils at NC level 4 or above	School	94 (73)	82 (55)	91 (77)
	National	70 (65)	69 (59)	78 (69)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	13	14	15
	Girls	15	13	15
	Total	28	27	30
Percentage of pupils at NC level 4 or above	School	82 (73)	79 (73)	88 (91)
	National	68 (65)	69 (65)	75 (71)

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

### ***Ethnic background of pupils***

	No of pupils
Black – Caribbean heritage	0
Black – African heritage	0
Black – other	0
Indian	0
Pakistani	0
Bangladeshi	0
Chinese	0
White	178
Any other minority ethnic group	2

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

### ***Teachers and classes***

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

Total number of qualified teachers (FTE)	8.6
Number of pupils per qualified teacher	23
Average class size	28.3

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

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

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

### ***Financial information***

Financial year	1999-2000
	£
Total income	361393
Total expenditure	351696
Expenditure per pupil	1571
Balance brought forward from previous year	8825
Balance carried forward to next year	18522

## Results of the survey of parents and carers

### Questionnaire return rate

Number of questionnaires sent out	209
Number of questionnaires returned	60

### Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	60	37	3	0	0
My child is making good progress in school.	60	38	0	0	2
Behaviour in the school is good.	48	48	0	2	2
My child gets the right amount of work to do at home.	50	37	8	3	2
The teaching is good.	68	32	0	0	0
I am kept well informed about how my child is getting on.	37	43	18	2	0
I would feel comfortable about approaching the school with questions or a problem.	77	23	0	0	0
The school expects my child to work hard and achieve his or her best.	70	27	3	0	0
The school works closely with parents.	45	43	12	0	0
The school is well led and managed.	77	23	0	0	0
The school is helping my child become mature and responsible.	50	47	2	0	2
The school provides an interesting range of activities outside lessons.	47	35	15	0	3

## **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**

#### **PROVISION FOR CHILDREN IN THE FOUNDATION STAGE**

49. Since the previous inspection, which identified serious weaknesses in the provision, planning and teaching for children under five, good improvements have been made. The curriculum has been improved by the successful linking of early learning goals to the preparation for entry to the National Curriculum in Year 1. The quality of teaching has improved and is now very good. Orderly classroom routines are well established and children feel secure and happy in their classroom environment. The teacher ensures the children's attention and interest by frequent changes in purposeful activities which extend their knowledge and understanding. She has a warm relationship with the children and conveys her enthusiasm well, increasing their confidence and inspiring awe and wonder at each new discovery. She encourages respectful handling of resources, for example, 'Please pass Buzz Bee, don't throw him'. Learning support assistants and a youth training student organise resources, join in activities and support groups of children at the teacher's direction, although the trained learning support assistant is only available in the morning. All adults listen well and encourage children to explore language, materials and tools. Planning is very clear and shows a good knowledge and understanding of the foundation stage and of the needs and experience of young children. The modified literacy and numeracy hours show a clear understanding of both the strategies and the need of the children. There are separate plans for each structured activity, which is supervised by an adult who makes written notes on progress. The teacher ensures that children are offered opportunities in all six areas of learning every week, and that their progress is monitored carefully. All adults intervene appropriately, particularly in the role-play corner when the children's inspiration dries up. They manage the children well and have high expectations of behaviour and courtesy which are well repaid by the children. They encourage children to try new activities; for example, one little boy was reluctant to dress up during role-play and the teacher dealt with this very sensitively, simply offering further opportunities for dressing up as the session progressed. There is much use of tick-lists, which provide a good idea of what topics have been covered and individual tracking of progress. However, the recording of individual progress in personal and social development is insufficiently detailed to give clear guidance, taking account of individual strengths and weaknesses. Although there is some encouragement of a degree of independence, there is further scope for development. There are daily planned opportunities for outdoor play. However, drainage in the grassy area just outside the classroom is poor, which renders it unusable for days at a time in the case of heavy rain. The headteacher, who also effectively monitors the quality of teaching, rigorously monitors the planning of the curriculum.

50. Children enter the reception class in the year in which they are five, the youngest attending part time for the first one or two terms. At the time of the inspection, there were 30 children in the class, six of whom attended full time. Many of them have previously attended playgroups or nurseries and the co-ordinator for early years makes frequent visits to observe the new intake before they arrive. According to the school's baseline assessment on entry for four-year-olds, children come with a range of abilities which are broadly average and, due to the very good quality of teaching, are well on course to exceed the expected levels in the national early learning goals by the age of six.

#### **PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT**

51. Even at this early stage of the term, children are becoming familiar with classroom routines such as forming the 'reception express' for movement around the school, and understanding that a musical alarm signifies certain points in the day, for example drinks, playtime, etc. Most work well together with only a few noisy boys unable to find anything to do. Girls are happy cutting and sticking and helping each other to work. They applaud each others' achievements and are very proud to be chosen as leaders or register monitors. Most, including the youngest, tidy away after themselves and are usually very polite, remembering to say 'please' and 'thank you'. They are learning to concentrate in short bursts and older pupils in the afternoon concentrate for quite long periods. They sit quietly on the carpet, put up their hands to speak and listen to each other in a modified form of class discussion when news is exchanged. Children are well on course to exceed the level of attainment expected in the national early learning goals. The quality of teaching is very good, with all adults, teaching and non-teaching, setting very good examples of respect for each other and consideration for others' feelings.

## **COMMUNICATION, LANGUAGE AND LITERACY**

52. Most children recognise their own names and their pictures on drawers and coat-hooks and are well on the way to exceeding the requirements of the national early learning goal. Approximately one quarter of children are already familiar with the story of 'The Three Bears' and retell the story in the correct sequence, using pictures as prompts. Children are keen to answer questions and to identify trees and houses in the pictures. They know that English books are read from left to right and from front to back, and handle them appropriately. In their role-play, they adopt the personality and speech patterns of stories they know. About half the older ones write their own names independently and the rest know the initial letter, forming it recognisably along with a few others. They listen carefully and speak confidently when discussing the latest adventures of 'Barnaby Bear'. The quality of teaching is very good. Teaching and non-teaching staff listen carefully to children and encourage them to expand their answers from single words or phrases. They provide many useful opportunities for speaking and listening and for practising the early skills of writing. They show their enthusiasm for reading and encourage and pass on their enjoyment to the children.

## **MATHEMATICAL DEVELOPMENT**

53. Children are developing an understanding of size, for example 'big, small, middle' when building a house for the three bears. They discuss shapes, learning that a circle is round and correctly identifying squares and triangles. They count cubes and buttons to 10, and sort buttons by colour successfully. They count out loud confidently with the teacher to 30, to 3 and 5 independently. Approximately half count back from 10 to 1, using their fingers or the number rhyme 'Ten Little Indians'. They recognise numerals 0 to 10 and approximately 20 per cent are beginning to understand counting in sequence. Children are well on target to exceed the national early learning goals by the end of their reception year. The quality of teaching is very good and the teacher loses no opportunity for counting and ordering, for example, in working out how many cooked lunches will be needed that day and in lining up in order of size.

## **CREATIVE AND AESTHETIC DEVELOPMENT**

54. At the foundation stage, pupils join in familiar singing rhymes enthusiastically and with enjoyment. They match their actions to the words of songs, mostly correctly, following a 'leader'. Older children are learning to express their ideas in drawings, explaining them with imaginative detail. They listen to a variety of untuned percussion instruments, deciding whether they are shaken, scraped or struck, and identifying triangles, sleigh bells and tambourines.

In role-play, they are keen to act out stories they have heard and select the appropriate outfit. They paint freely, enjoying the use of colours and the choice of brushes. Children are on target to meet, and exceed, the levels expected by the end of the reception year. The quality of teaching is very good and many opportunities are provided for pupils to express their thoughts and feelings in music, art and role-play.

## **KNOWLEDGE AND UNDERSTANDING OF THE WORLD**

55. Children are developing their understanding and skills of computers, exploring the use of the mouse and the space bar, using return to change displays. They use the arrow keys to place fruit into baskets and transfer them from one to another, having sufficient knowledge and understanding to work independently, completely absorbed in what they are doing. Children know that people live in a variety of different houses and that the houses they build are not like the one in the Big Book story of 'The Three Bears'. They talk about their own experience of porridge, comparing it cooked and uncooked, as they did when they made porridge in the classroom. They know that hot food and boiling water give off steam and have a good understanding of 'hot' and 'cold'. They are developing their knowledge of fruits which come from countries other than England, for example bananas, pineapples and star-fruit, from their reading of 'Handa's Surprise'. Children design and make beds for the three bears, cutting, sticking and using gummed paper. They work with malleable materials, cutting shapes, rolling out and talking about what they have made. Children lay out railway tracks correctly, and use small construction equipment to construct houses and fire stations, extending their knowledge of the functions of particular buildings. They are well on course for exceeding the levels expected nationally by the time they finish the reception year. Teaching is very good and all staff show their enjoyment of the activities provided, for instance, splashing through the playground on a wet day on an imaginary 'Bear Hunt'.

## **PHYSICAL DEVELOPMENT**

56. Most children walk, run and skip confidently and competently, if a little raggedly. They stretch up and stand on tiptoe, jumping five times with evident enjoyment. Approximately half can balance on one leg without teetering. Most catch a large ball with ease and pass it on to the next in line. They balance beanbags on their heads, even whilst running on the spot. Older children in the afternoon sessions handle pencils, paintbrushes and scissors with increasing control and dexterity. Out of doors they steer and manoeuvre wheeled vehicles carefully, avoiding collisions. They are improving their dexterity in handling small jigsaw pieces. Children are well on the way to exceeding the national early learning goals by the age of six. The quality of teaching is very good, and all staff take care to encourage children to experiment and persevere to improve their physical performance.

## **ENGLISH**

57. The standards achieved by pupils at the ages of seven and eleven are above those expected for their age. In the 1999 national tests the number of pupils aged seven achieving the expected levels was well above the national average, although the proportion achieving the higher levels was below the average. Results in 2000 are similar, although there are as yet no national comparative figures, but far more pupils achieved the higher level. In tests for pupils aged eleven, results have improved steadily in the years from 1996 to 1999, when they were well above the national average. Results were also well above average when compared with those of schools with a similar intake. The evidence of the inspection shows that the standards of the oldest pupils in the school are above those expected in speaking and listening, reading and writing. The continued implementation of the literacy strategy and

the provision for creative and extended writing outside literacy lessons have helped to raise standards in writing. There has been an improvement since the previous inspection, when standards were average in both age groups.

58. Standards of speaking and listening are good. Seven-year-old pupils mostly listen carefully, for instance in the shared work in the literacy hour, where they concentrate well when they are asked to supply the missing words from a poem, or in the session at the end of the hour when they listen to each other's writing. They are confident when they talk about their work. Eleven-year-old pupils use appropriate vocabulary in discussing the different aspects of a playscript, for instance, when they share and clarify their ideas at the end of a literacy lesson or discuss their reasons for their choice of background music. Pupils have good opportunities for discussion across the curriculum, for instance in religious education and art. The extra-curricular drama club also provides good opportunities for older pupils. Pupils with special educational needs develop their speaking and listening skills well in role-play.

59. Standards of reading are good. The majority of seven-year-olds read fluently and make good use of phonic skills to build unfamiliar words. In a guided reading session higher attaining pupils read 'The Three Billy Goats Gruff' with good expression and understanding of characterisation. The majority of pupils are able to express their preferences for books, but they have not yet developed the library skills to find information for themselves. Eleven-year-olds have developed good reference skills; they are able to find books in the library and use contents and index pages to locate information. Higher attaining pupils read very fluently, and are able to explain their reasons for liking particular authors. Most pupils are able to talk about the setting and characters in a story. Lower attaining pupils are able to use dictionaries to locate unfamiliar words. In literacy lessons, pupils read well together, for instance when rehearsing 'The Pied Piper of Hamelin'.

60. Seven-year-olds make good progress in developing their handwriting in the course of the school year. They sometimes use computers to word process their stories, but this does not happen regularly. They write for a range of purposes, for instance writing a letter to Cadbury's to inform them of the results of the tests they had carried out on their products, or writing a newspaper report or an acrostic poem. Higher attaining pupils use more complex punctuation, such as apostrophes and full stops, well, and the literacy hour has given all pupils an understanding of simple grammatical concepts such as verbs and adjectives. Lower attaining pupils and those with special educational needs receive good support in the literacy hour both from the class teacher and the learning support assistant.

61. The standards of writing of eleven-year-olds are above those expected for their age. The majority of pupils have developed a good, cursive handwriting style. They use a wide range of vocabulary and punctuation in their story writing and they make good use of simile. They take the opportunity provided by homework to write poetry. They write in a variety of forms, including reviews of books they have read. They have opportunities to write reports, for instance of a design and technology project on a van, but opportunities to develop their writing in reports of their science and mathematics investigations are not always taken. They still make little use of information and communication technology, for instance in drafting their writing.

62. Pupils have good attitudes and generally behave well in lessons. They quickly learn to work independently, although in a minority of classes they become too noisy when they start their tasks. All pupils maintain their concentration well throughout literacy lessons. Pupils of all levels of attainment make good progress as they move through the school, because teachers match tasks well to the differing levels, and lower attaining pupils and those with special educational needs receive good support.



63. The quality of teaching is good throughout the school. No unsatisfactory teaching was observed during the inspection and there is some very good teaching in both infant and junior classes. Teachers mostly use the structure of the literacy hour well to develop pupils' basic skills and they plan additional sessions to ensure that pupils' writing is developed. Teachers share plans, so that they are aware of what others are doing, and this has had a positive effect on pupils' progress. They use effective methods; for instance in a Year 1 class the teacher used clapping to reinforce the syllable structure of a poem. They maintain a brisk pace, challenging pupils by the effective use of questions. In a Year 4 class, very skilful questioning encouraged pupils to share their experiences of being lost, developing their ability to talk about their feelings. The good relationships teachers establish with pupils involve them fully in lessons, promoting effective learning. Where teaching has a weakness, it is when the teacher's grasp of the literacy strategy is not secure and the lesson is disjointed, without a clear objective, or when the teacher's subject knowledge, for instance of the use of phrases and sentences, could be improved. Overall, however, good teaching and the effective use of the literacy strategy are enabling pupils to learn well.

64. The school still has literacy as a focus in its development plan, and the effective monitoring of this has helped to raise standards. There are systems in place for the regular assessment of pupils' progress, and staff use this information well to set targets for pupils. The co-ordinator has established good links with Hailsham Community College, which ensure good continuity when pupils move on there. There is a need to create more opportunities for pupils to develop their literacy in other curriculum subjects, but the school has made good progress since the previous inspection, when standards were average but the progress of higher and lower attaining pupils was variable; this issue has been fully addressed through the careful matching of tasks and the high quality support provided, particularly for pupils with special educational needs.

## **MATHEMATICS**

65. The proportion of pupils achieving the expected levels at the ages of seven and eleven in the 1999 national assessment tests were above the national average but very few pupils attained the higher levels in either key stage. At the age of eleven, girls outperform boys at the higher levels, but the rising trend in attainment is above that current nationally, and during the inspection, there was no significant difference between girls and boys. In comparison with other similar schools, results are close to the average. In comparison with prior attainment, standards in mathematics are below the expectation because the school only adopted the National Numeracy Strategy in the current year and it has not yet been in place for long enough to have a significant impact on standards. Indications are that results in the latest tests are higher and that the school has exceeded its realistic and achievable targets for both age groups.

66. In the work seen, standards were average in Key Stage 1. Reaching these levels of attainment at this early stage in year indicates that, by the time of the next national tests, standards will be above the national average. By the age of seven, the majority of children form their figures correctly and reconcile quickly the spoken figure and the written symbol. They have a good knowledge and understanding of simple addition and subtraction and accurately count to 100 on their fingers or using dots and cubes. Pupils with prior lower attainment and those with special educational needs count comfortably to 50. Some higher attainers are well practised and accurate at making up equations to equal ten and 20. The majority of pupils name two and three-dimensional shapes correctly and are beginning to use the appropriate vocabulary to describe their properties. The scrutiny of past work shows good investigative activities where pupils initiate some of the tasks. Pupils are making good

progress in the presentation and methods of recording their mathematical enquiries. They estimate numbers and then check them for accuracy, seek for patterns and sequence numbers and colours. Their knowledge, understanding and skills of exploring shape and money are developing well.

67. In the lessons seen in Key Stage 2, pupils were reaching standards of work, which are above the national expectation at this early stage of the school year. Most pupils are fairly confident and accurate in expressing fractions as decimals. About half are confident in correctly counting on and back in 0.2 jumps, the rest need some prompting. Most cope well in recalling their knowledge of multiplication tables to find common multiples for helping to reduce fractions, but those with lower prior attainment and special educational needs have some difficulty. Most are secure in their knowledge, understanding and skills of tallying and representing the data obtained in tables. The higher attainers explain their thinking processes, the average pupils make a good attempt, but the lower attainers have difficulty expressing what they want to say.

68. There is little evidence of the use of information and communication technology for data handling. The uses of numeracy are not yet sufficiently developed, although there is some of necessity in data handling in science and geography. Pupils use their skills occasionally in measuring in design technology, their awareness of scale and perspective in art, and they use counting in music. The use of time lines is not emphasised in history lessons, and there is a complete lack of cultural mathematics; for instance, pupils are not taught that the Arabs discovered the zero or that much of our mathematical knowledge was developed by the ancient Greeks. The scrutiny of pupils' past work shows their many investigations in seeking complex number patterns, and explorations of shape and measure including money. Their past work shows a good understanding of multiplication and division by 2, 5 and 10 times tables, their ability to successfully construct complex polygonal shapes, and their effective use of Venn diagrams for multiples of numbers. Homework supports and extends the learning in the classroom well.

69. Despite a period of turbulence due to staff discontinuities, standards have been maintained since the previous inspection and the staff use the numeracy hour effectively to increase pupils' rate of progress.

70. The quality of teaching is satisfactory in the infant classes. It is good in the juniors, where there are also many instances of very good teaching. Teachers' planning closely follows the national guidance and generally suits the abilities of individual pupils. Support for pupils with special educational needs is good during the numeracy hour and they make good progress. The standard of questioning in order to check and extend pupils' learning is very high. At the end of the infant phase, the adaptation of tasks and vocabulary to ability is particularly good and this makes a good contribution to the above average results seen. At the end of the junior phase, teachers also match the tasks to the abilities of pupils and explain processes well so that pupils know the purpose of the activity and make good progress. Teachers' good subject knowledge enables them to give very clear instructions and their evident enjoyment conveys enthusiasm for the subject to engage and sustain pupils' interest and attention. They set key questions for pupils to prepare for the end of lesson reviews when pupils' understanding and progress are checked. Teachers have already, at this early stage of the term, established good classroom routines, incorporating high behavioural and academic expectations to help pupils settle well and quickly to their work. Their calm, positive management promotes a good learning environment so that pupils can complete their tasks and make good progress. Pupils work well together, for example taking turns to roll dice, and sharing ideas and suggestions. Very good questioning directed to pupils of all abilities in the end of lesson reviews provides clear and effective assessment opportunities. Pupils are encouraged to set individual and timed targets for themselves. Teachers make

good use of learning support assistants in helping pupils with special educational needs to make progress. Marking, although regular, rarely gives an indication of the strengths or weaknesses in pupils' work.

71. The scheme of work is based on national guidance and gives a good steer to teachers for planning lessons which are based on what has gone before and what is to follow. There are good assessment procedures and the use of the data obtained is developing well to ensure that tasks are set which match the individual abilities of pupils, including those with special educational needs. Topic sheets and guidance are supplied to parents so that they can support their children's learning. The co-ordinator has a very good understanding of the role, which is effectively exercised to provide a very positive influence on provision and teaching throughout the school. The recent initiatives for providing more challenge for prior higher attainers are already having a positive effect on standards of attainment and progress. The school recognises that the use of information and communication technology is a priority for development and it is identified as such in the subject development plan.

## **SCIENCE**

72. Standards attained in science are above national expectations by the time pupils reach the age of seven, and above expectations by the end of Year 6 when pupils leave the school. Pupils make good progress throughout the school as a result of the good teaching they receive. The 1999 test results reveal that at the age of eleven the percentage of pupils reaching the national average or above and the percentage reaching higher levels were above the national average. The results for 2000 show an improvement over the previous year, particularly at the higher levels.

73. Infant pupils are beginning to use scientific vocabulary with increasing confidence and understanding and make good progress in their investigative skills. They investigate the properties of a range of materials and show their understanding of why some materials are useful for specific purposes when they test kitchen paper to see which will keep Barnaby Bear dry longer. They accurately predict which of four different surfaces will allow a vehicle to travel furthest, taking into account the importance of friction and the influence of the degree of smoothness. Higher attaining pupils know that some materials can revert to their original state but that others will not. The foundation of scientific investigation is laid at an early stage, with pupils carefully studying life processes and considering the factors which contribute to healthy living. They satisfactorily discuss the requirements for growth as well as the need for a balanced diet, and the function of different types of food, and Year 1 pupils clearly illustrate their findings in attractive posters. In their investigations of the sources of light, they develop a good understanding of the associated vocabulary of transparency, translucency, opacity and reflection. They correctly use the relevant equipment to wire an electrical circuit. They postulate ideas well and discuss thoughtfully whether large seeds produce large plants and vice versa. Pupils use their senses to predict whether balloons contained a solid, a liquid or gas and make good attempts to define the difference between the three states of matter. They record their findings and explain the reason for differences. They make good predictions about the outcomes of an experiment and most have some understanding of a fair test. By the age of seven, they enthusiastically investigate how sounds are produced and how distance affects the volume of sounds. By investigating the habitats of various creatures, they develop a sound appreciation of the importance of caring for the environment.

74. Junior pupils build well on their earlier knowledge of materials, understanding that materials can be solids, liquids or gases and that the properties of certain materials make them suitable for different purposes, such as insulation and conduction. They make good

detailed studies of sources of power including electricity. They successfully construct parallel circuits as well as series circuits and explain clearly what happens to light bulbs when changes are made within the circuits. They understand resistance and how this varies with the thickness or length of the conducting material. They have a good understanding of how sound results from vibrations and travels in waves through the air. Year 6 pupils demonstrate to the whole school how the pitch of sound varies when alterations are made to musical instruments such as shortening the length of the guitar string. They are thoroughly familiar with the approach to fair testing and apply the principle to all investigative work. They investigate factors which affect the solubility of substances by keeping all other factors constant and changing in turn, the temperature, the quantity of the substance being tested, the amount of water used and the time allocated. They test the solubility of solids and generate good hypotheses when separating insoluble as well as soluble substances. They know that when water is heated it turns into steam and that invisible water vapour is present in the air. Pupils develop a good understanding of the importance of a fair test and predict, test, refine and evaluate their work when measuring the rate of growth of plants placed in different locations including a dark cupboard. In their study of light they demonstrate well how light travels in a straight line, and how shadows are created, and use mirrors to show reflection. They use prisms to reveal the spectrum of light and the colours of different wave bands. They study the human body to extend their good understanding of the importance of a balanced diet for healthy living. Most pupils have made considerable progress in answering factual questions, using appropriate scientific terminology and planning and recording experiments in a logical manner. In their science lessons they use deductive methods to provide evidence for hypotheses. They identify problems individually, design tests and conduct their own experiments. Most use scientific vocabulary well and demonstrate a good understanding of such terms as ecosystems, and habitat during their study of life in the Cuckmere River.

75. Significant improvements have been made since the last inspection. Greater challenge is provided for higher attaining pupils in investigative activities. The quality of teaching has considerably improved and is now good, especially in the reception class, where the work is appropriately planned to meet the needs of all the children according to their level of development. Information and communication technology, though insufficiently developed, is being increasingly used to enhance learning in science.

76. The quality of teaching and learning, including for pupils with special educational needs, is good and sometimes very good in both infant and junior classes. Teachers have a secure understanding of the science curriculum and there is a clear emphasis on experimental and investigative science throughout the school. Teachers' planning and the scrutiny of pupils' work show that work is related to the prior attainment of pupils and takes account of ongoing assessment which determines what is taught next. In the lessons observed the objectives were discussed with the pupils so that they knew what they were supposed to learn, thereby enabling them to make good progress in the session. Resources are well prepared and generally appropriate for the experiments being performed. Questions are used well to make the pupils think for themselves and to apply previous learning. As a result, pupils enjoy their lessons and are eager to learn and reach a high standard by the time they leave the school. Behaviour is generally good in lessons and pupils work together well and listen to the views of others. They take turns and handle resources confidently. Tasks are generally well suited to the needs of all pupils, including those with special educational needs and they make good progress.

77. The subject is well managed by a knowledgeable and enthusiastic co-ordinator who, although recently in post, is committed to raising standards even further. National guidance has been adapted to provide a scheme of work which suits the needs of the school. Teachers' planning and pupils' work, especially in experimental and investigative science, are

monitored and there are currently systems in place for recording assessment and tracking the progress of individual pupils. In both key stages, teachers mark pupils' work regularly, and comments provide guidance to pupils as to how they can improve their work. Resources are generally satisfactory and fully support the teaching and learning of science throughout the school. Good use is made of literacy and numeracy within science. For example, pupils make precise measurements and draw line graphs when investigating the effect of temperature changes on the rate of solubility over time. The many opportunities for extra-curricular activities enhance the teaching and learning of science. The well-organised environmental centre in the school grounds is a valuable resource for science, not only for class lessons but also for the science club which is very popular amongst the pupils. Visits to places of interest such as the Hertsmonceux Science Centre support learning in the classroom. The focus on science in the Science Week provides opportunities for contributions from the RSPCA, Skylab, the police and the Planetarium. These contribute to the high profile of science in the school and provide the stimulus for work in other areas of the curriculum.

## **ART**

78. Standards of attainment in art are above the national expectation by the age of seven, and are often well above at the age of eleven which means that the good standards identified in the previous inspection have been maintained.

79. By the age of seven, the majority of pupils look closely at pictures, describe what they see and make good attempts at reproducing them in pencil. They pay careful attention to light and shade and understand the differences made to the tone and texture of their work. Pupils are beginning to talk about the techniques they have chosen, for example shading, dots and smudging. All pupils understand that a graphite pencil can produce thick or thin lines. Standards in work displayed around the school show that artistic techniques are greatly enhanced by careful teaching and opportunities for creative expression. Pupils make chalk portraits of their classmates, and make curriculum links with mathematics in their attractive tessellated patterns. They use computers to generate pictures based on their topic work and much free drawing supports their work in many areas of the curriculum. They extend and deepen their knowledge of art from other cultures in their pastels and pencil drawings of African artefacts.

80. By the age of eleven, higher attaining pupils explain the use and purpose of perspective. Pupils select the size and colour of paper to suit their plans and their choices are usually appropriate. They sketch from photographs in a variety of media, for example, pencils, paints, pastels and chalk. Some have made good attempts at adding reflections in water, combining scientific and artistic knowledge and understanding. The talents of all pupils, whether gifted or not, are developed with real teaching skill. Pupils make good use of a sketchbook for close observational drawing, free drawing and studies of the work of William Morris, Magritte and Clarice Cliff. They work confidently in textile collages, and seek patterns with good curriculum links to several subjects. Art supports work in other subjects showing increasing complexity and dexterity in the handling of tools and media. Pupils produce striking three-dimensional pictures of flowers and plants, and the prints they make are above average in the detail they reproduce. They have experience of working with ceramics in making clay plates, and produce needlework collages and drawings based on 'The Iron Man' read in the literacy hour.

81. The quality of teaching is good overall in both infant and junior classes. There are instances of very good teaching in both age ranges. Teachers make their expectations for behaviour and work very clear so that pupils are enthused and motivated, keen to begin their

tasks and tackle them well. The teachers make good use of praise and encouragement to raise confidence and give pupils starting points for evaluating their own and others' work. Their questioning is very effective to probe pupils' thinking and to extend their artistic vocabulary. They use their good subject knowledge and understanding to develop pupils' understanding of shading and critical observation. As a matter of course in the top class, the teacher relates pupils' work to that of established artists, for example Turner when looking for inspiration for skiescapes. The teacher makes good use of quality reproductions and pupils' own work to illustrate her points about landscapes and the use of perspective. Pupils are very willing to discuss their work openly with their teacher, classmates and with visitors, taking immense pains and pride in the presentation of their work. They look very critically at the work of other artists and explain how they will adapt their own work to create a new image.

82. The newly revised art and design policy incorporates the guidance for the new curriculum and gives clear instruction on the use of a sketchbook to develop ideas, skills and techniques. These are well used by teachers in planning lessons, which take account of what has gone before and what is to follow. After-school clubs in ceramics and silk printing enhance the curriculum, and pupils are encouraged to attend local authority master classes, which lead to them having their work displayed at local venues. Visits to the Towner Art Gallery take place but these are restricted because of considerations of distance and cost. The school welcomes visitors like illustrators during Book Weeks. There are no formal procedures for assessment but teachers' expertise in art helps them to track the progress made. The co-ordinator has a very good understanding of the role, which is exercised effectively in terms of monitoring and evaluating provision, and classroom practice when the subject is being periodically developed. She acknowledges that the study of the work of non-white, non-European artists needs greater emphasis. Resources are adequate but there are some shortages of quality reproductions of the work of famous artists to stimulate pupils' imagination and encourage them to experiment further. Work on display is a triumphant celebration of pupils' very good standards and a clear illustration of the very good development of artistic skills.

## **DESIGN AND TECHNOLOGY**

83. During the week of the inspection only two lessons in design and technology were seen, one in an infant class and the other in a junior class. Additional evidence was taken from the displays, conversations with pupils, an interview with the co-ordinator for the subject and from teachers' plans. These indicate that standards in design and technology are above expectations nationally, and pupils throughout the school have comprehensive experience in all aspects of the subject.

84. Pupils develop their making and designing skills by working with a good range of tools and materials. Each unit of work in design and technology includes the aspects of design, making and evaluation including modification. Pupils have regular experience in food technology and during the autumn term, Year 1 pupils visit Pizza Hut to observe the making of pizzas, returning to school to design and make their own. They evaluate the finished product. Year 2 pupils carried out a successful project when they tested a range of commercial biscuits, analysed the results and wrote to the manufacturer explaining the findings of their investigation. Following their own satisfactory market research, they made their own biscuits and thoughtfully discussed marketing procedures. They also made sandwiches for a picnic, designed their shape, chose the fillings and handled the tools with confidence and a good awareness of hygiene and safety. They look carefully at what they have made and, where necessary, modify the product. They design, cut, paste and staple different shaped cards with increasing skill and dexterity to produce Christmas cards,

amending and improving as they go along in order to improve the finished product. They have a satisfactory knowledge and understanding the skills of working in clay and textiles using a range of tools and equipment. Pupils in the reception class show a satisfactory understanding of the importance of using the right material when designing and making model boats, which they then proudly display in the corridor. By the age of seven, pupils have had a satisfactory experience of working with a wide range of materials and learned a range of designing and making skills.

85. Junior pupils successfully design and make bags after studying these items from Tudor times. They make critical observations of clay plates and successfully create their own designs. In connection with a study of Ancient Egypt they carefully examined and discussed a range of the spices known to have been used. Following this research, they selected food items, listed the ingredients and created their own recipe for a spicy Egyptian meal, carefully evaluating the finished product and suggesting ways in which it could be improved. Year 6 pupils made accurate drawings of their designs for different types of vehicles, using their previous scientific knowledge well to select from a range of suitable materials, and attaching a battery-operated gear with on and off switches to propel the vehicles. They evaluated their design, solved problems related to reverse movement, and tested the effect of friction on the moving vehicles. They make good pop-up versions of cards at Christmas. Pupils develop sound problem-solving skills. In the design and technology club pupils successfully make ceramic whistles in the shape of animals and are very excited by their efforts. They understand the importance of glazing and of firing in the kiln when they make small clay pots. The work done is always very clearly defined and pupils have good opportunities to choose materials, tools and techniques and to make decisions about their product.

86. The school has maintained the good standards reported in the last inspection report. There is a sound policy and a very comprehensive scheme which details which product is to be investigated, designed and made in which term and in which class. This ensures that lessons are planned which take account of what has gone before and what will follow.

87. The teaching of design and technology in one lesson was good and in the other lesson very good. Teachers have a good knowledge of the programmes of study for the subject. They plan their lessons well and make good use of resources. They challenge the pupils to make decisions when designing, choosing materials and making their products. They use ideas to stimulate pupils' imagination. Teachers manage their classes well and their organisation is good. Pupils are well behaved in their work in design and technology. They are attentive to their teachers and are friendly and supportive to one another. They show a great deal of interest in their work, and when talking about what they have done previously, they show pride and satisfaction in the outcomes of their efforts. There are good procedures for assessing what pupils have learned and this data is used effectively to plan future lessons.

88. The co-ordinator advises teachers informally and keeps a useful portfolio of photographs of pupils' work. Resources are good with a wide range of equipment and plentiful supply.

## **GEOGRAPHY**

89. The standard of attainment in geography at the ages of seven and eleven is average compared with that expected of pupils of similar age. By the age of seven, pupils have gained experience in using maps to locate places in different parts of the world. They make good drawings of a treasure island, using a simple key to identify features such as a pond, a river, a church and a bridge. By following the route of Barnaby Bear in his travels to contrasting localities they learn about different means of transport and relate these to

distances and time. They accurately place the countries of the United Kingdom and the continents on a world map. They use globes, atlases and maps of different scales to locate places visited on holiday, using photographs and postcards of important destinations in their classroom displays. By sharing the first hand knowledge of pupils who have experienced travel to different parts of the world, they extend their satisfactory knowledge and understanding of how climatic and other factors affect people's lives.

90. Junior pupils increase their understanding of mapwork by drawing their own plans of the classroom and extending this to the mapping of their route to school. They use a colour-coded key well to distinguish different functions and thus extend their knowledge of the local environment through fieldwork activities. Displays of the local environment, including large-scale maps, aerial photographs and oblique pictures, focus their attention on aspects of the area which are attractive and those which could be improved. Pupils in Year 5 employ their investigative skills to research information on their perception of problems associated with travel to school and make good attempts to display their findings graphically. During a residential field course at Hindleap Warren, Year 5 pupils develop their knowledge and understanding of physical features and how these affect land use. In their study of the local river, the Cuckmere, they do good field sketches, and accurately measure the rate of flow of the river, observing the depth, erosion and deposition. They develop satisfactory skills of mapwork and route finding, identifying features on the map and relating them to their own everyday experience. They learn how river valleys are formed and their impact on landscape. Year 4 pupils study the weather and keep daily records of weather observations including temperature, rainfall, cloud cover, wind speed and direction, comparing them carefully to similar periods from records kept over the past two years. They thoughtfully consider environmental issues such as proposals for a by-pass of the village and write persuasive letters to the council conveying their points of view. Year 3 pupils make use of their knowledge of current events such as the Olympics and locate Australia on the map of the world. By the age of eleven, pupils are well prepared for the next stage of their studies in geography.

91. There have been significant improvements since the last inspection. There is now a scheme of work, monitoring of the subject takes place, resources have been increased and teaching has improved, and this has resulted in raising standards to the national expectation.

92. The teaching of geography is satisfactory overall with many instances of good teaching. No unsatisfactory teaching was seen. Where teaching is good the subject knowledge of the teachers enables pupils to ask searching questions and receive clear explanations. Clear explanations increase the understanding of pupils when they learn about landscape evolution and the work of rivers in erosion and deposition. Analysis of pupils' work and others sources indicate that pupils make satisfactory progress in their learning. They acquire skills of map reading and interpretation as a result of their lessons in infant classes, drawing maps of their route to and from school. They gain new knowledge of places by using atlases and globes to locate places studied and the place of origin of postcards sent by Barnaby Bear from many places abroad. By the time pupils leave the school they have developed satisfactory investigative skills in physical geography through their study of the Cuckmere valley. They develop aspects of citizenship and concern for environmental issues in their work on the by-pass.

93. The subject is managed by an enthusiastic co-ordinator who has put a great deal of effort into raising standards. There is a clear vision for the development of the subject. National guidelines have been adopted, and assessment records of pupils' progress have been introduced but these are in the early stages of implementation and are not sufficiently developed to inform planning. There are plans to use information and communication technology to aid studies in geography by retrieving information from the Internet, to extend



the pupils' knowledge of geographical features. Resources are adequate, but there is a need to increase the stock of computer software to enable pupils to use information and communication technology in their regular lessons.

## **HISTORY**

94. Standards attained in history at the ages of seven and eleven are average for pupils of similar age nationally. History is accorded an important place in the school curriculum and much is achieved by the school curriculum.

95. Infant pupils demonstrate a very clear understanding of past and present when using a time line from 1600 to the present day and marking important events. They develop a good awareness of chronology using artefacts, pictures of the past and stories about life in other times. They gain experience of historical techniques by examining a collection of items from which they deduce information about the age, gender, and period in history, from the evidence provided. Pupils develop an understanding of how famous people in the past have made an impact on life today. For instance, they know that Florence Nightingale nursed the sick and wounded soldiers in the Crimea at a time when nursing care was not of a satisfactory standard and that she contributed significantly to the development of nursing care as we know it today. They have a satisfactory understanding of the development of the fire service when they compare what was available during the Great Fire of London and the advances which have been made since. This satisfactory understanding is extended when pupils examine the reasons for the widespread, swift destruction and the justifications for building with bricks following the disaster.

96. Junior pupils learn about selected periods of the history of Britain from Roman times to the present. They understand the reasons for the Roman invasion of Britain and appreciate the impact of their occupation. They are developing a satisfactory knowledge and understanding of the place of archaeology in historical studies through simulated archaeological digs. They increase their appreciation of the importance of the evidence remaining in the landscape, which reminds us of the past. Pupils gain a satisfactory understanding of the reconstruction of the past and learn about Roman mosaics, the life of Roman settlers and the differing roles of men and women in those times. They participated enthusiastically in the activities arranged for the Roman Day when the local newspaper reported on the day that 'Hellingly does as the Romans'. They have a good knowledge and understanding of Ancient Egyptian legends and culture and that Egyptian civilisation made valuable contributions to present day society. Cross-curricular links are forged when they design and make a number of models depicting Egyptian dress and necklaces. Pupils develop satisfactory skills in the use and interpretation of artefacts such as mummies and the sphinx when making detailed studies of customs in Ancient Egypt. By the age of eleven, pupils understand how the monarchy influenced the lives of people in Tudor times and the impact of past decisions on the present. They acquire a good understanding of the major differences between the rich and the poor in Victorian times and study photographs and other sources to find out what life was like for children living in Victorian times. They make good detailed studies of the life of King Henry VIII and know that the role and power of the monarchy differed considerably from today. They make appropriate use of the Internet to obtain additional information and to present their work and thus enhance their learning. Their personal research skills are developed satisfactorily when they find out about topics in history, from books, videos, and artefacts and by asking questions.

97. The teaching of history observed was satisfactory overall. There were some instances of good teaching. From the analysis of pupils' work in their books, work on display and through talking to teachers and pupils it is evident that pupils acquire a sound sense of

chronology as a result of what they are taught. Teachers have satisfactory knowledge and understanding of the subject and work is well planned across year groups. Good use is made of visits to museums and places of historical interest. Infant pupils visit the Herstonceux Science Centre and learn how scientific ideas developed in the past. At the age of seven, they further their knowledge of the past when they visit Preston Manor and play the role of footman, butler, cook and servants in Victorian times. Year 4 pupils study life in Tudor times when they spend a day in Michelham Priory. These educational visits help pupils to make progress in their learning and contribute positively to the standards attained. Pupils achieve well as they move through the school. From the study of the Great Fire of London in the early years, pupils progress to analysing the reasons for differences between the past and the present and to empathise with those children who endured difficult circumstances during Victorian times. They are confident when talking about the past as they build up their vocabulary of historical terms. They show respect for property and handle artefacts with care.

98. The management of the subject is effective. The co-ordinator has a clear vision for the subject and is dedicated to developing this area of the school's work. The clear policy and a scheme of work based on the optional national guidance available help to ensure that lessons planned take account of what has gone before and what is to follow. Monitoring is done through involvement with planning across year groups but there is as yet a lack of opportunities to monitor teaching to ensure consistency across the subject and the dissemination of good practice. Good procedures are being developed for assessing pupils' progress so that work may be better matched to individual needs. There are adequate resources for the delivery of the curriculum, supplemented by loans from the local authority central services. These include artefacts, photographs, posters, videos and teaching packs on particular topics. There is insufficient computer software to support the teaching of history. The subject makes an important contribution to the social, moral and cultural development of the pupils in the school.

## **INFORMATION AND COMMUNICATION TECHNOLOGY**

99. Standards of attainment in information and communication technology are below national expectations at the ages of seven and eleven. Low achievement is caused by pupils not covering in depth all of the National Curriculum requirements. Standards have somewhat improved since the last inspection but are still lower than they should be. This is because insufficient time is given to the teaching of the subject and there are inadequate resources. Consequently, not all aspects of the subject are covered in sufficient depth and the school fails to meet the statutory requirements. Although the school has now begun to plan more systematically, plans are not yet advanced enough to have an impact on standards. Pupils still have limited opportunities to use computers to support and enhance their learning in other subjects and this adversely affects their attainment and progress as they move through the school.

100. The youngest infant pupils are familiar with the function of the keyboard; they use the cursor, number and letter keys, and the mouse for selecting an icon and for moving items around the screen. In the reception class, children use the program 'Splosh' to dress Teddy and the pictures are printed by their teacher to make a large display. Good use is made by the reception class teacher of programs for the teaching of mathematics, English and art, so that the children are introduced to the value of information and communication technology at an early age. By the end of Year 2 pupils use 'Dazzle' to select and use simple marking tools to draw pictures, using different colours and colour them in. However, few pupils are aware of

the use of computers to draw graphs. They have very limited understanding about aspects of control technology and generally do not use the computer to store or present data. Overall, by the age of seven, the majority of pupils possess limited computing skills. The range of understanding, skills and the level of confidence that the majority of pupils have are lower than expected for their age. Pupils do not use information and communication technology enough in subjects across the curriculum.

101. Younger juniors are becoming increasingly familiar with correct technical vocabulary. They accurately identify the different parts of the computer and some know their functions. However, the pupils' achievement is not high enough. Pupils in Year 5 did a survey of pupils' views of travel to school and their perception of parking problems and are learning to create a database. They learn to plot different kinds of graphs from the information stored in the database. Year 6 pupils learn how to access information from the Internet which has recently been installed. Year 4 pupils are learning how to edit word-processed work. By the age of eleven, some pupils confidently talk about loading programs. They know the difference between accessing information from a hard disk and a floppy disk. Although some can confidently change print size and the font style to enhance their work they are insecure about copying text and word processing. There are insufficient opportunities for pupils to draft and edit work directly on to the computer and as a result many have underdeveloped keyboard skills and are slow at typing in text, which limits the output in their allocated time. In their last year in the school, pupils are introduced to spreadsheets but the majority have had little experience in using them to enter and store data or interrogate a database for specific information. Pupils do not have sufficient opportunities for using computer equipment for controlling events, such as the movement of an object on a computer screen, monitoring the temperature or modelling. Standards in these aspects of the subject are well below those expected of pupils at the age of eleven. Currently pupils do not receive adequate training, either as infants or as juniors. Older pupils are familiar with saving and printing work from their own experiences at home.

102. Improvement since the last inspection has been limited, although more rapid since the appointment of the new headteacher. The ratio of computers to pupils remains high and standards are below expectations because the school has not yet been able to provide the resources necessary to raise standards. There is now a policy and a scheme of work in place to guide the teaching of the subject.

103. Although lessons observed were satisfactory or better overall, the teaching of information and communication technology is unsatisfactory due to very limited resources and because too few opportunities are provided for pupils to develop a range of knowledge and skills and to build upon the skills they bring from home. As a consequence, learning is unsatisfactory, pupils do not acquire adequate skills and the subject does not meet statutory requirements. Although there are topics listed on medium-term plans and there is planning of opportunities when information and communication technology can be used to support other subjects, the amount of time available for all pupils to use information and communication technology skills to enhance their learning is unsatisfactory. Not all teachers are confident in teaching the subject but steps are in hand to improve their level of competence. When pupils get a chance to work on computers, they show interest and application. They work well in pairs, learning to co-operate and help each other to use the computer. This contributes well to their attainment. During a whole-class session in Year 2 they listened patiently and answered questions sensibly. Some pupils are articulate and confident in explaining their work. They behave well when unsupervised and handle equipment with care. Pupils with special educational needs are fully involved. All enjoy using the computer.

104. Pupils' progress over time is unsatisfactory and is limited by the lack of adequate resources for teaching a group of 30 pupils with one PC in the classroom, and the irregularity

of access to the computer. However, pupils make satisfactory short-term progress within the given task. Younger pupils make some progress in the use of keyboard and mouse and in the use of the correct technological language to describe the processes that they use for word processing. Older pupils have limited opportunities to make gains in information and communication technology skills appropriate to their ability. The attainment and progress of pupils with special educational needs are unsatisfactory because their needs are not adequately planned for and targeted.

105. The co-ordinator is enthusiastic about the role and is sufficiently involved in planning and monitoring of the subject. All staff receive support from the co-ordinator including a handbook of instruction compiled by the co-ordinator to increase their confidence in teaching specific skills. However, procedures for assessing what pupils know, understand and can do are unsatisfactory, as is the use of the data obtained in planning future lessons. Resources are inadequate to teach the curriculum and this has been identified by the school as an area of weakness. This is partly due to the limited range of software and hardware. For example, there are limited resources to support teaching of control so that pupils can sequence instructions; there are few simulations and adventure games, linked to subjects, to enable older pupils to undertake challenges within the 'modelling' strand and no sensors are being used to support science investigations on temperature change. Lack of sufficient resources has a negative impact on standards.

## **MUSIC**

106. Standards of attainment in music are above the national expectation at the ages of seven and eleven; this is a good improvement since the previous inspection.

107. By the age of seven, the majority of pupils accurately identify a range of percussion instruments and explain correctly how they are played, either tapped or shaken. Some needed a little prompting with the more exotically named, for instance the agogo or the guiro. They understand that the correct method of playing is important, for instance producing a more musical sound on Indian bells if held by the string. They understand the discipline of playing in an 'orchestra' and know that they only touch their instruments when told by the conductor. Pupils compose their own simple rhythms to accompany songs. They listen to music in assembly and have a good understanding of how music conveys mood or feelings. All respond well to music, swaying, smiling and nodding, expressing their own reactions to the mood. They sing enthusiastically, if not always tunefully, from memory in unison, matching actions to the words. They make good attempts at interpreting their teachers' symbols for tapping, shaking and scraping. In singing practice, they sing two and three-part rounds successfully and most clap steadily to a common simple beat. They treat resources with respect and return them carefully after use.

108. By the age of eleven, most pupils correctly explain the terms pulse and metre. Pupils pick up the words of songs quickly, understanding the purpose of repetition in sea shanties. They accurately read simple formal notation of crotchets, minims and quavers. Higher attaining pupils work out that a pentatonic scale has five notes and that a pentatonic scale in D comprises the notes D E F G A. Most are well able to distinguish between concord and discord when two notes are played together. They sing competently in two-part rounds, well able to sustain one part against another, although attempts to sing in four parts are not always successful. They follow the instructions of the 'conductor' well. In singing practice, the oldest pupils understand and explain why the correct posture and breathing is necessary for good singing. Most sustain a simple ostinato of their own composition on percussion instruments against others' singing. The school acknowledges that the use of information and communication technology for composition is not yet fully established because of a

shortage of resources. Pupils make limited use of their numeracy skills for counting, rhythm and recognising patterns in sound.

109. The quality of teaching generally is good, and sometimes very good in the top class. Teachers' very careful planning and their good use of time and resources ensure good progress for all pupils in the knowledge, understanding and skills of graphic scoring for untuned percussion. Their confident teaching ensures pupils make very good progress in their knowledge of scale and gain good experience in performing as an ensemble. Teachers base their planning on the local authority scheme which ensures that lessons take account of what has gone before and what is to follow. They provide opportunities for the uses of literacy in the emphasis on clear diction in singing and in developing the technical language associated with the subject. There are no formal procedures for assessment for teachers to use when planning future lessons to suit individual needs. Many opportunities are provided for pupils to perform, either individually or as an ensemble, for instance, in assemblies and at local musical events like festivals and schools' concerts. Last year, Key Stage 2 pupils sang in the 'Hundred Belfries' Millennium Choir (making links with France) and many pupils took part in schools' concerts at the Congress Theatre. The music curriculum is enhanced by visits from professional musicians, for example the peripatetic music instructors who give brief demonstrations of the instruments they teach. These aspects make a good contribution to the pupils' spiritual and cultural development. There are good curricular links, for instance, the opportunity to study Tudor instruments in history.

110. The co-ordinator has a satisfactory understanding of the role, which is effectively exercised in terms of monitoring and evaluating provision, and of classroom practice when the subject is being periodically developed. The supply of musical instruments is adequate. There is a need for more taped resources for the teaching of music from other cultures to develop pupils' awareness of the multicultural nature of British society.

### **PHYSICAL EDUCATION**

111. There were limited opportunities to observe physical education lessons during the inspection. Two lessons were observed in each key stage, gymnastics and dance in infant classes, and dance and swimming in junior classes, as well as a range of extra-curricular activities. There was also good photographic and video evidence, and the school's planning shows that all areas of the subject are covered.

112. In the Year 1 gymnastics lesson pupils worked well together in pairs to devise a sequence of linked movements. The teacher gave a good demonstration and also used pupils well to demonstrate, which promoted good learning. The teacher had a good understanding of the subject, which enabled her to evaluate and assess pupils' work. Although there was limited opportunity in this lesson for pupils to evaluate their own and others' work, the teacher plans to give them these opportunities, for instance by the use of video. In the Year 2 dance lesson pupils maintained their concentration well and took the opportunity to discuss with others their response to the music. They moved well and also showed a good ability to evaluate each other's work. The standards achieved by these pupils were above those expected for their age.

113. Although no lessons were observed in Year 6, because of timetabling constraints, the standards seen in junior classes are as expected for pupils of this age. In the Year 3 dance lesson pupils showed a good ability to remember and repeat movements planned in a previous lesson. They worked well in pairs to extend these movements with a partner. The teacher used examples from pupils well, although there was no opportunity for pupils to evaluate each other's work. The provision for swimming is very good. All pupils in Year 5 swim for a term at the local leisure centre. They receive good instruction from the swimming teacher, their own class teacher, classroom assistant and other helpers, so that there is a

good ratio of adults to pupils. Pupils quickly become confident in the water, because teaching is matched to their level of attainment, and by the end of the term 95 per cent of them are able to meet the recommended levels for pupils of this age in swimming and personal survival.

114. Teaching is good. Teachers have a good understanding of the subject, and ensure that pupils and adults are dressed appropriately, and that they warm up before and cool down after an activity. They show good awareness of health and safety, particularly in the hall, where a lot of equipment has to be stored round the edges because of a lack of storage space. Lessons are planned well to ensure that pupils make progress at the right level for them. The good relationships between teachers and pupils mean that pupils enjoy lessons and this in turn leads to good learning. Occasionally too much time is spent on discussion or a session is not long enough to give pupils sufficient opportunity to develop and refine what they are doing.

115. There is a very good range of extra-curricular sporting activities for junior pupils, in which a good proportion of the staff, supported well by parents, are involved. There is competition with other schools in football, netball, swimming and athletics, and pupils also attend 'taster' rugby sessions. The school organises basketball and hockey festivals, and older pupils from Hailsham Community College have helped with cricket. All these extend the opportunities available to all pupils, including those with special educational needs. The co-ordinator has kept up with curriculum developments in the subject and resources have been supplemented well through the Top Play and Top Sport schemes. There are satisfactory procedures in place for assessment of pupils' attainment and progress and the information obtained is used effectively in planning future lessons. The school has made good progress in its provision for physical education since the last inspection.

### **RELIGIOUS EDUCATION**

116. Only two lessons were observed during the inspection. Judgements are therefore based on the scrutiny of past work, work on display and teachers' planning, and discussions with staff and pupils.

117. Standards of attainment overall are below those set out in the locally Agreed Syllabus at the ages of seven and eleven. This is because the time allocation is too low to enable the syllabus to be taught in full, and it reflects the low priority of the subject within the school. This is a deterioration since the previous inspection.

118. By the age of seven, pupils have a limited knowledge of Christian festivals like Easter and the Hindu festival of Diwali. They know that a vicar officiates at christenings and wedding in church and understand that he has a special place in the community outside of church. Some higher attainers know that vicars wear 'special' clothes. Pupils understand that water is used in baptism but are not sure why, nor do they have any idea of the concept of belonging made clear in the ceremony. The scrutiny of past work shows a very slight volume, for instance, a picture strip with speech bubbles about Herod and Moses, and there is photographic evidence of Rangoli patterns and the involvement of children in a nativity play. There is a little reflective writing on the qualities of friendship and one sentence about 'Jesus and his friends', but the standard of this work is unsatisfactory.

119. By the age of eleven, approximately one quarter of the children know that the Bible tells the story of Jesus, and higher attaining pupils know that Paul wrote many letters because he was in prison. Most know and understand that there can be more than one version of the same story. They make some thoughtful suggestions about the causes of happiness, for instance friends, family, and a smile. In discussion, it became clear that their knowledge of topics they have studied briefly, for example Judaism and Christianity, is very vague. They

remember that the Jewish holy book is called the Torah, but some think Jews believe in several gods, including Jesus. They have no understanding of the belief that Jesus is the Son of God and do not understand the significance of the Resurrection. There is very little recorded past work and the superficial coverage reflects the low time allocation. The lack of work on display around the school reflects the subject's low priority and it is impossible for the subject to make its full contribution to the spiritual and cultural development of pupils.

120. The quality of teaching in the lessons seen was satisfactory, but overall it is unsatisfactory and gives little or no knowledge and understanding of religious beliefs of any kind. The lesson seen in the infant class was satisfactory and encouraged thoughtful questioning. In the junior class observed, the teacher used all acceptable strategies and just over half the pupils made satisfactory progress in reflecting on the causes of happiness but the high percentage of pupils with special educational needs whose behaviour was inadequately managed made life very difficult for the teacher and restricted the progress made.

121. The revised policy is in the process of being negotiated with staff along with discussion of the new East Sussex framework for religious education. The subject is not yet prioritised for development in the school's plans and the uses of literacy and information and communication technology are not developed at all. Assessment procedures are being developed according to the new syllabus. The co-ordinator is aware that there is not as much effort and interest shown in religious education because of the recent emphasis on literacy, numeracy and information and communication technology but did not know how little was being done. The co-ordinating role has been barely touched because of the co-ordinator's heavy workload of managing other key subjects and she is looking forward to the opportunity of developing this area of the school's provision. The shortage of teacher reference materials for religions other than Christianity will need to be rectified if the Agreed Syllabus is to be taught effectively.