

INSPECTION REPORT

WOODINGDEAN PRIMARY SCHOOL

Brighton

LEA area: Brighton and Hove

Unique reference number: 114480

Headteacher: Mrs J Pendergast

Reporting inspector: Mr D Manuel
21090

Dates of inspection: 21st – 25th May 2001

Inspection number: 230159

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

INFORMATION ABOUT THE SCHOOL

Type of school: Infant and junior

School category: Community

Age range of pupils: 4 to 11 years

Gender of pupils: Mixed

School address: Warren Road
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East Sussex

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Appropriate authority: The governing body

Name of chair of governors: Mr R Jackson

Date of previous inspection: Full Inspection: July 1998
HMI revisit: July 1999

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21090	Mr D Manuel	Registered inspector	Information and communication technology Geography Special educational needs	What sort of school is it? The school's results and pupils' achievements How well are pupils taught? How well is the school led and managed? What should the school do to improve further?
13911	Mrs J Gallichan	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?
24019	Mr K Parry	Team inspector	Mathematics Physical education Equal opportunities English as an additional language	How good are the curricular and other opportunities offered to pupils?
28170	Mr I Chearman	Team inspector	Science Design and technology Religious education	
16038	Mrs J Bavin	Team inspector	Foundation Stage Art History	
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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Woodingdean Primary School is situated on the outskirts of Brighton in East Sussex. Children are admitted aged from 4 to 11 years. The school serves the surrounding community. During the past year, pupil mobility figures show 28 pupils coming in at other than recognised occasions and 36 pupils leaving. These numbers are relatively high because of the movement of families being re-housed in council accommodation. Woodingdean is the fifth most educationally deprived ward within the authority and is within the 15 per cent most educationally deprived wards in England. The school has 334 pupils on roll, an above average size, organised into 14 classes. There are two similar classes in each year group. There are 69 pupils, 21 per cent (broadly average), on the register of special educational needs with 4 pupils having statements of special need. There are 16 per cent of pupils who take up entitlement for free school meals which is broadly average. Six per cent of pupils come from minority ethnic groups. Only one pupil speaks English as an additional language and is at an early stage.

Attainment on entry, confirmed by the school's testing in reception, is wide ranging but below expected levels. The attainment level of those entering at other than recognised occasions is usually below average. The school was previously inspected in July 1998 when it was placed in special measures. Since then there has been rapid improvement and it was removed from special measures a year later.

HOW GOOD THE SCHOOL IS

Woodingdean is a good school where pupils make good progress and achieve well in relation to their capabilities. By the time they leave school, aged eleven, pupils' standards are above the national average in mathematics and art and design. The school's results in end-of-key-stage national tests for eleven-year-olds are in line with national averages in English and above the national average in mathematics and science. During the past three years standards have risen significantly throughout the school. All pupils have good attitudes to school and are eager to learn. Pupils' good achievements and progress are the result of good teaching and excellent leadership and management. The school has achieved very good improvement since the previous full inspection and provides good value for money.

What the school does well

- The headteacher provides excellent leadership and is very well supported by the strong commitment of governors and staff.
- By the age of eleven, pupils attain above expected levels in mathematics, investigative science work and art and design. Standards in most other subjects have improved from below nationally expected levels to expected levels.
- Teaching is good overall and contributes significantly to the good achievement by pupils and the rise in standards.
- A good, broad and balanced curriculum, including the Foundation Stage, is enriched by good planning which includes a wide range of interesting activities and educational visits.
- There are very good relationships throughout the school which have improved pupils' behaviour and personal development.
- The quality of information provided by the school and parents' own views of the school are very good.

What could be improved

- The roles of subject co-ordinators do not include sufficient opportunities to allow them to monitor teaching and standards within their subjects.
- Standards in writing throughout the school are below nationally expected levels.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school has achieved very good improvement since the previous full inspection in July 1998, when it was placed in special measures. Since then there has been very good improvement and the school was removed from special measures a year later. The key issues arising from that inspection have been tackled successfully. Inspection evidence shows that by the end of Key Stage 2, when pupils are eleven, standards in English have risen from below average to average, standards in mathematics have risen from well below average to above average and standards in science have risen from well below average to average. Standards in art and design have risen from expected levels to above expected levels and in all other subjects standards have risen from well below or below expected levels to expected levels. The quality of teaching has improved from poor to good. Previously, thirty per cent of teaching was unsatisfactory or poor. There is now more excellent and very good teaching and only one per cent of teaching is unsatisfactory. The curriculum has improved from unsatisfactory to good and assessment has improved from poor to satisfactory and is now used constructively to plan the next stages in pupils' learning. Beyond those key issues, other aspects of the school's work also show improvement. The headteacher provides excellent leadership which has created a new and positive learning environment throughout the school. As a result of this, there has been good development of self-evaluation that enables the school to identify weaknesses and priorities and a strong team commitment to further whole-school improvement.

STANDARDS

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

Performance in:	Compared with				Key
	all schools			similar schools	
	1998	1999	2000	2000	
English	D	E	C	D	well above average A above B average C below average D well below average E
mathematics	D	E	B	A	
science	D	C	B	B	

Although test results have fluctuated from year to year, the overall trend has been upwards and the rise in standards, particularly in mathematics and science, has been greater than the national trend. Results show that standards are above the national average in mathematics and science and average in English. When compared to similar schools, results in mathematics are well above average, in science they are above average and in English are below average. There is a similar upward trend in test results for seven-year-olds. Results in reading are close to the national average, in mathematics below average and in writing well below average. Inspection evidence shows that over the past three years standards have risen in almost every subject, due mainly to the new positive learning environment in the school. Achievement by all pupils is good overall. Year 6 pupils attain above expected levels in mathematics, investigative science and art and design and in all other subjects their work now matches standards expected nationally, except in writing where they are still below average. The school regularly self-evaluates achievement and sets increasingly challenging targets for pupils. Pupils with special educational needs achieve well in relation to set targets in their individual plans and more than half attain expected levels. Pupils from minority ethnic backgrounds achieve at similarly good levels.

Attainment on entry to the school is below expected levels. By the end of the Foundation Stage, at the age of five, children achieve well and meet expectations in all areas of learning, except reading and writing skills, which are below expected levels. Pupils in Key Stage 1 achieve well and attain expected levels in reading, mathematics and science but below average in writing. Standards in all other subjects are at expected levels except in art and design where they are above expected levels.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Pupils' attitudes to learning are good and make a positive contribution to the standards achieved.
Behaviour, in and out of classrooms	Pupils' behaviour is good. Parents recognise improvements in behaviour since the previous inspection brought about by the school's positive approach to discipline.
Personal development and relationships	Relationships are very good. Pupils' personal development is effectively promoted, resulting in polite and caring individuals.
Attendance	Attendance has improved and is well above the national average.

TEACHING AND LEARNING

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

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

The quality of teaching ranges from excellent to unsatisfactory. In 83 lessons observed, four per cent of teaching was excellent, 19 per cent very good, 47 per cent good, 29 per cent satisfactory and one per cent unsatisfactory. English and mathematics are taught successfully throughout the school and the basic skills of literacy and numeracy are consolidated well across the whole curriculum. Teaching is well matched to the needs of pupils of all capabilities, particularly those with special educational needs. Where direct support is given by special needs teachers or learning support assistants, this is of high quality and makes a very positive contribution to pupils' learning, enabling them to achieve well. Higher attaining pupils are helped more and more to achieve the levels of which they are capable. This is most evident in the Year 6 classes, where challenge is at its highest and most consistent. Good teaching in the Foundation Stage contributes very significantly to the good progress of the children. At Key Stages 1 and 2 pupils' progress has improved greatly over the past three years across much of the curriculum. This is due to the improved quality of teaching combined with improvements in pupils' attitudes.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	The curriculum is broad and balanced and provides a good range of curricular and interesting opportunities to promote pupils' intellectual, physical and personal development.
Provision for pupils with special educational needs	The provision and support for these pupils is very good and enables them to make good progress towards their set targets.
Provision for pupils with English as an additional language	Provision for the very small number of these pupils is very good and enables them to participate fully in all activities and tasks.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Provision for pupils' personal development is good. Provision for spiritual development is satisfactory, for moral and social development is very good and for cultural development is good. This aspect has been developed strongly over the past three years.
How well the school cares for its pupils	A high priority is placed upon the care of all pupils, whatever their individual needs. Very good relationships underpin this support.

The school provides very good information for parents and the parents' own views of the school are very good.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The headteacher provides excellent leadership and is very well supported by other key staff. Together they have worked very well to improve the school considerably over the past three years.
How well the governors fulfil their responsibilities	The governing body is very effective and provides very good support. It fulfils all its responsibilities very well.
The school's evaluation of its performance	The school has good strategies for evaluating its effectiveness and regularly sets and achieves new targets.
The strategic use of resources	The quantity, quality and range of resources are good and effectively support all areas of the curriculum.

The levels of staffing are good and the accommodation is very good. Financial planning is very good. The school applies the principles of best value well and provides good value for money.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • Their children like school. • Their children are making good progress. • The teaching is good. • The school is well led and managed. • They feel comfortable about approaching the school with questions or a problem. • The school expects children to work hard to achieve their best. • The school is helping their children to become mature and responsible. 	<ul style="list-style-type: none"> • A few parents would like to see a more interesting range of activities outside lessons.

The inspection team endorses all the positive views of parents. With regard to what parents would like to see improved, the team considers that parental concerns are largely unfounded. The range of extra-curricular activities for Key Stage 2 pupils is very good and exceeds by far that normally found in a school of this type. However, there is very little provision for pupils in Key Stage 1.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and pupils' achievements

1. Children enter the reception classes with levels of attainment which overall are below those expected for this age. They make good progress in the Foundation Stage and by the time they enter statutory schooling in Key Stage 1 at the end of the reception year, a majority are above the expectations of the Early Learning Goals in personal and social development, knowledge and understanding of the world and listening skills. Most are in line to meet the Early Learning Goals in mathematics, physical development and creative development and below expected levels in reading and writing skills.
2. The school's results in Key Stage 1 National Curriculum tests in 2000 for seven-year-olds show a rising trend during the past three years from very low overall to matching the national average in reading and mathematics and well below average in writing. When compared with similar schools, in terms of the percentage of pupils that take up the offer of a free school meal, standards are below average in reading and mathematics and well below average in writing. However, the percentage of free school meals does not fully reflect the level of disadvantage in pupils' economic and social background. In the national tests in 2000, for eleven-year-olds at the end of Key Stage 2, results have risen from well below the national average in all subjects to matching the national average in English and being above average in mathematics and science. Improvement in the school's results has been greater than the national trend. When compared to results of similar schools, results in English were below average, in mathematics were well above average and in science were above average. The percentage of pupils reaching the higher Level 5 in the tests was below average in English, well above average in mathematics and average in science when compared to the national average and the average of similar schools.
3. These formal tests indicate the good progress that is achieved by pupils during their time at the school from a position where, three years ago, standards were well below average. This picture is confirmed by the work seen during the inspection. As well as judging the work observed in lessons, inspectors scrutinised the work that pupils had completed since the start of the school year and made judgements about how this work compares to levels expected nationally. The school's continuing success in raising standards is confirmed by the inspection judgements and these reflect the school's particular success with creating a new positive learning environment to include all pupils. This is particularly true for the 21 per cent of pupils with special educational needs, many of whom are in line to achieve the same standards as their peers by the age of eleven.
4. Inspection evidence shows that by the end of Key Stage 1 standards in English, mathematics and science all match levels expected nationally. However, standards in writing are below expected levels. By the end of Key Stage 2, attainment in English and science matches national expectations and in mathematics is above expectations. However, investigative skills in science are above expected levels and standards in writing are below expected levels. This is good achievement by both groups of pupils over time from a low starting point and due to pupils' very positive attitudes as a result of good teaching with the emphasis on the direct teaching of specific skills in each subject. In all cases, standards have improved since the previous full inspection.

5. The standards now being achieved by pupils have led the school to set realistic but challenging targets for them in the 2001 national tests. Annual targets are set by the senior management team and the governing body, who anticipate the percentages of pupils who are expected to reach average and above average levels by the end of both key stages. Targets for the year 2000 were successfully met.
6. In the other subjects of the curriculum, all pupils maintain at least satisfactory, and often good, levels of achievement. Standards are above expected levels in art and design in both key stages and match expected levels in design and technology, geography, history, information and communication technology (ICT), music, physical education and religious education in both key stages. Standards in ICT have risen significantly over the past three months, since the recent opening of the new computer suite. Teachers' confidence has improved and pupils are highly motivated to extend their skills and understanding. In most subjects good, enthusiastic teaching, combined with a good range of learning opportunities has developed the new learning culture in the school and has resulted in improvements in all subjects over the past three years.
7. Pupils with special educational needs receive very good support and make good progress in relation to set targets and more than half attain expected levels in most subjects. Learning support assistants help these pupils in their independent group activities and help them retain their focus during whole-class sessions. The needs of the small proportion of minority ethnic pupils are met effectively and they achieve well at the same rate as other pupils. Higher attaining pupils are challenged successfully by the extra demands placed upon them and the higher expectations that teachers have of what they can achieve.

Pupils' attitudes, values and personal development

8. Pupils' attitudes to learning, behaviour and personal development are good and make a positive contribution to the standards achieved. Parents recognise improvements in pupils' behaviour since the previous inspection and support the school's positive approach to discipline.
9. Children in the Foundation Stage have very good attitudes. They know school routines and move about their classrooms with confidence. Children participate with interest and excitement, responding to the wide range of activities offered. They listen carefully to instructions and tidy up after themselves. Their personal development is very good and they are kind and considerate to others. For example, when responding to music and acting as a caterpillar, a group naturally included a child with physical disabilities and made him part of their caterpillar. Their behaviour is always good.
10. In Key Stage 1, pupils' attitudes to learning are satisfactory and occasionally good. In Key Stage 2, attitudes are good and occasionally very good. Pupils are particularly responsive and motivated during religious education and personal, social and health education lessons. They listen carefully and are keen to answer teachers' questions and join in discussions. They work hard, try to do their best and are proud of their achievements. In response to the best teaching pupils are highly motivated. For example in a Year 6 science lesson, pupils were very focused on the task and each other's contributions following the teacher's expressive and lively presentation. A brisk pace ensured pupils remained on task and worked hard throughout the lesson. Pupils really enjoy their physical education lessons and attitudes in these lessons are

very good. They listen to teachers' instructions carefully and work collaboratively in teams or small groups to improve their skills. Pupils give their full attention to the presenter during assemblies and when pupils are presented with any kind of award, others applaud spontaneously.

11. Behaviour is good overall. The school has implemented a new behaviour policy which is monitored regularly by the senior management team. The school has identified a marked improvement in behaviour. Play and lunchtimes are sociable and happy occasions when pupils enjoy getting together with friends from across the year groups. No incidents of aggressive behaviour were observed. Good behaviour during lessons enables teachers to concentrate on teaching and maximum learning can then take place. However, on a very few occasions during the inspection, a small number of pupils, usually boys, engaged in distracting activities which disturbed others and impeded progress. There have been no recent exclusions. During the inspection, levels of racial harmony were high and there were no incidents of bullying.
12. Relationships are very good throughout the school and pupils show respect to their teachers, each other and visitors. Pupils are polite and friendly, often holding doors open and remembering to say thank-you, when appropriate. They work well in pairs and small groups. Good collaborative work was observed in science and design and technology, which contributed to the success of these lessons. Pupils respect and value the views of others, as demonstrated in discussions in religious education and personal, social and health education lessons, where pupils held a range of views and opinions. They handle books, equipment and resources with care. In an art lesson, a good selection of materials were offered; pupils used these sensibly and with care to produce good quality collages.
13. Pupils are willing to take responsibility. From the earliest age, pupils organise some of their own learning resources and tidy away after activities. By the time pupils are in Year 6 they are expected to take more responsibility and they carry out assigned duties, such as organising the music, overhead projector and seating for assemblies, cheerfully and sensibly. Through their school council, pupils can bring their views and opinions to the attention of school management. Class representatives take their role very seriously as they know they will be listened to and action taken if appropriate.
14. Attendance has improved over the last three years and for the year 2000 was well above the national average. The school has worked hard to reduce the number of unauthorised absences and this figure is now very low. Large numbers of pupils were affected by illness during January 2001 and this will mean figures for attendance this academic year will be lower. Pupils are keen to come to school and arrive punctually, ready to start the day's activities. Pupils' regular attendance makes a positive contribution to the standards achieved.

HOW WELL ARE PUPILS TAUGHT?

15. The overall quality of teaching is good. In the 83 lessons observed, teaching ranged from excellent to unsatisfactory. Four per cent of teaching was excellent, 19 per cent very good, 47 per cent good, 29 per cent satisfactory and the remaining one per cent unsatisfactory. Standards in teaching have improved significantly since the previous full inspection when they were judged to be poor overall. There is now more teaching that is very good or better – 23 per cent compared with four per cent at the previous inspection and only one per cent unsatisfactory when previously 33 per cent of teaching was judged to be unsatisfactory or poor. Previous weaknesses of low

expectations, failure to maintain proper control and inadequate planning have been greatly improved. Excellent and very good teaching regularly occurs in reception and Year 6 classes.

16. The teaching of children in the Foundation Stage is good overall and at times excellent and very good. This enables all children in the reception classes to make good progress in their learning. High quality planning provides children with a wide range of stimulating learning activities that take account of how young children learn best. All staff know the children well, provide good role models and create very good relationships. Expectations are high and activities are well matched to the capabilities of each child. There is good management of the children and the classroom and learning activities are well organised so that no time is lost and children are constantly working and learning. There is careful use of day-to-day assessment of individual children's responses. Teachers' planning takes account of this assessment and this leads to all children being included and their specific needs being fully catered for. Reception teachers and learning support assistants work well together in each class, ensuring that all children develop confidence in a caring and safe learning environment.
17. Teaching is good overall at both Key Stage 1 and Key Stage 2. Good teaching is particularly evident throughout the school in English, mathematics, art and design and ICT. Music is taught very well by the part-time specialist teacher. These standards of teaching are contributing significantly to the good progress that pupils make in their learning throughout the school and the rise in standards over the past three years.
18. The characteristics of the good and better teaching include detailed planning to meet the full range of pupils' needs with stimulating learning activities and the good management of pupils' behaviour. These factors create a calm, purposeful working atmosphere in classrooms. Teachers are alert to pupils who need additional support and plan effective help for them. The relationships between teachers and other adults in the classroom are very good and a strength of the school. These have a positive impact on pupils' attitudes to learning, making them keen to get started on their work. Teachers question pupils skilfully, ensuring that pupils of all capabilities are fully involved in whole-class discussions by phrasing questions in different ways. Thus, lower attaining pupils gain confidence from being able to contribute successfully and average and higher attaining pupils are challenged to think hard and explain their reasoning. Resources are used very well to aid pupils' learning. There is a brisk pace and tasks are matched carefully to pupils' individual needs and abilities. All these characteristics were evident in the very good teaching of Year 6 numeracy and science lessons. All pupils responded very well to the intellectual demands made of them and their learning was firmly promoted. All pupils were rigorously challenged by their work and achieved very well.
19. Teachers' subject knowledge is used well in the planning of lessons. This takes place in year group teams and this practice ensures that pupils' learning builds successfully on what has been learned earlier. Individual lesson plans provide clear objectives for the specific learning to be achieved by pupils in a lesson. In most lessons, teachers discuss these learning intentions with pupils and constantly remind pupils of them as the lesson progresses. This is more evident in Key Stage 2 and it enables pupils to gain a good understanding of the extent of their own learning and how it relates to the specific learning targets that they are working towards.

20. The teaching of basic literacy skills in both key stages is good. Teachers are implementing the National Literacy Strategy successfully by providing a good range of activities that are matched well to groups of pupils with different needs. Teachers provide good opportunities in subjects other than English to develop pupils' speaking, reading and writing skills. This is particularly evident in ICT where pupils' work contributes to their progress in the basic skills of English. Sessions known as 'Circle Time', when pupils hold discussions about issues that relate particularly to their personal development, are successfully used by teachers as opportunities for the development of speaking and listening skills. The National Numeracy Strategy is implemented well. Number work is strongly promoted and mental calculation is a feature of all mathematics lessons. Good links are also made with other subjects such as science, geography, ICT and physical education, when pupils are involved in calculating, measuring and presenting information in graphical form.
21. Teachers make good use of classroom support assistants to provide additional instruction and guidance for pupils. Support staff are briefed thoroughly and, where they have a specific responsibility for helping an individual pupil, the quality of their guidance is very good. Pupils are fully integrated into the activities and supported well in their involvement in asking and answering questions.
22. All pupils achieve well in their learning throughout the school. Pupils' learning is positively influenced by the intellectual and physical effort that they put into achieving as well as they can from the experiences that are provided for them. Pupils' work output and the pace at which they work are good. This is particularly evident in Key Stage 2. Pupils' learning is also helped significantly by teachers' very good understanding of how skills in one subject can be consolidated by experiences in another subject. The mathematical skills learnt by many pupils are used very successfully as an extension of their learning in geography relating to scale, mapping skills and presentations using block graphs and pie graphs. Literacy and numeracy skills are extended when pupils are provided with suitable opportunities in their computer work. Pupils are encouraged to work independently and in pairs, sharing ideas.
23. Pupils with special educational needs make good progress towards the targets in their individual education plans. The two co-ordinators for special educational needs manage their responsibilities very well and provide very good support for teachers and support assistants to promote the learning of these pupils. This is a very good improvement since the previous inspection when the management of special needs was judged to be a major weakness. Teachers adapt work appropriately to meet the needs of pupils with special educational needs in the numeracy and literacy sessions. Where special needs teachers or learning support assistants give direct support, this is of very good quality and makes a very positive contribution to pupils' learning. There are effective systems for support staff to evaluate pupils' progress in lessons, to identify achievement and aspects that need consolidating. Teachers make good provision for ensuring that the targets in pupils' individual education plans are met. They have a good awareness of the social, behavioural and emotional needs of pupils and targets for their behaviour modification, and most manage these pupils well. However, on a very few occasions the management of a very small number of pupils is sometimes inconsistent and this impedes the progress of these pupils.
24. The use of homework is satisfactory and has improved since the previous inspection. All pupils have regular practice at the basic skills of literacy and numeracy and this successfully consolidates their learning in lessons.

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

25. The school provides a good range of curricular and other interesting opportunities to promote the intellectual, physical and personal development of all pupils. It is relevant to the particular learning needs of the pupils of Woodingdean, whatever their previous experience or prior attainment, especially in the basic skills of literacy, numeracy and personal development. Very good progress has been made in addressing the weaknesses identified at the time of the previous inspection. The school has worked very hard and with a clear vision to fully address the key issue that identified weaknesses in long-term planning and deficiencies in aspects of the National Curriculum, particularly ICT and science. In addition the statutory requirements for teaching religious education were not being met and are now fully met.
26. The curriculum is now broad and balanced and fully meets the statutory requirements of the National Curriculum and the locally agreed syllabus for religious education. It also ensures that pupils' knowledge and understanding build progressively on their earlier learning as they move through the school. Whole-school planning for the curriculum and the co-operative planning by teachers in year groups is now a significant strength. It is evident in all subjects and throughout the school. Curricular provision for the Foundation Stage is good and provides good opportunities for children's participation in practical activities based on real-life situations. It also ensures that children have time for sustained concentration and using their imaginations.
27. Planning for English and mathematics is firmly based on the national strategies for literacy and numeracy that also determine the level of work to be expected from each year group. The strategies have been introduced successfully throughout the school making a significant contribution to the confidence and expertise of all teachers in these subjects. Good quality schemes of work for all other subjects have been produced and are consistently implemented by all teachers. They are based on national guidelines and are supported by carefully selected materials from a range of other sources. They provide teachers with clear guidance on the systematic development of knowledge, skills and understanding to ensure that pupils' learning develops progressively. The school's curriculum framework has been carefully derived from these schemes of work to provide a comprehensive and detailed weekly overview of each year group's curriculum. It ensures full coverage of all subjects.
28. The curriculum is balanced appropriately between the subjects, with literacy and numeracy quite correctly being allocated the largest proportions of time. The school's pro-active approach to developing and continuing to refine the curriculum is demonstrated by the headteacher's commitment to redress the balance now between literacy, numeracy and the arts. The school is involved, for example, in a project with local junior schools aimed at promoting creative and cultural aspects of pupils' learning. Improvements in English and mathematics place the school in a strong position to move forward in this way.
29. All pupils, including those with special educational needs and those from minority ethnic groups, have full access to the wide range of opportunities provided by the school. Teachers adapt the curriculum carefully so that work is specifically matched to the abilities of identified groups. The intensive additional literacy programme, for example, is used well as part of the school's drive to raise standards in reading and writing. At the same time it improves access to the whole curriculum for pupils whose

language skills are below average. Teachers are successful also in ensuring that pupils enjoy equal opportunity to realise their full potential. This is clearly evident in the thoroughness with which older pupils are prepared for the national tests at the end of Year 6 and more broadly for the next stage in their education. It is also evident in the open access pupils have to sport, music and other out-of-class activities.

30. Very good provision for extra-curricular and other activities and experiences enhances the basic curriculum. Teachers are to be commended for their contributions to an extensive and varied weekly programme of after-school and lunch-time clubs. These provide opportunities, mainly in Key Stage 2, for boys and girls to develop their intellectual, artistic and sporting interests. They include clubs for the environment, Japanese, art and dance. In addition there is provision for sports such as football, netball, uni-hoc, cricket, athletics and tennis. There is also provision for music, with guitar and recorder clubs. These activities contribute not only to pupils' learning but also to their ability to work with and support pupils of other ages and from other classes. In the example seen during the inspection, it was clear that teacher and pupils thoroughly enjoyed each other's company.
31. A good range of educational visits and visitors supports and extends pupils' classroom learning in subjects such as geography, history, religious education and science. Recent venues for visits have included a toy museum, the local church, and Brighton pier and promenade. A residential experience for pupils in Year 5 provides a balanced programme of educational and recreational activities. It heightens their awareness of other localities, helps to extend their skills of social interaction and develops their independence. Visitors to school have included theatre and dance groups. There remains some scope to develop further a broader range of visitors to enhance pupils' learning, for example ministers, members of the clergy and other representatives of local churches.
32. Overall, however, the school makes good use of resources in the community. For example, there are strong links with Age Concern, pupils actively support local charities and the school is regularly involved in community events such as the carnival. These have a positive impact on the quality of pupils' learning and on their personal development. As a result of the headteacher's initiatives, links with local businesses are emerging and are already having a good effect on the school's environment.
33. A very good network of links with other schools has been established and this contributes to the good quality of teaching and learning. There are very good links with the neighbouring special school whose pupils regularly work alongside Woodingdean pupils, sharing both resources and the expertise of staff. A few older pupils benefit from the masterclasses set up by the partner comprehensive school to extend and challenge higher attaining pupils and help to ensure a successful start to their secondary education. There are close links also with a local primary school. Shared activities, making effective use of available funding, have included joint training sessions for all staff. In addition, the school belongs to a consortium of local primary schools that provides an effective forum for the sharing and exchange of ideas.
34. The school's provision for pupils' personal, social and health education is good. It fully meets the requirements of the National Curriculum and is in line with the school's clear mission statement. It includes teaching on health and sex education and drugs awareness. A structured approach to integrate all aspects of personal, social and

health education is developing strongly. Each class is allocated a regular session on the timetable in which teachers use a variety of strategies to follow a particular theme and to deal with situations that crop up during the week. These include circle time and role-play activities.

35. Overall the standards of provision for the spiritual, moral, social and cultural development of pupils are good and have greatly improved since the previous inspection. Provision for the spiritual dimension is satisfactory. The provision for moral and social development is very good and the high standards developed by staff in the context of the school's new culture of learning have had a major impact on standards of learning and behaviour over the past three years. The cultural provision is good and the range of experiences offered to pupils has widened and this is an improvement.
36. Acts of corporate worship make good contributions to pupils' spiritual development. There is a planned programme within the curriculum, to develop spiritual and moral values and to celebrate Christian and other religious festivals. In the assemblies seen, pupils reflected on how easy it is to jump to conclusions without considering all the possibilities and how people can be wrongly judged. They are given good opportunities to relate to the values of others through stories. Pupils have opportunities to listen to the works of great composers such as Beethoven and Prokofiev. Assembly themes are explored successfully in the classroom. The religious education curriculum effectively supports pupils' spiritual development. There are good examples of them learning through religion and having opportunities to consider values and beliefs of others and relate these to their daily lives. Few visitors come to the school to explain the effect of religion on their lives but pupils visit places of worship representing Christian and other faiths.
37. The school makes very good provision for pupils' moral development through the very effective behaviour code that is constantly reinforced at whole-school, class and individual levels. The rewards and sanctions are consistently applied with the emphasis on positive reinforcement of good behaviour. Pupils enjoy having their achievements and good acts acknowledged by teachers and their peers. Each class has discussed and restated the school's behaviour expectations and these are clearly displayed in classrooms. They emphasise the belonging of all to the community. They make inclusive statements about how the group behaves and this is based firmly on respect for self and others and on developing caring attitudes. This, for example, is clear in the class charter in Year 3 and in writing and photographs about what it is to be a good friend or a good sport.
38. Pupils are given opportunities to reflect on fairness and justice and learn about moral issues. They are helped to apply Christian values to their lives. The school is a community where all pupils are valued and it is a strength that teachers work collectively on a support scheme for different levels of reward and recognition and they are good role models for pupils. As a result pupils treat each other and adults with courtesy and respect. Pupils take part in charity collections, such as those for The Royal Alexandra Hospital for Sick Children and the Brighton Lions' Club. Staff foster a caring ethos through lessons, extra-curricular activities, care outside of lessons and in well thought out and well presented displays around the building. Staff foster good relationships and successfully develop positive self-images to increase confidence and generate high self-esteem.

39. The pupils' very good social development is promoted and developed through an effective range of activities. They respond well to the many opportunities to take responsibility, such as helping in assembly, in classrooms or helping with jobs around the school. In Key Stage 2, pupils have opportunities for further social development by visiting Bethany House, Hindhead for a residential outdoor activities week. This centre commended the pupils highly for their behaviour, as one of the top schools to visit them. Year 6 pupils benefit from helping younger pupils in a planned programme of play. The high quality project with the neighbouring school for pupils with severe learning difficulties, allows pupils good opportunities for social development. They learn about social responsibility and demonstrate a very good level of involvement with these pupils when they share activities or play. In doing so, both groups of pupils have developed very good potential to learn a range of skills.
40. The wide range of after-school clubs provides many opportunities to take part in team sport and co-operative or individual activities that widen pupils' social experience and skills. The broad range of groupings employed by teachers in the classroom is used well to promote social and co-operative skills. Pupils set their own targets for learning or improving social skills and are well supported by teachers. The school council is a very good initiative that gives pupils opportunities for independence and co-operation through real responsibility that empowers them to democratically influence school development. Pupils are elected by classes and consider and act on issues of importance.
41. The school makes good provision to develop pupils' experiences of their own cultural traditions through theatre visits and outings to places of cultural importance such as the Royal Pavilion, Preston Manor and dance performances at the Gardner Arts Centre, which enrich their learning. Older pupils write Haiku poetry in the Japanese tradition to explore the deeper meaning in perceptions of everyday life. A Japanese meal was served during the inspection and during the lunch-break, members of the Japanese club helped others to understand differences in diet and customs during the meal and to eat with chopsticks. Pupils from the school have participated in the children's parade for Brighton Festival interpreting the theme of 'India'. Last year they worked with Age Concern on a Millennium tapestry with a French school and this was funded by the European Economic Commission. The school hosted French pupils here and sent a delegation to Salouel in return. This good provision introduces pupils to, and consolidates their understanding of, their own and others' culture. The school has successfully developed the provision for understanding other cultural traditions. The celebration of some of the festivals from other world religions and cultures is included in assemblies. Visitors come to the school to work with pupils on celebrations such as Hindu weddings and dance. Displays of good quality have been created in public areas to illustrate the beliefs, traditions and religious artefacts from other faiths. The school has acquired good resources for the study of other cultures and these are used well to support the multicultural curriculum.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

42. High priority is placed on the care and welfare of all pupils whatever their background and personal needs. Very good relationships underpin the good support and guidance pupils receive throughout the school day. Pupils give full attention to their learning as adults help and encourage them to do their best. Since the previous inspection, good improvements have been made in formalising procedures and a consistent approach is now evident. Good monitoring of pupils' personal development ensures action is taken promptly if there are any concerns.

43. Good attention is paid to matters of health and safety and the premises are inspected regularly to identify any potential hazards. A detailed policy ensures everyone is clear about their responsibilities. The site manager is very efficient and diligent in his daily monitoring of the premises. First aid procedures are well organised and pupils who become ill at school are cared for well. Parents are contacted quickly if required. Supervision at break and lunch-times is good. Child protection procedures meet requirements and are well known by staff.
44. Procedures to monitor and promote regular attendance have been successful. Those pupils who achieve 100 per cent attendance are awarded with certificates. Absences are followed up by the school if there has been no contact by parents. The school's expectations are clearly communicated to parents who now have a greater understanding of the importance of regular attendance and have responded to the school's high expectations.
45. A consistent and positive approach to behaviour and discipline has been developed. Pupils receive much praise and encouragement from their teachers. Whole-school systems, such as class points and the award of certificates in assemblies, encourage pupils to work hard and behave well. However, for a very small number of pupils these procedures are not always effective and some disruption to learning takes place. Anti-bullying procedures are in place and used effectively to deal with any incidents. Pupils in Key Stage 2 recently experienced a theatre presentation dealing with this sensitive issue. When appropriate, pupils' targets include a commitment to improve their behaviour. The school's current procedures have been very effective in achieving consistently good standards of behaviour for all but a very few pupils.
46. During the school day pupils constantly receive guidance and support from their teachers and other adults who work with them. Much attention is paid to raising self-esteem and recognising pupils' achievements. Circle time is used across the school to encourage pupils to voice their opinions and discuss issues which affect them. A good personal, social and health education programme, which is taught well, helps pupils to understand how to live a safe and healthy life.
47. The school has good new procedures for assessing pupils' attainment and progress, but there has been insufficient time to extend good practice across the full range of subjects. Currently, pupils' progress as they move through the school is tracked only in English, mathematics and some aspects of science, although subject co-ordinators do have a clear view about the appropriate strategies for use within their subjects. There are specific plans for the implementation of the new policy and procedures.
48. The school makes satisfactory use of assessment information to guide curricular planning. As well as the end of key stage data analysis and optional tests, the school uses a range of assessment evidence in order to guide planning and help pupils make progress. The information collected is analysed closely every half-term with year group teachers, the special educational needs co-ordinator and the senior management team. The results are effectively used to support whole-school improvements and to identify trends in learning. Assessment information is also used to inform and modify the weekly planning and this means that learning objectives can be made to fit precisely to individual pupils' requirements. All pupils are effectively involved with their own assessment by being asked to set three targets each term. This enables them to recognise their own achievements and weaknesses and helps them to become more independent learners. Most pupils are able to say what their targets are and these are referred to in lessons by the teachers and support staff.

49. Assessment of pupils with special educational needs is well organised and the information helps teachers to plan activities which are matched to pupils' needs, particularly in English and mathematics. Statements of special educational need are regularly reviewed and the pupils involved and their parents are invited to play a full part in the process. The school works very hard to ensure that the appropriate outside agencies give good support to pupils.
50. There are satisfactory procedures for monitoring and supporting pupils' academic progress. Staff effectively use a portfolio system to ensure that standards are judged equally across the school. The school keeps detailed records for all pupils in English and mathematics and every class teacher has assessment records of each pupil in their class; these enable individual weaknesses to be recognised and targets set for improvement. These procedures are not yet in place for all other subjects and the school plans to extend them over the next two terms. The school has made significant improvement in assessment since the previous full inspection when the procedures were judged to be poor. There is now consistency in assessment practice across both key stages, there is a portfolio of moderated work available to teachers and end of key stage assessment data now guides the planning.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

51. The partnership with parents continues to improve and parents recognise that they are being encouraged to play a greater part in the life of the school and their children's education. Parents responding to the Ofsted questionnaire were overwhelmingly positive about all aspects of the school's provision. In particular, they agree their children like coming to school, are taught well and make good progress. They feel the school is well led and managed and are happy to approach the school with questions or concerns. Inspectors' judgements endorse parents' positive views. Only a few parents raised any concerns. A small number felt there was a lack of interesting activities outside lessons. The inspection team judged that the provision was very good and much better than normally found in a school of this type.
52. Information sent to parents is very good. Regular newsletters keep parents well informed of everyday events and activities. Parents receive information about what is to be taught from year group teams. The prospectus and governors' report to parents contains all the required information. Annual written reports on pupils' progress are good and give detailed information about the core subjects. They are balanced and identify strengths and areas for improvement, setting targets to help pupils improve further. Parents appreciate the time and effort made by teachers to produce such individual reports.
53. Parents' opportunities for both formal and informal contact with teachers and the headteacher are very good. Parents appreciate the availability of teachers at the end of the school day. Formal consultation meetings are offered each term where pupils' progress is discussed and targets agreed. Parents of pupils with special educational needs discuss pupils' progress with teachers more often than the required annual review.
54. Parents' contributions to the life of the school are good. The parent, teacher and friends association (PTFA) is very active and a variety of social and fund-raising events are organised, not only to raise money but also to encourage parents and the community to be involved in school life. The substantial funds raised are used well to enhance resources and facilities for pupils. For example, computers, library and play

facilities have all been improved thanks to the efforts and support of parents. A small number of parents help in classes regularly and this has a positive impact on learning. More parents are prepared to volunteer for specific 'one-off' or short-term activities such as accompanying a trip, helping with swimming or cookery. Teachers appreciate the support and help they receive.

55. Parents' support of learning at home is satisfactory. Parents receive very good information and guidance on how to share books with their children and some parents hear their children read regularly at home, particularly in the early stages of learning to read, which helps pupils to make good progress. The school continues to work hard to encourage parents to be involved in all aspects of their child's education. Parents are offered the opportunity to improve their own skills and learn how to support their children more effectively with work at home. Courses such as 'Keeping up with your child' and for literacy and numeracy have all been offered. Good improvements have been made in the partnership with parents since the previous inspection.

HOW WELL IS THE SCHOOL LED AND MANAGED?

56. The leadership and management of the school, provided by the headteacher, senior staff and governors are very good. The headteacher provides excellent leadership and a very clear educational direction for the work of the school, setting and achieving clear priorities and targets. Very good monitoring procedures of teaching and learning have enabled her to share the best practice to the benefit of all. The senior management team is now very effective and committed to the continuous improvement of the school. This was an identified weakness in the previous reports and has been improved considerably.
57. The co-ordinators for English, mathematics and ICT manage their areas of responsibility very effectively and make significant contributions to good curriculum planning. Other subject co-ordinators are at different stages of development. The strong leadership demonstrated by the headteacher has been very effective and has quite rightly led the agreed priorities in curriculum development. The school is now well placed to extend the roles of the individual co-ordinators to take more personal responsibility for monitoring teaching and standards in their subjects. The effectiveness of the introduction of the National Literacy and Numeracy Strategies is very good. The management of special educational needs is very good and the resources allocated for these pupils are used efficiently. This is a big improvement over the three years since the previous inspection when the management of special educational needs was identified as a major weakness.
58. The governing body is very effective and has a very good understanding of its strategic role. The school improvement plan has an important strategic place in identifying a range of short-, medium- and long-term priorities and targets very clearly. These priorities are reviewed rigorously by the governors on an annual basis. Individual governors attend a range of appropriate training courses and play a full and active part in the life of the school. The governing body has good strategies for evaluating the school's effectiveness, such as monitoring the school's National Curriculum test results and setting new targets. The governors fulfil all their statutory responsibilities and help to foster very good links in the community.
59. The monitoring of teaching and the curriculum by the headteacher and the senior management team is very good. They regularly monitor curriculum planning and scrutinise pupils' work to check levels of attainment and rates of progress. They also

observe and evaluate teaching in all classes. Monitoring is closely linked with the school's own appraisal procedures, which meet statutory requirements for performance management. Staff have considerable individual strengths in subject knowledge and these are successfully shared to contribute to whole-school development in the curriculum and teaching.

60. The school's aims and values are very appropriate and well communicated to staff and parents, reflecting the strong team commitment among staff and governors. The school fosters very good relationships and these are greatly valued by parents. Provision for children under five is managed very effectively and positively influences their learning. There are good procedures for admitting children and they settle quickly into class routines.
61. The school has a good number of qualified and experienced teachers to meet the needs of all pupils and cover the full requirements of the National Curriculum. They have well-defined responsibilities and despite the large teacher turnover in the past three years, work very co-operatively as an effective team. Teachers and pupils are well supported by a good number of well-trained and effective learning support assistants. They make valuable contributions to the work of the school and in particular to the very good progress made by pupils with special educational needs. The very efficient administrative staff, site manager and cleaners are valued team members and contribute significantly to the smooth running of the school.
62. Arrangements for training are good and the headteacher holds regular professional development interviews with all staff. These interviews have been successful in helping them to improve their performances as well as giving the headteacher a clearer view of the school's work since the school was judged to be requiring special measures. Induction procedures are thorough and new members of staff, including newly qualified teachers, feel well supported when they join the school enabling them to settle quickly and successfully into their new roles.
63. The quality of the accommodation is very good and effectively supports teaching and learning by providing all the facilities and teaching space necessary to teach all subjects of the National Curriculum effectively. There is a large hall where everyone can gather for whole-school assemblies. The newly created ICT suite means whole-class teaching of ICT skills can now be undertaken in a stimulating learning environment. Classrooms are spacious and enhanced by attractive and informative displays. Wide corridors enable easy movement around the school. The planned new roof for the under-fives play area is urgently needed as this area becomes too hot to be used during sunny weather. Spacious playgrounds and large playing fields give pupils plenty of space to enjoy playtimes and physical education activities. Access has been improved for the disabled by the installation of stair lifts and a disabled toilet. The accommodation is maintained and cleaned to a high standard and provides a stimulating learning environment for pupils.
64. The quantity, quality and range of learning resources are good and effectively support all areas of the curriculum. They are readily accessible and used well throughout the school to enhance the quality of education provided. The new computer suite is well equipped with an increased number of computers enabling all pupils to work individually or in pairs to improve their skills. All classes have at least one computer; this provides pupils with regular opportunities to reinforce their technological skills and as a result standards are rising. More software is now required to widen the range of

learning experiences in all subjects. Resources are well organised and easily accessible.

65. The overall efficiency of the school is good. The school has built successfully on the good standards of financial planning reported at the time of the previous inspection. The headteacher and governors have developed suitably structured and systematic procedures that very effectively support the school's educational priorities. This is a process that involves all members of staff in an annual review of the work of the school in order to identify and agree future priorities. A good example of the school responding to the analysis of its current position, while at the same time successfully addressing national initiatives, is the significant improvement in standards. Good use is made of new technology in all aspects of school life to improve efficiency levels and to support the curriculum. Resources are used effectively to support teaching and learning, particularly in ICT, mathematics and science.
66. The school successfully applies the principles of best value for money and is good at consulting and involving all those concerned in decision-making about spending. Full consideration is given to alternative providers for services and resources in order to acquire cost effectiveness and as a result money is spent carefully. The school's day-to-day financial controls and procedures are excellent, enabling the headteacher and governors to closely monitor and evaluate spending decisions, such as the recent computer suite to raise standards of attainment. The most recent financial audit made a small number of recommendations and the school has responded to these. Teaching and support staff are deployed effectively to promote pupils' learning and their improved expertise is used for the benefit of all.
67. Taking into account the below average levels of attainment on entry, the recent rise in standards attained, the good teaching and learning which take place, the very good leadership and management, the good quality of education provided and the average unit costs, the school provides good value for money.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

68. In order to improve standards of work and the quality of education, building on the very good improvement of the past three years, the governors, headteacher and staff should:
- (1) extend the roles of subject co-ordinators to enable more frequent monitoring of teaching and standards within their subjects; (paragraphs 57, 105, 123, 146 & 152)
 - (2) raise standards in writing throughout the school, building on the improvement already taking place, by ensuring that teachers have higher expectations of pupils' writing skills in subjects across the curriculum, by improving spelling and punctuation and by getting pupils to write at greater length. (paragraphs 86, 93, 94, 128 & 141)

A minor area which should be considered by the school:

Ensure that the management behaviour systems are implemented with greater consistency on the very few occasions when a small minority of pupils display challenging behaviour. (paragraphs 11, 23, 96 & 104)

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	83
Number of discussions with staff, governors, other adults and pupils	39

Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
4	19	47	29	1	0	0

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

Information about the school's pupils

Pupils on the school's roll	Nursery	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	N/A	334
Number of full-time pupils known to be eligible for free school meals	N/A	52

FTE means full-time equivalent.

Special educational needs	Nursery	YR – Y6
Number of pupils with statements of special educational needs	N/A	4
Number of pupils on the school's special educational needs register	N/A	69

English as an additional language	No of pupils
Number of pupils with English as an additional language	1

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	28
Pupils who left the school other than at the usual time of leaving	36

Attendance

Authorised absence

	%
School data	96
National comparative data	95

Unauthorised absence

	%
School data	0.1
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
	2000	24	29	53

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	19	18	21
	Girls	25	24	27
	Total	44	42	48
Percentage of pupils at NC level 2 or above	School	83 (75)	79 (77)	91 (96)
	National	83 (82)	84 (83)	90 (87)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	19	20	21
	Girls	25	23	26
	Total	44	43	47
Percentage of pupils at NC level 2 or above	School	83 (75)	81 (85)	89 (77)
	National	84 (82)	88 (86)	88 (87)

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
	2000	28	22	50

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	21	23	26
	Girls	17	17	21
	Total	38	40	47
Percentage of pupils at NC level 4 or above	School	76 (65)	80 (58)	94 (84)
	National	75 (70)	72 (69)	85 (78)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	18	19	18
	Girls	14	13	16
	Total	32	32	34
Percentage of pupils at NC level 4 or above	School	64 (58)	65 (60)	69 (84)
	National	70 (68)	72 (69)	79 (75)

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	1
Black – other	1
Indian	1
Pakistani	1
Bangladeshi	0
Chinese	2
White	268
Any other minority ethnic group	15

This table refers to pupils of compulsory school age only.

Exclusions in the last school year

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

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

Teachers and classes

Qualified teachers and classes: YR – Y6

Total number of qualified teachers (FTE)	15.7
Number of pupils per qualified teacher	21.2
Average class size	23.9

Education support staff: YR – Y6

Total number of education support staff	10
Total aggregate hours worked per week	198

Financial information

Financial year	1999/2000
	£
Total income	677,753
Total expenditure	668,206
Expenditure per pupil	1,954
Balance brought forward from previous year	2,836

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	334
Number of questionnaires returned	152

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	66	30	3	1	0
My child is making good progress in school.	61	34	5	0	0
Behaviour in the school is good.	37	56	3	1	3
My child gets the right amount of work to do at home.	45	45	7	0	3
The teaching is good.	64	36	0	1	0
I am kept well informed about how my child is getting on.	51	38	9	1	1
I would feel comfortable about approaching the school with questions or a problem.	68	28	3	1	0
The school expects my child to work hard and achieve his or her best.	59	38	1	0	2
The school works closely with parents.	44	45	9	1	1
The school is well led and managed.	58	39	3	0	0
The school is helping my child become mature and responsible.	48	47	3	1	1
The school provides an interesting range of activities outside lessons.	38	39	11	3	9

[Not all rows may total 100 due to rounding up and down.]

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

69. There have been good improvements in the provision for children in the Foundation Stage since the previous full inspection in 1998. At that time, in spite of satisfactory achievement in the reception classes, children started the National Curriculum below expected levels in language and literacy skills, mathematical skills and knowledge and understanding of the world by the age of five.
70. When children join the reception classes many are very young and consequently the results of their early assessment are below the expected levels for children starting school. The school has successfully sustained the improvements that were recognised in the report of 1999. Children continue to learn well in reception classes and younger children make very good progress. By the time they join statutory schooling in Year 1, most children have achieved well and attained the Early Learning Goals in mathematical, creative and physical development and in speaking skills. Most children will begin the National Curriculum exceeding the Early Learning Goals in personal and social development, knowledge and understanding of the world and listening skills.
71. These standards are achieved because of the high quality planning for activities that take account of how children at this age learn best and the individual needs of each child. However, in spite of good teaching and stimulating activities, most children are not on course to attain all the Early Learning Goals in early writing and reading skills by the age of five.

Personal, social and emotional development

72. Most children have had experience of play-groups before they start at Woodingdean and the school organises a gradual introduction to the reception classes for them. These factors contribute to children settling smoothly and speedily into the school's routines. However, their ability to take turns and to listen varies widely, and a significant minority of children enter the reception classes with immature social skills. By the time they leave reception, they exceed many of the Early Learning Goals for this area of learning. This very good achievement is because of consistently good teaching.
73. Class assemblies are used very effectively to harness children's imaginations and help them to empathise with story characters. For example, they listen to the story, 'Oi! Get Off My Train' and the teacher's skilful questioning means that they understand the merits of including everyone and treating others kindly. They also begin to appreciate the importance of treating the world environment with respect. "You mustn't kill them" said one child about polar bears. Children share space, adult attention and resources with impressive maturity. They achieve this by being sensitive towards each other and by learning to negotiate and respect each other. For example, sitting alongside a girl at the computer, one boy suggested, "You do the first and I'll do the next." Teachers have rightly identified that providing more activities and resources to promote an understanding of different beliefs and cultures is an area for development.

74. Children respond very well to new experiences, whether by tasting previously untried fruit, by searching for ‘bugs’ under the trees or by ‘taking away’ for the first time in a numeracy lesson. This is because children trust the adults who work with them and are secure in their understanding of what is expected of them. All staff provide consistently good role models for the children and treat them with respect. Through valuing children’s ideas and opinions they are very successful in encouraging children to grow in confidence and independence.

Communication, language and literacy

75. In both reception classes, children are interested in books and enjoy listening to stories. While they readily share books with each other and adults, when they listen to familiar stories, they do not join in to the extent expected for this stage in the school year. Most children do not confidently recognise sufficient familiar written words to reach the Early Learning Goals in this aspect of their development. All the adults working in the reception classes speak carefully and sensitively with children, inviting their opinions and listening closely to their responses. When teaching is excellent it inspires enormous interest as seen in a lesson using stimulating resources and a series of questions such as, “What do I usually do when I sit here?” or “What do you think is in the bag?” Consequently children readily voice their opinions and share their ideas. They also listen closely to adults and to each other, exceeding expectations for their age in this respect.
76. Teachers use the structure of the literacy framework well to stimulate plenty of interest in letters and their sounds in both reception classes. Children willingly suggest words beginning with ‘w’ and produce a list of words such as ‘worm’, ‘wood’ and ‘wizard’. A significant minority of children translate this interest and understanding to their writing. In both reception classes staff encourage children to think of themselves as writers whatever their stage of development. For example the ‘vet’s surgery’ has a notepad for children to record appointments. However, in an excellent lesson with rich opportunities to record and label a map tracking the hungry caterpillar’s eating habits for a week, a significant number of children were reluctant to ‘have a go’ at writing. These children are unlikely to fully reach the Early Learning Goals for writing.

Mathematical development

77. Children in the reception classes are interested in number and shape and a significant minority achieve well and have an understanding of number that exceeds expectations for their age. This is a result of the effective use that teachers make of the numeracy framework and the good opportunities they provide for children to solve practical problems. For example, when children were working with chalk on the playground they explored quite large numbers. One child wrote ‘99’ and another said, “ $100 - 1 = 99$ ”, but he wrote ‘PP’ and said it looked like ‘b’ upside down. Because they were viewing the numbers from different angles some really interesting conversations developed. For example, children standing on opposite sides discussed ‘99’ or ‘66’.
78. Most children count from zero to ten confidently and meaningfully, for example when they accurately count out coins to buy soft toys from the play pet shop. This means that the youngest children are achieving very well. Those children who are most confident with numbers happily count meaningfully to beyond twenty. Teachers provide good practical activities that give children opportunities to use language such as ‘more’, ‘higher’, ‘less’ or ‘lower’. As a result children use the language of size,

shape and position in a variety of situations throughout the day, as for example when discussing the contents of a 'story sack', about a big book – "It's too big, it won't fit in there".

Knowledge and understanding of the world

79. Children join the reception classes with a satisfactory general knowledge based on their daily experiences. As a result of good teaching and very well planned activities, they develop and extend this understanding very well. They have a good understanding that the past was different from now. They draw clear and accurate pictures of flat irons, washing boards and carpet beaters following a visit to Preston Manor. They have a good understanding of where they live and the importance of environments to living creatures. Children have a good sense of how to select resources and to use tools safely in order to construct and build. For example, they construct 'pet carriers' and 'Noah's Arks'.
80. All staff are highly skilled at encouraging children to observe the natural world closely. As a result, children paint segments of fruit with greater detail and accuracy than is expected for their age. During the inspection one child noticed the pattern in a half orange and commented, "There's triangles in there". They recognise different fruits and know that they are healthy food. They link eating healthy fruit with being strong and having strong muscles and they identify broccoli and spinach as other healthy food. Most children use the computers in the ICT suite confidently when an adult supports them. They follow instructions to use the mouse to direct the cursor, single or double click and drag. Most children exceed the Early Learning Goals in computer skills. Children also have good opportunities to use a computer and other technological equipment, such as cassette players, independently in their classroom. Staff have identified the need to increase software as a means of extending children's learning while they are using the technology.

Physical development

81. Staff have high expectations of children controlling both their large movements outside and in the school hall and their precise control of small equipment. Consequently children take great care in the way they control their bodies and achieve the expected Early Learning Goals by the time they leave reception classes. This represents good achievement, especially for the younger children. For example, children try to pick up the mini-beasts that they find on their 'bug hunt' without harming them. Staff teach cutting, pasting, painting and drawing skills and successfully help children gain control of these finer movements.
82. In lessons in the school hall children learn to throw large sponge balls in a chosen direction, such as to a group of human skittles. Teachers are skilled at encouraging children to use their imaginations in order to move their whole bodies. For example, in music and movement sessions they jump like frogs or wriggle like worms. These sessions are very well planned to include children with disabilities fully and appropriately. This means that all children use space creatively, respond imaginatively and reach expected levels of physical development, within the constraints of any physical disability.

Creative development

83. Staff provide very good opportunities for children to learn through using their imaginations and their senses. For example, they extend their learning about mini-beasts by designing and constructing small worlds of earth, twigs, grasses and water for plastic bugs. The music and movement session in the hall referred to above, ended with a dramatic interpretation of the 'Ugly Bug Ball'. There are regular opportunities for role-play, for example in the 'vet's surgery' or home corner. While most children develop their imaginations and creativity to the extent expected by the end of the Foundation Stage, a significant minority of children exceed expectations in their use of paint and colour. They blend colours with a good awareness of the effect they are seeking. For example, they refer to the accessible colour chart in order to mix a shade of orange when they are painting fruit. They produce three-dimensional work, such as papier-mâché animal face masks, shadow puppets and 'forest scenes' for the puppets.
84. The teaching of all areas of learning is good and promotes good levels of achievement. During the inspection three of the ten lessons seen were excellent, two were very good, three were good and two were satisfactory. This high standard of teaching ensures good achievement for most children and very good achievement for the younger children. The strengths in the teaching of reception children lie in the very good planning that encourages children's participation in practical activities based on real life situations. It also ensures that children have time for sustained concentration and using their imaginations. Staff successfully promote very good quality relationships that enable all children to learn effectively in a safe and trusting environment.

ENGLISH

85. Standards in English at the age of seven and eleven have improved since the previous inspection. In the 2000 national tests, the standards at age seven were at the national average level in reading and below the average when compared with those in similar schools. Standards in writing were well below the national average and that of similar schools. At the age of eleven, test results were at the national average and below the average when compared with similar schools. The results show a trend over the past three years in which standards remain at or below the national average but are rising faster than the national figures. This rise has come about because of the school's focus on improving standards.
86. The inspection findings confirm these results and show good improvement in reading standards at both key stages. Pupils aged seven and eleven achieve expected levels in reading as well as in speaking and listening but below expected levels in writing. From a low starting point these results are evidence of good achievement over time. When pupils enter Key Stage 1, there is a wide range of capability. Many pupils lack confidence in speaking and they do not always listen well. Reading skills are not always developed effectively and many pupils lack the pencil control to enable them to write clearly. These limitations are soon addressed with effective teaching. As a result, pupils achieve well by the age of seven and eleven in all aspects of the subject. Most pupils, including those with special educational needs and those from minority ethnic backgrounds, make good progress over their time in school as a result of the school's determination to do its best for each individual pupil.

87. Key Stage 1 pupils work in groups and individually, listening well to the instructions of the teacher. They are encouraged to express themselves clearly when they are presented with 'silly' questions like "Can a hand swim?" or "Can a ship jump?" They develop their language by recounting the story told in a sequence of four pictures. The level of language use develops well and the majority of pupils speak and listen at the expected level for their age, although a small minority go off task easily, speaking about other matters. Most pupils concentrate well and are more confident and articulate by the end of Key Stage 1.
88. In Key Stage 2, pupils' vocabulary is extended further and they begin to use sentences which are more complex and grammatically accurate. All pupils are given many opportunities to collaborate on group tasks and to share ideas. Most pupils explain their opinions and ideas about poems and even younger pupils know words like 'alliteration' and confidently and expressively read out their compositions to the whole class. The higher attaining pupils use mature and vivid vocabulary when asking and answering questions. For example, one pupil in Year 4 suggested that a sick person in a story 'might not survive in her condition'. Although there is a wide range of attainment in many classes in Key Stage 2, pupils listen with interest and patience to the efforts of everyone including the lower attainers. By the age of eleven, pupils respond well to questions, listen well and talk confidently. They read poems presented on an overhead projector in the appropriate style and with accuracy and expression.
89. Given the limitations of some pupils' reading skills on entry to the school, pupils' reading steadily improves and they achieve expected levels at the end of each key stage. This signifies good achievement for most pupils. The school makes good use of all the main elements from the National Literacy Strategy in its planning and the teaching and learning of letter sounds and sounds of combinations of letters, are key features in many lessons. In Key Stage 1, average and higher attaining pupils have a good grasp of the sounds of letters and this helps them to tackle words that are unfamiliar to them. Lower attaining pupils find this difficult and tend to make guesses. Most pupils make good progress due to the emphasis on the direct teaching of phonics and other support aimed at increasing the number of words that they recognise by sight. For example, in Year 1 pupils use letter fans in order to make up words with 'ai' in the middle and at the end of the lesson, nearly all the pupils could spell out words like 'main', 'tail' and 'plain'. Many pupils, even the lower attainers, say that they enjoy reading in school and at home. Year 2 pupils enjoy school library books about the people who live in India. Pupils with special educational needs are identified early and are offered well-structured literacy programmes, with challenging but realistic short-term targets. As a result, they too achieve well.
90. The books read by pupils in Key Stage 2 are mostly appropriate to their age, interest and ability. The range of reading material is extended appropriately as pupils move through the school, although there is a limited range of fiction available which is appropriate to older boys. Older pupils read with increasing fluency and accuracy and most talk confidently about which authors they like and why they like them.
91. Pupils in Years 3, 4 and 5 routinely use a dictionary or a thesaurus correctly to look up words and their alternatives and pupils develop their independent research and study skills through the use of non-fiction books and through the use of computers in the classroom. The new computer suite is already acting as an incentive to all pupils to look up information independently. The school arranges for younger pupils to visit the nearby community library to borrow books and find out how books are arranged. Most

pupils make satisfactory use of their reading skills in cross-curricular work. In geography, for example, Year 2 pupils look for information through reading about India and Year 6 pupils find out about Egypt and about local and major foreign rivers.

92. Most pupils say that they enjoy reading at home and name newspapers, magazines or books, which they read. There is a well-established system for home/school reading and a good record is kept, involving both parents and teachers. This record helps to identify weaknesses and target pupils' learning. Some parents, however, give only limited support to this area of learning, but where it is taken up, the system has a positive effect on pupils' interest and attainment. Homework is regularly set for all classes. All classes have two or three sessions a week of up to thirty minutes given over to quiet, personal reading and this has a good impact on pupils' progress.
93. Standards in writing are below average in both key stages. The younger pupils in Key Stage 1 learn to use capital letters and full stops appropriately in short meaningful sentences. They create a written recount of a picture story using paragraph headings of 'First...', 'Next...', 'After...', 'Then...' and 'When...'. At the end of the key stage, the higher attaining seven-year-olds use a legible joined handwriting and spell correctly words of one syllable. Pupils in the middle and lower range of attainment find joining letters quite difficult and have difficulty in constructing sentences and using appropriate punctuation. As a consequence, the presentation of work is not as good as might be expected.
94. By the end of Key Stage 2, a majority of pupils write clearly and imaginatively. However, pupils' writing has more inaccuracies in spelling and punctuation than expected at this age. More able writers show that they know how to use language appropriately and of the effect on the reader. Their writing shows that they have researched their ideas well and their work is of a suitable length. However, the majority of pupils do not really write enough when they attempt to write reports or long stories. As pupils move through the school, they learn to write in an increasing number of styles. Pupils produce interesting writing for different readers in a range of forms, for example, pamphlets, newspaper editorials, persuasive letters and nonsense poems. Some of these show good imagination and humour. Most pupils however, have not yet developed sufficient fluency in their writing and there are grammatical and spelling mistakes in their work. The good use of computers to word process, re-draft and edit has now become routine in most lessons. Most pupils make satisfactory use of their writing skills in other subjects but on occasions, different expectations from teachers mean that not all pupils achieve their best work.
95. The teaching of English is good, overall, in both key stages and never less than satisfactory. Teaching is good or better in 90 per cent of lessons and very good in 10 per cent. All teachers have a good understanding of the structure of the literacy hour and planning follows closely the guidelines in the National Literacy Strategy. Lessons are very well planned and organised with a good mix of whole-class, group, paired and individual work. Activities are well designed to deliver the learning outcomes specified in the planning. Teachers make sure that pupils know what they are expected to learn and how this links with what has gone on before. Teachers work hard to extend pupils' vocabulary, to develop good listening and to improve their concentration. Most teachers set tasks which challenge all the pupils irrespective of their capabilities. However, in a few lessons, higher attaining pupils are not given sufficiently demanding tasks and so they do not make as much progress as they might. Most pupils enjoy the subject and their positive attitudes enable them to learn

quickly. In response to the good teaching, pupils are attentive, keen to ask and answer questions and join in class discussion.

96. The management of pupils' behaviour is usually good, although in a very few classes pupils with challenging behaviour are not effectively kept under control. Teachers and support staff maintain a good level of support for pupils with special educational needs. Their individual education plans are detailed, with clear targets relating to pupils' literacy needs. These are well monitored by teachers and the special needs co-ordinators. Teachers know the pupils well, address them with warmth and respect and encourage good manners and social skills. Literacy skills are promoted satisfactorily in English lessons and across the curriculum, such as when reading and writing about events of the past in history, in geography when writing about their local area and in science lessons when recording and interpreting practical scientific experiments.
97. The subject is well managed by two enthusiastic key stage co-ordinators who work well together. The co-ordinators are aware of the strengths and weaknesses in teaching and learning through regular monitoring of teaching and learning in the subject. The procedures for assessing pupils' progress are good and pupils' work is regularly and helpfully marked. Teachers comment constructively on the work and give the pupils useful and appropriate guidance. Resources are satisfactory to support the scheme of work and the school has provided useful additional resources to support the literacy strategy.

MATHEMATICS

98. National test results at the end of Year 2 in 2000 were below the national average and below average when compared with pupils in similar schools. The wider range of inspection evidence shows that current standards in Year 2 are broadly in line with national expectations. This represents an improvement since the previous inspection when results were well below expected levels. Over the same period standards in Year 6 tests have improved from below to above the national average in 2000. Standards attained by pupils at Woodingdean were well above the average for similar schools. These test results are reflected closely in the inspection findings which confirm that standards in Year 6, as pupils reach the end of Key Stage 2, are also above expected levels.
99. There are several factors contributing to this very good improvement in standards of attainment. These include the introduction of the National Numeracy Strategy that has resulted in better teaching throughout the school by more confident and knowledgeable teachers. In addition, careful assessment and tracking of pupils' progress is being developed, enabling the school and teachers to focus specific teaching and support where it is most needed to provide the best education for each individual pupil. In Years 5 and 6 for example, pupils are taught in sets of similar ability during the spring term. This has a very positive effect on the quality of their learning as teachers are better able to plan for their particular needs. Both higher and lower attaining pupils benefit because of the specific tasks set by teachers. Coupled with the higher expectations of teachers in the junior classes, and particularly in Year 6, this leads to the more rapid rate of improvement seen by the end of Key Stage 2 than seen earlier in the key stage.
100. By the end of Key Stage 2, most pupils achieve well. Teaching has improved considerably and the good teaching in Key Stage 2 builds on the sound foundations

laid in Key Stage 1. This results in almost all pupils achieving well in relation to their prior attainment. Pupils with special educational needs make good progress in both key stages because of the good support that they receive. Teaching sessions are well organised and support assistants are well briefed to develop their confidence and understanding. The small proportion of minority ethnic pupils achieve as well as their peers. There is no significant difference between the performance of boys and girls.

101. By the time they are seven, most pupils demonstrate a secure knowledge of the place value of each digit in numbers to 100, confidently adding and subtracting numbers to 20 and beyond. They estimate and measure length carefully and develop a sound understanding of the need for standardised metric measurements in real life situations, as for example when measuring the growth of plants in Year 1. They identify the particular features of common two-dimensional and three-dimensional shapes and successfully compile tables, block graphs and pictograms to record the colours of their Smarties. A small minority of pupils attain lower levels and are still, for example, working with single digit numbers. A significant proportion is working at higher than expected levels. The analysis of pupils' past work shows that the quality of teaching and learning is better in the older pupils' classes. By the end of Year 6, most have acquired a range of methods to add, subtract, multiply and divide and show a good understanding of the relationships between these operations. They calculate area and perimeter correctly and construct and interpret line graphs to plot the relationship between time and distance travelled.
102. Throughout the school, all pupils are provided with interesting opportunities to use their mathematical skills in practical situations in other subject areas. In Year 2, for example, they develop their understanding of position and direction by using a grid to plot the mermaids, sharks and the buried treasure on their imaginary islands. Teachers make particularly effective links with science investigations and this contributes to the good data handling skills seen in all age groups. This was demonstrated well in Year 5 when pupils constructed accurate line graphs to record the results of an experiment to identify the factors such as airflow and temperature that affect the rate of evaporation of water. Some good examples were seen of links with ICT being used to support learning, as in Year 1 where pupils produced computer generated bar charts to record the results of their traffic surveys. In addition, most teachers plan carefully to ensure that classroom based computers support the development of pupils' numeracy skills.
103. The quality of teaching and learning is satisfactory in Key Stage 1 and good in Key Stage 2. No unsatisfactory teaching was seen and it was good or better in more than half of the lessons. Teachers have been well trained and effectively supported in their successful adoption and consistent implementation of the National Numeracy Strategy. This is a significant strength in the school's provision for mathematics. It forms the basis of the detailed and thoughtful planning undertaken by all teachers to ensure that pupils' learning builds progressively as they move through the school. It is also at the heart of the good knowledge of mathematics demonstrated by all teachers. In Year 3 the teacher skilfully used this knowledge and her clear awareness of individual strengths and weaknesses to involve pupils of all abilities in a very good question and answer session. As a result they made very good gains in their understanding of turns, angles and the main compass points.
104. The best lessons are characterised by high expectations. These are evident in the level of challenge in the tasks set and in the expectation of good behaviour. In these lessons teachers consistently apply a variety of positive strategies and as a result of

this skilful management promote very good relationships and attitudes to learning. In Year 6 this was combined with carefully selected tasks to produce highly motivated pupils. They showed good understanding of the mode, range and median in attempting (unsuccessfully as it turned out) to predict the winning lottery numbers later that day. Teachers generally make good use of practical aids to support pupils' learning as in Year 2 where pupils counted in twos, threes and fives using number lines, 100 squares, number fans and a collection of plastic teddies. Weaknesses occur in a few lessons where strategies are not always effective in managing the behaviour of a very small minority of pupils. This presents teachers with a considerable challenge and affects the pace and continuity of pupils' learning. On other occasions teachers do not allow sufficient thinking time in question and answer sessions and miss opportunities to build constructively on pupils' errors.

105. There has been very good improvement in mathematics since the previous inspection. Teaching has improved considerably and as a result, standards attained by pupils when they leave the school have risen significantly. Good whole-school procedures for assessing attainment and progress have been introduced. In addition to the statutory and non-statutory national tests which form the basis of a comprehensive annual programme, teachers' informal observations and marking of pupils' work provides a growing bank of useful information about each pupils' progress through the school. Mathematics is well managed and the joint co-ordinators benefit from the strong support of the headteacher as part of the school's drive to raise standards. Areas for development include strengthening the co-ordinators' roles, as they are not sufficiently involved in monitoring teaching and learning in order to share the many examples of good practice and to address any remaining weaknesses.

SCIENCE

106. The school's performance judged on the teacher assessments of 2000, shows that at the end of Key Stage 1 attainment in science was below national averages and well below in experimental and investigative science. The evidence from this inspection indicates that there has been a good improvement and that standards are at expected levels. At the end of Key Stage 2, test results have risen over the past three years from below the national average to above national averages in 2000. At the higher Level 5, standards were in line with the national average. In both key stages, standards are judged to be well above those of similar schools and this is a good achievement by teachers and pupils. Evidence from this inspection, including the scrutiny of pupils' work, indicates that standards are at least at nationally expected levels. Over the past three years, the subject focus on investigative science and the better ongoing assessment contribute well to the improvements since the previous inspection when they were judged to be well below average.
107. By the end of Key Stage 1 pupils have a thorough understanding of humans as organisms, of growth and change. They understand the importance of exercise to keep healthy and food as a source of energy. Most pupils carefully investigate the conditions required for plants to grow and changes in materials through heat, making predictions and testing them by scientific method. They know about different sources of light and energy. Pupils successfully conduct scientific experiments and draw accurate conclusions, such as when they investigate the best materials for blinds in the classroom. Higher attaining pupils understand and use the word hypothesis and make well ordered observations on forces and vehicles moving down ramps. All make good attempts in learning to use tables and diagrams and achieve well in using correct scientific vocabulary.

108. By the end of Key Stage 2, pupils working on life processes and living things have a good understanding of the different parts of a flower head and their functions, the function of insects in pollination and the importance of food chains in the animal world. Higher attaining pupils correctly classify animals by species. They learn about pulse, heart rate, the effects of exercise, body hygiene and the effect of diet, for example on healthy teeth. Pupils have a good knowledge of sound and know that it travels by vibration, through materials and that the eardrum is important in hearing sound. Pupils draw sound waves and begin to understand the idea of pitch and frequency. Most pupils have a sound body of scientific knowledge on forces and physical processes including magnets, electricity and light. They carry out experiments on growing cress and mould and the effect of factors such as temperature and light. In these experiments pupils show what makes a fair test and demonstrate independence in carrying out investigations. These skills are above the level expected nationally and are a strength in the subject. Pupils make thoughtful and accurate predictions and record findings in a variety of ways including the use of graphs and tables.
109. The overall quality of teaching is good. It is never less than satisfactory and is good in nearly all lessons. A common strategy shared by staff is the careful consolidation of scientific vocabulary through key word cards, used well in whole-class discussion. Teachers clearly identify learning objectives and match these to an effective range of strategies. Lesson content builds well on pupils' previous knowledge and skilful questioning stimulates pupils' thinking and hence learning. Where teaching is most effective, planning is focused on enabling pupils of all attainment levels to achieve well and offers extension to the higher attaining pupils. This is best developed in Years 5 and 6 and can be seen in the higher expectations of these pupils in their investigation booklets for graphs, hypotheses and explanation of conclusions. Marking is at least satisfactory and often good in guiding pupils to the next steps in learning.
110. Pupils achieve well over time in both key stages and all pupils, including those with special educational needs, make good progress because teachers make good provision to do their best for each individual pupil. For instance, older pupils with writing difficulties have writing boards to enable them to achieve their potential and a pupil in plaster after an arm fracture was fully included in a class experiment by timing heat exposure for rates of ice melting to ensure a fair test. They all listen carefully and concentrate very well, using sound scientific language to explain phenomena. Pupils are curious and eager to find out more about the topics they study and were very interested and involved in the interactive displays provided by some teachers to extend their knowledge. This is often due to the clarity of teachers' explanations, their good interventions at critical points in learning and the emphasis on investigations and practical activities as the main method of testing predictions. Most persevere and collaborate well in investigations and respond with enthusiasm and enjoyment. Pupils care for and share equipment and resources well and take pride in the presentation of their work in their investigation booklets.
111. The co-ordinator has worked hard to establish clear priorities for development in the subject. The improvement in pupils' performances in Key Stage 1 is a direct result of the introduction of the investigation booklets and her monitoring of teaching and pupils' work throughout the school. Teachers' successful efforts to improve investigative work, an issue for improvement after the previous inspection, have been focused by this innovation and the adoption of a new national scheme of work to improve assessment of key skills in science.

ART AND DESIGN

112. By the ages of seven and eleven, pupils achieve well and attain standards which are above expected levels. This is an improvement since the previous full inspection when standards were judged to be satisfactory. This is because the school chooses to give the subject a high profile and teachers have high expectations of all pupils. Pupils with special educational needs and those from minority ethnic groups achieve the same high standards.
113. The quality of teaching is good. Teachers make highly successful use of the work of famous artists to inspire pupils. They carefully follow the school plans that include an 'Artist in Focus' for each year group and this ensures that pupils' skills, knowledge and understanding develop systematically as they move through the school. However, teachers also have freedom within the plans to select other work that they believe will enhance pupils' learning. This is a highly successful system for ensuring pupils' continued achievement and teachers' continued enthusiasm for the subject and sustaining improvement over the past three years.
114. When pupils produce work in the style of famous artists they do so with a level of observation, accuracy and skill that exceeds expectations for their age. For example, pupils in Year 1 observe the work of Matisse closely and produce bold and colourful three-dimensional paintings in his style with a good level of detail. The pastel drawings produced by pupils in Year 2 inspired by Picasso's work, are well-proportioned representations with clearly defined shapes. These standards are helped by teachers allowing time for pupils to develop their work over more than one lesson. For example, pupils draw Indian patterns in their sketchbooks, which they then transfer to fabric. They then decorate the fabric by painting it and attaching sequins by sewing or sticking. When pupils have time to develop work like this they understand that teachers are expecting them to work thoughtfully and carefully. They willingly respond to these challenges.
115. Pupils in Year 3 use their sketchbooks effectively to practice designs. They plan work in the style of Mondrian, which they then reproduce as three-dimensional paintings and they achieve a good level of accuracy with their selection of colour and care in presentation. In Year 4, pupils make well-formed clay pots often shaping them with the gentle but angular curves associated with Clarice Cliff. They use acrylic paint on paper to practice the design that also successfully echoes Clarice Cliff's work, before transferring these decorations to their pots. They also produce impressive painted sketches of tree branches and experiment with the pointillism technique associated with Seurat as a part of this exercise. This is a challenging task, that they undertake with care and they achieve impressive results.
116. Pupils in Year 5 refine their skills with precise and controlled designs for clay tiles that combine to produce a composite mural depicting key features of Brighton and Hove. These tiles placed together depict, for example, the Brighton Pavilion, the school and the local racecourse. They use skills that involve rolling clay, moulding the designs, decorating and glazing the tiles. The result is a mature piece of work. Year 6 pupils develop good skills in perspective in their pencil drawings of buildings. During the inspection these pupils were experimenting with two-dimensional work depicting human movement. They had used a jointed, card mannequin as a template for a pastel drawing of a single moving figure to good effect. While working on this project pupils discussed which colours best depict speed, the importance of organising colour from light to darker and the value of blending two colours together in order to achieve

the impression of movement. The results were a series of bold figures engaged in activities such as swimming, football or ballet and a high level of success in creating an impression of movement. Pupils knew what had worked and what was less successful and evaluated their work while it was in progress.

117. The subject is led well and the monitoring and evaluation of teaching and standards of pupils' work are good. The revised curriculum provides a rich balance of two- and three-dimensional work. There is a popular art club after school and the school displays all work extremely skilfully. The whole school benefits from extended projects during the annual art week. This reaffirms that both staff and pupils value the subject and it makes a very significant contribution to the cultural development of all pupils.

DESIGN AND TECHNOLOGY

118. At the time of the previous inspection, pupils' standards at the ages of seven and eleven were well below average. Pupils' behaviour was sometimes poor and teachers had unclear learning intentions and low expectations of pupils. Pupils' achievement is good and standards are now at expected levels at the end of both key stages. Pupils' behaviour is now good, as are their making skills and use of tools and materials. However, improvements are still needed in the teaching of the designing stage and in accurately assessing pupils' work. The subject has had a relatively low profile due to the necessary focus on improving the core subjects. Despite this, the priorities identified by the school and the development plans in hand, have brought about good improvement over the past three years.
119. The standards at Key Stage 1 result from satisfactory teaching and good development of making skills and these are successfully extended in Key Stage 2. In Year 1, pupils design a sun and sew it together with good skills, achieving good standards of making the planned product. Year 2 pupils make stick puppets of a satisfactory quality, related to their work about India. They also design a tie-dye pattern on a textile and write down a simple evaluation to improve it such as, "I would tie the knots tighter." These examples show that teachers are now much more aware of the design element of pupils' work.
120. In Key Stage 2, pupils' making skills are satisfactory. There is an increased emphasis on design of the products and in evaluating them according to fitness for purpose and choosing materials or the finishing touches that should be applied. For example, in Year 3 pupils designed support stands for photograph frames and decorated them to their own preferences. The best work seen was in Year 4, when pupils made and designed a torch and an alarm to protect a precious object. This good level of work reflected all the skills of pupils required at this age. Year 6 pupils have designed a moving vehicle and demonstrated good making skills and satisfactory designing skills.
121. The quality of teaching in both key stages is satisfactory. No lessons were observed in Key Stage 1 but judgements were based upon teachers' planning and samples of work. In Key Stage 2, teaching was never less than satisfactory and in two lessons was good. In a good lesson in Year 4, when pupils made an alarm system with an electric circuit, the teacher's planning was good and she made good use of discussion to illustrate design effectiveness and how to match the design to the needs of the user. Good subject knowledge guided the group work on re-assessing, modifying and re-assembling their work to improve the device. Pupils improved the circuit layout and modified the activating pressure switch. Computers were used effectively to support pupils in their learning and pupils showed pride in their achievement.

122. On the whole, teachers work hard to create successful lessons but there is insufficient monitoring of teaching and standards of pupils' work to bring about greater consistency in the teaching of skills, such as those in the designing process and in teachers' planning. Teachers manage pupils well, resulting in their behaviour and concentration being good. Pupils are keen to learn and all pupils, including those with special educational needs, make good progress due to the commitment to support the learning needs of each individual.
123. The resources available for learning are satisfactory and easily available to teachers and pupils. The leadership of the subject is satisfactory, considering that the co-ordinator has only been in post for a few months and has had no opportunity yet for leadership training or to monitor teaching. A new national scheme of work has been introduced to improve progression in pupils' learning and skills development. However, the brief subject policy of 1998 has not been reviewed to take this into account. Despite these limitations, the co-ordinator has begun to compile a portfolio of work to exemplify standards and is introducing a skills assessment sheet for pupils in both key stages so that individuals' learning attainments can be identified and teaching better matched to pupils' needs.

GEOGRAPHY

124. Most pupils make satisfactory progress and by the end of both key stages, attain standards which are at expected levels for seven-year-olds and eleven-year-olds respectively. This shows improvement from the time of the previous full inspection, when standards were judged to be below average in both key stages. This improvement is due to better curriculum provision based on recent national guidance, including good links with the local area and better planning.
125. At Key Stage 1, younger pupils have a satisfactory understanding of their immediate school environment and the local areas of Woodingdean and Rottingdean. They identify the distinctive features of the communities, including local buildings and specific use of land. Year 1 pupils make effective links with mathematics when building up a tally chart of traffic passing the school and produce a block graph to present their evidence. In Year 2, pupils locate places on maps and plans using grids with two co-ordinates. Through carefully planned teaching links with literacy and technology, they acquire a relevant geographical vocabulary while accessing Fact Files on the Internet to learn more about the lives of people from India.
126. The expected standards in Key Stage 1 are maintained in Key Stage 2, where pupils make further use of their literacy and numeracy skills to gather information to answer a variety of geographical questions. Year 4 pupils consider ways that their school environment could be improved and present pie-graphs to conclude that the most popular additions would be a park, a wild-life area and a shady area. Teachers continue to establish effective links with other subjects in order to make pupils' learning more purposeful. In their study of Brighton for instance, Year 6 pupils discover the influence of the Victorians while developing their historical skills. Pupils with special educational needs are given specific and relevant support to enable them to achieve at similar rates to other pupils and more than half attain expected levels. Pupils from minority ethnic backgrounds learn quickly about their environment and achieve similar levels.
127. The quality of teaching is satisfactory in both key stages. Following the new curriculum guidance, teachers plan interesting and challenging activities that are

clearly designed to promote the essential skills of geography, such as map-work and enquiry using maps, the Internet and other sources of information. Careful planning ensures provision to meet the needs of all pupils whatever their gender, background or prior attainment. As a result, all pupils respond positively by joining in the discussions with interest and working co-operatively to complete their tasks. The subject has no subject co-ordinator at present but the headteacher has clear ideas about the future of geography within the school. These include continuing to explore the use of computers to support learning through a wider range of software and the provision of more maps and atlases to support the new scheme of work. Teachers use the current satisfactory resources effectively to support learning and develop pupils' study skills. A recent initiative has been the introduction of a whole-school system for the regular assessment of pupils' attainment and progress against new learning intentions. Year 5 pupils attend a residential visit at an activity centre at Hindhead, effectively developing their geographical, physical and social skills in a range of activities.

HISTORY

128. Standards in history are at expected levels at both key stages for pupils aged seven and eleven respectively. This is because teaching has improved from unsatisfactory to satisfactory throughout the school. This judgement is based on a scrutiny of teachers' planning and pupils' completed work in addition to the lessons observed during the inspection. The quality of pupils' written work in history varies in amount and in the quality of subject vocabulary. In spite of these inconsistencies, pupils' historical understanding is consistently at expected levels throughout the school. These standards represent sustained improvement since the previous inspection, when pupils' attainment was judged to be below expected levels at both key stages.
129. By the age of seven pupils' achievement is satisfactory. They develop a secure knowledge and understanding of the lives of people in the past. For example, younger pupils visit the Hove Museum and learn about toys of the past. In Year 2, pupils are more explicit about their learning after a visit to the Brighton Pavilion. They learn about significant details from the past and relish gruesome details when reporting, "We saw dead rats in the kitchen." The school makes good use of the resources in the local community to bring the subject alive for pupils.
130. Satisfactory achievement continues in Key Stage 2. Pupils in Year 3 pay due attention to dates. For example, they plot and illustrate a time-line depicting key features of Charles Dickens' life. They know that he was 'a passionate and entertaining speaker' who entertained the queen and that he visited the USA in 1842. They develop interesting ideas as a result of their factual knowledge when they consider the usefulness of Dickens having access to the queen for his social reforms. Pupils in Year 4 take this work further by discussing the extent to which a single event or person may trigger social change when they discuss the work of Florence Nightingale. They understand well that different people are likely to have different opinions regarding such social developments as women working as nurses.
131. Older pupils develop their ability to empathise further with people and events from the past. For example, in lively accounts of 'A Day in the Life of a Roman Child' one pupil wrote, 'The slave always comes running fast with some bread and fruit'. This work demonstrates pupils' expected level of understanding as well as the interest inspired by a Roman theatre workshop. In Year 6, pupils develop sound understanding of the value of Greek pots as one of a range of sources of historical evidence. They enjoy

using illustrations of these pots to discover information about Greek gods and daily life. Pupils with special educational needs make satisfactory progress in their work due to the focused support given to them.

132. The subject is well led by the headteacher. The plans for the subject ensure that pupils develop their understanding and skills systematically as they move through the school. The subject is considerably enhanced for all pupils by a programme of visits and visitors. As a result pupils enjoy the subject and it makes a good contribution to their cultural development. Additionally, discussions such as those about children working in Victorian Britain, the changing role of women in society and the existence of slavery, make a valuable contribution to pupils' moral development.

INFORMATION AND COMMUNICATION TECHNOLOGY

133. By the end of both key stages, at the ages of seven and eleven, most pupils make good progress in their learning and now attain expected standards. This is an improvement since the previous inspection when standards in both key stages were below expected levels. The previous inspection also judged that provision did not meet National Curriculum requirements. Good improvements have taken place in the subject to create a new stimulating learning environment for the subject. This includes the recent provision of a new computer suite and better planning, guided by a new scheme of work providing detailed learning objectives to meet the needs of all pupils in each year group. Teachers have greater confidence and expertise and use the new resources to good effect. As a result, standards in the subject are rising rapidly.
134. Following the guidance of the new learning objectives, teachers plan a wide range of experiences for pupils throughout the school. At Key Stage 1, early control skills are evident when pupils 'dress Teddy' and learn early keyboard skills to add simple text to their illustrations. Tape recorders are used effectively at selected times to improve pupils' speaking and listening skills and to enhance their enjoyment of literature. Years 1 and 2 pupils develop satisfactory word processing skills using the keyboard and other controls. In links with literacy, they create and amend text and access information on the Internet about India to support geography work. In mathematics, computer work reinforces number recognition through number lines and number squares. All pupils are highly motivated by the new developments in the subject, discuss their work enthusiastically and have good attitudes to technology.
135. At Key Stage 2, pupils build systematically on their knowledge and understanding. Year 3 pupils support their learning in literacy, illustrating text with graphics and selecting different font sizes, styles and colours to sequence instructions for planting and looking after seeds. Year 4 pupils use computers to extend their sequencing of instructions from directing the movements of a floor model to making a screen turtle draw selected shapes, such as triangles and rectangles. They also use a digital camera effectively to evaluate their work in design and technology. By the end of the key stage, Year 6 pupils are aware of the importance of information and communication technology in their lives when accessing the Internet to gather information in a range of subjects such as science, geography and history. Good links are made with history work about the Egyptians. All pupils use guidance from the teacher carefully to develop their skills. They share ideas well and support each other very positively. As a result of the determination of the school to do its best for all individuals, regardless of their background or prior attainment, all pupils are confident in their use of computers. Pupils with special needs make good progress in their

learning due to specific support from teachers and classroom assistants. More than half attain expected standards in the development of new skills.

136. In both key stages, the quality of teaching is good overall. Planning follows the school's scheme of work and this ensures the progression of skills. The direct teaching and reinforcement of skills takes place in a focused session each week. Good opportunities are then provided during other lessons in the classrooms to enable pupils to put their ideas into practice, in the context of other subjects. Teachers and support assistants have a good knowledge of computing and plan good links with almost every other curriculum subject. Pupils work in small mixed ability and gender groups and this successfully promotes their social development and ensures that all are included in well planned tasks. Resources are much improved since the previous inspection with the new computer suite and at least one workstation in each classroom. Teachers make good use of the Internet and a digital camera to extend learning at appropriate points in the progression of learning. The co-ordinator provides good support and leadership and has identified the need to increase the amount and range of software to meet the raised status of the subject. The school has a new policy and curriculum plans which provide detailed coverage of all the required learning objectives for each year group. The school has recently introduced a range of planned assessment procedures that are aimed at matching work more accurately to the individual needs of the pupils. The school is well placed to make further progress in the subject.

MUSIC

137. The school's provision for music has improved satisfactorily since the previous inspection and has maintained expected levels in the subject. The school maintains its standards by employing a part-time specialist teacher who provides very good lessons for pupils as well as giving model lessons to other teachers and ensuring that they are given support in planning and resources.
138. Considering their limited skills on entry to the school, pupils by the age of seven, including those with special educational needs, do well to achieve as much as they do. Younger pupils accurately tap out the rhythm of the words to 'Baa, Baa Black Sheep' and then learn to tap out the beat of 'The School Rules Song'. They learn to tell the difference between the rhythm of a song and its beat. By the end of the key stage, most pupils say whether notes are higher or lower than each other and beat chime bars correctly.
139. All Key Stage 2 pupils of different needs, interests and attainment levels make satisfactory progress in the subject. Most reach standards in line with what is expected. By the time they leave the school, pupils have a satisfactory knowledge of different instruments, including some from different cultures, like castanets and South American pipes. In Year 3, pupils respond to hand signals from the teacher and use the musical scale effectively. They correctly improvise rhythms in both 3/4 and 4/4 time and play rhythmic compositions in two parts, maintaining their own part very well. In Year 5, pupils listen to classical music like 'The Planet Suite' and successfully interpret the music and the mood it conveys. They know specific musical vocabulary such as allegro, largo, fortissimo, and acapella. In Year 6, pupils listen with great interest to Ravel's Bolero and recognise and clap out the underlying ostinato pattern. They play both pitched and unpitched percussion instruments to a satisfactory standard, using a range of dynamics and coming in at the right time. Pupils in the choir, which includes pupils from the neighbouring special school, sing very tunefully,

both in unison and two-part and three-part rounds. A few of these pupils had sufficient confidence to volunteer to sing solos in front of a visitor.

140. In both key stages, pupils have positive attitudes to the subject and, when teaching is good or better, they work hard and concentrate well. This helps them to make good progress in gaining new knowledge, skills and understanding as they move through the school. Teaching is satisfactory overall in both key stages, and very good when taught by the specialist teacher, who provides very good support to other staff. Most teachers have a satisfactory knowledge and understanding of the subject overall, with one or two members of staff making very good contributions to the musical life of the school. A good example of this was seen when a class teacher gave individual guitar lessons to a pupil after school. A classroom assistant also gives recorder recitals and runs a recorder club. The basic skills are taught well by the specialist teacher, who is ensuring that her methods are also used when lessons are taught by class teachers. As a result of this, pupils make good progress in developing their skills and knowledge. Pupils with special educational needs are very sensitively supported and achieve as well as other pupils.
141. There is a new co-ordinator for the subject who is enthusiastic but not formally qualified and has not received sufficient training opportunities to enable her to carry out her role more effectively. At the moment there is little time made available for monitoring the work of class teachers, although this is planned for the autumn term. The curriculum is planned satisfactorily using a published scheme of work and covers a wide range of activities and different styles of music making. Pupils are given opportunities to play the violin or keyboards and to join the guitar club, recorder club or choir. Recorder playing could be usefully extended across the school. The school arranges a programme of concerts where children perform to parents and the community. At the moment these mainly revolve around Christmas events and this programme could be usefully extended to other times of the year. There is a music room, but it is only separated from the corridor by a curtain and this can sometimes provide a distraction. There are sufficient resources to support the scheme of work but the school has identified the need to make better links with technology so that pupils can begin using computer programs to help them compose music.

PHYSICAL EDUCATION

142. Pupils throughout the school attain the standards expected for their ages. They enjoy their physical education lessons and the levels of commitment, co-operation and sporting behaviour seen in lessons is often very good. Pupils with special educational needs and a small proportion with physical disabilities are fully integrated into the physical education programme, sometimes with direct support, and many attain similar standards to their peers. There is no difference in performance between boys and girls due to the school's approach to include all pupils equally. In Year 3, pupils receive swimming instruction in the nearby public pool and in Year 6 those who are unable to swim 25 metres attend an intensive course of lessons designed to bring them up to National Curriculum standards. Most pupils therefore leave the school meeting these requirements. They achieve at the expected rate and standards of attainment have been maintained at the expected level since the previous inspection.
143. The diversity of opportunities planned for pupils within the school's programmes for athletics, dance, games, gymnastics and swimming is a major strength of the school's provision for physical education. This includes a very good range of extra-curricular activities that allows pupils, mainly in Key Stage 2, to develop their particular sporting

interests. They include the chance to take part in competitive sport in which the school enjoys considerable success. The school plans to review provision for outdoor and adventurous activities in Key Stage 2. Although all pupils change into suitable clothing, parents do not always ensure that earrings are removed for physical education lessons. This causes the school considerable concern about pupils' safety.

144. The quality of teaching and learning is good throughout the school and teachers plan for a wide range of interesting and motivating activities. They have good knowledge of the subject and enjoy teaching physical education. As good role models they are fully involved in pupils' learning. In the most successful lessons there is a clear focus on the development of skills as teachers use their specialist knowledge effectively. They monitor and assess individual performance and give helpful feedback to enable pupils to improve. In a games lesson, for example, older pupils achieved well as a result of very focused teaching. They made very good progress in basic tennis skills so that by the end of the fourth lesson in this unit of work almost all could sustain a short rally. While encouraging less confident pupils to work hard to improve their techniques, the teacher successfully extended higher attaining pupils by introducing them to back-spin and top-spin.
145. Pupils made good gains also in athletics. In Year 5, effective teaching led to pupils acquiring a good understanding of the importance of the position of the hands and arms in sprinting. The lesson also included a good example of a pupil with special educational needs being successfully integrated with the sensitive support and encouragement of the teacher. In Year 3, the teacher skilfully managed the strong competitive element of the lesson, promoting good attitudes and contributing to pupils' personal development by emphasising the individual challenge built into the tasks.
146. With the school's recent focus on literacy and numeracy, physical education understandably has had a lower profile and there are currently no formal arrangements for monitoring teaching and learning. The school's adopted schemes of work provide teachers with ideas for a wide range of interesting and motivating activities. Changes relating to recent national guidance have not been sufficiently completed to identify levels of expectation for pupils in each year. While teaching is making a significant contribution to the positive attitudes and good behaviour seen, it has not yet been successful in raising standards of attainment above expected levels. This is largely due to the need for further agreement amongst the staff about the expected development of skills in the various aspects of physical education. It is this exemplification of pupil performance and a shared and clear view of attainment that are needed to raise standards further. Currently this view is very much dependent upon the knowledge and expertise of individual teachers and therefore does not always contribute to the successful development of skills year-on-year as pupils move through the school. Recently devised assessment procedures are a useful starting point. The co-ordinator's enthusiasm and expertise, with the commitment and support of his colleagues and the school's good facilities for physical education, mean that the school has considerable potential for further improvement.

RELIGIOUS EDUCATION

147. At the time of the previous inspection, standards were well below the expectations of the locally agreed syllabus at the end of both key stages. Teachers had insufficient knowledge of the syllabus and curriculum documents gave insufficient guidance. Consequently, teaching and pupils' learning was never better than satisfactory and often poor. The evidence from this inspection shows that there has been good

improvement in standards of teaching and learning. The curriculum now conforms to the locally agreed syllabus. The subject provides good support for the spiritual, moral, social and cultural development of pupils. By the ages of seven and eleven, most pupils are now achieving well and made good progress to reach the standards that are expected by the locally agreed syllabus.

148. By the end of Key Stage 1 pupils have a satisfactory knowledge of some important religious festivals, such as Christmas and Easter. The importance of respecting others' beliefs is central to teachers' planning and pupils' learning. For instance, they learn about Hindu weddings and the Jewish customs and ritual for Sukkoth. In Year 1 they show wonder when the teacher creates a little miracle by revealing the words 'I can see', on paper in a bath of ink on wax relief paper. This was planned to help them to vividly imagine an amazing event in the Bible. A few pupils have difficulty writing down their ideas but they talk meaningfully and with understanding about their learning. They are given good opportunities to consider their own experiences about growing up and special occasions in their lives and demonstrate satisfactory levels of attainment.
149. By the end of Key Stage 2, pupils have a sound understanding of the world's major religions and how caring about and respecting others' beliefs and values has a central place in them. They are developing a sound understanding of Christian values and ceremonies. In considering Christianity, they draw up their rules for life and are learning to distinguish between fact, opinion and belief. Year 3 pupils recall and share their good learning about the Muslim faith and the symbolism of objects, such as a compass or prayer mat and listen carefully to others' contributions to refine their own knowledge and understanding. All pupils, including those with special educational needs and those from minority ethnic groups, are achieving well in the new positive attitudes to the subject.
150. The quality of teaching is good and contributes significantly to improvements in pupils' learning. Teaching is mostly good and on occasions it is very good. This results from very good subject knowledge and very good skills in using the pupils' interest to promote high levels of learning. As a result, pupils have very good attitudes to the subject. They listen attentively to the views of others, concentrate well and take pleasure in contributing to discussions. One lesson was unsatisfactory. In this lesson, the teacher had low expectations of pupils, planning was not clear in identifying learning outcomes and the pace was slow. The lesson was rushed. This meant that learning opportunities were missed and pupils were noisy and inattentive. In a very good lesson in Year 4, good pace, high expectations and good control allowed the teacher to convey a sense of awe and wonderment to pupils in her teaching of the story of Muhammad's dream of a night journey with the angel Gabriel. Music and pictures were used to stimulate imagination and a very good questioning technique developed pupils' vocabulary and assessed their learning at the end of the lesson. Marking is mostly evaluative and effective giving pupils useful comments on their progress. This, and teachers' high expectations of presentation, consolidates pupils' learning well.
151. The good display of pupils' work around the school shows good support for literacy. The pupils' books in Key Stage 1 show good development of literacy skills from reception to Year 2. In Key Stage 2 teachers ensure that pupils use grammar and punctuation accurately. Resources, such as objects of religious significance to major world religions and books and posters to promote learning, are satisfactory.

152. The co-ordinator has worked successfully to improve opportunities for learning. She has prepared a progressive curriculum that builds on pupils' knowledge and understanding well. There are no opportunities for her to monitor the teaching to assess the effectiveness of the agreed curriculum and improve standards or to receive training in her role. However, plans are being made to remedy these deficiencies. She effectively monitors pupils' work to assess learning and is developing a moderated portfolio of work that will help teachers to assess standards of pupils' work. Currently she is unable to influence further developments and planning in both key stages. She has worked successfully to introduce new resources that are now used effectively to support and enhance pupils' learning.