

INSPECTION REPORT

COLDEAN PRIMARY SCHOOL

Brighton

LEA area: Brighton and Hove

Unique reference number: 114384

Headteacher: Mrs Margaret Burdsey

Reporting inspector: David Welsh
10992

Dates of inspection: 25 - 28 November 2002

Inspection number: 247449

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

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INFORMATION ABOUT THE SCHOOL

Type of school:	Primary
School category:	Community
Age range of pupils:	3 - 11 years
Gender of pupils:	Mixed
School address:	Selham Drive Coldean Brighton
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Appropriate authority:	Governing Body
Name of chair of governors:	Mr Anthony Edkins
Date of previous inspection:	N/a

INFORMATION ABOUT THE INSPECTION TEAM

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10992	David Welsh	Registered inspector	Information and communication technology Physical education	What sort of school is it? How high are standards? a) The school's results and achievements How well are pupils taught? How well is the school led and managed? What should the school do to improve further?
16718	Joan Fraser	Lay inspector		How high are standards? b) Pupils' attitudes, values and personal development? How well does the school care for its pupils? How well does the school work in partnership with parents?
11769	James Bishop	Team inspector	Science Geography History Religious education English as an additional language	
20444	David Hughes	Team inspector	Mathematics Art and design Design and technology Educational inclusion Special educational needs	
20615	Ann Mason	Team inspector	Foundation Stage Music	
20534	Nichola Perry	Team inspector	English	How good are the curricular and other opportunities offered to pupils?

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

The school opened in September 2001 on the same site that had been used by Coldean Infant and Junior schools. This is its first inspection. There have been minimal changes to the building to enable the school to function as a primary school. Most of the staff were employed previously at the infant and junior schools.

The school has a nursery with 50 places; 39 children currently attend, 23 in the morning and 16 in the afternoon. 13 children attend full-time in the reception classes and 21 attend part-time. The total number of pupils on roll aged four to eleven is 260, bigger than most primary schools. There are 145 boys and 115 girls. Most pupils come from the local estate of Coldean. About one third come from Moulsecomb, a large estate of social housing situated nearby. A small proportion of pupils, many of whom do not speak English as their first language, attend whilst their parents are engaged in post-graduate study at the University of Sussex. The mother tongue of thirty-four pupils is not English. Of these 5 are in the early stages of learning English, higher than in most schools. The main languages spoken, other than English, are Arabic, Spanish, Bengali and languages used in Nigeria and Zambia. Sixty-nine pupils are entitled to free school meals, a proportion above the national average. Pupils have a wide range of abilities when they enter school and attainment on entry is inconsistent from year to year. It ranges from below to well below the national average with a significant proportion of pupils having speech and communication difficulties. Sixty-four pupils are on the register for special educational needs, of which three pupils have a statement. These proportions are close to the national average. The main categories of special educational need are specific learning difficulties, emotional and behavioural disorders and speech or communication disorders. Last year, 34 pupils joined the school other than at the usual time of year and 20 left other than at the usual time of transfer, a higher proportion than in most schools. The school is part of an Education Action Zone and has benefited from support in a range of subjects and community projects.

HOW GOOD THE SCHOOL IS

Coldean Primary School is both effective and inclusive. Although standards are not yet high enough overall, pupils' achievement is satisfactory. The school is well led and managed. Teaching is satisfactory overall. The value for money provided by the school is satisfactory.

What the school does well

- Leadership by the headteacher and senior management team is very good.
- Standards in science are above average when compared with similar schools.
- Children in the nursery and reception classes get off to a very good start.
- Pupils' personal development is very good.
- Pupils' moral, social and cultural development is very good.
- Teaching is very good overall in the nursery and reception classes.

What could be improved

- Standards in English and mathematics (identified in School Improvement Plan).
- Attainment in information and communication technology (ICT) (identified in School Improvement Plan).
- Teaching to be consistently good across the school.
- Attendance and punctuality.
- Acts of Collective Worship to consistently meet statutory requirements.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

This is the first inspection of Coldean Primary School and no comparisons can be made with a previous inspection report. However, the school has made a good start since it opened and the capacity for further development is good.

STANDARDS

The table shows the standards achieved by pupils at the end of Year 6 based on average point scores in National Curriculum tests.

Performance in:	compared with			
	all schools			similar schools
	2000	2001	2002	2002
English	N/a	N/a	D	B
mathematics	N/a	N/a	E	E
science	N/a	N/a	C	B

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

- In 2002, just over four-fifths of pupils attained the expected Level 4 in science and just over a third attained the higher Level 5. Nearly three-quarters of the pupils in Year 6 attained the expected level in English and just over one fifth attained the higher Level 5. In mathematics, half the pupils attained the expected level and less than one tenth attained the higher level. Although the school has done well to attain standards in English that are above average when compared with similar schools, standards are still below the national average and therefore not high enough. Standards in mathematics are not high enough. It is not possible to comment on trends over time, as the school is only one year old.
- The proportion of pupils in Year 2 that attained the expected Level 2 in reading was well below the national average and well below average when compared with similar schools. In writing and mathematics, the proportion that attained the expected Level 2 was well below the national average and below the average when compared with similar schools. However, standards are improving as a result of the teaching in the nursery, reception classes and Years 1 and 2.
- In consultation with the local education authority, targets in English and mathematics are set annually for Year 6. Last year these were set at 70 per cent of pupils to attain the expected level in English, which the school attained, and 82 per cent in mathematics, which the school failed to meet by 30 per cent. This was an unrealistic target, given the pupils' prior attainment.
- By the end of Year 6, pupils attain levels that are close to those expected of pupils aged eleven in art and design, design and technology, geography, history, music, physical education and religious education. Attainment in ICT is below that expected because pupils have not had enough experience in using computers in previous years. Learning is now good in ICT as a result of the good resources, the growing confidence of teachers and the enthusiasm of the pupils.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Pupils have good attitudes. Most like school and many attend extra-curricular activities.
Behaviour, in and out of classrooms	Good overall. Pupils are courteous and polite. However, a few pupils disrupt lessons and their poor behaviour impacts on the learning of all.
Personal development and relationships	Very good. Pupils undertake responsibilities in many areas of school life willingly and with considerable maturity and pride.
Attendance	Unsatisfactory despite the school's best efforts. Too many pupils arrive late.

TEACHING AND LEARNING

Teaching of pupils in:	Nursery and Reception	Years 1 – 2	Years 3 – 6
Quality of teaching	Very good	Good	Satisfactory

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

- Teaching is satisfactory overall. Just over half the lessons observed were good, very good or excellent, resulting in good or very good learning by the pupils in those lessons. Five lessons were unsatisfactory and one poor resulting in at least unsatisfactory learning.
- Teachers are well supported by learning support assistants. They work well together and provide pupils with good role models. As a consequence, those pupils with special educational needs and those who are learning English as an additional language also make good progress in their learning.
- In English lessons, teaching is good overall but other subjects are not always used sufficiently to develop pupils' literacy skills.
- In mathematics, teaching is satisfactory overall. It is based on the National Numeracy Strategy but pupils do not always receive sufficient time in lessons to practise mental calculations. Other subjects are not used enough to promote basic numeracy skills.
- In ICT lessons, teaching is often good. Teachers are becoming more competent and confident in the use of ICT and they effectively promote the learning of other subjects in the ICT suite.
- Children in the nursery and reception classes are making good progress in their learning because of the very good teaching. In most classes in Years 1 and 2, pupils are making good progress overall as a result of the good teaching while pupils in Years 3 to 6 make satisfactory progress overall.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	The curriculum for children in the Foundation Stage is very good. For pupils in Years 1 to 6 the curriculum meets statutory requirements. This includes a very good programme of personal, social and health education. Acts of collective worship do not consistently meet statutory requirements.
Provision for pupils with special educational needs	Good. Individual Education Plans are precise and well used to enhance and monitor individual learning needs.
Provision for pupils with English as an additional language	Pupils are fully integrated into the class activities and are well supported, often by a learning support assistant. They make good progress.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Social, moral and cultural development are very good. Spiritual development is good overall but it is generally not promoted as well in lessons as in assemblies.
How well the school cares for its pupils	Staff care about the pupils. There are good procedures for ensuring the welfare of pupils, including first aid, and for monitoring their academic performance but procedures for ensuring good attendance and punctuality are not effective enough.

The school provides parents with good information about their child's learning and progress. It makes good links with parents before their children come to school. It has adopted a number of measures to

involve parents in the life of the school and it is looking to further develop links between the school and the local community.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The headteacher provides very good leadership. She is well supported by the deputy headteacher and senior management team. Curriculum leadership is very good at the Foundation Stage. It is good in English, mathematics, science, ICT, art and design, special educational needs and English as an additional language. The school is managed well.
How well the governors fulfil their responsibilities	Satisfactory. The chair of governors gives very strong leadership and this has resulted in the governing body satisfactorily meeting its statutory responsibilities. The governing body is becoming increasingly effective in carrying out its role as the critical friend, holding the school to account for its standards and planning strategically.
The school's evaluation of its performance	Good. The school is improving its procedures for monitoring and evaluating all aspects of its work. This includes analysing the strengths and weaknesses in the attainment and progress of individual pupils.
The strategic use of resources	Resources are generally used effectively, including the use of specific grant to assist designated groups of children, but allocations of money for the development of subjects is not yet sufficiently related to need. Governors give appropriate consideration to obtaining best value in most aspects of school life.

The school currently has sufficient staff but there are some gaps in subject expertise, such as music. The accommodation is satisfactory overall. It is clean, spacious and well used although much of it is in need of re-decoration. Resources are generally adequate.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • The school expects their children to work hard and achieve their best. • Their children are making good progress in school. • Their children like school. • The teaching is good. 	<ul style="list-style-type: none"> • The amount of work to do at home. • The working relationship between school and parents. • Information about how their child is getting on.

Inspectors generally support parents' views about what pleases them most. They do not support parents' views about what they would like to see improved. In most cases the homework policy is implemented appropriately. The school has introduced a significant number of measures to involve parents more closely with the work of the school and the prospectus clearly explains the many opportunities parents have to meet with teachers and other staff to find out more about how their children are getting on.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and pupils' achievements

1. By the end of Year 6 in 2002, pupils attained standards in the National Curriculum Tests in science close to the national average and, when compared to those of similar schools, above average. In English and mathematics, standards are not yet high enough. Standards in English were below the national average and in mathematics well below. When compared to standards in similar schools, the results in English were above the national average but results were well below the national average in mathematics. The main reasons for the better performance in science were the strategies adopted by the school: to promote investigative work and to motivate pupils' interest in the revision of work in the weeks before the tests. Significant factors in the weaker results in mathematics are the pupils' lack of knowledge of multiplication tables and their inability to solve problems quickly in mental arithmetic. These are factors which the school is working to overcome. Nevertheless, the school's records show that nearly all pupils have made satisfactory progress in English, mathematics and science over the past year.
2. By the end of Year 2 in 2002, pupils attained standards in the National Curriculum Tests that were well below the national average in reading, writing and mathematics. They attained standards that were below the average when compared to similar schools in reading and writing and well below average in mathematics. However, inspection evidence suggests that standards are improving in Years 1 and 2 as a result of the better quality of teaching and the identification of weaknesses in pupils' learning.
3. In English and mathematics, annual targets for pupils in Year 6 are set in conjunction with the local education authority. In 2002, the target was set at 70 per cent of pupils to attain the appropriate Level 4 in English, which the school attained. The target was 82 per cent of pupils to attain Level 4 in mathematics, which the school failed to meet by 30 per cent. This was an unrealistic target given the pupils' prior attainment. Targets have been set for 2003 and 2004 but these also do not take sufficient account of pupils' prior attainment.
4. The achievements of pupils with additional needs are good. Pupils with special educational needs and those learning English as an additional language receive effective support in lessons, often learning in small supported groups that ensure they make good and well monitored progress. Some pupils are frequently withdrawn from lessons to receive extra help and this inevitably means that they miss some parts of the school curriculum. The school attempts to minimise this by varying the times, on a termly basis, when pupils are taken out of class. Pupils enjoy their work and value that of others in the class or group.
5. Children achieve well in the nursery and in the reception classes as a result of the very good teaching and interesting curriculum. When they enter school, many of the children attain standards well below the national average. They make good progress in personal, social and emotional development, communication, language and literacy, mathematical development, knowledge and understanding of the world, physical development and creative development. By the end of the reception year, nearly all children are on track to attain the Early Learning Goals in all areas of learning.
6. In English, pupils in Year 2 are on track to attain standards below those expected nationally although pupils are achieving well as a result of the good teaching. By Year 6, pupils are on track to attain standards close to the national average, mostly as a result of the teaching strategies introduced through the National Literacy Strategy. Standards in speaking are generally good in Years 3 to 6 but listening skills are not as well developed. In Years 1 and 2 the higher-attaining pupils' speaking and listening skills are in line with those expected but for other pupils they are less well developed. Standards in reading are below those expected nationally in Years 1 and 2 but in Years 3 to 6 are closer to those expected. Throughout the school, standards in writing are

below the levels expected nationally, although higher-attaining pupils write in a logical way and develop and sustain their ideas effectively. Standards in spelling, grammar and punctuation are below national expectations throughout the school. Handwriting is variable but it is better in Years 3 to 6. Younger pupils do not consistently form their letters correctly. Presentation is variable depending upon the expectations of individual teachers.

7. In mathematics, pupils are on course to attain standards well below the national expectations by the end of Years 2 and 6. Very few attain above the levels expected. By the end of Year 6, about half the pupils attain standards expected of them and a very small proportion attain above that level. The implementation of the National Numeracy Strategy, the use of booster and springboard classes (government initiatives to raise standards) are helping to improve attainment. However, in some instances, pupils are not spending enough time on developing mental strategies to solve mathematical problems.
8. In science, most pupils attain the standards expected at the end of Year 2 and Year 6. In particular, at the end of Year 6, about one third of the pupils attain the higher level. Pupils are stimulated to do well in science but they do not have enough experience of devising their own experiments or recording outcomes of their work.
9. In religious education, pupils attain the levels expected in the locally agreed syllabus by the end of Years 2 and 6. In ICT, many pupils are on track to attain standards that are close to those expected nationally at the end of Year 2. This is because teachers are more confident and they ensure that all elements of the curriculum are taught. As a result, pupils are enthusiastic about the subject. At the end of Year 6, a small proportion of pupils are on track to attain levels expected nationally by the end of the school year. However, most are unlikely to attain the expected levels because they have not had sufficient opportunities to cover all aspects of ICT until recent months.
10. By the end of Years 2 and 6, attainment in art and design, design and technology, geography, history, music and physical education is on course to be in line with national expectations.
11. Pupils make satisfactory progress in English, science, art and design, design and technology, geography, history, music, physical education and religious education. They do not make enough progress in mathematics. In ICT, most pupils make satisfactory progress in Years 1 and 2 and they are currently making good progress in Years 3 to 6. However, over time, progress is unsatisfactory because pupils have had insufficient access to computers and to all elements of the scheme of work.
12. Pupils of all abilities achieve very well in the nursery and reception classes. They achieve well in Years 1 and 2. They achieve less well in Years 3 to 6 because the quality of teaching is not so good as in the Foundation Stage and Years 1 and 2. Apart from the small minority of pupils who do not concentrate well and who have poor attitudes to learning, pupils are generally making good progress in lessons in Years 1 and 2 and satisfactory progress in Years 3 to 6. There is no noticeable difference in the achievement of boys and girls, apart from the few boys with specific emotional and behavioural difficulties.

Pupils' attitudes, values and personal development

13. Most pupils are eager to attend school and arrive on time. Pupils speak well of their teachers and the attitudes of most of the other pupils. Many attend extra-curricular activities and most complete their homework on time. Pupils are keen to answer questions in class discussions or to suggest ideas. When asked, they like to show what they can do; for example, in physical education lessons they demonstrate sequences of balances and movements. The response of the children in the nursery and reception classes to their teachers and to activities is outstanding. Children are supported and encouraged by the adults who provide a structured environment. In Years 3 to 6 there are a few disruptive pupils who present a considerable challenge to staff despite the strategies that the school has put in place to improve pupils' behaviour. Their poor behaviour has a negative impact on their own learning and that of other pupils. This type of

behaviour appropriately resulted in 12 exclusions of a fixed period and one permanent exclusion last year. The behaviour of the majority of pupils is good and they are courteous and polite. They move around the school in an orderly manner and they play safely outside at mid-morning break and at lunchtime. Teachers and other staff are good role models and are kind, courteous and polite in their interaction with pupils. There is no evidence of aggressive behaviour and relationships between the pupils and between pupils and staff is very good. Pupils say that bullying is not an issue and that there are clearly understood procedures should inappropriate behaviour occur.

14. Pupils mix well across gender, ethnic and ability groups and play well in an atmosphere of mutual trust and harmony. Their friendships cross racial differences and racism is not an issue. Pupils with special educational needs and those who are learning English as an additional language are integrated well into all aspects of school life and they get on well with other pupils. Termly topics, such as the 'festival of light', when celebrations such as the Hindu feast of Divali are studied, help pupils to understand the need to respect other peoples' differences, values and beliefs and provide opportunities for reflection. As a result, relationships within the school are very good.
15. Pupils' personal development is very good and they undertake responsibilities in many areas of school life willingly and with considerable maturity and pride. A school council has recently been elected to allow pupils to show greater responsibility and have their views heard on all matters to do with school life.
16. As a result of the school's efforts, attendance has improved in recent months. However, despite the school's many strategies to raise parents and pupils' awareness of the need to attend school regularly, attendance levels are still below the national average and unsatisfactory largely as a result of family holidays being taken during term time. Poor attendance has a negative effect on pupils' attainment and progress. Also too many pupils arrive late for school. Teachers start lessons on time only to find that they are interrupted by late arrivals. Sometimes, it is necessary to start the lesson again, with the consequential loss of time for teaching and learning.

HOW WELL ARE PUPILS OR STUDENTS TAUGHT?

17. In the lessons observed, nearly one fifth were very good or excellent, just over one third were good and a similar proportion were satisfactory. Fewer than one in ten lessons were unsatisfactory or poor. Teaching in the nursery and the reception classes was very good overall and this is the main reason for the children's achieving well at this stage. Teaching in Years 1 and 2 ranges from poor to excellent and is good overall. It is the fundamental reason for the good progress that pupils make in these classes. The unsatisfactory and poor teaching was restricted to Year 1. Teaching in Years 3 to 6 ranges from unsatisfactory to excellent. It is satisfactory overall. In the unsatisfactory and poor lessons the management of pupils was weak and this significantly affected the pace at which the pupils learned.
18. The teaching and learning for pupils with special needs is good. Pupils participate in clearly planned lessons and where individual education plans are in evidence they are soundly constructed and used to both monitor and prescribe for future need. Some pupils benefit from programmes of work prescribed by outside support agencies, and these are carefully monitored. Learning support assistants support pupils with special educational needs effectively. Pupils who are learning English as an additional language are well supported and the teaching they receive from the specialist teacher is good. Pupils of different ethnic origins are effectively integrated in the lessons by teachers and support staff. In most lessons, higher attaining pupils are appropriately challenged.
19. Teaching in the nursery and reception classes is very good overall. Planning is very good and teachers and learning support assistants work very well together. Children are provided with a wide range of activities; some are teacher directed and others allow children to make independent choices. This enables children to develop personal independence and skills in literacy and

numeracy. Teachers and other staff model courtesy and caring and have high expectations which result in the children making good progress in this area of learning.

20. Teaching in English is based on the literacy hour and is good overall. Lessons observed ranged from satisfactory to excellent. As a result of the training for the literacy hour and other subsequent support, teachers have appropriate expertise and pupils' learning benefits from the overall structure of lessons. Increasingly, teachers develop pupils' literacy skills across the curriculum but there are not enough opportunities for extended writing in other subjects. Good practices are being developed in assessment, setting targets and marking but these are not yet consistent across the school.
21. Teaching in mathematics is satisfactory overall. Lessons observed ranged from unsatisfactory to good. Teachers have benefited from the introduction of the National Numeracy Strategy and the format of the lessons is helping pupils with their learning. In the best lessons, pupils benefit from brisk sessions of mental arithmetic but this is not yet consistent across the school. In some cases, insufficient time is given for this aspect of their learning and this is a significant factor in the low standards achieved by the end of Year 6. ICT is used well on occasions to develop mathematical skills; for example, when pupils use spreadsheets to find answers to arithmetical problems.
22. In science, teaching is satisfactory overall. Planning has improved as a result of adopting a whole-school approach and the inclusion of key learning objectives in lessons. However, there are still some weaknesses because there is still too much dependence on worksheets and insufficient consideration given to setting tasks according to pupils' previous learning. In Years 3 to 6 pupils have insufficient opportunities to devise their own experiments or to record the outcomes of their work.
23. In ICT, teaching is good overall. In the lessons observed it ranged from satisfactory to very good. Teachers are now more confident in using computers and know more about the software available because they have received a considerable amount of training, including that provided through the New Opportunities Fund (a government initiative). New techniques are demonstrated well and pupils are managed effectively in the newly equipped computer suite. Other subjects are supported through ICT; for example, English, mathematics and art and design and teachers are increasingly using computers in classrooms to support learning across the curriculum.
24. Teaching is satisfactory in art and design, design and technology, geography, history, physical education and religious education and pupils make sound progress in these lessons. In music, teaching varies according to the teacher's subject expertise, which is generally better in Years 1 and 2. Instrumental teaching is good and this provides pupils with additional expertise which they use in class lessons.
25. In the teaching and learning seen during the inspection, there were strengths and weaknesses.
26. In the best lessons:
 - Teachers planning is very detailed. It clearly shows activities related to the abilities of the pupils. The objectives of the lesson are shared with the pupils, such as to identify and use words beginning and ending with two consonants. This motivates the pupils to succeed in their tasks.
 - The lesson begins with a recap of the previous lesson and the learning that took place; for example, when pupils use a checklist to create a dilemma when writing a story. It involves all pupils who show good recall of prior learning. Pupils are totally focused as a result of very skilled questioning and classroom management strategies. This enables pupils to identify strong verbs and nouns, 'puzzling' words, fragmented sentences and alliteration.
 - Good engagement by a learning support assistant with a pupil with special educational needs enables the pupil to fully participate in the lesson; for example, the pupil clearly explained what he was doing and what helped him.

- Very good subject knowledge and appropriate use of language enhanced pupils' learning ; for example, when painting in the style of Mondrian using the computer, the teacher used the words 'vertical' and 'horizontal' to describe the lines in the painting.
- A fast pace maintains pupils' motivation and concentration, such as when teachers give pupils time limits to complete their historical writing on the 'Tudors'.
- The teacher uses the time at the end of the lesson very well to evaluate what the pupils had learnt and it gave pupils the opportunity to share common issues and to evaluate their work against the checklist of key features; for example, "What are the key constants if we wish to conduct a fair test ?".
- ICT is used to extend pupils' learning ; for example, finding words to do with transport.
- Teachers have high expectations of their pupils both in behaviour and in output of work, for example, when pupils in Year 3 and 4 are engaged in learning how to ensure their science investigations are based on the principle of a 'fair test'.
- Praise is used well to commend pupils for their efforts and this has the effect of further motivating them to do well; for example, when the teacher praised the first pupil in the class to finish the task of completing several examples of addition and subtraction of money, other pupils quickly focused their attention on their work.
- Relationships between teachers and pupils are very good. Pupils are well managed and this results in positive attitudes to work, very good behaviour and the lesson proceeding at a good pace; for example, when pupils in Year 6 were learning how to identify features of effective narrative writing, it enabled them to complete their task on how to write the 'dilemma' for a story.

27. Where teaching is unsatisfactory:

- The management of pupils is unsatisfactory; for example, on occasions a small number of pupils behave in an unsatisfactory manner and teachers and teaching assistants do not consistently apply the school's "Golden Rules of Behaviour". This results in unsatisfactory learning for all members of the class.
- Resources are inappropriate; for example when playing ball games, the balls are too flat and do not bounce, restricting the pupils' ability to learn from practising the correct skill.
- Teachers have not built a positive relationship with pupils and therefore they do not respond willingly.

28. Where teaching is poor:

- The unacceptable behaviour of a significant number of pupils, mostly boys, is poorly managed and this leads to very little learning taking place.
- Planning is not clear about the learning objectives.
- Considerable amounts of time are wasted.

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

29. The quality and range of learning opportunities are satisfactory for pupils in Years 1 to 6. All the subjects of the National Curriculum have been implemented effectively and the school follows the local educational authority's agreed syllabus for religious education. The curriculum meets statutory requirements. A very good programme of personal, social and health education, which includes elements of citizenship, enhances learning opportunities. Sex and drugs education are appropriately addressed through science and the personal, social and health education programmes. Subject policies are in place and these are supported by appropriate schemes of work based on national guidance. Whilst the curriculum is generally well organised to help pupils build on their learning progressively, there are inconsistencies across the school, including issues relating to timetables, which need to be addressed as a matter of some urgency.

30. The curriculum for children in the Foundation Stage is of very good quality and provides them with very good experiences in all areas recommended for young children. Teachers plan activities in all six areas of learning although appropriate emphasis is given to personal, social and emotional

development, communication, language and literacy and mathematical development. There is a good balance of activities. Some are directed by the teachers whilst in others, the children make their own decisions about what they complete and how long they take to complete the task.

31. The national strategies for teaching literacy and numeracy have been implemented well and both have had a positive impact on the quality of teaching and learning which is evident in teachers' confidence, skills and enthusiasm. Improvements have also arisen in other subjects because of the implementation of these two schemes, and there is evidence of some teachers planning effective opportunities for pupils to use basic skills within other subjects. Where this is happening pupils use these skills well to support their learning. Teachers in these lessons make good references to pupils' learning in mathematics and English and provide reminders about effective strategies that can be applied. However, this good practice is not consistent in all classes. The overall effectiveness of the strategies, therefore, is only satisfactory.
32. There is good provision for pupils with special educational needs and for those who speak English as an additional language. All these pupils make good progress throughout the school. Generally pupils with special educational needs are not disenfranchised from the full curriculum but in some cases pupils can miss out on parts of the curriculum for short periods. Advice from the local education authority and support staff is put to good use. Teachers' planning and individual education plans are precise and well used to enhance and monitor individual learning needs. These are regularly reviewed on a half-yearly basis, which is sufficient to ensure good progress. Higher-attaining pupils are not as well catered for, although the school is currently reviewing provision for such pupils. The provision for pupils who speak English as an additional language is good. Pupils are well supported by teachers, and when necessary, by learning support assistants. The school makes very good use of specialist advice for the education of pupils who are learning English as an additional language.
33. The school is strongly inclusive and evidence of this was seen in all aspects of the school. All pupils are included within lessons and are well supported by a team of effective support staff. Pupils have opportunities to work in both mixed ability and specific ability groups. Teachers' questioning skills are good and they employ a wide range to support pupils' responses and ensure that all pupils are able to contribute successfully to lessons, regardless of their ability or level of English acquisition. The school's inclusive nature is also reflected through the range of resources available to support the curriculum. There were no obvious differences seen in the school's treatment of boys or girls during the inspection. Care needs to be taken to ensure that pupils do not leave lessons, as some do at present, to attend other groups or music lessons at the same time each week. This is unacceptable practice unless alternative arrangements can be made for the pupils to 'catch up' on the learning they have missed.
34. The school provides a good range of extra curricular activities and these are well attended by pupils. There are opportunities to participate in a wide range of experiences outside lessons, including educational visits, which enrich pupils' learning significantly. After-school clubs include dance and sporting activities such as netball, football and basketball. In the summer, pupils are able to use the school's swimming pool. Pupils observed taking part in the homework club made very good use of their time and the attention of the teacher, within a small group. They clearly enjoyed the session. There is also a community development officer who organises a scheme for volunteers in schools.
35. The school has established a range of links with the local community, which contribute very well to pupils' learning. Employees of two national companies work with pupils as volunteer readers and another company sponsors the school's breakfast club. A local coach company subsidises the cost of transport so that school visits are less expensive than they might be. Two local residents also support the school regularly; for example, when they make costumes for school plays. These links, together with visitors to the school, add to pupils' learning and their understanding of the wider community.
36. The school has very good links with other local schools. Students from local secondary schools visit regularly to help in the school and join in activities such as serving refreshments at meetings

and sports days. Older students have very successfully cooked and served a buffet for the school's open evening. Year 6 pupils also visit secondary schools so that transfer arrangements are very effective and the process is as comfortable as possible.

37. The school's provision for spiritual, moral, social and cultural development is very good overall and a developing strength of the school. The school works hard to promote positive attitudes amongst all its pupils, who are encouraged to make sensible choices. Many pupils are developing a clear sense of personal responsibility. The headteacher and staff provide very good role models and their responses to pupils are an important factor in promoting the good behaviour seen throughout the school.
38. Provision for developing pupils' spiritual awareness is good and the school provides pupils with knowledge and insight into the values and beliefs of Christian and other faiths through the religious education curriculum. Acts of collective worship are broadly Christian in character and are used effectively to celebrate pupils' successes and share what they have learned. However, the school does not consistently meet statutory requirements concerning Acts of Collective Worship. There was no singing in the assemblies observed and opportunities for appropriate moments of prayer or reflection were not always maximised so that opportunities were missed for pupils to develop their spiritual awareness and self knowledge. Throughout the school, pupils are encouraged to reflect on their work during the final parts of lessons and within the programme for pupils' personal, social and health education. On these occasions and in religious education, pupils are given good opportunities to reflect on caring for each other and the environment. However, there is insufficient emphasis on the spiritual aspects of art and music.
39. Pupils' moral development is well promoted through the school's policy and approaches to behaviour. Pupils are well aware of the differences between right and wrong and are constantly encouraged and supported to make positive decisions about their attitudes and conduct. Most pupils show respect for each other; for example, when they listen carefully to the contributions made by other pupils during discussions. Teachers value their pupils' contributions and work, encouraging them to develop positive attitudes. Pupils respect adults, are polite to visitors and are pleased to share in each other's achievements. There is, however, a small number of pupils in some classes, mainly in Years 3 to 6, who have not yet learned to listen to each other or their teachers and this is adversely affecting the learning of other pupils. In these classes, teachers are not consistently applying the school's agreed behaviour management strategies and their expectations of how pupils behave is too low.
40. Pupils' social development is promoted very effectively. Pupils are encouraged to form constructive relationships and teachers provide very good opportunities for them to work collaboratively, either in pairs or small groups. From the reception classes upwards pupils are increasingly ready to share ideas, resources and take turns. The very good links with the community enhance pupils' social confidence because pupils have opportunities to meet visiting speakers, to visit places of interest and to prepare and perform for other pupils and their parents. These opportunities help pupils to identify with feelings and experiences of other people and to develop an awareness of community.
41. The school is very successful in teaching pupils to appreciate their own cultural traditions through planned opportunities within subjects, such as art and design, music and history. The school takes great care to ensure that pupils have opportunities to experience the richness and diversity of non-European cultures and to acknowledge and celebrate the festivals of other faiths such as Diwali and the Jewish and Chinese New Years. The outstanding displays during the 'festival of lights', seen during the inspection, ensure that pupils also have very vivid visual memories of such celebrations. Opportunities include finding out about lifestyles, religion and the food eaten in different cultures. Pupils are also able to prepare such foods in their food technology lessons. In religious education, pupils learn about the differences and similarities in beliefs and moral values in the major world religions and in ancient cultures.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

42. The procedures for monitoring and supporting pupils' personal development are very good overall. The school's personal, social and health education programme provides good opportunities for pupils' personal development and has a positive impact on their social skills and their ability to work collaboratively in a constructive way. It contributes to pupils' higher levels of achievement. The effective behaviour management programme relies on the caring supportive ethos that underpins the whole school philosophy. The 'golden rules' for behaviour, which the pupils themselves agreed, are constantly reinforced by staff and provide a positive framework to support the less disciplined pupils.
43. The welfare of pupils is paramount and the school liaises with all appropriate external agencies to provide additional support and advice to pupils and their parents. The school has put a number of strategies in place to improve attendance and parents are constantly reminded of the guidelines in respect of family holidays and the disadvantage their children experience by this loss of time in school. A number of incentives have been sponsored by such organisations as the Education Action Zone, which have had a considerable impact in improving attendance. To encourage further improvement, certificates are awarded each term to pupils who have a very good record of attendance. The school has worked hard to support families who experience difficulties in getting their children to school on time and to eliminate possible absences by, for example, providing a Breakfast Club. Friendly caring staff cater for pupils well at the start of the school day. This has a positive effect on pupils' well being and effectively promotes good relationships and more positive attitudes to school. An electronic registration system has recently been introduced which has the facility to provide quick and accurate analysis of patterns of attendance so that the school can take prompt action where there is concern.
44. All staff have had training in first aid and have clear guidelines for dealing with any accidents or illnesses in school. Parents are made aware of the school's limited responsibilities in respect of administering any medication. Teachers know pupils well, are aware of their needs, and respond to them appropriately. As a result pupils feel safe and confident knowing that they will be supported when they need to be.
45. Child Protection procedures are in place and staff know the action to be taken where there is concern. The headteacher is shortly to be trained in child protection and will feed back up-dated information to all staff to strengthen their support and increase pupils' safety.
46. Procedures for monitoring pupils' academic progress are good overall. The school has increasingly effective arrangements for assessing and monitoring pupils' academic performance with an ongoing tracking system that identifies strengths and weaknesses, particularly in English, mathematics and science. Information is used appropriately to inform future planning. As a result, targets are set for individuals and small groups of pupils. These need to be linked to longer-term targets for raising pupils' attainment across all subjects. Procedures to assess pupils' learning in other subjects is not so strong and in need of development. The recently installed electronic registration system will effectively enable teachers to identify where absence has a negative effect on pupils' learning and academic progress.
47. Pupils with special education needs are well cared for and included in all aspects of school life. They are regularly assessed to ensure that programmes of work remain suitable for them. The school seeks assistance for them from outside agencies to enable them to reach their personal academic potential.
48. Pupils have many opportunities to visit places of interest and to participate in both in outdoor activities and in civic celebrations, such as the Brighton Festival. These help raise awareness of the wider community and have a positive impact on attainment.
49. There is strong provision within the school to make sure that all pupils and teachers are well cared for and that their health and safety is considered regularly. The school buildings and the

outside areas are cleaned to a high standard and the caretaker takes pride in providing a pleasant, welcoming environment in which pupils can work confidently.

50. The school has plans to become accredited under the Healthy Schools Initiative and the Eco Scheme, both of which are government initiatives. These will build on pupils' awareness of the need to protect the environment and will enhance pupils' understanding of wider issues that affect their health.
51. The premises committee, together with a local education authority official, has recently carried out an audit of the school buildings. Repairs or alterations needed immediately have been carried out and an order of priority for less urgent repairs has been agreed.
52. Pupils are well supervised in the classrooms and the outside play areas, and this contributes positively to pupil's well-being and their health and safety. However, some parents expressed appropriate concern about the school bus and taxis being allowed on school grounds. These vehicles pose a potential safety hazard.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

53. Most parents and carers are pleased with the school and the education it provides for their children. The school has the confidence of all communities and works hard to involve all parents in their children's education. It welcomes parents into the school and values their interest in the work their children do. The headteacher has an 'open door' policy and most parents know that she is always willing to discuss issues informally. There is a formal programme of meetings to give parents information about the curriculum and their children's progress.
54. Parents are satisfied with the quality and amount of written information they receive from the school, in regular newsletters, and in the annual reports they receive in the summer term. There were some inconsistencies in the presentation of reports and the headteacher is addressing this. The home school agreement and the homework policy are generally well supported by parents. These have a positive effect on the pupils' levels of attainment. Parents of children with special educational needs are involved in review meetings and are well informed of their children's progress.
55. The 'mother and toddler group' is well supported and valued not only for the opportunity it affords the younger children to socialise, but also for the community links and mutual support it provides for parents. It is used very effectively to familiarise young children with school so that there is a smooth transition to the nursery. This process is strengthened by an extensive programme of visits and exchange of information prior to the children entering the school.
56. Parents are sometimes reluctant to offer their skills to the school but they respond enthusiastically with requests for help with such things as the Christmas Fair, which raises considerable sums of money. They valued the 'family literacy group' and the 'parent and child computer' sessions held last year. Both helped support their children's level of attainment in school. The governing body, which includes several parents, plays an effective role in the management of the school, developing policies and ensuring that they are properly implemented.

HOW WELL IS THE SCHOOL LED AND MANAGED?

57. The headteacher provides very good leadership. She is very well supported by the deputy headteacher and other members of the senior management team. There is a strong sense of unity developing amongst the staff and this is leading to improved opportunities for pupils to learn as policies are implemented more consistently throughout the school. The school is developing into one where regular self-evaluation and improvement is central to its work. As a result of the short period of time that the school has been in existence, there are many aspects of the school's work that have not yet received the attention required to develop them to the standard the

headteacher and senior management team intend. The school has correctly identified the areas it deems most important and concentrated on developing these. As a consequence, curriculum leadership is very good at the Foundation Stage. It is good in English, mathematics, science, ICT, art and design, special educational needs and English as an additional language. It is satisfactory in music and physical education. It is currently unsatisfactory in design and technology, geography and history and religious education. The headteacher is currently reviewing the position of subject leaders to ensure effective leadership in all areas of the curriculum. There have been significant developments in many aspects of school life in efforts to improve standards since the school opened in September 2001; in particular, in the Foundation Stage, the tracking of pupils' progress and analysis of pupils' strengths and weaknesses.

58. The co-ordinator for special educational needs and the special needs teacher lead the school's special needs' work well. They ensure that the needs of individual pupils are accurately identified, that appropriate provision is made to meet them and they facilitate specialist intervention and check that statutory responsibilities are met. The school benefits from close partnerships with the local education authority, from services provided by the Education Action Zone and other specialist support services, such as special schools and the local health authority.
59. The school provides a secure and safe learning environment where pupils have equal opportunities and access to a broad and balanced curriculum. Nearly all the children are happy, friendly and polite and the curriculum is being developed well to provide pupils with diverse and stimulating experiences. However, not all staff and pupils have sufficiently high expectations and many parents do not yet play a significant role in the life of the school.
60. The headteacher and governors realise that if standards are to rise, the quality of teaching is of paramount importance. The school has adopted a teaching and learning policy and there is a rigorous programme for monitoring and supporting teachers to help them improve. Performance management targets are used to help improve teaching and the governing body has recognised the need to appoint very good teachers where vacancies exist. Newly qualified teachers and newly appointed teachers receive considerable support and both teachers and learning support assistants receive numerous opportunities for training. A range of strategies, including team planning, scrutiny of pupils' work and regular discussions with selected pupils about the work they have completed, are used to monitor the work of the school.
61. The school community has an agreed improvement plan, which identifies school culture, staffing, curriculum, standards and assessment, parents and community, governors, resources, premises and external priorities as areas for development. This is helpful in establishing the school's priorities. Arrangements for monitoring the implementation of the plan are explicit, and the criteria by which they will be judged are clearly set out. In addition, curriculum leaders have action plans for their areas of responsibility but these do not yet directly link into the school improvement process and this is a weakness.
62. The governing body, under the very strong leadership of the chair of governors, fulfils its responsibilities satisfactorily, except for ensuring that the school consistently complies with the statutory requirement to hold a daily act of collective worship. It has set up committees and governors are becoming increasingly knowledgeable about the school's strengths and weaknesses. The chair of governors is a regular visitor to the school and knows a lot about it. The governing body has connections with the local community and local businesses and the mixture of expertise is of significant value to the school. Governors have received considerable training and take their responsibilities seriously. Governors are concerned to see that pupils achieve as well as possible and have arranged for regular feedback from staff on how improvements in teaching and learning in different subjects are progressing. Finances are used appropriately to meet the school's priorities and governors generally apply the principles of best value when making decisions but governors have not yet compared the school's pattern of spending with that of similar schools. Governors question staff about spending and want justification for spending which does not match that originally agreed. The governing body has helped prepare, and has ratified, the school's vision statement and policies. Several governors have specific subject responsibilities.

63. Management is good. The headteacher delegates responsibilities to staff and these are carried out effectively. Office staff are particularly effective in their duties and this helps the school to run smoothly on a day-to-day basis. Much use is made of new technology. Video cameras assist staff in the surveillance of the building. Office staff use computers for financial accounting, recording attendance and writing letters. Interactive whiteboards are used effectively for teaching and learning and teachers use computers for planning lessons. Effective use is made of e-mail. A website for the school is being developed.
64. The school makes good use of its resources. It effectively spends more than it is allocated for pupils with special educational needs and it makes sure that specific grants are used for their designated purposes, such as additional literacy support. Resources received through the Education Action Zone are used wisely and evaluated; for example, the initiatives to improve attendance and punctuality. The school had a large underspend at the end of its first year largely as a result of the introduction of the new school in September. The school benefited from considerable sums of money transferred from the previous schools as a result of savings from the reduction in the number of staff employed. The projected spending for the current year shows that there will be little left for contingencies.
65. Pupils benefit from being in small classes and having support from the good number of learning support assistants. The school also makes good use of other adults, such as support teachers provided by the Education Action Zone, to help pupils with their communication skills. Teachers have a wide range of interests and expertise but, currently, the school does not have a music specialist. Accommodation is spacious overall. There are many bright and stimulating displays in classrooms and around the school related to current learning. The school is clean but much of it is in need of re-decoration. Several classrooms do not have running water or sinks. Carrying water into these rooms has the potential to cause accidents and it is a factor that can affect some aspects of the art and science curriculum. Resources are generally sufficient but there is a need to ensure that physical education resources are fit for the purposes intended.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

66. The school should
- (1) raise standards in English and mathematics by
 - improving the quality of teaching where it is less than good
 - ensuring consistent application of the school's policies
 - addressing the subject weaknesses identified in the report
(paragraphs 75-86, 87-93)
 - (2) raise attainment in ICT by
 - improving the quality of teaching where it is less than good
 - ensuring consistent application of the school's policies
 - addressing the subject weaknesses identified in the report
(paragraphs 114-117)
 - (3) improve the quality of teaching to be consistently good across the school by
 - continuing the programme of monitoring and support with particular reference to the known weaknesses in subjects
(paragraphs 17-28)
 - (4) improve attendance and punctuality
 - by reviewing procedures to encourage full attendance by pupils and arrival at school on time
(paragraph 16)

- (5) ensure the school meets statutory requirements concerning acts of collective worship by
- ensuring acts of collective worship are included in time-tables each day
 - informing staff about what is expected of them
 - monitoring acts of collective worship to ensure they meet statutory requirements
- (paragraph 38)*

Other minor issues:

- address the inconsistencies in curriculum planning and in timetables (paragraph 29)
- ensure appropriate systems for using assessment to inform teachers' planning are in place in all subjects (identified in the school improvement plan) (paragraph 46)
- ensure subject audits are a part of the planning for school improvement (identified in school improvement plan) (paragraph 61)

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	79
Number of discussions with staff, governors, other adults and pupils	65

Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	4	11	29	29	5	1	0
Percentage	5	14	37	37	6	1	0

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

Information about the school's pupils

Pupils on the school's roll	Nursery	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	20	250
Number of full-time pupils known to be eligible for free school meals	0	69

FTE means full-time equivalent.

Special educational needs	Nursery	YR – Y6
Number of pupils with statements of special educational needs	0	3
Number of pupils on the school's special educational needs register	2	62

English as an additional language	No of pupils
Number of pupils with English as an additional language	34

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	34
Pupils who left the school other than at the usual time of leaving	20

Attendance

Authorised absence

	%
School data	7.4

Unauthorised absence

	%
School data	0.3

National comparative data	5.4
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National comparative data	0.5
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Both tables give the percentage of half days (sessions) missed through absence for the latest complete reporting year.

Attainment at the end of Key Stage 1 (Year 2)

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
		2002	17	9

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys			
	Girls			
	Total	18	20	22
Percentage of pupils at NC level 2 or above	School	69 (78)	77 (80)	85 (86)
	National	84 (84)	86 (86)	90 (91)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys			
	Girls			
	Total	20	21	19
Percentage of pupils at NC level 2 or above	School	77 (78)	81 (84)	73 (88)
	National	85 (85)	89 (89)	89 (89)

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

Separate figures for boys and girls have been omitted from the above table because the number of girls is equal to 10 or less.

Attainment at the end of Key Stage 2 (Year 6)

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
		2002	24	22

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	12	11	18
	Girls	21	12	20
	Total	33	23	38
Percentage of pupils at NC level 4 or above	School	72 (n/a)	50 (n/a)	83 (n/a)
	National	75 (75)	73 (71)	86 (87)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	9	11	18
	Girls	13	12	21
	Total	22	23	39
Percentage of pupils at NC level 4 or above	School	48 (n/a)	50 (n/a)	85 (n/a)
	National	73 (72)	74 (74)	82 (82)

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

Ethnic background of pupils

Categories used in the Annual School Census
White - British
White - Irish
White - any other White background
Mixed - White and Black Caribbean
Mixed - White and Black African
Mixed - White and Asian
Mixed - any other mixed background
Asian or Asian British - Indian
Asian or Asian British - Pakistani
Asian or Asian British - Bangladeshi
Asian or Asian British - any other Asian background
Black or Black British - Caribbean
Black or Black British - African
Black or Black British - any other Black background
Chinese
Any other ethnic group
No ethnic group recorded

Exclusions in the last school year

No of pupils on roll	Number of fixed period exclusions	Number of permanent exclusions
202	12	1
1	0	0
1	0	0
0	0	0
2	0	0
0	0	0
1	0	0
1	0	0
0	0	0
6	0	0
0	0	0
0	0	0
7	0	0
1	0	0
1	0	0
7	0	0
9	0	0

The table refers to pupils of compulsory school age only. It gives the number of exclusions, 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)	14
Number of pupils per qualified teacher	17.85
Average class size	19.25

Education support staff: YR – Y6

Total number of education support staff	16
Total aggregate hours worked per week	259

Qualified teachers and support staff: nursery

Total number of qualified teachers (FTE)	1
Number of pupils per qualified teacher	38
Total number of education support staff	1
Total aggregate hours worked per week	32.5

Financial information

Financial year	2001-2002
	£
Total income	525504
Total expenditure	477511
Expenditure per pupil	2903
Balance brought forward from previous year	23261
Balance carried forward to next year	71254

Number of pupils per FTE adult	19
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FTE means full-time equivalent.

Recruitment of teachers

Number of teachers who left the school during the last two years	3
Number of teachers appointed to the school during the last two years	3.3

Total number of vacant teaching posts (FTE)	0
Number of vacancies filled by teachers on temporary contract of a term or more (FTE)	0
Number of unfilled vacancies or vacancies filled by teachers on temporary contract of less than one term (FTE)	0

FTE means full-time equivalent.

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	220
Number of questionnaires returned	36

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	67	25	8	0	0
My child is making good progress in school.	64	31	0	6	0
Behaviour in the school is good.	28	56	6	6	6
My child gets the right amount of work to do at home.	44	31	11	8	6
The teaching is good.	69	22	0	6	3
I am kept well informed about how my child is getting on.	64	22	14	0	0
I would feel comfortable about approaching the school with questions or a problem.	72	17	3	6	3
The school expects my child to work hard and achieve his or her best.	64	36	0	0	0
The school works closely with parents.	56	25	17	0	3
The school is well led and managed.	75	8	0	6	11
The school is helping my child become mature and responsible.	69	19	6	6	0
The school provides an interesting range of activities outside lessons.	42	31	6	8	14

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

67. The Foundation Stage consists of the nursery, with 23 children in the morning and 16 in the afternoon, and the two reception classes which both have 17 children. Some reception children are part-time and therefore all the children attending full-time are together in one class in the afternoon. There was no local authority baseline entry assessment this year. However, the school carried out a language assessment of the nursery children. This showed that although their comprehension was within normal limits, the ability of more than half of them to give information and use grammatical constructions was not as well developed as would normally be expected. This assessment concluded that these children will need very specific and focussed language teaching if they are not to become frustrated. In spite of this, most of them are on track to achieve the required standard in all the Early Learning Goals by the time they enter Year 1. This good progress is due to the very good and, at times, excellent teaching that they receive in all areas of learning.
68. The co-ordinator gives a very good lead and has a vision of what is possible, which is an inspiration to her team. The three teachers, the nursery nurse and teaching assistants work very well together as a team. They have had joint in-service training on planning, teaching and assessing all six areas of learning in the curriculum for Foundation Stage. Staff have also had in-service training from the Education Action Zone initiative on various aspects of young children's learning. They regularly attend meetings of teachers from schools within the Education Action Zone to discuss common issues in order to improve their skills. The curriculum is based on activities and has a very good balance between those that are directed by the teacher and those that children are allowed to choose for themselves, thereby developing children's independence. Adults assess the children's work on a daily basis and use this information to plan effectively for each child's learning. As a result, the children make good and, often, very good progress. Relationships at all levels are excellent in all classes and adults use every opportunity to focus on language development, especially with those children who have been identified as needing focused language teaching. Behaviour is very good and children love coming to school, choosing their activities and showing they are 'getting clever'. Resources, except for those used outside, are plentiful and in good condition. More outdoor resources are needed; currently these are borrowed from the mother and toddler group. The children have regular access to a ball pit provided through the Education Action Zone initiative. Outside play is being further developed by the early-years staff. Parents are well supported by visits to their homes prior to their children joining the nursery and by having a book to fill in called, 'All About Me' before their children move into the reception classes. They are also encouraged to attend the mother and toddler group where they meet teachers, the headteacher and other parents before their children start school. Monitoring of classroom practice occurs through regular discussion of planning, children's work and observation of lessons.

Personal, social and emotional development

69. This is the area upon which everything else in the Foundation Stage is built. Teaching is very good. In the nursery and reception classes, teachers effectively encourage children to be polite and kind and to become increasingly independent. Everything from getting milk in the nursery to registration, dressing, undressing and tying shoe laces in the reception classes, they do for themselves. In class teachers give children many choices and as a result they are motivated and work quietly and efficiently. They develop increasingly long spans of concentration. Three boys in the nursery spent 45 minutes playing in the cornflour pan and excitedly commented upon its texture and smell. The curriculum encourages sharing and working together and children in all classes are able to do these very well. Teachers effectively model courtesy and caring and have high expectations which result in the children making good progress in this area of learning. Children with special educational needs or who have English as an additional language make equally good progress.

Communication, language and literacy

70. Progress is good in this area due to teaching of a high quality. For children with English as an additional language it is often very good. Teachers target children's language development systematically and every adult regularly reinforces those aspects of language which have been identified as weak. In the nursery and reception classes, children are encouraged to speak, to listen, and to answer questions in full sentences. All adults constantly model correct language. Recognition of their own name begins in the nursery when children get their 'named' drink and continues in the reception classes as they self-register for attendance and for school dinners. Reading begins in the nursery as teachers share books with children every day and point out initial sounds and shapes. It continues in the reception classes as they have books to share and to take home to read with parents. Reception teachers focus on reading by ensuring that games which develop knowledge of letter sounds and shapes are part of everyday activities and big books' are read by the whole class with individual children pointing out known words. Reading areas in the reception classes are always available as a choice and many children choose to sit in them and look at books. Attainment in reading in reception classes is at the expected level. Those children with English as an additional language make good progress in reading and those with special educational needs are well supported. Good planning by staff ensures that there are opportunities for nursery children to write, draw paint, do puzzles and thread beads, all of which refine hand control which is a prelude to writing. Reception teachers also have writing as both a choice and a teacher directed activity on most days. They always ask children to write their own names on their work and to start writing captions. Some children still make marks but many others write their names legibly and read those of others in the class.

Mathematical development

71. Teaching is very good. By setting up specific numeracy sessions and by regularly including mathematical games in activities, teachers in the nursery and reception classes ensure that all children make good progress including those with special educational needs. Those who speak English as an additional language often make very good progress. In the nursery, teachers provide opportunities for counting; they provide opportunities for number recognition through games, number rhymes and songs used at the end or beginning of sessions and they teach the language of mathematics in games. Teachers in the reception classes have a specific number on which they focus each week and an interesting display to match, which motivates children into finding and recognising that number. For example, one teacher hides cards with the number '9' on them in several places in the room and expects the children to find them. The hiding places are changed each day. Children find the number and tell her what its name is. Half of the reception children could already count to nine and recognise numbers to eight. Those with lower-ability knew numbers to '5'. A range of mathematical apparatus is available for children to choose to use and this allows children in the reception classes to see the shape of each number and to recognise its properties without counting. Children continue to develop their understanding of 'triangle', 'square', 'rectangle' in reception classes as teachers ask them to make 'shape friends' from paper. Half the reception children know and can name triangles, squares and rectangles. Lower-ability children recognise two of the three. They can all identify things which are bigger and smaller.

Knowledge and understanding of the world

72. Teachers provide both nursery and reception children with numerous interesting activities which teach them about the world in which they live. They organise visits from the 'Cuddle Me Do' farm who bring in animals for children to meet and touch. Children find out about tortoises, hooded owls, mice, hedgehogs, chicks, rabbits and ducklings. Staff organise visitors, such as a policeman and children are able to ask questions about their work. Teachers help children plant bulbs. The children then watch to see how the bulbs grow and what conditions they need. By investigating 'ourselves as babies', nursery children understand a little about the past. Appropriate activities are organised for the reception classes where children use computers to draw self-portraits. Reception children also use the computer to read the 'naughty story' program,

turning the virtual pages and choosing whether to watch or listen. Children in the nursery draw using a computer program and develop skills in using a mouse. Opportunities for cutting and sticking in the nursery give early experiences of design and technology. In the reception classes these develop into sticking gold and silver papers onto star shapes to make Christmas decorations. Religious education begins in the nursery when children are asked to think about their relationships with others and continues, when in the reception classes, where children celebrate religious events. In the nursery and reception classes they learn about a number of faiths as they engage in 'festivals of light' and see artefacts from a variety of religions. Nursery staff let children play with sand and water and with a cornflour and water mixture. In reception classes children make gingerbread men as an introduction to science. All children in the Foundation Stage have equal access to all experiences and inclusion is assured. As a result of very good teaching they all make good progress, including those with special educational needs and those who learn English as an additional language.

Physical development

73. In the nursery and reception classes teaching is very good. Teachers give children many activities which develop their physical skills and progress is good. Children for whom English is an additional language make very good progress. Children develop hand control in activities which include, writing, drawing, threading, cutting and sticking, constructing, dressing and undressing. Competence and confidence in using the whole body are developed through dance and physical education and by playing on outdoor apparatus and in the 'ball pit'. Children develop confidence, strength and skills as they climb and swing from the overhead nets without fear of falling and with great joy and abandon. Teachers give all the children a wonderful start in the way they organise the physical curriculum. All children, including those learning English as an additional language and those who have special educational needs, are included and supported well.

Creative development

74. Teachers in the nursery and reception classes give children daily opportunities to sing as they line up to go to the hall or change activity and they have regular music sessions which are well planned. They listen to music from a number of cultures as they dance or when they settle for a rest after lunch. They learn well known songs and sing them frequently. All the children in the Foundation Stage play musical instruments, including some from other cultures. Every day teachers in the nursery and reception classes set up opportunities for children to paint. Children in the nursery make collage pictures, while children in the reception classes make Christmas decorations. In both nursery and reception classes, children make prints using paint. All children enjoy creative activities and they concentrate for long periods if they choose them. Children, including those with special educational needs and those who are learning English as an additional language make good progress. Teaching is very good. It is well planned and thoughtfully organised and has a very positive impact on the pace of learning.

ENGLISH

75. Standards in the current Year 2 show that the majority of pupils are not yet on track to achieve at levels expected nationally in reading or writing. Standards in the current Year 6 also show that the majority of pupils are not on track to achieve at levels expected nationally in reading and writing.
76. Since the school opened, pupils in all year groups have made only satisfactory progress despite generally good teaching. However, increasing numbers of pupils are improving their abilities in speaking and listening, reading and writing as they progress through the school. This is because of the emphasis placed on developing pupils' literacy skills. There were no obvious differences between the work of girls and boys. Pupils from minority ethnic backgrounds, those for whom English is an additional language and those with special educational needs make good progress throughout the school because good provision is made for them.

77. Standards in speaking in Years 3 to 6 are generally good, although a small proportion of pupils' listening skills are not yet sufficiently well developed. In Years 1 and 2 standards in speaking and listening are less well developed overall. Across the school, teachers question pupils effectively and ensure that there are good opportunities for pupils to explain their thoughts and share ideas about their work. As a result, pupils are eager to share their understanding. They speak confidently and some are becoming increasingly articulate in their responses, although the lack of a sufficiently wide range of vocabulary is preventing many pupils from making greater progress in their speaking skills. Answers are generally relevant, indicating that pupils have listened carefully and understood. Pupils contribute well to whole class discussions. Many pupils listen attentively and are able to share and build on each other's ideas well; they follow the instructions accurately. This means they settle quickly to new tasks because they are clear about what they have been asked to do. Adults are sensitive in supporting pupils and this helps pupils to develop confidence. Teachers are quick to praise the contributions made by pupils and this encourages them to participate.
78. Across all year groups, there is a significant number of pupils who have still not learned to listen to their teachers or to each other consistently, so that they are unable to share and build on each others' ideas. There is some inappropriate 'calling out' and low level chatter during lessons. This is because some teachers' expectations are insufficiently high and not all teachers are applying the whole-school behaviour policy, which requires pupils to be attentive at all times.
79. Standards in reading in Years 3 to 6 are generally satisfactory, whilst in Years 1 and 2, they are not yet sufficiently high. Higher-attaining pupils, in all year groups, generally demonstrate positive attitudes to reading. Many express a liking for reading and read regularly at home, either to other family members or to themselves. Less-able readers are still struggling to read, show a significant lack of any enjoyment or enthusiasm for reading and do not read regularly at home. Many are still at the single word level and do not routinely apply their knowledge of letter sounds taught in literacy lessons. This is because not all teachers have sufficiently rigorous expectations, and because pupils do not use and apply their knowledge of letter sounds in their reading.
80. Pupils read with increasing fluency and accuracy and, by the end of Year 6, have encountered a good range of fiction and non-fiction texts which have included myths and legends, autobiography, humorous stories and poetry. This is helping them to develop their vocabulary. Most are able to remember what they have read and can discuss themes and characters. Pupils are aware of the differences in layout and style between fiction, non-fiction and poetry. The examples used by their teachers provide them with an understanding of how to write for different audiences. Some teachers place a lot of emphasis on pupils using their skills to research topics. As a result, pupils confidently use their knowledge about non-fiction texts and their research skills to find the information they need. However, this is not consistent in all classes, which has an impact on pupils' abilities to further develop their literacy skills across the curriculum. Reading assessments are carried out and are beginning to provide a record of pupils' reading ages which teachers use in order to develop reading skills.
81. Standards in writing across the school are not yet sufficiently high in spite of the generally good teaching seen during the inspection. There has been some use of national initiatives to help improve pupils' literacy skills and further staff training has taken place but these are not yet making sufficient impact on raising attainment. Too many pupils are making errors repeatedly in basic spelling and punctuation because some teachers' expectations are not high enough. This is having a negative effect on the school's drive to raise standards.
82. Some pupils are beginning to use their improving reading skills effectively to help them to develop their spelling, grammar and punctuation. Where pupils are developing knowledge of letter sounds, this is helping them to spell words correctly. Spelling skills are further enhanced as pupils learn to identify the letter combinations that make different sounds. Similarly, where teachers stimulate pupils' imagination effectively, pupils are able to write more creatively and include more interesting words. These pupils tackle their work enthusiastically. Higher-attaining pupils are appropriately

challenged and, as a result, write in a logical way, developing and sustaining their ideas effectively. Their work shows imagination and the composition of some well sequenced sentences. Most pupils use dictionaries to check spellings and meanings.

83. While teachers ensure that pupils have opportunities to use different forms of writing, such as lists, flow diagrams, instructions and play scripts, opportunities for extended writing were not seen during the inspection and examples in the work scrutinised were limited. Evidence of writing in Years 1 and 2 was equally limited. Handwriting across the school is variable, although it is better in Years 3 to 6. A significant number of younger pupils demonstrate poor letter formation and have awkward pencil grips. Neither failing has been addressed. Most pupils in Years 3 to 6 and some in Year 2 are developing a cursive script and some take care with the presentation of their work but neither is consistent in all classes, which is unsatisfactory. It affects standards. The use of ICT is developing well and is beginning to contribute effectively to pupils' learning in English in all year groups.
84. During the inspection the teaching and learning in Years 3 to 6 were good in almost all lessons. Lessons observed in Years 1 and 2 were satisfactory or better. A small amount of excellent teaching was seen for both older and younger pupils. This should mean that pupils make better progress and improve their levels of attainment. However, whilst most teachers, particularly those in Years 3 to 6, help pupils make links between subjects, planned opportunities for extended writing in other subjects are not yet in place. This is unsatisfactory and is preventing development and progress in pupils' writing.
85. In all lessons, teachers place appropriate emphasis on sharing with pupils what they want them to do and achieve and how what they are about to learn links with what they have learned before. Older pupils, including those with special educational needs, are more actively involved in their learning opportunities. Across the school, teachers know their pupils well and generally match work to pupils' abilities. They bring pupils of similar attainment together in groups within classes and prepare appropriate work for each group. Whilst some teachers are meeting individual needs by reference to specific writing or reading targets, this practice is not consistent across the school. Where this happens, it is beginning to contribute to the development of pupils' independent learning skills and their awareness of their own learning. Teachers demonstrate by the way they plan and teach lessons that they have a secure knowledge of the National Literacy Strategy and this reflects the good training they have had. Teachers' marking of pupils' work, although not wholly consistent, is developing. Scrutiny of work showed some good examples of evaluative and supportive comments. It is important that the standard of all marking is raised to that of the best. Good procedures for assessment are being developed, although they are not yet used consistently across the school to track individual pupils' progress. The school is entering data into a software package to help teachers with this. Computers are used increasingly to help pupils learn to read and write.
86. The subject has been well led and managed since the school opened. The co-ordinators have worked hard with the staff to promote literacy. They are aware of the areas requiring development and are fully committed to improving standards. They have ensured that resources are motivating and well matched to the needs of the curriculum. The school is aware of the need to develop the library, in particular, to promote pupils' research skills. There has been some monitoring of pupils' work, some school assessments and some lesson observations. These are not yet part of a more rigorous, systematic approach to monitoring the curriculum and the quality of teaching and learning, so that areas for development can be identified and addressed quickly. The capacity for improvement is good.

MATHEMATICS

87. Teachers' predictions and evidence collected during the week of the inspection from observation of lessons, suggest that attainment is improving and that the school is moving towards the nationally expected levels at the end of Year 2 and Year 6. Standards are improving much less rapidly in Years 3 to 6 than in the earlier years. Pupils from minority backgrounds, those with

special educational needs and those who are learning English as an additional language make good progress as a result of the good support they receive. There were no obvious differences between the work of girls and boys.

88. By the time pupils are in Year 2, many can count in tens, recognise odd and even numbers, understand simple number patterns, define simple two- and three-dimensional shapes such as squares and cubes and appreciate the concept of fractions such as $\frac{1}{4}$ and $\frac{1}{2}$. However, some pupils in Year 2 have difficulty understanding basic mathematical concepts such as number bonds and tables, and lower-attaining pupils cannot always form figures accurately.
89. By the time they are in Year 6, the higher-attaining pupils understand co-ordinates and can plot graphs. They perform basic calculations in addition, subtraction, multiplication and division to include three figure numbers. However, they are only working at the expected Level 4 and this is not good enough. Few pupils are able to recall their tables without help and they do not fully understand simple number bonds and, in the case of lower attaining pupils, the meaning of common mathematical symbols. They understand there are differing methods to complete calculations and can explain their own methods.
90. Overall the quality of teaching of mathematics is satisfactory. Just over half the lessons seen were judged to be good and a small amount of unsatisfactory teaching was seen. In the best lessons, teachers plan well. They set clear and varied objectives suitable for every pupils' needs, use non-teaching assistants well to support less able pupils, present pupils with appropriate mathematical language and create a suitable atmosphere for learning. Generally, pupils with special educational needs are well supported and their work is matched to their abilities. As a result, these pupils make good progress and can understand the mathematical ideas presented to the whole class. In the less successful lessons, teachers fail to establish clear parameters for behaviour and pupils do not understand what is required of them. In these lessons the amount of time allocated to each part of the lesson is often inappropriate and pupils are given tasks that are unsuited to their needs. Teachers do not plan work to take into account the different needs of different groups of pupils, resulting in the work being too difficult for some.
91. Lessons are planned along the lines suggested by the National Numeracy Strategy, where pupils benefit from practice in mental calculation at the start of lessons, and consolidate learning at the end of lessons. In some lessons, insufficient time is allocated to the mental arithmetic and this results in pupils failing to develop precise computational skills, which in turn affects more complex learning. The implementation of the National Curriculum and the school's careful analysis of pupils' progress, ensure full coverage of the mathematics curriculum and clear progress by pupils. Some older pupils, however, may have 'missed out' on these recent developments and extension to the curriculum; this can result in activities, which would normally be deemed to be inappropriate; for example, in Year 6 where pupils were learning to count in tens during the oral part of the lesson because it was appropriate for these pupils. ICT is increasingly being used, such as when pupils use a spreadsheet to calculate costs of an Indian meal or to do shopping sums.
92. Pupils generally enjoy their mathematics lessons and co-operate well. In the less successful lessons, where good behaviour patterns have not been established or where learning objectives have not been clearly identified, pupils tend to stray off task and this affects the quality of their learning.
93. The co-ordinator has good subject knowledge, leads the subject well and provides clear guidance for teachers. She has introduced recent developments in the subject. These include the provision of suitable and varied teaching aids although these are not yet well used. She is developing the delivery of the curriculum by promoting a common format for teachers' planning and this should improve the quality and pace of learning. Together with the assessment co-ordinator, they provide for clear recording and tracking of pupils' progress and ensure that records and assessment are closely linked to planning. The development plans for the subject will ensure that inconsistencies in practice and planning across the school are minimised and basic skills are taught more thoroughly, thereby promoting improved standards. At the time of the inspection, however, pupils in Years 3 to 6 were being taught mathematics at levels appropriate to younger

pupils. For example, Year 5 pupils were still being taught simple addition. There is now a satisfactory range of resources to ensure the teaching and learning of the full curriculum. Monitoring of the subject is developing well but is not yet sufficiently rigorous.

SCIENCE

94. Most pupils in Year 2 are on track to achieve levels close to those expected nationally by the end of the year. In 2002, the school's results were below the national average based upon teachers' assessments. They were well below average at Level 2 or above and average at Level 3 or above. However, the proportion of pupils achieving Level 3 was above average when compared with similar schools. Pupils in Years 1 and 2 make satisfactory progress.
95. Most pupils in Year 6 are on track to attain standards in line with those expected nationally by the end of the year, similar to the results in the national curriculum tests in 2002. The school achieved this mainly as a result of the proportion on track to attain the higher Level 5. Initiatives, such as providing pupils in Year 6 with child-friendly revision books and a revision club during the spring term, contributed towards these results. Another factor was the Year 6 cohort, which had some able pupils with a strong interest in science. There was no evidence of boys or girls performing at different levels of attainment. Pupils make satisfactory progress in the Years 3 to 6. Throughout the school pupils from minority ethnic backgrounds, those with special educational needs and those for whom English is an additional language make good progress.
96. The quality of teaching and learning in Years 1 and 2 is satisfactory overall. The lessons observed during the inspection were satisfactory or better. However, analysis of the pupils' work indicated that while teaching and learning are satisfactory, the standards of work seen are not. There is too much dependence on worksheets and a lack of differentiated tasks. Teaching this year has been improved by the introduction of more effective whole-school planning and consistent use of key learning objectives but the pupils are often set the same tasks, which are not always sufficiently challenging, especially for the more able. In a good lesson in Year 2 based on changes to materials when heated, learning was promoted well when the teacher used effective questioning and provided the pupils with opportunities to predict outcomes. Most classrooms in Years 1 and 2 were enhanced by the provision of attractive displays, which related to their current science topics and were often complimented by examples of good work produced by pupils.
97. The quality of teaching and learning in Years 3 to 6 is satisfactory, but analysis of pupils' work indicated they do not cover an adequate range of scientific enquiry. Pupils' recording skills and ability to draw conclusions are under-developed and therefore are below the standards expected for pupils in Years 3 to 6. Strengths in satisfactory lessons in combined Year 5 and Year 6 classes included an effective lesson plan. Pupils were given a clear explanation of the lesson's learning objectives and carefully selected teaching resources were used to demonstrate teaching points. Good subject knowledge was also shown and when time limits were set for the completion of tasks, the pupils responded well by showing greater application and effort. Teachers insisted on correct scientific vocabulary in pupils' responses and concentrated on getting the pupils to think scientifically. However, there were minor weaknesses. Learning faltered after insufficient practical work was included in the lesson and the pupils were required to remain seated on the carpet for a long time. Whilst the pupils showed satisfactory knowledge about 'light sources', their investigative work was largely teacher directed and they did not devise their own experiments or record the outcomes of their work. The pupils enjoy science, especially in Years 1 and 2 where they show real enthusiasm for the subject and this contributes to their learning.
98. An effective action plan has been put in place by the co-ordinator and this has already begun to provide improvements in science throughout the school. Assessment procedures have improved. The recent addition of pupil tracking systems and the compilation of portfolios of pupils' work have begun to enhance the ability of teachers to make sure all pupils receive sufficiently challenging tasks. However, this has not yet concentrated sufficiently on how well assessment information is

used to set work and targets for the pupils, or on the effectiveness of the school's scheme of work in promoting smooth and consistent progress in the subject. The school improvement plan regards development of the school's learning environment as a priority. This three-year plan is perceived by the co-ordinator as an opportunity for providing the whole school with extended and valuable opportunities for using the school grounds to study life processes and living things at first hand. The subject makes a strong contribution towards the social and moral development of the pupils. It also contributes towards their competence in literacy and numeracy by enhancing listening skills and in providing practical applications of mathematics such as interpretation of graphs and tables. ICT is increasingly being used to assist pupils' learning; for example, pupils use databases as a source of information and monitor temperature electronically. Monitoring of the subject is developing well but is not yet sufficiently rigorous.

ART AND DESIGN

99. During the course of the inspection four lessons were seen where art and design was being taught but in only one of these was art and design being taught as a separate subject. Additional evidence was gathered from a wide range and wealth of work on display and in portfolios and sketchbooks. Overall, pupils' standards of attainment at the end of Year 2 are in line with national expectations and all pupils, including those from minority ethnic backgrounds, make satisfactory progress. Pupils' standards of attainment at the end of Year 6 are, again, in line with expectations. Pupils with special educational need and those who are learning English as an additional language are making sound progress. There were no obvious differences between the work of girls and boys.
100. By the end of Year 2, pupils have tried a variety of media when using their imagination to produce drawings, paintings and collage; for example, in Year 2 pupils have produced paintings in the style of Jackson Pollock and in Year 1 rangoli patterns in a collage of rice and grains. Art and design is well integrated into the school curriculum and pupils are able to express their ideas in such diverse subjects as geography, with their paintings of food, religious education and in ICT, where pupils in Year 2 were able to use a paint package to produce pictures in the style of Mondrian.
101. Pupils in Years 3 to 6 further develop their artistic abilities in art and design lessons and over the wider curriculum using a variety of techniques; for example, in pottery in the production of 'divas', in religious education in exploring the use of light and shade in pencil drawings, and in the making of giant 'stained glass' collages. In Years 5 and 6, pupils explore the work of well-known artists; for example, they study the work of Kandinsky. Pupils enjoy art and design and generally enter into the spirit of the lessons.
102. The teaching of art and design is satisfactory but, at times, teachers' planning makes it unclear as to the objective of each lesson, especially when art and design is taught at the same time as design and technology. The subject successfully promotes different cultures in Britain and throughout the world. Teachers have good subject knowledge and effectively ensure that pupils see notable examples of different artistic styles.
103. The school has a satisfactory range of resources for art and design, and supplements these by the skilled use of visiting artists who have extended pupils' experiences and helped to create a permanent and stimulating environment for learning. The use of ICT is well integrated into art and design. The lack of sinks and running water in some classrooms does limit some activities and is a possible threat to the safety of pupils and adults.
104. The co-ordination of the subject is good and there are well-constructed plans and schemes of work. Progress in the subject is monitored and evaluated through scrutiny of pupils' work and sketchbooks but there is a lack of a suitable system for recording pupils' developing skills.

DESIGN AND TECHNOLOGY

105. Only two lessons were observed in Years 1 to 2, and one lesson of mixed art and design and design and technology in Years 3 to 6. These observations, together with evidence of displays in classrooms and corridors around the school, suggest that standards at the end of Years 2 and 6 are on track to be close to the levels expected. Pupils from minority ethnic backgrounds, those with special educational needs and those who are learning English as an additional language make similar progress to other pupils as a result of the support they receive. There were no obvious differences between the work of boys and girls.
106. By the end of Year 6, pupils understand that there is a sequence to design where identification of materials precedes design and construction. They understand the requirement for cleanliness in food technology and the need to select appropriate tools. Pupils produce models of a very good quality; for example, the display of chairs designed to meet specific needs in Year 4. Generally pupils work well together making corporate decisions. They enjoy lessons and take a pride in their work.
107. The teaching of design and technology is satisfactory overall. It is incorporated into other subjects well; for example, the use of mannekins made by pupils to demonstrate movement in Year 1 and the production of food linked to the Jewish Festival of Hanukkah. However, when lessons in design and technology are delivered as part of art and design lessons, there is often a lack of clarity as to what individual pupils are expected to learn. During a lesson when pupils were making Diwali shadow puppets, cranes, painting in the style of Mondrian on the computer and finishing off illustrations in books, it was unclear which skills were being taught to whom and how this was recorded. There was little evidence of computers being used to assist pupils when they are engaged in the design process.
108. Although the school has an adequate, though limited, range of resources to meet the needs of the curriculum there are some shortcomings. There is a lack of accommodation to provide sufficient work places, sinks and cookers to enable all pupils to participate fully in all food technology lessons.
109. The school has a varied programme of design and technology but there is not enough attention paid to ensuring the consistent development of pupils' skills. Planning of the subject lacks clarity and rigor. In the absence of the co-ordinator during the inspection, inspectors were unable to determine how the subject is monitored or how the subject might be developed in the future.

GEOGRAPHY AND HISTORY

110. During the inspection it was only possible to observe two lessons and therefore judgements are based on these, the analysis of pupils' work, discussions with pupils and staff, the school's planning documents and classroom displays. The evidence indicates that pupils' achievement is satisfactory by the end of Years 2 and 6. There were no obvious differences between the work of girls and boys. However, standards of geography work seen in pupils' books in Year 6 are below average due mainly to weaknesses in pupils' literacy skills. These limit pupils' ability to record their work. A further weakness is the inadequate development of pupils' skills of geographical enquiry. Pupils, especially the more able, were therefore not working and learning to the limits of their capability. Pupils from minority ethnic backgrounds, those with special educational needs and those for whom English is an additional language, make good progress with support. History and geography are taught as a series of topics such as 'changes' in Year 2 and 'houses and homes' in Years 3 and 4. These are not always covered in sufficient depth. Although the school intends to write a revised scheme for humanities later this year, the current situation means there is evidence of some repetition and insufficient progression and continuity, particularly in pupils' understanding of processes in physical geography and in the development of skills of historical enquiry.
111. Overall, teaching and learning is satisfactory in Years 1 and 2. Strengths include clear learning objectives, such as 'to know how land and buildings are used', and effective questioning by the teacher; for example, "Is there likely to be an ASDA store on the Scottish Isle of Struay?" which stimulated pupils into expressing their views of how people live on Struay. In a good lesson, the

teacher's good control and management of the class ensured that the pupils listened carefully. Set tasks were appropriately differentiated and sufficiently interesting to encourage pupils' good behaviour and concentration and maintained harmonious relations between all groups. Time at the end of the lesson was used effectively to make assessments about pupils' learning. Attractive displays containing collections of photographs brought to school by the pupils enhance the pupils' opportunities to recognise the changes in their lives and those of their families.

112. In Years 3 to 6, the quality of teaching and learning is satisfactory overall. However, the analysis of pupils' work and discussions with pupils showed that older pupils, in particular, had not benefited adequately from earlier teaching of geographical skills; for example, they could not include appropriate keys on a map to indicate a variety of locations and features. In history, there was insufficient evidence of pupils' ability to use sources of information in ways which go beyond observations to answer questions about the past. There was also an over reliance on worksheets and inadequate evidence of pupils developing their writing and recording skills. However, pupils had clearly enjoyed and been stimulated by visits earlier in the year to the museum at Singleton and to the coast near the Seven Sisters. This helped to extend their learning.
113. There are currently two part-time co-ordinators whose role is insufficiently developed. They are aware of the need to develop schemes of work for both subjects, to ensure greater whole-school progression and continuity and for individual history and geography development plans. Monitoring procedures for humanities are under-developed but plans recognise the need for this by the spring term 2003. Currently the co-ordinators are not aware of the levels of attainment in humanities. Assessment procedures are currently unsatisfactory because they rely mainly on the recording methods of individual teachers. Throughout the school, insufficient use is made of ICT to extend pupils' knowledge and understanding of humanities. The subject makes good contributions to pupils' cultural and social development; for example, pupils have the opportunity to work collaboratively and they have chances to study a range of places and environments in different parts of the world, as well as to compare the lives of children across different periods of history.

INFORMATION AND COMMUNICATION TECHNOLOGY

114. In Year 2, most pupils are on track to attain standards that are close to those expected nationally. This is because they have regular access to computers in the ICT suite and in the classroom. Teachers and other adults are increasingly confident in using computers and the full range of software and pupils are very keen to use the equipment too. Pupils achieve well. They use computers confidently. They are able to open the correct program, select a folder and access their own file in it. They know how to close files without losing information and how to leave a computer ready for the next user. They have used the drawing package, 'Dazzle', to create self-portraits as well as creating pictures in the style of Mondrian. They can change the font when word processing their stories of Lily the Lion. They have also experienced controlling cars using a remote device.
115. In Year 6, above average pupils are on track to attain standards that are expected nationally but most are not. This is the result of insufficient practice in developing skills over time. Pupils have not had sufficient access to computers and some teachers have had insufficient confidence and competence to teach to the scheme of work. However, as a result of the resources now available and the improved competences amongst teaching staff, standards are improving rapidly. By Year 6, most pupils are skilled in word processing. They know how to change the font, cut and paste text, insert text boxes and clip art. A small group of enthusiastic pupils are producing a school magazine in their own time. At the other extreme, a few pupils still do not understand how to use the shift and caps lock keys effectively. Above average pupils can use a spreadsheet effectively and can work independently. They know how to change the size of the font and can insert the pound sign (£). However, most pupils need the support of adults to complete their tasks. Pupils can write and send e-mails and understand the need for passwords. They are well aware of the school's code of conduct for using the Internet. There are no obvious differences between the work of girls and boys. Pupils from minority ethnic backgrounds make sound progress. Pupils

with special educational need and those who learn English as an additional language, make at least good progress as a result of the support they receive.

116. In the lessons observed, teaching ranged from satisfactory to very good. In all lessons the objectives were clear and shared with the pupils. In the best lessons, the teacher returned to the objectives at the end of the lesson to assess whether pupils had learnt the intended skills. Clear instructions on how to carry out tasks made it obvious to pupils what they had to do and this was supported by effective demonstrations using the interactive white board. Most teachers displayed growing confidence in ICT. A few still lack confidence when using software with which they are not familiar and this affects the pace at which pupils learn. Pupils' positive attitudes to the subject ensure that their concentration is very good and this is a strong contributing factor to pupils' learning. Pupils' social development is promoted well through working in pairs.
117. The subject co-ordinator has provided good leadership in ensuring that the school has good resources and that teachers and other staff have received appropriate and effective training. ICT is being used to promote learning in all subjects except physical education but it is being used more effectively in some subjects than in others. An action plan has been devised and, amongst other priorities, it has identified appropriately the need to develop better procedures for assessing pupils' learning. Procedures for monitoring teaching and learning are developing but are not yet sufficiently rigorous.

MUSIC

118. In Years 2 and 6 pupils are on track to attain levels expected nationally.
119. In Years 1 and 2, pupils learn to sing, listen carefully to music, even when staff play to them on flute or piano and they chant or clap to different overlapping rhythms. They play untuned percussion instruments and know the names of most of them. By Year 6, pupils have learned to sing in tune, with good sense of rhythm and dynamic and they know about the composition of an orchestra. They know about many different types of music and they can appraise traditional, classical, folk and ethnic music. They perform in and out of school and sometimes compose music to accompany stories. Composition is done with and without instruments; for example, pupils compose 'body' music, which includes claps and taps on various parts of the body. In assemblies, pupils listen to music from a range of cultures and that which relates to the day's theme.
120. The vast majority of pupils enjoy music and concentrate when in music lessons. There is a small minority, however, who disrupt lessons and this impedes the otherwise good progress of the rest of the class. Most pupils behave well.
121. Class teachers teach music each week. The quality of teaching varies with the expertise of the teacher. Overall, teaching in Years 1 and 2 is always satisfactory or better, while in Years 3 to 6 it varies between satisfactory and unsatisfactory. Many teachers are not confident when teaching music and it is their lack of expertise which accounts for the slower progress of pupils in these classes. All staff plan thoroughly and in the best lessons this results in pupils learning new skills or performing well; for example, in the co-ordinator's class children spoke four different rhythms as a group concert. Teachers do not make effective assessments in music, nor do they plan music lessons with sufficient regard to pupils' earlier learning. There were no obvious differences between the achievements of girls or boys. Pupils from ethnic minority backgrounds, those with special needs and those who have English as an additional language are fully included in all music lessons and make appropriate progress.
122. The music curriculum is planned to cover all aspects of music and includes skills teaching. However, when teachers are not confident, skills teaching is inconsistent. Computers are not yet used regularly to enhance the curriculum. The co-ordinator is new to the post this academic year and acknowledges that she is not an expert but she is very keen and enthusiastic and wants to do well. Leadership is judged satisfactory. She has a development plan and is already in touch

with the schools' music advisor regarding a full audit of needs. There are plans to extend the life of the choir, which currently meets only in one term each year. Resources are judged adequate but the co-ordinator wishes to extend the variety of musical resources to include more from other cultures, instruments, compact discs and videos. There is a policy for music and the scheme of work is being built up using the documents of the Qualifications and Curriculum Authority. Instrumental tuition in violin, guitar and keyboards enhance the curriculum as do choir and seasonal performances. Opportunities to practise singing, learn new songs and play instruments are lost as there is no singing in four of the five assemblies. This is a weakness within music.

PHYSICAL EDUCATION

123. It was not possible to observe lessons in all elements of physical education in all year groups. Judgements are based on evidence from lessons observed, discussions with teachers and pupils and from school records.
124. By the end of Year 2 and Year 6, most pupils are on track to attain levels that are typical. By the end of Year 2 in gymnastics and dance, pupils have a good understanding of the need to avoid others in their movements around the hall and they do this when they march, skip, hop and jump. They work well in small groups on apparatus taking care to work safely. Pupils are well behaved and enthusiastic to demonstrate their movements for others to comment on. These positive attitudes help pupils in their learning. They understand that exercise warms the body and affects the heart rate.
125. Pupils in Year 6, have developed their understanding of the need to warm up prior to exercise and to cool down afterwards. Pupils work effectively in small groups and design sequences of balances and movements, including balances that are symmetrical. Pupils understand techniques and skills used when attacking or defending in an invasion game; for example, dodging and marking. Most of the pupils in Year 5 are on track to swim at least 25 metres in one or more recognised strokes by the end of Year 6. There were no obvious differences between the attainment of girls and boys. Pupils, including those from ethnic minority backgrounds, those with special educational needs and those who are learning English as an additional language, make satisfactory progress.
126. The school provides pupils with a range of extra-curricular activities during the year; for example, football, basketball and dance. Pupils are keen to attend these activities and they benefit considerably from the experience. Pupils not only learn new skills and then improve them but they are able to use and demonstrate those skills to others in lessons.
127. Teaching is satisfactory overall, although in lessons observed it ranged from good to unsatisfactory. Where teaching was good, the objectives of the lesson were clear to pupils and the activities ensured pupils had opportunities to practise the correct skills. Appropriate emphasis was given to safety and vocabulary relating to parts of the body was used correctly to extend pupils' knowledge. Pupils were given opportunities to evaluate their own work as well as that of others. Social development was promoted well. Where teaching was unsatisfactory, teachers' expertise was limited. The tasks did not always match the objectives of the lesson. The very few pupils who misbehaved were not dealt with effectively and this caused the pace of the lesson to slow to an unsatisfactory level. Resources were not checked sufficiently before the lesson started and, consequently, balls that were inappropriate for their purpose were used. Because the whistle was used both to start activity and to stop it, some pupils were confused and started at the wrong time. This had a negative effect on the management of pupils' behaviour.
128. There is an appropriate action plan, which was produced by the co-ordinator to ensure that pupils have access to a wide range of activities. Planning is currently monitored through team meetings, but there is not yet sufficient monitoring of lessons to ensure that pupils' skills are being effectively developed.

RELIGIOUS EDUCATION

129. In Year 2 pupils' knowledge and understanding of religious education meet the expectations of the agreed syllabus of the Brighton and Hove Unitary Authority. In Year 6 pupils' attainment is average but meets the demands of the agreed syllabus; for example, pupils had recently visited a synagogue and they had retained a wide range of knowledge and understanding about it. The school has a caring and supportive ethos, which encourages pupils to respect the ideas and beliefs of others. Religious education makes a good contribution to pupils' personal development. The opportunities for developing pupils spiritually are good and culturally are very good. Pupils

make satisfactory progress as they move through the school and those from ethnic minority backgrounds, those who have special educational needs and those for whom English is an additional language are fully included and thrive in all activities. There were no obvious differences between the work of girls and boys.

130. Analysis of pupils' work shows that younger pupils understand that there are special things in life, and that the Bible is a special book for Christians. However, the amount of written work in Years 1 and 2 was limited and literacy skills were not well developed in the subject. ICT is used effectively; for example, an interactive white-board was used to provide pupils with key words related to Divali and this resulted in some very good note taking by class members and clearly improved their literacy skills. In general, much of the work relied upon the use of printed work sheets. This hampered the possible development of their enquiry and response skills and their ability to evaluate their beliefs and communicate their responses.
131. Overall, the quality of teaching and learning is satisfactory. Whilst unsatisfactory teaching was observed in a Year 1 lesson, good teaching was seen in Years 2, 5 and 6. Pupils hear stories from a variety of sources and faiths and learn how to express their feelings. In a good Year 2 lesson, strengths included effective use of resources to raise the pupils' awareness of religious traditions and the richness and diversity of religions. An interactive white-board was used to list key words and a video was used to show traditional clothes and food involved in celebrating of the festival of Divali. When the teacher related this Hindu festival to similar Christian festivals, cogent questioning was used to encourage the pupils to compare and contrast them. Good use was made of pupils' own cultures, such as when a pupil talked about his experiences of the Muslim festival of Ramadan. This fascinated the rest of the class, especially when they discovered that Muslims would only eat when the sun went down. The teacher then encouraged pupils to be quiet and calm and created a sense of awe by stressing the spiritual importance of having a faith.
132. In a good Years 5 and 6 lesson, teaching strengths included good subject knowledge and effective management and organisation of groups of pupils. It also included very good use of resources, such as assembling driedels and playing a traditional Jewish game. The practical nature of the task and the fun it evinced meant that pupils were interested and involved. When combined with an effective use of time at the end of the lesson, it led to pupils acquiring new knowledge and skills in using appropriate religious terminology and showing a greater respect and tolerance for the distinctive features of Judaism.
133. Most teachers plan effectively and teamwork is evident from shared topics. Planning is not monitored, with the result that whole-school planning requires further development to achieve greater consistency. There is no permanent co-ordinator for the subject and as a result its management is unsatisfactory. Uncertainty exists regarding the whereabouts of resources and assessment procedures are not sufficiently well developed. However, there is evidence of good practice in the school; for example, in the numerous attractive religious displays.