

INSPECTION REPORT

HANGLETON INFANT SCHOOL

Dale View, Hove

LEA area: Brighton and Hove

Unique reference number: 114399

Headteacher: Nichola Rennie

Reporting inspector: Alan Harries
21056

Dates of inspection: 21 – 24 October 2002

Inspection number: 247453

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

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INFORMATION ABOUT THE SCHOOL

Type of school:	Community
School category:	Infant
Age range of pupils:	4 - 7
Gender of pupils:	Mixed
School address:	Dale View Hangleton Hove East Sussex
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Appropriate authority:	The governing body
Name of chair of governors:	Alun Jones
Date of previous inspection:	9 – 12 October 2000

INFORMATION ABOUT THE INSPECTION TEAM

Team members			Subject responsibilities	Aspect responsibilities
21056	Alan Harries	Registered inspector	Mathematics Information & communication technology Design & technology Music Equal opportunities, English as an additional language	What sort of school is it? How high are the standards? (a) The school's results & pupils' achievements How well are pupils taught? What should the school do to improve further?
12289	Sue Burgess	Lay inspector		How high are the standards? (b) Pupils' attitudes, values & personal development How well does the school care for its pupils? How well does the school work in partnership with parents?
30705	Graham Stephens	Team inspector	English History Physical education Geography Special educational needs	How well is the school led and managed?
30691	Kathleen Yates	Team inspector	Foundation Stage Science Religious education & design Art	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

This school is larger than most infant schools and is situated approximately three miles to the north-west of Brighton. It was first opened in 1949. There are 126 boys and 124 girls on the school roll who come from a mixture of privately-owned and local-authority housing in the immediate and wider area. The vast majority of pupils are of white UK heritage. Three per cent of pupils speak English as an additional language, which is higher than in most schools. The proportion of pupils with special educational needs is 12 per cent and three of these have Statements of Special Educational Need. These figures are similar to the national average. Approximately nine per cent of pupils are entitled to free school meals, which is broadly in line with the situation in other infant schools across the country. Most children attend playgroups prior to entering one of the school's reception classes at or near the beginning of the school year in which their fifth birthday occurs. Children's attainment levels on starting school vary considerably but, overall, are similar to those normally found.

HOW GOOD THE SCHOOL IS

This is an improving school in many respects, although the positive steps taken have yet to have an impact on National Curriculum test results. The overall effectiveness of the school is now satisfactory, but, as running costs are very high, it provides unsatisfactory value for money.

What the school does well

- The reception classes provide a good start to the children's education.
- The standard of work in design and technology is above the expected level.
- Provision for pupils with special educational needs is very good.
- The headteacher and deputy lead the school well.
- Classroom support staff provide good quality help for pupils.
- The school has an effective partnership with parents.
- Teachers provide very good information for parents on pupils' progress.

What could be improved

- Standards in mathematics and physical education in Key Stage 1, which are below average.
- The quality of teaching in Year 2, which has significant weaknesses.
- Systems for promoting good behaviour on the playground, which are not very effective.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school was last inspected in October 2000, when it was judged to have serious weaknesses. These were mainly in the quality of the teaching, pupils' levels of achievement, particularly those of higher ability, and in the way in which the school was led and managed. Since then, there have been clear improvements in the teaching, in the management of the school and in standards of writing and, as a result, the school no longer has serious weaknesses. However, the standard of pupils' work is below the expected levels in mathematics and physical education, and there are still significant weaknesses in teaching in Year 2.

The headteacher and deputy headteacher have led the school well in addressing the key issues raised in the last inspection. They work closely with the governors, involving them

fully in the monitoring of the school's provision. The role of subject leaders is now clearly defined and allows them time to oversee the teaching of their subjects. The marking of pupils' work has improved and now gives good guidance to pupils on how they might improve. The curriculum for each year group is more clearly specified than before and promotes the progressive development of skills and understanding in most subjects. However, teachers still do not effectively deliver all aspects of the National Numeracy Strategy. Provision for pupils with special educational needs has improved considerably and is now very good. The school's library facility and stock of books are now adequate. Systems for assessing pupils' attainment levels are now much better and this is beginning to help teachers to plan work at the right level of difficulty. The determination and good leadership of the headteacher and deputy headteacher put the school in a good position to continue to improve.

STANDARDS

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

Performance in:	compared with			
	all schools			similar schools
	2000	2001	2002	2002
reading	B	C	C	C
writing	E	C	E	E
mathematics	D	D	E	E

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

Overall, National Curriculum test results have declined since the last inspection. Reading results are broadly average, although more pupils reach the higher Level 3 than in most schools. However, writing results are well below average. Although an average number of pupils achieved the expected Level 2, none reached Level 3. Mathematics results are also well below average both in numbers of pupils attaining Level 2 and in those reaching Level 3. Teacher assessments in science show an improvement since last year, with more pupils reaching Level 3. Nevertheless, the percentage of pupils attaining Level 2 in science is still well below average.

The school sets challenging targets each year in terms of National Curriculum test results. In 2002, these targets were achieved in reading, but not reached in writing or mathematics.

Inspection findings from pupils' work and lessons seen show that the standards of writing and science in Year 2 have significantly improved and are now broadly in line with national averages. Standards of reading are good, but the work seen in mathematics is below average. In all other subjects, standards were at the expected level, except in design and technology, where the work is above the expected standard, and in physical education, where standards are below expectations.

Children in reception make sound progress in language, literacy and mathematical development and most are on course to achieve the nationally prescribed Early Learning Goals by the time they start Year 1. In all other aspects of their work they make good progress and are likely to reach higher than expected levels at the end of the school year. Overall, pupils across the school make satisfactory progress in their learning.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Most pupils have positive attitudes. They enjoy coming to school and most concentrate well in lessons.
Behaviour, in and out of classrooms	Satisfactory. Most behave in an appropriate manner in classrooms, but there is some rough play on the playground.
Personal development and relationships	Pupils co-operate well with each other in lessons. They have too few opportunities to show initiative or take responsibility.
Attendance	Below average, but improving. A large number of holiday days are taken in term time.

TEACHING AND LEARNING

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

Reception teachers have high expectations of their children and successfully engage them in interesting activities, making good use of a wide range of learning resources. The quality of teaching in Year 1 is good. However, in Year 2 there is a significant proportion of unsatisfactory teaching. In Years 1 and 2 the teaching of English is satisfactory, but the teaching of mathematics does not effectively develop mental mathematics skills.

Across Key Stage 1 lessons are well planned with clear learning intentions. Teachers' questions effectively draw on pupils' ideas and extend their thinking. They soon notice when mistakes or misunderstandings occur and show pupils how they can improve. In Year 1, teachers generally have high expectations of pupils, whatever their ability. In some Year 2 lessons, not all pupils are sufficiently challenged and as a result do not make enough progress. Year 2 lessons often lack pace, and some teachers do not manage their pupils well enough, particularly in physical education. Some more-able Year 2 pupils have a few of their lessons in smaller groups. The teaching in these sessions is good, significantly boosting progress in writing, science, history and religious education.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Significantly better than at the time of the last inspection and now satisfactory. The school's curriculum meets the statutory requirements of the National Curriculum, although some areas of mathematics receive too little emphasis.
Provision for pupils with special educational needs	Very good. This is a strength of the school. Carefully planned individual programmes of work enable these pupils to make good progress.

Provision for pupils with English as an additional language	These pupils are supported well in their English language acquisition. This gives them confidence in speaking and enables them to have full access to the curriculum.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Moral and social development are strong features of the school's work, and there are plenty of opportunities for pupils to gain a clear idea of right and wrong. Pupils learn the importance of giving help to others. They are given satisfactory spiritual and cultural experiences.
How well the school cares for its pupils	The school has satisfactory systems for promoting good behaviour in classrooms, but does not have effective procedures to prevent rough play on the playground. Teachers gather detailed information about pupils' attainment and are beginning to make use of this to plan future work.

The school has established a good partnership with parents. Parents contribute well to their children's learning both in school and in the support they give at home. The school provides very good annual reports on pupils' progress.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The headteacher and deputy headteacher provide strong leadership. They are fully committed to improving standards and have the capacity to succeed. They have empowered subject leaders to monitor and improve their curriculum areas and this has already helped to raise standards in writing and science.
How well the governors fulfil their responsibilities	Governors are now actively involved in the life of the school, although they do not yet have a clear, shared long-term vision for the school. They regularly visit the school to oversee specific aspects of its provision and keep a close watch on how the school is performing compared with schools across the country.
The school's evaluation of its performance	The school analyses pupils' performances in the National Curriculum and other tests and now knows where improvement is needed. The headteacher regularly checks the quality of teaching and takes steps to improve this.
The strategic use of resources	The school makes satisfactory use of human, material and financial resources to support school improvement. Money is spent prudently, and the school always seeks out best value.

The school has a good number of teachers and support staff. The accommodation is spacious and there are adequate learning resources.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none">• Their children like school.• Their children make good progress.• They feel comfortable approaching the school.• Children are expected to work hard and get the right amount of work to do at home.• Behaviour in the school is good.• The school is well led and managed.	<ul style="list-style-type: none">• The information which they receive about how their children are progressing.• The range of activities which the school provides outside lessons.• The way the school works with parents.

Inspection findings support the views of parents, with the following exceptions. Key Stage 1 pupils' progress in mathematics is unsatisfactory. Inspectors find behaviour to be satisfactory in classrooms, but too rough on the playground. The inspection team judges the school's partnership with parents to be good and the information provided for parents about progress to be very good.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and pupils' achievements

1. Results of the 2002 National Curriculum Key Stage 1 tests represent a decline in standards since the last inspection, while national standards have risen. When the different achievement levels are taken together, overall reading standards were in line with the national average. In writing and mathematics, results were well below national averages. The percentage of pupils reaching the higher Level 3 was above average in reading, but below average in writing and well below average in mathematics. In the 2002 science teacher assessments, the percentage of pupils attaining the expected Level 2 was well below average, although the percentage reaching Level 3 was average. Comparisons of these results with those in schools in similar circumstances present much the same picture.
2. In the reading tests, girls performed better than boys. In writing, the results of the boys were similar to those of the girls and, in mathematics, boys performed better than girls did. Comparisons with previous results show that this is not a trend over the years, except in mathematics, where it is predominantly the girls that underachieve. The inspection team found no reason for this.
3. The school sets challenging targets each year in terms of National Curriculum test results. In 2002, these targets were achieved in reading, but not reached in writing or mathematics.
4. Inspection findings show that the standards of speaking and listening of the present Year 2 pupils are broadly average. Pupils generally listen attentively to their teacher and to each other. They talk with reasonable confidence about themselves and about what they are learning.
5. Reading standards among the current Year 2 pupils are also average and a significant number read well for their age. Pupils read a variety of texts including stories, poetry and information books. They use a good range of strategies to read words that they do not instantly recognise. New library facilities and the active involvement of parents are having a positive impact on reading standards.
6. Standards of writing have significantly improved and are now broadly in line with national averages. By Year 2, pupils create imaginative stories and write with consideration of who will be their audience. They use writing purposefully to devise instructions for activities, make lists and write letters. Pupils begin to introduce imaginative vocabulary and phrases into their work. Sentence structure is generally secure and a few pupils are quite advanced in their use of punctuation. Although most form letters quite well, few pupils join their writing. The higher standards in writing are a direct result of well-taught, weekly writing workshops for Year 2 pupils.
7. In mathematics, work seen by inspectors was below average across Key Stage 1. Pupils satisfactorily develop the traditional arithmetic skills of addition and subtraction, but many do not acquire mental agility, as recommended in the National Numeracy Strategy. For example, Year 2 pupils do not readily think of adding 19 to a number by adding 20 then subtracting one. Although they can add 70 to 30, they are unsure of the same sum when expressed as a number statement with an 'unknown' box to the left of the equal sign. There are also gaps in pupils' skills in some areas of shapes,

measurement, problem solving and data handling. Insufficient coverage of some aspects of the National Numeracy Strategy and inadequate mental mathematics 'starters' to some lessons are impeding pupils' progress.

8. In science, inspection findings show that standards among the oldest pupils are average. Pupils have a satisfactory understanding of life processes, materials and physical processes, together with sound skills of scientific enquiry. There is a good focus on the human body, how to keep it healthy and what can harm it. Discussions with Year 2 pupils revealed a thorough knowledge of this aspect of science.
9. In the other subjects of the National Curriculum and religious education, standards of work are in line with national expectations, except in design and technology, where standards are above the expected level and in physical education, where standards are below those found in most schools. In design and technology, pupils design and make a variety of good-quality products; for example, homes of different types are made by Year 1 pupils, and Year 2 pupils make Christmas decorations. They generate design ideas, follow these through the making process and evaluate their finished products. In physical education, pupils acquire satisfactory swimming skills but do not purposefully apply themselves to gymnastics and dance activities. Poor pupil control and inefficient organisation in some lessons lead to a slow pace of learning, adversely affecting pupils' achievements by the end of Key Stage 1.
10. Children in reception are on course to achieve the nationally prescribed Early Learning Goals by the time they start Year 1. They make sound progress in language, literacy and mathematical development. In all other aspects of their work they make good progress and are likely to achieve levels higher than expected at the end of the school year.
11. Pupils with special educational needs make good progress towards targets identified in their individual work programmes. The close support they receive in classrooms and in small group learning enables them to access the full range of the curriculum with confidence and to be included in class activities at an appropriate level.

Pupils' attitudes, values and personal development

12. Pupils' attitudes to learning, judged as good at the time of the last inspection, are now satisfactory. The vast majority of parents find that their children like coming to school. In general, pupils are interested in their work, enjoy reading and sustain their concentration during lessons. They are supportive of each other when working in groups and pairs; for instance, when counting back using a number line in mathematics, collaborating to describe a toy in history or identifying groups of materials in science. Pupils also work independently when required such as when selecting materials for a self-portrait in art or recalling in personal and social education how food is produced. However, pupils' attitudes to learning are directly affected by the quality of teaching and therefore more positive attitudes overall were observed in reception and Year 1 classes than in Year 2, where pupils became more easily unsettled.
13. Pupils with special educational needs and those speaking English as an additional language respond well to the adults that support them. Praise in small group work is used effectively to raise the self-esteem of these pupils.
14. Behaviour in class and in assemblies, also judged as good in the last inspection, is generally satisfactory. However, this is not always sustained when pupils play

outside, where rough play and boisterous behaviour result in a high incidence of minor accidents. Few pupils play traditional games or use outdoor play equipment. Unless they are directly supervised, they do not always consider others in their movement around the school. Behaviour, generally, is not as good as when the school was last inspected. There was one fixed-term exclusion last year, but this figure has since increased. Lunchtime in the hall shared with pupils from the adjoining junior school is very noisy unless a senior member of staff is present. The atmosphere is much more sociable for those eating in the school's own hall.

15. Relationships between staff and pupils and between pupils themselves are satisfactory overall, with good relationships in several classes. Pupils are polite and confident with adults, and are happy to talk about their work and their views of the school. Pupils' personal development, however, is limited by a lack of opportunity to use their initiative, apart from small monitor jobs around the school. Overall, there are too few opportunities for discussion of ideas or concerns.
16. Attendance is satisfactory. The current attendance rate is 93.4 per cent, which is a 1.4 per cent improvement since the last inspection, although still slightly below the national average. This is partly due to the very large number of holiday days taken in term time, which adversely affects the continuity of pupils' learning. Unauthorised absence is well above the national average. This is because, as at the time of the last inspection, a pupil arriving after the register has closed is deemed to have taken a morning's unauthorised absence. As several pupils are late for school each day, this has an adverse effect on the school's recorded attendance level. Registration sessions provide a calm and orderly start to the school day.

HOW WELL ARE PUPILS TAUGHT?

17. The school has responded appropriately to the teaching issues raised in the last inspection, and teaching is now satisfactory overall. A noticeable consequence of the better teaching is the improvement in standards of writing in Years 1 and 2. In approximately 92 per cent of lessons seen, teaching was satisfactory or better and, of this, 18 per cent was good and six per cent very good. Teaching in the reception classes and in Year 1 is good, with no unsatisfactory lessons observed. However, in Year 2 approximately one in five lessons is unsatisfactory and this adversely affects pupils' progress in physical education and some aspects of mathematics.
18. The teaching of literacy is good overall, with some very good writing lessons. Numeracy lessons are satisfactory overall, but most Key Stage 1 teachers do not develop pupils' mental mathematics skills as well as they should. In all other subjects teaching is satisfactory, except in design and technology, where it is good, and in physical education, where it is unsatisfactory.
19. There is consistently good teaching in the reception classes in all areas of learning. Reception teachers have high expectations of their children and successfully engage them in interesting activities, making good use of a wide range of learning resources. Staff have a good knowledge and understanding of the curriculum for young children and teach basic skills effectively.
20. Across Key Stage 1, lessons are well planned with specific learning intentions, which are conveyed to pupils at the start of lessons. This gains their attention and gives them a clear idea of what they are going to learn. Teachers have a sound knowledge of the subjects of the National Curriculum with the exception of physical education, where some staff lack teaching expertise. In other subjects, teachers question pupils

effectively and thus draw on existing knowledge and extend thinking. For example, in a Year 2 art lesson observed, the teacher asked precise questions about the position of facial features and the blend of colours used on a portrait, and this helped pupils to focus on these elements when creating their own portraits. The pace of learning varies considerably from class to class. Some lessons proceed at a brisk pace, such as a Year 1 design and technology lesson seen, where pupils began with a group discussion, moved on to a drawing activity, and then finished with a construction task. However, the pace of most mental mathematics sessions is too slow. In Year 2, some teacher explanations are too long and so learning lacks pace.

21. In most lessons, teachers talk to individual pupils and groups about how they are progressing. Such dialogue is helpful in developing pupils' skills and understanding, and enables teachers to notice and correct any mistakes or misunderstandings. The marking of pupils' work is good and the school has responded well to the issue raised in the last inspection relating to this. Teachers now mark work regularly and include helpful guidance to pupils on how they might improve or develop their work.
22. Teachers deploy classroom support staff to good effect, assigning them to work with specific groups of pupils. As reported in the last inspection, they promote good behaviour and purposeful learning among their pupils.
23. Teachers generally make satisfactory and sometimes imaginative use of resources for learning. For example, in a particularly successful religious education lesson seen, the teacher used an illuminated globe to show pupils where the Hindu legend of Rama and Sita was set. Teachers often use computers effectively to consolidate understanding and rehearse skills, although there is scope for extending this in mathematics, science and history.
24. The way in which teachers manage their pupils in the classroom is a major factor distinguishing good lessons from unsatisfactory ones. Where pupil management is good, the teacher has a calm manner and only accepts verbal replies from pupils with a raised hand. The teacher overtly rewards sensible behaviour or positive contributions to the lesson and admonishes those creating distractions. However, in a minority of lessons, systems for answering are not adhered to, rewards and sanctions are not apportioned in a balanced way and some inappropriate behaviour goes unnoticed. The management of pupils is good in the majority of Year 1 lessons, but unsatisfactory in Year 2 physical education lessons.
25. Teachers generally ensure that all pupils are fully included in the learning. However, in a significant minority of lessons, teachers do not challenge all pupils enough. Variation in this is greater between classes than between subjects. Where tasks are challenging, teachers expect all pupils to apply what they have learnt in a way that stretches their capability. For example, in a Year 1 science lesson observed, pupils were required to group objects according to the material they were made of. Less-able pupils used pictures to record their findings, middle-ability pupils sorted under word headings, and more-able pupils were challenged to use apt adjectives and more scientific vocabulary. Such practice supports good progress. In English and mathematics, pupils are grouped within classes according to their ability and this generally leads to appropriate demands on them at each level. However, across the curriculum there are still instances of activities being too easy, particularly for able pupils. For example, in a mathematics lesson observed, one or two able pupils were required to complete the work for the middle-ability group before tackling the more difficult task. Such practice impedes progress.

26. The school has identified approximately one in six of the Year 2 pupils as 'gifted and talented' and these pupils have a few of their lessons in smaller groups. The teaching in these lessons is good, engaging the pupils fully in the subject matter and requiring them to think creatively. This school initiative significantly boosts pupils' progress in writing, science, history and religious education. Weekly writing workshops also make high demands on pupils to improve writing skills, whatever their ability. These two positive drives towards higher standards are pilot schemes with a focus on literacy. As the school has found them to be successful, it has just started to extend such teaching to mathematics.
27. Homework effectively consolidates what pupils have learnt in class. It generally comprises reading, spelling or mathematics tasks and is appropriate to the ages and needs of the pupils. Parents at the meeting with the registered inspector felt well informed about how to help with homework.
28. The teaching of pupils with special educational needs is very good and enables them to make good progress towards their learning targets. Teachers and learning-support staff in all classes provide good help. In addition, pupils are withdrawn from classes, either individually or in small groups, where they are taught by a part-time specialist teacher, a member of the local authority support staff or one of the school's learning-support staff. This work is well planned with a clear focus on targets detailed in the pupils' individual education plans.
29. Specialist teaching for pupils speaking English as an additional language is good. The teacher effectively uses questions and a variety of visual aids to encourage speech. As a result, these pupils rapidly gain in confidence in speaking English and are able to access the full curriculum.

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

30. The curriculum has improved significantly since the previous inspection and is now satisfactory overall. Nevertheless there are still some weaknesses in the curricula for mathematics and physical education. For children in the reception classes, curricular provision is good, with all six nationally recommended areas of learning successfully incorporated in the curriculum. For Years 1 and 2 the school provides a curriculum which is broad and balanced and meets the statutory requirements of the National Curriculum and the locally agreed syllabus for religious education. Health education, sex education and drugs awareness also receive appropriate coverage.
31. The school is fully inclusive and pupils, including those speaking English as an additional language, have equal access to the curriculum. The school pays due attention to equality of opportunity, although pupils, often those with special educational needs, sometimes miss consecutive lessons in the same subject in order to receive additional support. This is unsatisfactory and timetables need to be checked to ensure that pupils withdrawn from classes do not miss the same subject each week. Clear policy documents remind all staff of the importance of educational inclusion.
32. The curriculum framework has been rewritten since the last inspection and time has now been appropriately apportioned to the various subjects. Pupils now receive their full entitlement to the curriculum, except in numeracy, where some areas, such as 'problem solving' are still not covered in sufficient depth. The scheme of work for physical education is not specific enough to promote year-by-year progress. Effective

strategies are in place for basic literacy skills. These include an additional weekly focus on writing skills for all Year 2 pupils. Such initiatives have not yet had time to impact on National Curriculum tests results.

33. Progression and continuity of learning have also improved since the last inspection. With the exception of mathematics and physical education, long-term curriculum plans now provide clear outlines of each year's learning and this enables teachers to plan work that builds on pupils' skills and knowledge in a systematic way.
34. Across the whole curriculum there are opportunities for pupils to strengthen their literacy and numeracy skills. For example, discussion in art effectively develops speaking and the expression of opinion. Counting and measuring opportunities in geography and science consolidate numeracy skills.
35. An extra-curricular recorder club further enriches pupils' experiences. However, it is the only school-run, extra-curricular activity that is free of charge, and this has prompted some parents returning the inspection questionnaire to disagree that the school provides an interesting range of activities outside lessons.
36. Provision for pupils with special educational needs is very good and these pupils are included well in the school's curriculum. The requirements of the Code of Practice for special educational needs are fully met. Curriculum planning carefully matches learning activities to the specific needs of these pupils. Pupils with Statements of Special Educational Need are very well provided for. Teachers and support staff take care that these pupils' needs, as identified in their statements, are met.
37. The school's links with the local community and good use of its interesting location help to broaden the curriculum. School visits in the past year, for instance, have included Blatchington Windmill, the local toy museum, St. Helen's Church, Brighton beach and an adventure day for Year 2 at Blacklands outdoor activity centre. Reception children visit the soft playroom at the local community centre where they participate safely in a very good range of physical activities such as net-scrambling and tunnel-crawling. They also learn about buying and selling by visiting local shops. Visitors to the school such as the police, the fire service and volunteers who hear pupils read all provide valuable additions to the day-to-day curriculum.
38. Links with partner nurseries, play schools and the adjoining junior school help to give children a happy and secure start to their education and a smooth transition to their next school. The school is actively working with the Children's Fund to create a play club. It has good links with nearby businesses and a local trust, which has provided a substantial grant to purchase books for the library.
39. Provision for pupils' moral and social development is good and the school makes satisfactory provision for spiritual and cultural development. These were also the findings of the last inspection report.
40. Spiritual development is satisfactorily promoted through assemblies, religious education, personal and social education, and school life in general. Daily assemblies include an act of collective worship, which meets statutory requirements. Pupils are asked to consider ideas and principles such as not judging others by appearance or jumping to conclusions and celebrating their own and others' success. Music and incense are used on occasions to create an atmosphere of calm and reflection. Pupils explore their own creativity; for example, through art. They consider their place in the wider world through stories and learning about other faiths.

However, the school grounds, although large, have not been sufficiently developed to give pupils an appreciation of the natural world.

41. Provision for pupils' moral development is good. There is a clear code of behaviour, part of which pupils help to devise at the beginning of the school year. Staff provide good role models and demonstrate strong teamwork. In addition to emphasising the difference between right and wrong, the school promotes the message that pupils can make choices about their own behaviour and that their actions have an impact on others. Pupils learn to consider those less fortunate than themselves and this is evident in the good support for chosen charities such as the Rocking Horse Appeal, the Meningitis Trust and a local shelter for the homeless.
42. Provision for pupils' social development is also good. The school gives careful thought to class groupings once children enter Key Stage 1 and this is appreciated by parents. The school nurse talks about topics such as healthy eating. The fire brigade brings a vehicle to represent people who help us. The 'red cap' playground project seeks to promote a sense of responsibility and consideration for others. However, not all the children involved are confident about what they have volunteered to do.
43. Provision for cultural development is satisfactory. Through aspects of English, history, geography and art, and on educational visits, children are introduced to their local and national cultural heritage. Musical recitals, workshops and instrument demonstrations are arranged for Years 1 and 2. During the inspection week, pupils were learning about the stories associated with Divali. Year 2 children recalled a synagogue visit with interest and enthusiasm. However, as at the time of the last inspection, the school does not take enough opportunities to introduce pupils to today's multicultural society.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

44. The steps taken by the school to ensure pupils' welfare, health and safety and arrangements for child protection are satisfactory overall. In the previous inspection report these were judged to be very good.
45. Child protection arrangements are good and all staff receive appropriate training. School governors give health and safety issues a high priority and carry out regular checks on the buildings and site. The school's detailed behaviour and discipline policy includes positive initiatives to promote good behaviour. These include the celebration of good work, attitudes and behaviour in weekly achievement assemblies and some free-choice activities at the end of the week for pupils who have behaved well. The headteacher records any incidents that have required her intervention and personally rewards good behaviour or particular effort. In addition, the school has arranged specialist behavioural support where necessary. However, the policy is not implemented rigorously or consistently enough to achieve acceptable standards of behaviour on the playground. The main play area is bleak and uninteresting with too few activities provided for pupils. As a result, some pupils resort to rough and boisterous play. Inspectors share some parents' concern over the frequency of minor injuries and the effect they may have on children's confidence. Most pupils eat lunch with the junior pupils in a noisy and crowded canteen. This arrangement is not conducive to calm behaviour or concentration in afternoon lessons. Those pupils who opt to eat their meal in the school's own hall are able to do so in a much more relaxed and sociable environment. The school is committed to and successful in the prevention of bullying and racial harassment.

46. Pupils' personal development is monitored satisfactorily through formal and informal measures. Each Key Stage 1 classroom has a "target tree" display on which personal targets are arranged as leaves. There are, however, few regular sessions, such as 'circle time', where teachers could find out about pupils' feelings and concerns.
47. The school takes appropriate measures to monitor and promote attendance and punctuality, with support as necessary from the education welfare officer. The headteacher regularly reminds parents of the importance of good attendance. Those parents at the pre-inspection meeting with the registered inspector felt that they were made well aware of their responsibilities in this respect.
48. At the time of the last inspection the school's assessment procedures were unsatisfactory. Since then the school has revised its assessment systems with the guidance of the local education authority, and organised staff training in pupil assessment. As a result, procedures for assessing pupils' attainment and progress have improved considerably and are now good. Assessment procedures for English, mathematics and science now provide a clear picture of the achievement of individuals and different groups of pupils from the moment they enter school. Teachers have only recently introduced assessment arrangements for the other subjects, and so these do not yet usefully inform teachers about pupils' progress.
49. Teachers are beginning to use information from school assessments and National Curriculum tests to plan work at appropriate levels. However, assessment data is not yet routinely used to adapt lesson tasks to challenge groups of pupils at their precise level of understanding, especially more-able groups. For example, during the inspection, a group of more-able Year 2 pupils, who had already demonstrated good skills of sequencing and ordering in their work, were asked to write down the order in which you would put clothes on a Teddy bear. This was neither a challenge for them nor an extension of their skills. In the same way, some mathematics tasks did not take account of what pupils could already do. Such tasks inhibit progress. Nevertheless, planned tasks and activities now match the varying abilities of the pupils within each class more closely than they did at the time of the last inspection.
50. Procedures for monitoring and supporting the academic progress of individuals are satisfactory. Individual targets are set in pupils' English books in Year 1. Pupils are aware of these and careful marking of their work helps them to understand what they must do to achieve them. At the time of the inspection, teachers had also prepared individual targets for mathematics and were about to give these to pupils. Pupils with special educational needs are very well supported and given good guidance on achieving their individual learning goals. Appropriate systems are in place for identifying pupils in need of this provision.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

51. The school's partnership with parents is good, as it was at the time of the last inspection. Parents are, in general, very supportive of the school. Of those who returned the inspection questionnaire, the vast majority would feel comfortable about approaching the school with questions or concerns and find that the school works closely with parents, although a small number disagree with the latter. A significant minority of parents indicated that they did not feel well informed about how their children were getting on, but inspection findings revealed very good information for parents about pupils' progress.

52. The school successfully involves parents in helping pupils to learn. Many parents regularly support small groups of pupils in classrooms, hear readers or undertake practical tasks such as photocopying or book labelling. The school actively encourages this and provides a short induction course for volunteers. The very active parents' and friends' association organises a range of social and fund-raising events throughout the year, such as the summer and Christmas fairs. These events fund major improvements to the school's facilities, such as new play-park equipment, computer software and books for the new library, all of which contribute significantly to the quality of pupils' learning and development.
53. Both the quality and quantity of information for parents are very good. This is an improvement since the last inspection. The fortnightly newsletters are friendly and informative. Parents value the opportunity for regular written contact between home and school provided by pupils' reading diaries. The prospectus and the governing body's annual report contain all essential information. There are prominent noticeboards for parents in the main school corridor, displaying a variety of information. Curriculum evenings provide details of what is taught over the school year. However, a few parents do not feel well informed about the ability groups in which their children are taught. The school is able to provide multilingual materials and interpreters for parents whose first language is not English, and this enables them to participate in the life of the school.
54. Teachers provide very good information for parents about pupils' progress. Parents meet their child's teacher by appointment in the autumn and spring terms and there is an opportunity at the end of the summer term to discuss the annual written reports. These very good quality reports clearly indicate pupils' attainments and progress, and include targets for future development. Parents of pupils with special educational needs are kept well informed about their progress. They work closely with the school to determine appropriate learning targets for them and this involves parents in helping their children to achieve these targets.

HOW WELL IS THE SCHOOL LED AND MANAGED?

55. At the time of the last inspection the leadership and management of the school were unsatisfactory. The management of the school has considerably improved and is now satisfactory overall, with good leadership from the headteacher and her deputy. This is because:
- the headteacher and deputy headteacher work well together as an effective team;
 - a 'mentor headteacher' from the local education authority offers useful support and guidance;
 - subject leaders have been empowered to monitor teaching and gain a much better view of standards in their subjects;
 - governors are now more involved in the day-to-day life of the school.
56. The headteacher provides strong leadership for the school and has set a clear educational direction. She has already introduced a range of initiatives to redress the problems identified in the previous report. Sufficient progress has been made with these problems for the school no longer to have serious weaknesses. The headteacher engenders determination among staff and pupils, and the school is in a good position to continue to raise standards.
57. The school has clearly-stated aims and values. These include a commitment to the educational inclusion of all pupils by fulfilling each child's potential, fostering

independence and self-esteem, and promoting creativity, curiosity and imagination. Overall, these aims are reflected in the school's work, although the potential of all Year 2 pupils is not yet being realised.

58. The school has identified appropriate priorities for the forthcoming year, focusing on the improvement of teaching and the raising of standards in Year 2. The school improvement plan includes strategies for achieving these and for meeting the specific standards targets that have been set in consultation with the local education authority. There are clear criteria against which the school can measure its success with each improvement initiative.
59. Performance management targets are set for all teachers and these too contribute to the achievement of goals in the school improvement plan.
60. Subject leaders have a clear view of standards of work and the quality of teaching in their subjects. This is a major improvement since the last inspection. They observe lessons and discuss issues arising with colleagues. They scrutinise pupils' work to ensure that the marking policy is applied, that the curriculum is being covered and that standards are improving. Many are enthusiastic about the impact that such monitoring is having, and this enthusiasm is reflected in the clear vision they have for the development of their subjects.
61. Since the last inspection, the co-ordinator for special educational needs has further improved leadership of this aspect of the school's work, and provision for these children is now very good. The governor with responsibility for special educational needs visits the school regularly to monitor how well the children are learning and provides regular reports for the full governing body. The work of the visiting teacher for pupils speaking English as an additional language is also very well co-ordinated.
62. Governors are committed and very supportive of the school. They have addressed the issue in the last inspection report relating to their work and now satisfactorily fulfil their responsibilities. All statutory obligations are met. Governors have improved their monitoring of the school's provision. They visit the school regularly and are now very much more involved in its day-to-day life. Each governor takes responsibility for a subject and all are developing useful links with the teacher leading that subject. One governor has been appointed specifically to monitor the progress made towards school improvement goals. Another compares the school's achievements with those of similar schools and with national data, in consultation with the headteacher. All findings are reported back to the full governing body.
63. Although the governors are closely involved with the school improvement plan, their contributions to the plan relate mainly to their own roles and responsibilities as opposed to educational priorities. They have not yet established a clear strategic view of the school's future, which means that development planning is principally short term and reactive and does not work towards an agreed long-term vision.
64. The school's budget is planned effectively and takes into account cost implications of proposed school improvements. Resources and grants for specific purposes are allocated appropriately, with an emphasis on providing good support for pupils with special educational needs and those identified as being gifted and talented. The school applies the principles of best value, comparing expenditure with that of other schools and inviting several tenders for major projects.

65. Staffing, accommodation and learning resources are satisfactory and support the effective delivery of the curriculum. This was the case when the school was last inspected. The school has a good number of qualified and experienced teaching staff, aided by a strong team of classroom assistants. Overall, there has been an improvement in teachers' knowledge and expertise since the last inspection, largely due to a small number of staff changes. Improvements in staffing are beginning to have a positive impact on standards.
66. The accommodation is spacious. Wide corridors facilitate small-group teaching and allow for table displays and storage of resources. Improvements since the last inspection include a well-equipped new library and replacement windows. However, some skylights are still not watertight in heavy rain. Outside, the pond area is underdeveloped as a resource for learning and the main playground is uninviting. However, plans are well advanced to replace the rotted, split, wooden play structures.
67. Resources are satisfactory overall. The addition of a new library with an adequate stock of books is a major improvement since the last inspection. It contributes to the good reading standards in the school. Resources are good in English and design and technology and are satisfactory in all other subjects. In addition to its own facilities, the school makes good use of a local community centre soft play area and of the junior school's swimming pool.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

68. The governors, headteacher and staff should address the following:
- (1) Raise standards in mathematics in Key Stage 1 by:
 - (a) improving the teaching of mathematics, particularly mental skills, so that the pace of learning is quicker and *all* pupils are challenged to extend their mathematical thinking; (see paragraphs 7, 18, 25, 90)
 - (b) reviewing curriculum plans for mathematics to ensure that all elements of the National Numeracy Strategy are covered in sufficient depth; (see paragraphs 32, 91)
 - (c) making better use of information about pupils' learning, from analyses of tests and assessments, to amend teaching programmes so that aspects of mathematics that have not been well learnt are given greater emphasis in future lessons. (see paragraphs 49, 91)
 - (2) Raise standards of physical education in Key Stage 1 by:
 - (a) introducing a scheme of work that will support teaching and ensure progression in learning; (see paragraphs 32, 33, 122)
 - (b) implementing a programme of training to improve teaching skills; (see paragraphs 20, 24, 121)
 - (c) raising teachers' expectations of what pupils can achieve, in terms of skills and creativity. (see paragraph 121)
 - (3) Improve the quality of teaching in Year 2, as identified on the school improvement plan, by
 - (a) providing tasks and activities that challenge all pupils, especially those

of higher ability, to build on what they can already do; (see paragraphs 25, 85, 90, 96, 122)

- (b) making better use of the school's behaviour-management policy so that good behaviour and attention are rewarded and unacceptable behaviour is punished in a balanced and consistent way; (see paragraphs 24, 96, 120)
- (c) increasing the pace of learning so that pupils do not spend too much time on any one activity and teacher explanations are always concise; (see paragraphs 20, 85, 90, 96, 120)

(4) Review systems of promoting good behaviour on the playground so that:

- (a) pupils are encouraged to pursue traditional games with the necessary equipment and markings; (see paragraphs 14, 45, 66)
- (b) pupils are clear that oppressive behaviour is not tolerated. (see paragraph 45)

69. In addition, the governing body should consider the following less important issues for inclusion in the action plan:

- provide more opportunities for pupils to develop personal responsibility and show initiative; (see paragraphs 15, 42)
- improve the strategic role of the governing body to include a shared vision among governors for the long-term future of the school. (see paragraph 63)
- check timetables for pupils with special educational needs and for those given additional help with reading to ensure that they do not regularly miss lessons in any one subject. (see paragraphs 31)

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	50
Number of discussions with staff, governors, other adults and pupils	26

Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	0	6	18	19	4	0	0
Percentage	0	12	36	38	8	0	0

The table gives the number and percentage of lessons observed in each of the seven categories used to make judgements about teaching. Care should be taken when interpreting these percentages as each lesson represents two percentage points. In three lessons observed (6%), insufficient evidence was gained to make a judgement on teaching.

Information about the school's pupils

Pupils on the school's roll	Nursery	YR – Y2
Number of pupils on the school's roll (FTE for part-time pupils)	N/A	240
Number of full-time pupils known to be eligible for free school meals	N/A	22

FTE means full-time equivalent.

Special educational needs	Nursery	YR – Y2
Number of pupils with statements of special educational needs	N/A	3
Number of pupils on the school's special educational needs register	N/A	31

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

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	8
Pupils who left the school other than at the usual time of leaving	11

Attendance

Authorised absence

	%
School data	5.7

Unauthorised absence

	%
School data	0.9

National comparative data	5.4
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National comparative data	0.2
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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)

	Year	Boys	Girls	Total
Number of registered pupils in final year of Key Stage 1 for the latest reporting year	2002	44	42	86

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	35	37	40
	Girls	39	37	34
	Total	74	74	74
Percentage of pupils at NC level 2 or above	School	86 (92)	86 (98)	86 (88)
	National	84 (84)	86 (86)	90 (91)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	36	40	38
	Girls	39	35	34
	Total	75	75	72
Percentage of pupils at NC level 2 or above	School	87 (93)	87 (81)	84 (84)
	National	85 (85)	89 (89)	89 (89)

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

Ethnic background of pupils**Exclusions in the last school year**

Categories used in the Annual School Census	No of pupils on roll	Number of fixed period exclusions	Number of permanent exclusions
White – British	155	1	0
White – Irish	0	0	0
White – any other White background	4	0	0
Mixed – White and Black Caribbean	0	0	0
Mixed – White and Black African	0	0	0
Mixed – White and Asian	0	0	0
Mixed – any other mixed background	0	0	0
Asian or Asian British - Indian	1	0	0
Asian or Asian British - Pakistani	0	0	0
Asian or Asian British – Bangladeshi	1	0	0
Asian or Asian British – any other Asian background	0	0	0
Black or Black British – Caribbean	0	0	0
Black or Black British – African	0	0	0
Black or Black British – any other Black background	2	0	0
Chinese	0	0	0
Any other ethnic group	6	0	0
No ethnic group recorded	0	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 – Y2

Total number of qualified teachers (FTE)	10.4
Number of pupils per qualified teacher	24
Average class size	27

Education support staff: YR – Y2

Total number of education support staff	13
Total aggregate hours worked per week	219

Qualified teachers and support staff: nursery

Total number of qualified teachers (FTE)	N/A
Number of pupils per qualified teacher	N/A
Total number of education support staff	N/A
Total aggregate hours worked per week	N/A
Number of pupils per FTE adult	N/A

FTE means full-time equivalent.

Financial information

Financial year	2001 - 2002
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	£
Total income	601538
Total expenditure	589243
Expenditure per pupil	2357
Balance brought forward from previous year	45963
Balance carried forward to next year	58258

Recruitment of teachers

Number of teachers who left the school during the last two years	2.8
Number of teachers appointed to the school during the last two years	3.4

Total number of vacant teaching posts (FTE)	0
Number of vacancies filled by teachers on temporary contract of a term or more (FTE)	0.2
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	250
Number of questionnaires returned	113

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	73	26	0	1	1
My child is making good progress in school.	62	32	1	0	5
Behaviour in the school is good.	50	43	1	1	5
My child gets the right amount of work to do at home.	44	50	4	0	3
The teaching is good.	53	38	1	1	7
I am kept well informed about how my child is getting on.	28	50	12	3	7
I would feel comfortable about approaching the school with questions or a problem.	73	23	1	2	2
The school expects my child to work hard and achieve his or her best.	64	32	0	0	4
The school works closely with parents.	48	36	7	3	6
The school is well led and managed.	62	31	2	1	4
The school is helping my child become mature and responsible.	53	38	1	0	8
The school provides an interesting range of activities outside lessons.	30	36	12	3	19

Other issues raised by parents

A small number of parents felt that they lacked information about the ability groups in which their children were being taught.

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

70. The overall provision for children in the reception year is good and they have a good start to their education.
71. The youngest summer-born children comprise one class and attend morning sessions only for the first two terms. The children whose birthdays fall in the autumn and spring terms are taught in two other classes. Only the older ones stay for the full day in their first term at school. Children are provided with many rich and stimulating activities, which are well managed. The majority enter the reception classes with standards that are at the level expected for their age, although there is a wide range of ability. At the time of the inspection the children had been in school for only six weeks. On the basis of their achievement to date, it seems likely that most children will reach the levels expected in communication, language, literacy and mathematical development by the time they are ready to start Year 1. Children are likely to achieve above the expected levels in all other areas of their learning. Pupils with special educational needs are well supported and make good progress towards the targets set for them.
72. There is consistently good teaching in the reception classes in all areas of learning and this is an improvement since the last inspection. Staff have a good knowledge and understanding of the curriculum for young children and teach basic skills effectively. They have high expectations of what the children can achieve. Support staff are deployed well and make a positive impact on the children's learning. Children work productively at the good variety of enriching and well-presented activities. Procedures for recording how well children are doing are good and information gained from assessment is used well to plan for further learning. This too is an improvement since the previous inspection, as is the very good and systematic planning for development in all areas of learning. The management of the children and their behaviour is good and resources are used well.

Personal, social and emotional development

73. Children are confident, self-assured and keen to share their ideas and experiences. They have good attitudes, behave well and get on well with each other and the adults who teach them. Children with special educational needs are cared for very well by their friends and by adults who encourage them to take an active role in all activities. All children are enthusiastic, interested, motivated and keen to be involved in the range of interesting activities provided. Personal independence is encouraged in all areas; for example, when they choose from a selection of activities or resources. The children are very proud of their achievements and are duly praised and rewarded by adults. The children are learning that they are part of a community and they experience various festivals throughout the year; for example, they are aware of how we celebrate Harvest Festival and understand the joy of giving to others.

Communication, language and literacy

74. Children's skills are being satisfactorily promoted and progress is at the expected level. Their ability to express themselves and to share ideas develops quickly. Most speak well and are confident in volunteering suggestions when asked to predict what might happen next in a story. The children enjoy stories, songs and rhymes and

participate enthusiastically. They have good opportunities to develop their ideas in imaginative play based on stories or self-initiated role play. Children know that printed words have meaning and some are learning to use their knowledge of letter sounds to help them read. They handle books correctly and a few can recognise simple words. The children use the writing areas to make marks and symbols and are developing control when using pencils and crayons. Staff successfully encourage children to speak clearly, using well-focused questions and pictures from story books. They offer a range of opportunities for children to use a variety of writing implements.

Mathematical development

75. Mathematical skills are developing appropriately. Children very much enjoy singing number rhymes such as 'There Were Ten in the Bed', and accompany these with the appropriate actions. They patiently wait their turn to take part, and maintain concentration well. Most children can assemble objects in a row and count up to ten of them with the numbers in the correct order. They recognise some written numerals and are learning to write the numbers '1' and '2'. Children use stamp blocks to print a specified number of cars or lorries in a circle. They use coloured sticky paper to make shape pictures. More-able children are beginning to use language such as 'more' or 'less' to compare two numbers or quantities. Staff plan this area of learning well and provide a good range of experiences, including play and song, which enhance the children's learning about numbers. They are skilled in developing mathematical language with the children.

Knowledge and understanding of the world

76. Children's knowledge and understanding of the world are progressing well. They explore the smell, feel and taste of a wide selection of fruits in conjunction with the topical theme of 'Harvest'. They identify most of the fruits correctly, and are skilfully introduced to the more unusual, such as mangoes. They handle the fruit carefully and develop their speaking skills well as they compare the texture and colour of the skins. Children are encouraged to be inquisitive and to explore; for example, they taste the juice of the individual fruits and state their preferences. Support assistants guide the children very capably towards representing their findings in a block graph, enhancing their skills in numeracy. Children use computers effectively, manipulating the mouse well, and more-able children use the cursor successfully to 'click' and 'drag' to make a puzzle. They also use letter-recognition software to develop their literacy skills. They are becoming familiar with the environment; for example, with different types of transport, and are beginning to appreciate the importance of road safety.

Physical development

77. Children make good progress and move across the floor with due regard to space, obstacles and other children. Teachers' good subject knowledge and planning ensure that pupils are given many opportunities to demonstrate how they can move imaginatively; for example, they 'stretch up tall and curl up small'. They balance in different positions and jump in a variety of ways, demonstrating good control for their age. Children have a good range of opportunities to develop strength in the small muscles in their hands; for example, using malleable materials, sand and water, where they use a sieve and a funnel with growing competence. All outdoor play is now suitably timetabled in a spacious and enclosed safe area. The planning of activities now successfully promotes the step-by-step building up of skills, which is an improvement on the findings of the previous inspection.

Creative development

78. Children explore pattern as they arrange their fruit in a bowl and later make some very detailed observational drawings of their chosen fruit, which they correctly name as a gourd, a strawberry and an apple. Staff provide a good range of materials for the children to explore in their creative work. Children's imaginative play is developing well. In pretend play activities they enact the story of Goldilocks and the Three Bears and try out the 'teeny weeny', middle and large-sized chairs and bowls of porridge. Attractive displays encourage the children to think creatively and make sense of their learning. They enjoy singing and do so enthusiastically. Progress in this area is good.

ENGLISH

79. Results of national tests published in 2002 show that standards in reading at the end of Year 2 are average when compared with those in schools nationally and in similar schools. Writing results are well below the average for all schools. At the time of the last inspection standards were average overall, although writing was judged to be weak. However, current inspection evidence indicates that standards of reading are rising and that standards of writing have improved significantly this year. Both reading and writing are now average in Year 2.
80. Pupils make satisfactory progress in speaking and listening skills. They talk with increasing confidence about their learning. For example, in a mathematics lesson one pupil explained how she arrived at an answer by saying "I used the number line and started at 14 then counted the hops back to eight." Most learn to listen carefully to teacher explanations, although, when these are overlong, some pupils lose concentration and do not listen attentively.
81. Progress in reading is satisfactory and a significant number of pupils make good progress. Pupils enjoy reading and are keen to read to adults. Younger pupils make good use of the pictures in storybooks to aid understanding. The introduction two years ago of a scheme for the teaching of phonics has resulted in pupils being able to sound out letters and combinations of letters much more easily. Most pupils now use these skills effectively when trying to read difficult words. As they grow older, pupils begin to use the context of words in sentences to help read words. By Year 2, they read a range of texts, including stories, history books and poetry, with interest and understanding. Pupils use the new library well and search diligently for their favourite books, which they share with their friends. The active role of learning-support staff in communicating with parents in reading diaries and the very good support of most parents in encouraging pupils to read at home have played an important part in raising reading standards.
82. Standards in writing are improving and most pupils now make sound progress. Most Year 1 pupils know that full stops and capital letters are important. Many write properly-constructed short sentences of their own and check that these make sense by reading them to a partner. Some are learning to add to their sentences to make them more interesting. Year 2 pupils further develop their writing skills, learning to order events in accounts, create more-imaginative stories and write sequenced instructions. More-able pupils begin to develop a sense of audience and the importance of a good beginning to a story. For example, one pupil wrote "It was a cold bonfire night, as Joe secretly set his alarm clock for eleven-o'clock." A few pupils punctuate their work very well, using speech marks and exclamation marks

accurately, as well as full stops and capital letters. Last year's writing, however, shows that Year 2 pupils previously had too few opportunities to write at length and that some teachers' expectations of the quality and range of writing have been too low. Handwriting remains an area of weakness. Although most pupils form letters reasonably well, few write in a joined hand.

83. Pupils with special educational needs and those speaking English as an additional language make good progress. Teachers and learning-support staff give very good help with literacy, enabling these pupils to improve their speaking, reading and writing skills according to their individual capabilities. In addition, the school maintains a register of gifted and talented pupils, who receive additional support from the deputy head teacher and a part-time teacher. As observed in a history lesson, teachers encourage these pupils to reflect and express themselves clearly and well in their writing.
84. Pupils make satisfactory use of their literacy skills across the curriculum. For example, they write about Florence Nightingale in history and choose imaginative vocabulary to describe materials in science. Pupils' attitudes to learning are good in Year 1 and satisfactory in Year 2. Behaviour is generally good in lessons.
85. The teaching of English has undergone major improvements since the last inspection and is now good overall. It is good in Year 1 and satisfactory in Year 2. No unsatisfactory teaching was observed. Year 2 pupils attend weekly 'writing workshops', grouped according to their ability. Teaching in these sessions is very good and teachers provide focused support in specific aspects of writing. In other literacy lessons, they pay too little attention to improving the quality of pupils' handwriting. The most successful teaching meets the needs of all pupils, ensures that they learn at a good pace and challenges all, including the more able. For example, in a very good Year 1 lesson, the teacher skilfully captured pupils' interest by asking them to solve riddles, questioning them and challenging some to explain and justify their answers. In less successful lessons, there are too few opportunities for pupils to reflect and explain their thinking. The pace of lessons in Year 2 is often slow and, although work is planned to meet different pupils' needs, the more able are sometimes still not challenged sufficiently to spur them on to greater efforts. Teachers in both year groups mark work carefully, writing encouraging comments and suggestions for improvement; for example, one teacher writes "Well done. Try always to think about the size of your letters."
86. The subject is jointly led by two staff and together they provide effective leadership. They have recently been empowered by the headteacher to monitor teaching and they also scrutinise both planning and pupils' work regularly. This gives them a good overview of the curriculum and enables their action plans, for each aspect of English, to focus on the right issues. For example, the school has adopted national recommendations for promoting early literacy skills by providing extra support for Year 1 pupils as needed. The improvement of handwriting has also been set as a priority.
87. Resource provision for supporting the National Literacy Strategy is good. Following the issue raised in the last inspection concerning library facilities, a new library with new books has been installed. This provision is now satisfactory.

MATHEMATICS

88. National Curriculum test results for 2002 are well below average. Inspection evidence confirms that pupils' attainment is below average at age seven. This represents a decline in standards since the last inspection, when they were average.
89. Pupils make unsatisfactory progress through Key Stage 1. Younger pupils add small numbers by counting along a number line, but some are not yet proficient at 'counting back' to subtract. By the end of Year 1, most progress to ordering numbers up to 20 and adding three small single-digit numbers, but many cannot yet accurately count on or back from a random number in tens. Higher-attaining pupils subtract small numbers from 20, but the majority are not yet secure with such calculations. By the end of Year 2, pupils halve amounts of money such as 16p or 18p and 'count on' in amounts such as 20p. However, most have not yet developed strategies for adding on numbers near to a round ten, such as 19 or 31. Pupils show the multiplication of small numbers as rectangular blocks on squared paper; for example, a three- by five-square rectangle, but are not yet competent in dividing small numbers. Many cannot accurately complete simple number statements where a blank box represents an unknown number. A significant number of pupils acquire only limited mathematical vocabulary; for example, they do not understand clearly when asked how much 'greater' or 'less' one number is 'than' another. Pupils colour halves and quarters of shapes and create symmetrical patterns. They measure the lengths of a variety of objects but, again, it is usually the more able pupils who do this accurately. Pupils use computers; for example, to practise totalling coins or to represent information as a 'pictogram', but overall they do not make enough use of computer programs to support their mathematical learning. Pupils use their number skills in other areas of the curriculum; for example, when chronologically ordering events in history. Pupils with special educational needs who have mathematical learning targets are well supported and make satisfactory progress.
90. The quality of teaching and learning is satisfactory overall and this represents an improvement since the last inspection. There is some good teaching in Year 1 but a small proportion of unsatisfactory teaching in Year 2. In both year groups, lessons are well planned with clear learning intentions, which the teachers share with pupils. Lessons begin with mental mathematics sessions, but these are not effective enough to secure a satisfactory rate of progress. The pace of questioning is too slow, resulting in some loss of pupil focus. Pupils do not make enough use of number cards or other means of responding where all must answer the question. Some lessons do not distinguish the initial sharpening and rehearsal of mental skills from explanation of the main teaching activity, as recommended in the National Numeracy Strategy. In the main part of the lessons, pupils work in ability groups where tasks generally challenge them at an appropriate level. However, in a minority of Year 2 lessons, work is still too easy for middle or higher-ability pupils and this leads to unsatisfactory progress. Teachers deploy classroom support staff and volunteer parents effectively, usually to help one particular group, and this has a positive impact on what those pupils achieve during the lesson. A feature of the good teaching in Year 1 is the extensive use of a range of mathematical resources such as large and small number lines, 'hundred squares', coins and counting cubes. This aids the understanding of concepts enormously. Behaviour in lessons is generally good. Teachers maintain an orderly, working atmosphere in the classroom, enabling most pupils to concentrate when working independently.

91. The mathematics curriculum is based on the National Numeracy Strategy, but some areas of this are not covered in sufficient depth. Overall, the curriculum does not include enough problem solving, reasoning about numbers or shapes, movement and angles, or organising and using data. The school analyses results of National Curriculum tests and other assessments, but this information is not yet effectively used to amend teaching programmes so that aspects of mathematics that have not been well learnt are given greater emphasis in future lessons. Weaknesses in the curriculum adversely affect pupils' progress.
92. The two co-ordinators for mathematics have clearly-defined roles, which is an improvement since the last inspection. They monitor provision across the school and have already identified and are beginning to address some of the weaknesses in teaching and the curriculum. Resources for mathematics are satisfactory and include some new practical apparatus and commercial teaching schemes.

SCIENCE

93. Results of the 2002 National Curriculum teacher assessments were below average. However, inspection findings show that the standards of work of the current Year 2 pupils are broadly average, which was the case in the previous inspection.
94. Pupils make sound progress through Key Stage 1. By the time they are seven, most pupils develop a satisfactory understanding of the three main areas of science: life processes, materials and physical processes. They also show a developing understanding of the methods of scientific enquiry. Younger pupils investigate a range of materials such as wood, metal, plastic and various fabrics. They compare and group them in terms of their properties. Some use early scientific vocabulary such as 'hardness' or 'waterproof'. Pupils make sensible suggestions as to what might happen if fabric is left outside overnight or for a long time. They record their findings, listing objects under their correct 'material' heading. At other times of the year, pupils learn about animal and plant life and conditions needed for growth. Year 2 pupils extend their understanding of human growth to include the effects of exercise and proteins and the importance of healthy eating. They broaden their scientific vocabulary; for example, talking about 'stamina' and 'energy'. Pupils learn about pushing and pulling forces, using practical investigation as a means of enquiry. They develop an understanding of what causes light and darkness. In Year 1, pupils display positive attitudes and work well together; for example, as they investigate materials. However, behaviour in Year 2 is sometimes unsatisfactory.
95. Pupils with special educational needs also make satisfactory progress in science. In some science lessons, pupils speaking English as an additional language receive specific help, which enables them to participate fully in the investigation.
96. The quality of teaching is satisfactory overall, with examples of good and unsatisfactory practice. This was the case when the school was last inspected. Teachers plan and prepare lessons well and make good use of a range of scientific learning resources. In a good lesson seen in Year 1, resources were ready to hand and the lesson offered a good balance of discussion, research and recording. Skilful questioning ensured that literacy skills were well used as pupils investigated, predicted and recognised similarities and differences between materials. However, in the Year 2 lesson observed, the choice of activity was not sufficiently challenging and the pace of learning was slow. Some pupils became restless and lost concentration,

and the behaviour of a significant number was not well managed. Teachers in both year groups mark work consistently with suggestions on how pupils might improve.

97. A number of improvements have been made since the time of the last inspection. The scheme of work now used is beginning to help teachers to plan work effectively to build on pupils' previous skills and knowledge. As a result, most activities provided are better matched to the needs of the pupils. Day-to-day and longer-term assessment procedures are now more systematic and this information is also helping teachers to plan work at appropriate levels of difficulty for their pupils. The school has employed additional staff to give more-able pupils extension activities in science; this is having a positive impact on their learning. In one such lesson Year 2 pupils learnt the importance of increasing their water intake when participating in strenuous exercise to avoid dehydration.
98. The two subject leaders work closely with other teachers to inform and advise on aspects of the curriculum. Resources for teaching science are now adequate, accessible, appropriately stored and clearly labelled.

ART AND DESIGN

99. Although few lessons were seen during the inspection, evidence from pupils' work and discussion with pupils confirms that they reach the expected standards at the end of the key stage. Standards have been maintained since the last inspection.
100. Pupils make satisfactory progress through Key Stage 1. They creatively explore and develop their ideas through the regular use of sketchbooks. Year 1 pupils investigate surface rubbings and repeated patterns that they find in the outdoor environment; for example, on the playground surfaces or drain covers. Following a visit to a windmill, they make detailed drawings of the mill and its characteristic features. Year 2 pupils develop an understanding of the work of well-known artists and use examples of great works of art as a stimulus to examine famous portraits. They learn to communicate ideas about themselves as they choose imaginatively from a range of materials to create self-portraits. Pupils extend their skills of blending colours in paintings; for example, they experiment with two tones to show close observation of the skin around freckles. This work is linked effectively to the science theme of 'variation' and to the personal and social education theme of 'respecting the similarities and differences between people'. Pupils also develop literacy skills in art lessons as they evaluate their own and each other's work, describing what they think and feel about their achievements.
101. The quality of teaching is satisfactory. Teachers question pupils well and this effectively develops creative thinking, such as careful consideration of colour matches or the composition of a picture. However, some concepts taught; for example finer points of portraiture, are beyond the understanding of some of the pupils, which occasionally results in inappropriate behaviour. Nevertheless, most pupils have positive attitudes to this subject.
102. Since the last inspection the school has introduced a policy and scheme of work for art, ensuring that teachers now know how to develop the subject in a systematic way and provide for progression in pupils' learning.

DESIGN AND TECHNOLOGY

103. Standards have improved since the last inspection and pupils at the age of seven now attain standards that are above those found nationally.
104. Pupils make good progress through Key Stage 1. Younger pupils learn about the principles of levers and pivots and how these feature in products such as a see-saw or a pair of pliers. They make their own pivoted see-saws using card and paper fasteners. Pupils mark, cut out and stitch fabrics to make decorative mats. They design buildings of different types; for example, houses, flats or shops, and then make these, carefully considering the suitability of different materials for walls or windows. The good detail in such models includes shop signs, chimneys, guttering and drainpipes. Year 2 pupils progress to using computers to aid their designs; for example, computer-generated patterns for bookmarks. They learn to cut out and shape simple garments, evaluate their finished products and compare them to the original design. Pupils make attractive Christmas decorations, cutting and joining fabrics, string, wools and plastics and adding finishing touches such as sequins.
105. The quality of teaching and learning is good. Teachers plan lessons in detail and share the main purpose of the lesson with pupils at the outset. This immediately gains pupils' interest and attention. Explanations are clear and questions extend pupils' ideas for designing or constructing. The school has a good selection of resources and teachers use these effectively to give pupils experience of working with a wide range of materials. Lessons move along at a good pace and include a range of varied, interesting and challenging activities. Pupils enjoy this subject and behave well.
106. The recently-revised curriculum plan shows how the school covers all elements of the National Curriculum. Assessment arrangements have improved since the last inspection and are now satisfactory. The subject leader liaises with other staff to share good practice and monitor standards of work across the school. Such discussion has helped to raise standards.

GEOGRAPHY AND HISTORY

107. Inspection evidence based on a scrutiny of work, discussions with pupils and lessons, indicates that standards of work in both geography and history are in line with national expectations, a finding similar to that of the last inspection. History and geography are taught at different times of the year and no geography lessons were seen during the course of the inspection. History, however, was a significant focus of the inspection week.
108. Pupils make satisfactory progress through Key Stage 1. In Year 1, pupils observe and compare a range of toys. They develop the necessary skills to place the toys in order of age and an understanding of the importance of artefacts in the study of history. Pupils talk to their parents and grandparents about 'the seaside' in the past, learning how valuable first-hand evidence can be. They also study photographs comparing 'then and now,' and understand how both transport and the design of buildings have changed over time.
109. In Year 2, pupils extend historical enquiry to include famous people such as Florence Nightingale, Mary Seacole and Samuel Pepys. They find out about associated events such as the Great Fire of London, and the Crimean War and its impact on the soldiers who were there. Discussions with pupils show that, by the beginning of Year

2, they are developing an understanding of chronology. They know that they can learn about the past by using a range of sources of evidence such as books, films and objects. Pupils show curiosity when finding out about the past and most focus on tasks well.

110. Teaching is satisfactory overall and no unsatisfactory teaching was observed. Year 1 pupils are alert and interested as the teacher skilfully questions them about a collection of toys. They identify different attributes and decide whether they are old or new. The lesson is to be followed up with a visit to the local toy museum and this will give meaning and context to pupils' learning. Teachers make appropriate use of resources and artefacts, although computers as a resource are underused. In Year 2, a small group of more-able pupils are taught well and are able to talk confidently about Florence Nightingale and her life and work. These pupils are also developing a good sense of chronology as one says, "Florence came later than Jesus. Florence was about a hundred years ago, Jesus was about a thousand!"
111. The co-ordinator is knowledgeable and enthusiastic, and has a clear vision for the development of the subject, thus providing a sound basis for raising standards. Resource provision is satisfactory overall.

INFORMATION AND COMMUNICATION TECHNOLOGY

112. Standards at the age of seven are in line with national expectations and are similar to those reported when the school was last inspected. Only one lesson was observed during the inspection but evidence of pupils' attainment was also found in past work and when observing the use of computers in other lessons.
113. Pupils make satisfactory progress through Key Stage 1. Year 1 pupils use a 'Paint' program to create imaginative shape patterns. They learn to use simple word-processing software to accurately write or build sentences. Pupils explore imaginary situations such as the designing of a new town. They graphically represent data such as 'ways in which we get to school' as a 'pictogram'. In both year groups, pupils control a moving electronic floor device by programming it with distance and directional instructions of increasing complexity. By the end of Year 2, most pupils save and retrieve their own work from 'hard-drive' folders. Year 2 pupils have further developed their word-processing skills and write about things that have happened to them, such as their injection from the school nurse. In addition they 'insert' pictures of such events that they have drawn with the graphics software. The older pupils use a more advanced graphics program and create recognisable self-portraits and pictures in the style of famous artists. Pupils across Key Stage 1 use CD ROMs to find out information related to some other subjects; for example, science.
114. Insufficient teaching of this subject was seen to judge the quality of teaching or learning. In the one lesson seen, learning intentions were clear and the teacher demonstrated the specified skills to the class as well as was possible on a normal-sized computer monitor. The curriculum covers the requirements of the National Curriculum, but computers are under-used to support learning in history and mathematics. Teachers are currently pursuing training under the National Opportunities Fund, and one aim of this is to use computers more widely in the curriculum. The school has a good number of electronic floor devices and sufficient computers for the number of pupils on roll. However, there is no computer monitor projector or interactive whiteboard, and pupils in the lesson observed could not all see demonstrated computer techniques clearly.

MUSIC

115. At the age of seven, pupils' attainment in music is in line with the nationally expected standard and similar to that reported at the time of the last inspection.
116. Pupils make satisfactory progress through Key Stage 1. Year 1 pupils learn to play a range of percussion instruments to achieve various musical effects; for example, to represent different animals. They show satisfactory control of instruments such as tambourines or triangles and most can play in time as a group. Pupils listen to music, such as 'Carnival of the Animals' by Saint-Saens and discuss how well his sounds represent animals. In Year 2, pupils further develop their ability to explore and organise sounds. They copy the teacher's rhythmic and melodic phrases, and incorporate them in class performances. Later in the year, pupils extend these skills to include improvised musical phrases of their own and using these to represent scenes such as the seashore. They then record their ideas in the form of a graphical score. Pupils regularly listen to music as they enter assemblies and are given information about this music.
117. The quality of teaching is satisfactory overall and some is good. Teachers encourage pupils to use a range of percussion instruments to explore music creatively, although sometimes more pupils could be simultaneously involved in the playing. Teachers maintain good discipline and this allows pupils to think about the quality of their performance. A particularly successful feature of the teaching is the way in which teachers make skilful use of their own singing voice to develop pitch awareness. This results in tuneful singing from the pupils. Pupils have favourable attitudes to music and respect each other's feelings and musical efforts.
118. The curriculum is well structured and regular assessments enable teachers to identify any under-achieving or talented pupils. Music lessons often have useful links with other subjects, such as history and religious education. An extra-curricular recorder club further extends pupils' musical experiences. Resources for music are satisfactory and systematically stored for easy access.

PHYSICAL EDUCATION

119. Standards in physical education are below those expected nationally and have fallen since the last inspection. Records indicate that most pupils achieve satisfactory standards in swimming and can swim five metres or more before they leave the school.
120. Pupils make unsatisfactory progress. Year 1 pupils regularly warm up for activities by stretching and bending their bodies. They learn to move across the floor in different ways and acquire satisfactory throwing and catching skills. Year 2 pupils do not develop these skills effectively. They move balls around obstacles, but do not acquire satisfactory control in such work, largely because the pace of learning is too slow. For the same reason, pupils do not successfully develop dance skills. Overall, there are too few opportunities for individual creativity, pupils tire of following instructions and, as a result, behaviour is sometimes poor. In such lessons, the learning objectives are often not achieved.

121. The quality of teaching is satisfactory in Year 1, but unsatisfactory in Year 2. Teachers plan activities carefully, including warm-up activities to start lessons. They make effective use of pupils to demonstrate techniques. However, in Year 2 some teachers lack expertise in teaching this subject. Lesson organisation and the use of equipment are unsatisfactory, resulting in pupils queuing for their turn with too little time to practise the skills that they need to learn. Teachers' expectations in Year 2 are too low in terms of skills development and creativity.
122. Teaching timetables show that pupils receive a full physical education curriculum, including swimming at the pool on the school site. However, the current scheme of work does not clearly show how skills are to be developed, year by year and this impedes pupils' progress. The school organises an annual outdoor 'adventure day' for Year 2 pupils and this has proved to be a great success. Resources and equipment are satisfactory and have recently been reorganised to make them more accessible.

RELIGIOUS EDUCATION

123. It was only possible to observe one lesson during the inspection, but discussions with pupils and a scrutiny of displays and work indicate that pupils attain the standards required in the locally agreed syllabus for religious education. Standards are similar to those reported in the previous inspection.
124. Pupils make satisfactory progress through Key Stage 1. They acquire appropriate knowledge of stories from Christianity and some other religions. For example, in the Year 1 lesson seen, pupils learnt that the Festival of Divali is a time when Hindus celebrate the triumph of good over evil. This is symbolised by a row of lights in a very colourful and attractive display in the school corridor where taped music and artefacts enhance pupils' understanding of the Hindu religion. Pupils in Year 2 extend their knowledge of other faiths to include Judaism. They visit a synagogue in Brighton and know that the Torah is the holy book for Jews. Pupils understand the symbolic use of candles and other religious artefacts related to the Jewish faith.
125. Too little teaching was observed to judge the quality of teaching or learning. In the lesson seen teaching was very good and an effective geographical link was made when children learnt to identify the location of India on an illuminated globe. The lesson very skilfully created a sense of occasion as pupils entered the darkened classroom to the sound of Indian flute music. The teacher told the story dramatically and made good links and comparisons with Christian celebrations. Teachers across the school make good use of religious artefacts.
126. Since the time of the last inspection more time has been allocated to teaching religious education. The subject leader's role is now more clearly defined and she works closely with other teachers to inform and advise on the preparation of good-quality lessons. This places the school in a good position to improve standards.

