

INSPECTION REPORT

SALTDEAN PRIMARY SCHOOL

Saltdean Brighton

LEA area: Brighton and Hove

Unique reference number: 114479

Headteacher: Miss S Goodman

Reporting inspector: Dr T Simpson
10428

Dates of inspection: 10th to 13th February 2003

Inspection number: 247468

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

© Crown copyright 2003

This report may be reproduced in whole or in part for non-commercial educational purposes, provided that all extracts quoted are reproduced verbatim without adaptation and on condition that the source and date thereof are stated.

Further copies of this report are obtainable from the school. Under the School Inspections Act 1996, the school must provide a copy of this report and/or its summary free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

INFORMATION ABOUT THE SCHOOL

Type of school: Infant and junior

School category: Community

Age range of pupils: 4 to 11

Gender of pupils: Mixed

School address: Chilton Way
Saltdean
Brighton

Postcode: BN2 8HB

Telephone number: 01273 303358

Fax number: 01273 309206

Appropriate authority: The governing body

Name of chair of governors: Mr P Brown

Date of previous inspection: November 1997

INFORMATION ABOUT THE INSPECTION TEAM

| Team members | | | Subject responsibilities | Aspect responsibilities |
|--------------|--------------|----------------------|---|---|
| 10428 | Tom Simpson | Registered inspector | Science Art and design Music | The school's results and pupils' achievements How well is the school led and managed? |
| 8919 | John Kerr | Lay inspector | | Pupils' attitudes, values and personal development How well does the school care for its pupils? How well does the school work in partnership with parents? |
| 17693 | Esther Digby | Team inspector | Mathematics | How well are pupils taught? |
| 30457 | David Evans | Team inspector | English Information and communication technology History Educational inclusion | |
| 30438 | Roger Guest | Team inspector | Geography Physical education Religious education Special educational needs | |
| 11353 | Janet May | Team inspector | Design and technology The Foundation Stage | How good are the curricular and other opportunities offered to pupils? |

The inspection contractor was:

Serco QAA

Herringston Barn
Herringston
Dorchester
Dorset
DT2 9PU

Any concerns or complaints about the inspection or the report should be raised with the inspection contractor. Complaints that are not satisfactorily resolved by the contractor should be raised with OFSTED by writing to:

The Complaints Manager
Inspection Quality Division
The Office for Standards in Education
Alexandra House
33 Kingsway
London WC2B 6SE

REPORT CONTENTS

| | Page |
|---|-------------|
| PART A: SUMMARY OF THE REPORT | 7 |
| Information about the school | |
| How good the school is | |
| What the school does well | |
| What could be improved | |
| How the school has improved since its last inspection | |
| Standards | |
| Pupils' attitudes and values | |
| Teaching and learning | |
| Other aspects of the school | |
| How well the school is led and managed | |
| Parents' and carers' views of the school | |
| | |
| PART B: COMMENTARY | |
| | |
| HOW HIGH ARE STANDARDS? | 11 |
| The school's results and pupils' achievements | |
| Pupils' attitudes, values and personal development | |
| | |
| HOW WELL ARE PUPILS TAUGHT? | 13 |
| | |
| HOW GOOD ARE THE CURRICULAR AND OTHER OPPORTUNITIES OFFERED TO PUPILS? | 15 |
| | |
| HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS? | 16 |
| | |
| HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS? | 18 |
| | |
| HOW WELL IS THE SCHOOL LED AND MANAGED? | 18 |
| | |
| WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER? | 20 |
| | |
| PART C: SCHOOL DATA AND INDICATORS | 21 |
| | |
| PART D: THE STANDARDS AND QUALITY OF TEACHING IN AREAS OF THE CURRICULUM, SUBJECTS AND COURSES | 2726 |

PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Saltdean is a large over subscribed primary school serving part of Brighton. About a quarter of the pupils come from neighbouring East Sussex. Most of the pupils live in privately owned accommodation. There are 406 pupils on roll – including 59 who are in reception classes. This latter group is described as being in the Foundation Stage. There are slightly more girls than boys on roll. There are few pupils from ethnic minority backgrounds. There are a few pupils who have English as an additional language. Most of these are not at an early stage of English acquisition. The percentage of pupils entitled to free school meals is below average. The percentage of pupils with special educational needs is around average, but the percentage with Statements of Special Educational Need is below average. Attainment on entry varies – but is around the expected level overall.

HOW GOOD THE SCHOOL IS

The effectiveness of this school is good. By Year 6, standards in most subjects are above the expected levels and pupils achieve well. Pupils are very well cared for. Teaching overall is good and there are examples at all stages of education in the school where it is very good. The headteacher and staff have a strong commitment to improvement and the capacity to succeed. Improvement since the last inspection has been very good. The school provides good value for money.

What the school does well

- Teaching overall is good and as a result pupils achieve well in most subjects. Very good behaviour management is having a very positive impact on attitudes and relationships at all levels.
- The pupils are enthusiastic about school and are very involved in all its activities.
- The school provides an enriched and inclusive curriculum and a very good range of extra curricular activities.
- Provision for pupils with special educational needs is very good, and as a result these pupils achieve well.
- The leadership of the headteacher and senior staff is impacting well on the school's forward development.
- The pupils are very well cared for.

What could be improved

- Information gained from otherwise satisfactory assessment procedures is not used effectively enough to track pupils' progress through the school.

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 November 1997. Its improvement since then has been very good. Teaching, leadership and management and overall standards have improved significantly. There have been improvements to curriculum provision, the cultivation of pupils' personal development, links with parents and the way that the school cares for its pupils. The very positive attitudes of pupils have been maintained. Attendance, however, is not now as good as was previously reported.

STANDARDS

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

| Performance in: | compared with | | | |
|-----------------|---------------|------|------|-----------------|
| | all schools | | | similar schools |
| | 2000 | 2001 | 2002 | 2002 |
| English | A | E | A | C |
| Mathematics | A | E | B | C |
| Science | A | D | A | A |

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

In the tests of pupils at the end of Year 2, results were well above average in reading and mathematics, but average in writing. Because of the effect of variations in the pupil population, current standards are not quite as high as recorded in last year's tests. At Year 2, they are average in English and above average in mathematics and science, while at Year 6, they are above average in all three subjects. The school analyses its results carefully and has put in place a number of strategies for further improvement. These include 'booster' classes in English, mathematics and science that are carefully aimed at specific groups of pupils. The school's overall trend in improvement is broadly in line with the national trend – although the trend in improvement for English is higher than this.

Pupils enter the school with attainment broadly at the expected levels and leave with above average standards. Their overall achievement, therefore, is good. This is substantiated by analysis of data – including comparison of pupils' results at the end of Year 2 with those the same pupils gain at the end of Year 6. (Using the latter measure, the achievement of the Year 6 pupils who sat the National Curriculum tests in 2002 was very good in English and science and good in mathematics). Achievement of pupils with special educational needs and for the small number for whom English is an additional language is also good. There is no significant difference between the achievement of boys and girls. Appropriately challenging targets for further raising standards in literacy and numeracy have been set and the school is on course to meeting these. Most children in the Foundation Stage are likely to meet all the early learning goals by the time they reach Year 1. It was not possible to judge standards in music as not enough lessons were seen. Standards in the other subjects are at the expected levels at the end of Year 2 – except for art and design and physical education, where they are higher. At the end of Year 6, they are as expected in information and communication technology, design and technology and religious education. In art and design, geography, history and physical education, they are above the expected levels.

PUPILS' ATTITUDES AND VALUES

| Aspect | Comment |
|--|--|
| Attitudes to the school | Very good – the pupils are enthusiastic about school and are very interested and involved in all its activities. |
| Behaviour, in and out of classrooms | Good – the pupils work hard and are keen to learn. They are polite to adults and to one another. |
| Personal development and relationships | Personal development is very good. Relationships at all levels are a particular strength of the school. |
| Attendance | Although reported as well below the national average in the last school |

| | |
|--|----------------------------------|
| | year, it is now broadly average. |
|--|----------------------------------|

At all ages, pupils have very good attitudes to their learning and this is another strength of the school. They are friendly and cheerful and well mannered towards adults. There is very little bullying or aggressive behaviour – and on the rare occasions when this does occur, it is swiftly dealt with. Most pupils work very well independently and have a very high regard for the feelings, values and beliefs of others. Pupils being taken out of school for holidays during term time contribute to the levels of absence.

TEACHING AND LEARNING

| Teaching of pupils in: | Reception | Years 1 – 2 | Years 3 – 6 |
|------------------------|-----------|--------------|-------------|
| Quality of teaching | Good | Satisfactory | Good |

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

Teaching is good overall and there are examples of very good teaching at all stages of education in the school. This is a major contributory factor to the good achievement being made by many pupils. No unsatisfactory teaching was seen during the inspection. The most effective teaching is characterised by imaginative activities, which stimulate the pupils well and make them want to learn. Methods are varied and ensure a good pace of learning. Teachers generally discuss learning objectives with the pupils at the beginning of lessons, so that they are clear about what they are expected to achieve. These objectives are re-visited in some lessons, so that the pupils can measure how well they are progressing. In most lessons, teachers have good expectations of pupils, which again impacts well on their achievement. Less effective lessons are characterised by over-long introductions, which lead to pupils becoming restless, and a failure to use assessment information enough to accurately match work to the attainment of different groups of pupils in a class. A particular strength of the teaching throughout the school is the effective way that pupils are managed. This is based on the very good relationships, and impacts very well on attitudes and behaviour. Teaching of English – including literacy – and mathematics – including numeracy – is good. Teaching is good in all the other subjects – except physical education, where it is very good and religious education, where it is satisfactory. Pupils with special educational needs are taught well. Overall, teaching at the school meets the needs of the pupils well.

OTHER ASPECTS OF THE SCHOOL

| Aspect | Comment |
|---|--|
| The quality and range of the curriculum | Good overall – the school provides a rich and well integrated curriculum and activities are made interesting for the pupils. This is a very inclusive school. |
| Provision for pupils with special educational needs | Very good – these pupils are well supported and make good progress against their prior attainment. |
| Provision for pupils’ personal, including spiritual, moral, social and cultural development | Good overall – provision for pupils’ social development is very good, while that for their spiritual, moral and cultural development is good. |
| How well the school cares for its pupils | There are satisfactory procedures in place for assessing pupils’ progress. These are not yet used enough to track the progress of pupils over time or to inform planning for different pupils in some lessons. Procedures for promoting and monitoring good behaviour are effective. |

The school's links with parents are very good and the parents have a high regard for the school. The community also contributes very well to pupils' learning. The provision of extra-curricular activities is very good. The pupils are very well cared for by the staff and feel happy and confident in school. There are very good procedures in place for child protection and for ensuring pupils' welfare. All statutory requirements are fully met.

HOW WELL THE SCHOOL IS LED AND MANAGED

| Aspect | Comment |
|--|---|
| Leadership and management by the headteacher and other key staff | Overall management at the school is good. The headteacher provides very high quality caring leadership. She is well supported by a proactive senior management team. All staff have a high level of commitment to further improvement and the capacity to achieve this. |
| How well the governors fulfil their responsibilities | The governing body is enthusiastic and supportive. It has a good understanding of the school's strengths and areas for development, and fulfils its statutory duties well. |
| The school's evaluation of its performance | The school has carried out several good quality audits of its performance and acted very well on these. Senior staff monitor the quality of teaching at regular intervals. |
| The strategic use of resources | Good – the budget is constructed fully in response to the school's needs and available resources are used well to support pupils' learning. |

Resources are sufficient overall but there are weaknesses in those available to support music and religious education. Staffing levels are below the national average. The accommodation is satisfactory. There is good regard for the principles of best value, with regular consultations with all relevant parties, competitive purchasing and some comparison with similar schools.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

| What pleases parents most | What parents would like to see improved |
|---|---|
| <ul style="list-style-type: none"> The teaching is good. The school expects their children to work hard and achieve of their best. The school is well led and managed. Their children are making good progress. | <ul style="list-style-type: none"> A small number of parents feel that there are not enough extra curricular activities, that the school does not work closely enough with parents or that they are not kept well enough informed. |

The inspection team agreed with the positive comments. It found that the provision of extra-curricular activities was very good, that the quality of information provided was good overall and that the links with parents were very good. However, it judged that there were some weaknesses in the annual reports to parents on their children's progress.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and pupils' achievements

1. At the time of the last inspection, standards were at the expected levels in most subjects. They were above these in art and design at the end of Year 2 and in history at the end of Year 6. However, they were below expectations in both design and technology and information and communication technology at the end of Year 6. There were also weaknesses in physical education throughout the school. By the time they leave the school pupils reach standards that are now higher in most subjects. The only exceptions are history - where they have remained good - and religious education where they continue to be at the expected level. There are a number of reasons for the improvement. Overall provision - including planning - is now better and a rich and well-integrated curriculum is provided. A very good number of extra-curricular activities enhance overall provision even further. There is extensive data analysis to identify any pupils who might be under-achieving and to establish groups of pupils with different levels of attainment - such as booster groups and sets - so that specific work can be targeted at them. Subject co-ordinators and the school's management as a whole are very focused on raising standards further. A major contributory factor to the raised standards, however, is the improved quality of the teaching. Lessons are frequently exciting and stimulating for the pupils and this impacts well on their rates of learning. Teachers make objectives clear to pupils and most lessons proceed at a good pace. Expectations are often high. These strengths in teaching are seen to some extent at all stages of education in the school, but have had most impact so far on achievement in Years 3 to 6. Pupils with special educational needs are well supported and as a result make good progress. Appropriate targets are set for them, which challenge them to attain well. These are regularly monitored and reviewed. A good indicator of the achievement of these pupils is the significant percentage who leave the register of special educational needs. The school is in a good position to raise standards even further in the future.
2. Within English, standards in speaking and listening are above the expected levels by the end of Year 2 and Year 6. Pupils listen well to their teachers and to one another and regularly make significant contributions to discussions and debates. They are confident to discuss their values, thoughts and ideas, and make very constructive comments about one another's work. Their responses to questions become progressively more thought provoking and analytical as they move through the school. Attainment in reading is above average at the end of Year 2 and the end of Year 6. Pupils have a good understanding of letter sounds, names and patterns by Year 1. They make good progress at an early stage and use the methods they are taught quite systematically. The pupils know how to consult dictionaries and Thesauri and make effective use of reference books during their research activities. Pupils in Years 3 to 6 regularly evaluate books they have read and produce reviews. Older pupils are usually confident enough to discuss their interpretations of texts, with higher attaining ones often drawing comparisons with different styles, literary genres and media. By the end of Year 2, the pupils have attained standards in writing that are broadly average. By the end of Year 6, standards are slightly above average. Higher attaining pupils in Year 2 are beginning to use joined up script and have a good understanding of punctuation. Pupils throughout the school write in a wide range of forms including letters, extended stories and character descriptions. Their poems, in particular, are often very good. Standards of handwriting and presentation through out the school are generally good – with a few exceptions.
3. By the end of Year 2, most pupils understand place value and work confidently with 2-digit numbers, using the four operations of addition, subtraction, multiplication and division. They can work out simple money problems accurately. They are good at mental calculations. They also have a sound knowledge of 2 and 3-dimensional shapes and can identify their main characteristics. Pupils in Years 3 to 6 have good mental computational skills. By Year 6, they are developing a good understanding of fractions and decimals and are able to change from one to the other. They use co-ordinates, handle data and can work out the area and perimeter of shapes. In science, Year 2 pupils successfully conduct a series of investigations involving vehicles moving

down slopes. The majority understand the need to have 'fair testing' in an investigation. Year 6 pupils have a good knowledge of a wide range of scientific facts. Most are well aware that only one variable should be changed in an investigation – but are less clear about why this should be so. Year 2 pupils take part of a photographic image and construct the remainder with a good level of imagination and skill. Year 5 pupils construct papier-mache bowls and decorate these using a wide range of attractive resources, while pupils in Year 6 construct effective designs on the theme 'people in action.' Year 6 pupils can relate aerial photographs to a map, discuss reasons for siting amenities in particular places and use the internet to assess the impact of tourism in different parts of the world. Information and communication technology skills – including the Internet - are used appropriately to support pupils' work in a number of subjects including English, science, history and geography – although there is scope for this to be developed further. By the time they reach the end of Year 6, pupils have gained a good range of historical skills and knowledge and are achieving well across a wide range of physical education activities.

Pupils' attitudes, values and personal development

4. At all ages, pupils have very good attitudes to their learning and this is impacting well on their achievement. As was the case at the time of the last inspection, this remains a strength of the school. Pupils are friendly and cheerful as they go about their work and at play. They listen carefully and give sensible answers to questions, responding with interest to their teachers' high expectations. They show maturing levels of initiative and they take their responsibilities seriously. In all, this fosters a very good working atmosphere in the school. The attitudes and behaviour of children in reception classes are very good. They cope well with the life in school; they understand the routines and show an interest and curiosity in all they do. They concentrate effectively and are confident in expressing their opinions and in performing to the whole class. For instance, they are able to experiment with different ways of moving in physical education. They work independently, sharing ideas and helping each other. This is encouraged by staff and leads to very good relationships. When asked, 'What is a friend?' a girl replied 'Friends would share.' Their positive approach has a very real effect on their progress at this early stage.
5. Throughout the school, pupils are very interested in their work. As a result of the pace of learning expected by their teachers, pupils apply themselves with obvious enthusiasm, concentrating, listening and thinking for themselves. They ask intelligent questions and are keen to extend their learning in discussion and by observing the quality of each other's work. They respond intelligently to challenging questions by their teachers. For instance in a Year 5 dance lesson a question was posed, not for immediate reply, but for pupils to act out in the interpretation of mood in their dance. Pupils work effectively together in groups, in pairs or on their own. There is a pleasant atmosphere in all classes and behaviour is generally good. Only in a few cases, where behaviour management is not as rigorous as is normally the case, do some pupils take advantage, wasting time and failing to pay attention. Pupils move about the school in an orderly fashion and are considerate of each other. Parents are very satisfied with the standards of behaviour. Pupils develop pleasant manners, opening doors and smiling as they greet visitors to their school. There is very little bullying or aggressive behaviour. When it occurs, it is swiftly dealt with and pupils are expected to apologise. There has been one exclusion recently. There are standardised procedures for recording and monitoring inappropriate behaviour.
6. Pupils are considerate of each other and have a very high regard for the feelings, values and beliefs of others. Relationships are very good at all levels. Older children help younger ones and there is a very friendly atmosphere at playtime. Pupils work very well independently, continuing to concentrate even when not actively involved. From their early years in school, they share ideas very well, identifying difficulties and posing solutions and predictions. Discussions are lively and pupils are eager to contribute, often with thought provoking ideas, sometimes of a spiritual nature. This is also well demonstrated in examples of their poetry. In a Year 4 assembly, pupils showed the moral feelings of the class as they demonstrated effects of loneliness. Children are helped to become mature and responsible. As they advance through the school, they are left to organise more of the school routines. The school council is well respected and pupils are proud to represent their peers on the council. They are mature as they form the walking bus to school and behave well on visits.

7. Attendance is satisfactory. This year to date, it is slightly below the average for similar schools. The reported figure for absence last year showed a marked drop in attendance from the previous two years and the rate of attendance for the current year to date. Neither the school nor the education welfare officer was able to say how the figure for last year was arrived at. Although the parents support the school in accounting for reasons for absence, a sizeable minority of parents disregard the advice of the school and take their children on holiday in term time. Parents are very co-operative in bringing their children in good time for the start of the day.

HOW WELL ARE PUPILS OR STUDENTS TAUGHT?

8. The quality of teaching is good overall. During the inspection, teaching was at least satisfactory in all lessons. It was good or better in nearly three-quarters of lessons and very good in more than one in five lessons. There was one excellent lesson. This is a significant improvement in teaching quality since the last inspection when one in seven lessons was judged to be unsatisfactory. Overall teaching is good in the Foundation Stage and in Years 3 to 6 and is satisfactory in Years 1 and 2. However, there are examples of good and very good teaching in all stages of education at the school. As a result of this good teaching, pupils achieve well and reach standards that are above average in most subjects by the end of Year 6.
9. The good teaching in the Foundation Stage enables nearly all of the pupils to attain the early learning goals before the end of the reception year. Teachers plan very effectively and organise resources well to implement their planning. They are skilled in asking questions that stimulate the children and build on their responses to promote learning. Teachers make the most of all opportunities for teaching and learning. For example, in one session, the teacher emphasised phonic sounds through reading books. A music lesson was used to reinforce number bonds, and finger painting of Australian aboriginal pictures used to promote knowledge and understanding of the world. The pace of lessons and imaginative activities result in a positive working atmosphere that enables children to sustain their attention and to develop independence and confidence. Pupils with special educational needs are well taught throughout the school. Some are withdrawn for additional support and the 'Rainbow' room provides a secure and stimulating environment for these pupils. Many remain in class where the support of learning assistants is often very good. They provide both help and challenge for pupils. This is especially noticeable in efforts to support teaching in literacy and physical education. Efficient organisation of teaching for pupils with special educational needs ensures good progress. Those with Statements of Special Educational Need are well taught with carefully constructed and achievable targets. The consequence of this is that pupils with special educational needs learn well, they sustain good effort and respond well to praise. Through high quality individual education programmes, work for the pupils is well planned and organised. Realistic targets and good support ensure pupils learn well.
10. In Years 1 to 6, teaching is very good in physical education, and is good in all other subjects of the curriculum except religious education, where it is satisfactory. There was insufficient evidence during the inspection to make a judgement in information and communication technology or music. What evidence that was available from the limited number of lessons that the inspection team was able to see indicates that teaching is at least satisfactory – with examples in information and communication technology where it is good. Teaching in Years 1 and 2, although satisfactory, has a lower proportion of good or better teaching than in the rest of the school. The very good lessons are planned very effectively with good use of self-assessment through modelling, as in a physical education lesson where pupils improved their sequence of jumps through learning from the examples of peers and adults in the lesson. The less effective lessons are characterised by a lack of pace. Pupils are sometimes required to sit for inappropriately long periods for their age, listening to teachers talking at them rather than with them, and so they have limited opportunities to contribute and respond.
11. Teachers have very good relationships with pupils and manage them very well. They are enthusiastic and encouraging, whilst ensuring high standards of behaviour. This results in a purposeful learning environment in which pupils work hard and enjoy lessons. A strong feature of teaching is the way in which teachers, through quality questioning, promote thinking skills and

encourage pupils to reflect on what they are doing and give reasons for their answers. This is helping pupils to develop good concentration and independence in their learning. In a Year 4 Science lesson, pupils investigated a range of objects that used switches, before going on to construct a circuit with a switch themselves. The teacher started with direct questions and then, as pupils became more confident and engaged in the activity, developed more open-ended questioning which challenged pupils' thinking and resulted in a good discussion. Teachers plan and prepare well to stimulate pupils' interest. This was seen in a very good Year 5 lesson in which the teacher had prepared a persuasive sales sheet to entice a family to live in Saltdean as opposed to Llandudno, using a wide range of appropriate geographical vocabulary. Pupils were then keen to identify the positive features of their own locality, using appropriate geographical research skills and language. Lessons are generally well paced and lively and teachers make very clear their expectations of work to be achieved in the specified time.

12. Teachers make the learning objectives very clear to pupils and often revisit these during and at the end of lessons to enable pupils to evaluate their progress. The newly introduced 'happy or sad faces' is proving to be an effective way of getting pupils throughout the school to evaluate how well they think they have done. Teachers encourage pupils to use a range of strategies and to explain their choices and evaluate their effectiveness. This was demonstrated well in a Year 5 literacy lesson where pupils chose the best paragraph from their writing of a myth and their peers gave articulate, evaluative opinions on why it was successful. Teachers provide good oral feedback to pupils on their work but teachers' evaluation of pupils' work through marking is patchy. Work is marked regularly but does not provide sufficient guidance on how to improve. Teachers tend to be cautious in setting targets for attainment at the end of the year and this can at times limit challenge and expectations. The new 'Assessment for Learning' policy is directed at addressing these issues, but has not yet been implemented for long enough to ensure a consistent approach throughout the school. In a minority of lessons, assessment data is not used enough to inform planning or the work that pupils are provided with.
13. The teaching of basic skills is good. Teachers are implementing the National Literacy and Numeracy Strategies well. They use the frameworks effectively to set clear objectives for learning, to plan interesting and engaging activities and to consolidate learning through review and evaluation of work in the final part of each lesson. Opportunities to reinforce literacy skills are evident in other subjects. Pupils are asked to explain their answers using the appropriate specialist subject vocabulary that has been modelled well by teachers, and many good examples of writing for different purposes were observed during the inspection. Numeracy skills are used well in science and design technology and, to a lesser extent, in other subjects such as history and geography. The cross-curricular links that teachers make between subjects is generally a strong feature of teaching and contributes to the interest and relevance in lessons and pupils' understanding of what they are learning. For example, an African-Caribbean poem was used in an excellent literacy lesson that promoted knowledge of other cultures, as well as an interest in poetry. The use of a percussion instrument linked knowledge of musical rhythm to an understanding of the qualities of performance poetry. Teachers generally have a good level of knowledge and understanding of the subjects that they teach. The national initiative for training teachers in the use of information and communication technology has improved teachers' knowledge and confidence in this subject.
14. Teaching is inclusive and well adapted to meet the differing needs of pupils. In most lessons, both higher and lower attaining pupils are challenged and extended appropriately. The organisation of sets for literacy and numeracy supports both these groups of pupils, but insufficient attention is sometimes given to providing sufficient challenge for those of average ability, particularly in the lower sets. Support staff are briefed well and make an active contribution to pupils' learning. Booster classes for the older pupils are well taught and clearly focused on the specific learning needs of each group. Homework is set regularly throughout the school, enabling pupils to have regular practice in the basic skills, which consolidates their learning in lessons, as well as providing opportunities for research and investigations.

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

15. The quality of learning opportunities for children in the Foundation Stage are good and a stimulating learning environment has been created for them. All teachers plan together to ensure steady development through the Foundation Stage. Teachers and support staff work closely together and monitor the progress made by children very carefully. The quality and range of learning opportunities are also good in Years 1 to 6 and have been significantly improved since the last inspection when curriculum improvement was judged as a key issue. Schemes of work have been updated and the curriculum complies with statutory requirements. Teachers' planning is good and all parallel classes now have the same learning experiences through effective co-operative planning and evaluation by teachers in the same year groups. This has helped to ensure that pupils' learning is more consistent across the age and attainment range. Currently, planning focuses clearly on the precise skills that are to be taught. A strength of the curriculum is the integration of a range of several different subjects into one theme. For example in geography, pupils were learning about India and also about the Islamic and Hindu faiths in that country. Conversely, the disadvantage of this high level of integration is that with the present long term planning structure it is hard to ensure how much overall time is allocated to each subject. The school is aware of this and is currently reviewing it. The school has updated all its subject policies.
16. The school has met the needs of the wide spectrum of pupils more effectively by grouping older pupils by attainment in English in Year 6 and in mathematics in Years 4 to 6. Literacy and numeracy are used well in other areas of the curriculum to extend the learning opportunities of pupils. There is very good equality of access and opportunity for all pupils. Good arrangements are made for gifted and talented pupils so that they are suitably challenged. Provision for pupils with special educational needs is very good throughout the school. Their individual educational programmes are well designed to meet the needs of younger and older pupils. They are shared with pupils and parents who indicate their commitment to targets by agreeing to strive to achieve them. Class teachers and support assistants are also fully conversant with the targets they set and provide good support for these pupils. These pupils are well cared for and supported in the school community. Each member of the school community is valued and the inclusive ethos of the school is very good. The emotional and physical well being of each pupil is given a high priority and elements of the respect for oneself and others is well integrated in to the work on citizenship. There is a very good range of extra curricular activities to involve and stimulate pupils - such as the clubs organised by teachers in science and chess. Outside organisations help to run other clubs such as judo, information and communication technology and Spanish. There are residential visits arranged for pupils in Years 5 and 6, which support classroom learning but also help develop the pupils' personal and social skills. Many visitors and education excursions also contribute to the rich range of learning experiences for pupils and they partake of these with enthusiasm.
17. The school has established a good range of effective links with agencies and other educational establishments. Good links have been forged with pre-school clubs, and there is especially good exchange of information about the special educational needs of some children. Links with the secondary school are supportive and help with the smooth transition of pupils to the next phase of education. There are good links with local churches and homes for the elderly, and the school participates regularly in the Brighton Festival. Overall, links with the community are very good. The provision for personal, social and health education is good. There are clear and well-structured policies to support this area of the schools work. Appropriate ranges of topics are covered in the schools Personal Social and Health Education programme, based on a recognised scheme of work. Circle time is effectively integrated into the programme and is sufficiently flexible so that it can be used to respond to the needs of pupils or the class at times of stress. Religious education, assemblies and science provide effective vehicles for the good promotion of the personal and social development of pupils. Issues relating to substance abuse, healthy eating and sex education are dealt with appropriately. Matters relating to school life are discussed in the school council and pupils undertake the responsibility of representing their class and their school very seriously.

18. The school is effective in promoting pupils' spiritual, moral, social and cultural development. The quality of provision found at the time of the last inspection has been maintained with improvement in developing pupils' spiritual and cultural awareness. Teachers encourage the development of positive attitudes and enthusiasm for the school. Their success in doing this is fundamental to the high levels of personal development achieved by the time pupils leave the school. Provision for pupils' spiritual development is good. Pupils are given time to reflect on relevant aspects of the subjects they are studying. Teachers encourage pupils to explore their inner thoughts and to consider such things as joy and wonder. By valuing the reactions of each individual, other pupils are encouraged to think and to express their feelings in words or actions, as was seen during the inspection when pupils put together dance sequences and recited their poetry. Teachers give pupils confidence to have a pride in their achievements. School assemblies are stimulating and the unlikely success of an individual is often celebrated, as well as the achievements of the hard workers. This has a positive effect on the spiritual and social identity of the school.
19. The provision for pupils' moral development is good. Policies for discipline and behaviour are well established and staff work well together to put policy into practice. The school's aims seek to make pupils aware for the need for rules in society. Pupils are encouraged to take responsibility for the care of each other and the younger members of the school community. 'Bully buddies' are hand picked to help on the rare occasion of a minor quarrel in the playground. By their examples, pupils very soon learn that teachers expect them to be thoughtful. Throughout the day pupils are encouraged to think about their attitudes from a moral point of view. Much of the charity work undertaken by pupils has a strong moral dimension. Provision for pupils' social development is very good. The school has successfully established a strong sense of community. Pupils, therefore, feel secure and are confident enough to take part in all the activities the school provides. Lessons often provide the opportunity for pupils to work together in groups and in pairs. Group discussion is often used in an effective manner to teach pupils the qualities of a strong society and how they should treat one another. The school council develops pupils' awareness of how society works and how corporate decisions are made. The council is well respected by school management, staff and pupils alike. It has debated such things as when things go wrong - as well as school improvements. There are occasional opportunities to meet primary pupils from other schools, and pupils from an adjacent secondary school frequently focus their activities at the school. Members of the wider community, as well as parents, regularly visit the school. Many of these visitors are involved with teachers in extra-curricular activities, which gives pupils the opportunity to see how adults relate to one another.
20. Good provision is made for the development of pupils' awareness of their own and other cultures. From their early days in school, pupils learn the nursery rhymes and traditional stories of this country. Teachers discuss with pupils the types of celebrations both Christian and from other religions. A boy in Year 3 explained the Haj and the festival of Id-ul-Adha to the fascination of his fellow classmates. He was well supported by his teacher with photographs and news cuttings. As pupils grow older, they are introduced to famous artists; they study the craftsmanship of old furniture and the utility and purpose in modern designs. The range of cultural opportunities is good in almost all subjects. The fusing of cultures is mentioned regularly, demonstrating to pupils the multi-cultural nature of society in the United Kingdom.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

21. The school has developed systematic procedures for assessing pupils' attainment and progress in the core subjects, which is used to track pupils' progress throughout the year and to inform teachers' planning. This is an improvement since the last inspection when procedures were inadequate and identified as a key issue for action.
22. The school has a good range of information about pupil performance each year, starting with baseline assessment on entry to the reception classes. Baseline assessment is used well in the reception classes to inform provision. Each year, in the rest of the school, teachers record pupils' attainment in English and mathematics based on teacher assessment, national tests and statutory assessment at the end of Year 2 and Year 6. This information is used well to track pupils' progress during the year and to pass on information to the next class teacher. It is also

used effectively to group pupils and to identify those who would benefit from additional support. Information from tests is used well to identify aspects of teaching that need improvement and to inform teachers' individual action plans. However, the school does not have systematic procedures in place that support the tracking of pupils over time and this limits the information available to ensure that particular pupils or specific groups are making as much progress as they should.

23. Teachers set targets for each pupil identifying their expected attainment at the end of the year. These are often too cautious to be challenging and, in some years, are not broken down into the three steps within each level to be specific enough to inform teaching and be a useful tracking tool. Pupils are set learning targets in English and have broad yearly targets in mathematics, which are shared with parents through a very useful booklet that also provides information on ways in which parents can help their children at home. Pupils are involved in setting their own termly targets. These are recorded in individual target books or displayed in classrooms, but teachers do not make sufficient reference to them in lessons to maximise their impact. Monitoring of the performance of pupils with special educational needs is good and supportive. The progress of the three pupils with Statements of Special Educational Need is regularly reviewed as required. Pupils' individual progress books in English, mathematics and science provide examples of work every term which are assessed, often with a National Curriculum level, and annotated by the teacher to show achievement and identify the next steps in learning. The assessment and tracking of pupils' progress in subjects other than English and mathematics is inconsistent and the school recognises that this is an area for development.
24. There is a simple whole school system of 'smiley and sad faces' to encourage pupils to evaluate their own work. Where this is used consistently, it works very well and provides a good introduction to self-evaluation. Most teachers also encourage pupils to evaluate their own work and that of their peers, particularly in the final review part of lessons and pupils' evaluation skills are improving as a result and making a positive impact on their work. The assessment co-ordinator, senior management team and core subject co-ordinators are well organised, and provide strong direction and support for improving the use of assessment information. The new 'Assessment for Learning' policy provides effective whole school guidance on assessment and marking, but has not yet been implemented consistently throughout the school.
25. Pupils' personal development - including their behaviour - continues to be very well promoted, as does their welfare, but procedures for monitoring attendance need attention. Since the last inspection, formal attendance procedures are in place. Parents are made aware, in pamphlets and the newsletters, of their responsibility to account for absences and to send their children to school on time. In almost all cases the parents support the school and need few reminders. However, a significant minority chooses to ignore the school's advice and take their children for holidays in term time. Parents are regularly reminded that these extra holidays will upset their children's education. The school's attendance data system needs to be reviewed to provide management with more accurate and useful information, to enable it to monitor attendance of groups as well as individual pupils.
26. The procedures for monitoring good behaviour are effective. The policy and guidelines to parents are clear and set out the school's aims and standards expected. Pupils are taught to be orderly in class and as they move about the school. In almost all classes, teachers' high expectations of good behaviour means that lessons proceed with purpose and at a good pace. In a few cases, where teaching lacks authority, some pupils become silly and upset the learning process. There are clear procedures to combat bullying and teasing is discouraged. Pupils are taught to accept each other's differences. Staff are encouraged to foster good manners and a sense of self-discipline amongst pupils. They set good role models and pupils respond with courtesy and a consideration for others. On the rare occasions when there is unsatisfactory behaviour, staff act promptly and fairly.
27. Procedures for child protection and the promotion of pupils' well-being are very good. The health and safety routines are thorough. Staff and governors carry out regular checks on the premises and equipment and defects are dealt with swiftly. All staff are familiar with their child protection responsibilities and the procedures involved. Trained members of staff deal with accidents and

injuries promptly. Records of such accidents are kept and parents informed. Pupils are encouraged to take responsibility for their own lives and for the life of the school. This was confirmed by parents in their questionnaire and at their meeting. Class discussions at circle time are used effectively at all ages. Topics cover matters of health and social responsibility and are designed to broaden pupils' minds and develop awareness of others.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

28. The school's partnership with parents is very effective. At the time of the last inspection, the views of parents were not as positive as they are now. Parents are very supportive of the school and appreciate the expectations of the teachers as they encourage pupils to achieve their best in all they do.
29. The quality of information provided for parents is good. Parents who are new to the school are well informed and the routines as their children join the school consider the needs of both parent and child. Parents are kept well informed about the curriculum their children will be studying. Newsletters are informative and encourage parents to take part in school activities. The governors annual report is interesting and readable. Examples of the best work by pupils are on display and parents are invited to assemblies if their children are involved. The annual reports to parents about their children's progress are personal and state what children know and can do. Some of these reports are very brief - particularly in reference to the humanities and the arts. However, the review meetings for parents are also a good means of discussing pupils' progress with their teachers. These meetings are well attended. In addition to the review meetings, parents are encouraged to come to meet the teachers every Wednesday to discuss progress or to voice concerns. A parents' forum meets regularly with the head teacher to consider a range of topics. The special educational needs co-ordinator has developed very good links with the parents of pupils with special educational needs.
30. Parents make very good contribution to their children's learning. They are invited to offer their talents and support in school. This they do in a number of ways, helping in class and with school projects, raising funds and organising the walking bus to school in the morning. Reading records are used by parents and are a useful means of communication between parents and teachers. Many parents give valuable support to their children's projects, helping to choose materials and offering advice and encouragement. An appropriate home/school agreement is in place.

HOW WELL IS THE SCHOOL LED AND MANAGED?

31. Management at the school is good. This is reflected in the quality of the teaching and the achievement of the pupils. Current management at the school is a significant improvement on the findings of the last inspection. The headteacher provides very high quality, caring leadership. She has a very good understanding of the school's current strengths and areas for development and is very committed to further raising standards. She regularly monitors teaching, providing oral and written feedbacks, and carries out additional staff development interviews. She is highly regarded by staff, governors, parents and pupils alike and is a major driving force behind the school's good improvement over the past few years. The headteacher is well supported by a senior management team, which has a proactive role in the overall monitoring of all aspects of school life. It also provides a valuable form of two-way communication. In addition to the headteacher, the senior management team comprises two assistant heads who each also have significant individual roles. One, for example, is the special educational needs co-ordinator, while the other has responsibility for assessment and information and communication technology. When relevant, meetings of the senior management team also involve the members of the middle management team, who each also have specific through-school management roles.
32. Subject co-ordinators are enthusiastic and committed to improvement in their areas of responsibility. They analyse assessment results, monitor other teachers' planning and carry out regular good quality audits of provision. When their subject is a priority area, they also monitor teaching. The special educational needs co-ordinator provides very good leadership in her area of responsibility. The results of her clear sense of direction and inspiration are yet to be fully realised

as she has only been in the role for just over the year. She has a really good grasp of the requirements of her position and has already ensured that the provision in the school is very good. With the assistance of colleagues both from within school and from outside she has presented the governing body with a very good special educational needs policy. Though this is in draft form, much is already being implemented and is very effective. The governor for special educational needs is effective in fulfilling her responsibilities. She is an effective link with the governing body, ensuring continuing discussion and having some personal expertise in the area. The learning support assistants are strong members of the team. They feel that their role is valued and make their own contribution to ensuring that special educational needs provision is a strength of the school. All statutory requirements in respect of pupils with special educational needs are fully met. This is an inclusive school and pupils are prepared well to take their place in a multi-cultural society.

33. The school development plan is a comprehensive document that involves all relevant parties at appropriate times. However, it is not finely enough costed. Also, its structure – which appropriately ensures that all subjects are prioritised every few years – does mean that they are also at risk of being under resourced during the intervening period. The school is currently re-examining its developmental planning strategies and intends to have a new computerised system in place soon. Newly qualified teachers have an appropriate induction programme and are suitably supported. Effective procedures for performance management that link fully with the aspirations of the school development plan are fully in place. The school does not suffer from any bureaucratic constraints. Routine administration is effective.
34. The governing body is enthusiastic and supportive, and has a good understanding of the school's strengths and areas for development. It fulfils its statutory duties well. Individual governors bring a good range of expertise to their role. This includes experience in the Church, local government and health and safety. The named governors for literacy, numeracy and information and communication technology visit the school to discuss provision with the relevant co-ordinators and observe teaching. The headteacher and a parent governor hold regular 'surgeries' for parents.
35. Strategies for budget construction and monitoring are good and reflect the school's needs well. The finance committee of the governing body has an active role and terms of reference for spending to the head are in place. The school has good regard for the principles of best value. All relevant parties, including parents and pupils, are regularly consulted, with, for example, a 'SWOT' analysis carried out by an external consultant contributing to last years school development plan. All major purchases are only made after competitive tendering. Recent examples of this include the development of a computer suite and the re-organisation of the school office. Local authority comparative data is examined and discussed with other schools in the area. The school promotes race equality well. The match of teachers to pupils and the number of support staff are lower than the national average. However, all staff are highly committed to school improvement and have the capacity to achieve this, and are contributing well to the good standards being reached and to the quality of pupils' learning. While resources to support learning are sufficient overall, there are weaknesses in those available for religious education and music. Ethos is very high. The school is effective and provides good value for money.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

The governors and staff should address the following matters in writing the action plan, in order to raise standards and improve the provision the school makes yet further:

Build on otherwise satisfactory assessment procedures by:

- a. developing systems to make better use of assessment information in tracking pupils' progress through the school and informing planning;
- b. refining annual target setting procedures to ensure that pupils' targets are consistently more challenging and specific.

(see paragraphs 22, 23, and 61)

The school has already identified further improvements in assessment as one of its targets.

In addition to this key issue, there are a number of less important matters that the school should consider for inclusion in the action plan. These involve procedures for monitoring attendance, further developing the role of information and communication technology in supporting other subjects of the curriculum and the quality of annual reports to parents and are found in paragraphs 3, 25, 29 and 84.

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

| | |
|--|----|
| Number of lessons observed | 74 |
| Number of discussions with staff, governors, other adults and pupils | 33 |

Summary of teaching observed during the inspection

| | Excellent | Very good | Good | Satisfactory | Unsatisfactory | Poor | Very Poor |
|------------|-----------|-----------|------|--------------|----------------|------|-----------|
| Number | 1 | 16 | 37 | 19 | 0 | 0 | 0 |
| Percentage | 1 | 22 | 51 | 26 | 0 | 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 more than one percentage point.

Information about the school's pupils

Pupils on the school's roll

| | Nursery | YR – Y6 |
|---|---------|---------|
| Number of pupils on the school's roll (FTE for part-time pupils) | | 403 |
| Number of full-time pupils known to be eligible for free school meals | | 22 |

FTE means full-time equivalent.

Special educational needs

| | Nursery | YR – Y6 |
|---|---------|---------|
| Number of pupils with statements of special educational needs | | 3 |
| Number of pupils on the school's special educational needs register | | 99 |

English as an additional language

| | No of pupils |
|---|--------------|
| Number of pupils with English as an additional language | 10 |

Pupil mobility in the last school year

| | No of pupils |
|--|--------------|
| Pupils who joined the school other than at the usual time of first admission | 10 |
| Pupils who left the school other than at the usual time of leaving | 15 |

Attendance

Authorised absence

| | % |
|---------------------------|------|
| School data | 11.7 |
| National comparative data | 5.4 |

Unauthorised absence

| | % |
|---------------------------|-----|
| School data | 0.2 |
| National comparative data | 0.5 |

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

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

| | | | | |
|--|------|------|-------|-------|
| Number of registered pupils in final year of Key Stage 1 for the latest reporting year | Year | Boys | Girls | Total |
| | 2002 | 34 | 30 | 62 |

| National Curriculum Test/Task Results | | Reading | Writing | Mathematics |
|---|----------|---------|---------|-------------|
| Numbers of pupils at NC level 2 and above | Boys | 30 | 30 | 33 |
| | Girls | 26 | 29 | 27 |
| | Total | 56 | 59 | 60 |
| Percentage of pupils at NC level 2 or above | School | 88 (87) | 92 (95) | 94 (100) |
| | National | 84 (84) | 86 (86) | 90 (91) |

| Teachers' Assessments | | English | Mathematics | Science |
|---|----------|---------|-------------|---------|
| Numbers of pupils at NC level 2 and above | Boys | 29 | 32 | 33 |
| | Girls | 27 | 29 | 29 |
| | Total | 56 | 61 | 62 |
| Percentage of pupils at NC level 2 or above | School | 88 (92) | 95 (100) | 97 (97) |
| | National | 85 (85) | 89 (89) | 89 (89) |

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

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

| | | | | |
|--|------|------|-------|-------|
| Number of registered pupils in final year of Key Stage 2 for the latest reporting year | Year | Boys | Girls | Total |
| | 2002 | 23 | 28 | 51 |

| National Curriculum Test/Task Results | | English | Mathematics | Science |
|---|----------|---------|-------------|---------|
| Numbers of pupils at NC level 4 and above | Boys | 17 | 18 | 21 |
| | Girls | 27 | 26 | 28 |
| | Total | 44 | 44 | 49 |
| Percentage of pupils at NC level 4 or above | School | 86 (67) | 86 (56) | 96 (86) |
| | National | 75 (75) | 73 (71) | 86 (87) |

| Teachers' Assessments | | English | Mathematics | Science |
|---|----------|---------|-------------|---------|
| Numbers of pupils at NC level 4 and above | Boys | 14 | 18 | 21 |
| | Girls | 20 | 22 | 27 |
| | Total | 34 | 40 | 48 |
| Percentage of pupils at NC level 4 or above | School | 67 (83) | 78 (81) | 94 (90) |
| | National | 73 (72) | 74 (74) | 82 (82) |

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 | 278 | 1 | 0 |
| White – Irish | 2 | 0 | 0 |
| White – any other White background | 6 | 0 | 0 |
| Mixed – White and Black Caribbean | 1 | 0 | 0 |
| Mixed – White and Black African | 1 | 0 | 0 |
| Mixed – White and Asian | 0 | 0 | 0 |
| Mixed – any other mixed background | 0 | 0 | 0 |
| Asian or Asian British - Indian | 9 | 0 | 0 |
| Asian or Asian British - Pakistani | 0 | 0 | 0 |
| Asian or Asian British – Bangladeshi | 0 | 0 | 0 |
| Asian or Asian British – any other Asian background | 1 | 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 | 1 | 0 | 0 |
| Chinese | 1 | 0 | 0 |
| Any other ethnic group | 1 | 0 | 0 |
| No ethnic group recorded | 104 | 0 | 0 |

The table refers to pupils of compulsory school age only. It gives the number of exclusions, which may be different from the number of pupils excluded.

Teachers and classes

Qualified teachers and classes: YR – Y6

| | |
|--|------|
| Total number of qualified teachers (FTE) | 15.8 |
| Number of pupils per qualified teacher | 25.7 |
| Average class size | 29 |

Education support staff: YR – Y6

| | |
|---|-----|
| Total number of education support staff | 11 |
| Total aggregate hours worked per week | 209 |

FTE means full-time equivalent.

Financial information

| | |
|--|-----------|
| Financial year | 2001/2002 |
| | £ |
| Total income | 775945 |
| Total expenditure | 725204 |
| Expenditure per pupil | 1840 |
| Balance brought forward from previous year | 69951 |
| Balance carried forward to next year | 50713 |

Recruitment of teachers

| | |
|--|-----|
| Number of teachers who left the school during the last two years | 2.4 |
| Number of teachers appointed to the school during the last two years | 1 |
| | |
| Total number of vacant teaching posts (FTE) | 0 |
| Number of vacancies filled by teachers on temporary contract of a term or more (FTE) | 0.8 |
| 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 | 384 |
| Number of questionnaires returned | 86 |

Percentage of responses in each category

| | Strongly agree | Tend to agree | Tend to disagree | Strongly disagree | Don't know |
|--|----------------|---------------|------------------|-------------------|------------|
| My child likes school. | 67 | 27 | 5 | 0 | 1 |
| My child is making good progress in school. | 50 | 47 | 2 | 0 | 1 |
| Behaviour in the school is good. | 45 | 50 | 1 | 0 | 4 |
| My child gets the right amount of work to do at home. | 44 | 50 | 4 | 1 | 1 |
| The teaching is good. | 64 | 35 | 1 | 0 | 0 |
| I am kept well informed about how my child is getting on. | 44 | 42 | 8 | 0 | 6 |
| I would feel comfortable about approaching the school with questions or a problem. | 58 | 36 | 5 | 1 | 0 |
| The school expects my child to work hard and achieve his or her best. | 57 | 42 | 1 | 0 | 0 |
| The school works closely with parents. | 41 | 50 | 6 | 2 | 1 |
| The school is well led and managed. | 59 | 38 | 1 | 0 | 2 |
| The school is helping my child become mature and responsible. | 58 | 38 | 0 | 0 | 4 |
| The school provides an interesting range of activities outside lessons. | 31 | 48 | 7 | 4 | 10 |

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

36. Provision for children in the Foundation Stage is a positive feature of the school. Good provision and good teaching have been maintained since the last inspection.
37. All children enter school in the academic year in which they are five. Children attend reception classes on a full time basis from the start of the term in which they have their fifth birthday. They are accommodated in two classes of mixed ages. There is a suite of two classrooms, and three shared learning areas. These are well laid out with attractive displays to provide a stimulating learning environment. The practical area is used well and is well equipped for a range of activities such as, sand, water, make and do and painting. A well-planned programme introduces the children and their parents to the school and helps to ensure that children are happy and confident and that good relationships are forged between the school and its families. Most children come with pre-school experience. Early initial assessment is used to enable staff to meet the individual needs of children and promote their development in communication, language and literacy, mathematical development, physical development and personal, social and emotional development. The children come into school with average attainment, they make appropriate progress in their learning and most are on course to achieve the expected standards by the time they leave the reception year. They have average skills in all areas of learning and attain well in their creative and physical development. The children identified as having special educational needs make good progress. This is because of the very well targeted support these children are given from the time they enter school. Children receive a positive start in the reception classes. The quality and range of learning opportunities is good, there is a very wide range of stimulating, challenging and very relevant activities that meets the needs of all children.
38. The quality of teaching and learning is good overall. It is never less than good in all areas of learning and two out of ten lessons were judged to be very good. This effective teaching is characterised by a good understanding of the needs of young children and well-organised and exciting activities that motivate them. These well-planned activities cover all the areas of learning and this has a positive impact because they encourage children to learn. Teachers use opportunities well to assess what children know and understand in the lesson, either during good whole class sessions or by talking to individual children. Praise is used effectively to promote good behaviour so children settle quickly to their work and show interest and enjoyment. Teachers question well to promote discussions and to ensure understanding of unfamiliar vocabulary or of the tasks they have set for children. Good focused support is given to individuals and small groups of children. For example, when teachers hear a group of children read they focus on their knowledge of initial sounds to help them read successfully three letter words. As a result children make good progress in their reading skills. Relationships are very good. Children are confident to ask for support, they work well together in small groups and play happily. All adults work well together. The support staff play a very important role within their classrooms and are very well deployed to support the needs of the children. This enables all children to be fully involved in activities and join in all learning and play activities.

Personal, social and emotional development.

39. The children make sound progress in this area of learning because they are encouraged to take responsibility for their own actions at an early age. Children know what to do and follow instructions well. In the supportive and caring environment they quickly learn the correct way to behave. Numerous examples were seen during the inspection where children worked unsupervised for extended periods, behaving sensibly and sharing resources. For example, in the café, three children spent a long time acting out a scenario of cooking, serving and eating food. Other children became involved with small world play too, setting up a safari and using the animals to act out a story. Levels of concentration were very good and sustained. Children move about the school quietly, showing respect for other pupils, and they are polite to adults and each other. They learn

at an early stage to take turns and to help each other by clearing up after activities. All adults encourage the development of social skills in a variety of ways. For example, children are encouraged to take turns when using the computers and to take responsibility for placing their paintings on the drying rack and preparing the space for the next child. Staff set a good example for children to follow. They work well together and as a result the children see the value of co-operating with one another. The good provision for the developments of these skills and the clear and consistent emphasis placed on them by all adults enables children to attain appropriately by the end of the Foundation Stage.

Communication, language and literacy.

40. By the end of the Foundation Stage, most children are on course to attain the levels set for them in communication, language and literacy and a few children will exceed the levels set. Teachers focus appropriately on supporting and developing language for all children so that by the end of the reception year they are able to speak clearly and explain their ideas and thoughts. Adults use clear speech in discussions, share books and provide writing activities. Good opportunities are provided to stimulate children's oral and written skills. Children develop their speaking and listening skills well through role-play in the café, the travel agents and through regular opportunities to tell their news. They learn to listen and respond at the right time when joining in stories such as 'The Green, Green Frog' and 'Jen the Hen'. Children have good opportunities to develop their writing skills. There are areas in the classrooms for children to write and words on display support their writing well. Most children can write their names and others try to copy them. Higher attaining and average pupils understand the use of capital letters when writing names and use this knowledge to make their own class register. Lower attaining pupils successfully form letters using play dough. Good emphasis is placed on the development of reading skills. Most lessons based on the development of language and literacy skills include the reinforcement of initial sounds and the reading of simple words. For example, children use their arms when sounding out k, and quickly recognise if the sound they are chanting is in their own name. Most children know all their initial sounds. This is because this is tackled very systematically. Children are encouraged to look at books and to share them with adults. Higher attaining children read simple words, using the pictures to help them. They correctly recognise words that rhyme. Lower attaining children know how to hold a book and use the pictures to help them tell a story.

Mathematical development

41. Adults take every opportunity to develop the mathematical skills of children. Day to day use of numbers in counting familiar objects in the classroom is well established. They have good regular experience of singing action and number rhymes. They correctly recognise the number of beats in their names and use musical beats to show their understanding of numbers. They successfully count forwards and backwards to ten and higher attaining children can count to twenty. Most of the pupils can count out coins to make ten pence. Higher attaining pupils know the value of a twenty pence coin. Most children can identify circles, triangles, squares, spirals and rectangles. Higher attainers learn the difference between cylinders, cuboids, sphere, and pyramids through reinforcement by adults, saying 'Which shape have you got?' Most pupils can explore different repeating patterns; for example colouring patterns on 'Elmer' the elephant. A good feature of the teaching is the range of practical activities to reinforce learning. For example, the computer is used for children to identify and match shapes. Appropriate parts of the numeracy strategy are being introduced in preparation for Year 1. So children begin in Year 1 with sound basic knowledge, and this helps their achievement.

Knowledge and understanding of the world

42. Children in the reception classes are finding out about Australia. They are developing an understanding of the different types of weather between England and Australia. They know that kangaroos and koala bears live in Australia. All children experiment with sand and water and learn the differences between 'full' and 'empty'. They use computers regularly and use the 'mouse' confidently to make patterns and pictures. They can move items around the screen to play games to support early literacy and numeracy. They do not load their own programs, but make

appropriate selections within programs. The emphasis placed on using the computers in the reception classes gives children a good foundation on which to develop their information and communication technology skills as they move through the school. They enjoy using a magnet and are able to select which objects the magnet can pick up. They learn to experiment and build with construction materials and there are many opportunities for structured play and exploration during the day. The children respond very well to these activities playing imaginatively and sharing sensibly.

Physical development

43. By the time the children enter Year 1 most have reached the expected level of physical development and many have achieved very well. Children have good opportunities to develop their physical skills and they handle small tools such as pencils, crayons and scissors. They can manipulate materials such as clay. They frequently put together and take apart construction equipment, puzzles and play with small toys. There is a small outside area equipped with wheeled toys and a variety of other toys to stimulate children's physical development. The school has identified the need to extend this area. Children use the playground and hall to further develop their skills. The children are learning to move with confidence, imagination and in safety. They use a good range of equipment properly to climb, balance, jump and travel across, over and under objects. The higher attaining pupils are confident at skipping. Good links are developed in language and this is carried through the whole range of activities for children. For example, in physical education lessons children understand 'bend', 'balance', 'stretch', 'hop' and can apply these words to the right action. The children show an awareness of space and obstacles and negotiate these carefully. Regular planned times in the hall provides a structured time to develop skills on a range of large apparatus. Resources are good. Well-established routines ensure that the children make good progress with the skills involved in dressing and undressing.

Creative development

44. The children's creative development is being well promoted by staff. There are good opportunities for them to explore sound and to make musical sound effects. They have regular opportunities to sing to music, which they do tunefully. In a lesson seen during the inspection, the children showed that they knew the words of a range of songs, which they recalled and sang clearly with enjoyment. They recognised the different slow and fast beats in classical music. They played simple percussion instruments and responded well to the conductor. There were particularly good links to numeracy in counting in twos. There are regular opportunities for painting, collage, making models and using play-dough. They are encouraged to mix their own paints and choose their own colours. They create effective circle patterns using aboriginal art as a stimulus. The children paint pictures of themselves, print with their hands and sponges. There are good opportunities for the children to use a range of resources and props such as the safari and farm, which they use with great delight in their imaginative play. They use their imagination well in music and role-play. The children have access to a range of materials to express their ideas and communicate and use their imagination.

ENGLISH

45. There have been significant improvements in English since the last inspection. A scrutiny of previous work and lesson observations show that standards overall are now average by the end of Year 2 and above average by the end of Year 6. In national tests at the end of Year 2 attainment in reading and writing has fluctuated over the last three years. There was a slight decline in reading in 2002 when results were average. Standards in writing, however, have remained average for over two years. Attainment at the end of Year 6 was well above average in the 2002 national tests. This is because of year-to-year differences between groups of pupils, and because pupils' writing skills are now just above average by the end of Year 6. Boys and girls contribute well to lessons. Their behaviour is good. The interest and enthusiasm they display for their work are very good overall because of the very good classroom management and the high levels of co-operation between pupils and teachers.

46. Pupils enter Year 1 with average levels of attainment and, by the time they leave Year 6, their achievement is good. A number of factors have contributed to this. For example, there has been a considerable improvement in the quality of teaching since the last inspection. The National Literacy Strategy has been implemented well and consistently throughout the school. There is effective and stimulating use of literacy in many other subjects. Higher-attaining pupils are given appropriately challenging work. Pupils with special educational needs now make good progress towards their targets as a result of the effective teaching and support that they receive. Those in need of additional support are identified at an early stage and the special educational needs co-ordinator, class teachers and classroom assistants work very closely together to help these pupils to do very well, through very effective, well-planned and sensitive support in class and, where appropriate, through individual teaching. Lower-attaining pupils achieve well. Initiatives such as the early literacy strategy, the additional literacy strategy, the further literacy strategy that is being used in Year 5, and booster classes are then used effectively to help them make more rapid progress. This is reflected in the high percentages of these pupils who reach the expected standards in English by the end of Year 2 and Year 6.
47. Standards in speaking and listening are above average by the end of Years 2 and 6. One reason for this is that teachers provide a good number of opportunities for pupils to practise their speaking and listening skills through, for example, frequent paired or group activities across the curriculum, role play and drama. This was seen in one elevating Year 4 assembly, which made a very significant contribution to pupils' spiritual, moral, social and cultural development, when they successfully combined speaking and listening activities with music, art and drama. Visitors and parents were captivated by the pupils' mature, poetic readings and by their meaningful interpretations of form and rhythm. Teachers also attach considerable importance to pupils' responses, and this encourages them to contribute well in lessons. At the end of lessons, for example, pupils read out their work confidently and engage in mature discussions during these sessions. They are confident to discuss their values, thoughts and ideas and make very constructive comments about each other's work. Pupils' responses to questions become progressively more thought provoking and analytical from Years 3 to 6. Teachers have high expectations of the accuracy of pupils' replies and their questioning techniques in lessons encourage development from single-word answers to more complex sentences. Pupils' speaking and listening skills are further extended in other subject areas when they are given a range of opportunities to discuss and express their views on diverse topics.
48. Attainment in reading is above that expected of pupils at the end of Years 2 and 6. The good teaching of letter sounds, names and patterns in the reception classes provides a firm foundation for pupils to make good progress at an early stage and they use the methods taught quite systematically. They progress quickly from reading simple stories to reading longer and more difficult books. Phonics and key words are taught in a consistent, well-structured way and teachers support the progress of most pupils soundly. They make good use of guided reading sessions, as well as opportunities across the curriculum to help pupils to apply these successfully. Teachers foster interest and enjoyment of books through a variety of methods, including a book week and the Saltdean 'book bug' scheme. Pupils take their reading books home regularly and parents support pupils' reading well. Pupils select books from the school library on a regular basis and higher-attaining pupils also use local libraries regularly as part of their research projects. Pupils know how to consult dictionaries and thesauri, and they make effective use of reference books during their research activities. Lower-attaining pupils, and those with special educational needs, benefit greatly from the structured support they receive in individual or small group sessions. Pupils in Years 3 to 6 are regularly encouraged to write book reviews and to evaluate written texts. Older pupils are usually confident enough to discuss their interpretations of texts with visitors. Higher-attaining pupils often draw interesting comparisons from different styles, literary genres and media. For example, after reading one stimulating story pupils shared their opinions of otherworldly experiences with visitors and compared the story's subject matter with a recent philosophical debate on television.
49. By the end of Years 2, the majority of pupils have standards in writing that are broadly typical of what is expected nationally, while by the end of Year 6, standards are slightly above this. The school has identified the need to improve writing and put in place strategies to implement this.

There is now a whole-school focus on writing and teachers are becoming increasingly adept at knowing the levels at which pupils are currently working. Higher-attaining pupils in Year 2 are beginning to use a joined script for writing and have a good understanding of punctuation. Pupils write for a wide range of purposes and for subjects such as history and geography. For example, pupils in Year 2 have written graphic details on the Great Fire of London, while those in Year 5 have produced comprehensive project books on the ancient Greeks. Pupils are encouraged to write in a variety of forms, including letters, extended stories and character descriptions. Their poems, which are often of very good, and occasionally of outstanding quality, are proudly displayed on classroom walls and in corridors. For example, pupils in Year 2 have written delightful verses about snow: 'Snow is like a fluffy white cloud, snow is like a white blanket of crystals, snow is like a glowing piece of corn, snow is like a dazzling diamond. After a challenging and enchanting poetry lesson in Year 4, one high-attaining pupil describes his feelings about 'The Door': 'Go and open the door, maybe there are wolves howling at the moon, or a cat purring on your door step like a baby on a rug. Go and open the door, maybe the smell of apple pies will draw you out like a bear on a chain. Go and open the door, at least you'll have some air.' Standards of handwriting and presentation throughout the school are generally good, but there are some instances of untidiness, which affect standards of achievement.

50. The quality of teaching is good overall. In over three-quarters of the lessons seen it was good or very good, and even occasionally outstanding. No unsatisfactory teaching was seen during the inspection. This is a significant improvement since the last report and is a key factor in the good achievement of pupils. This was illustrated in a very good Year 6 lesson when pupils were encouraged to analyse texts and to complete diary entries. It was especially clear in an outstanding Year 3 lesson when pupils were encouraged to consider ways of performing poetry. The use of a range of poems, including African-Caribbean verse, greatly enhanced the spiritual and cultural awareness of pupils. Most lessons are carefully planned with clear objectives. In the best lessons seen teachers explained them meticulously, returned to them at each stage of the lesson to re-focus pupils and then encouraged them to review their learning against these objectives at the end of the lesson. Teachers make satisfactory use of information and communication technology to help pupils to develop their word-processing skills, but they do not consistently use it to support pupils' language development.
51. Teachers work in close partnerships with their teaching and learning support assistants, deploying and briefing them well. This contributes to the very effective skilled support they give both to pupils with special educational needs and to other groups with which they work. Teachers generally manage their pupils in a very consistent, positive and effective way, which helps to build their confidence, sustain their concentration and contributes to their positive attitudes to the subject. Teachers usually set high expectations and establish good classroom routines. This was reflected in the way that pupils work in independent group activities purposefully and cooperatively, as well as in the good and often very good attitudes and behaviour shown by pupils in lessons. Some lessons were less effective, although satisfactory, because the organisation or choice of some activities led to the pace of learning dropping. An area for improvement in some lessons is the match of tasks to pupils' needs. Where teaching is good or better, teachers use the information gained from earlier marking and effective questioning within lessons to set appropriate targets for groups and individuals so that they are stimulated and make good gains in their learning. Sometimes, however, the same or quite similar tasks are set for all so that they do not build effectively on prior learning. Lessons are not always carefully evaluated on a daily or weekly basis to ensure that pupils' work takes full account of pupils' responses. Teachers implement the marking policy consistently and comments are usually relevant to the objectives of the work. However, pupils are not always clear about what they have done well and how they can improve their work. Although curricular targets are set for pupils, they are not sufficiently well focused to help all pupils raise their standards of achievement. Teachers use homework effectively to support work in class.
52. The subject is led well by an experienced and enthusiastic co-ordinator who provides good support for her colleagues. The results of this can be seen in the improvements in standards since the last inspection. The school has implemented the National Literacy Strategy well and is constantly seeking to raise standards for all pupils and to improve resources. At present, the library is

adequately stocked with good quality non-fiction and poetry books that pupils regularly use. Although teaching and learning are monitored, and there are clear audits of strengths and areas for improvement, the school rightly identifies a need to move to a more rigorous and robust system. Good use has been made of data in the identification of areas in need of improvement. Results are scrutinised for differences between, for example, boys and girls. However, the co-ordinator recognises the need to improve whole-school procedures for monitoring and supporting pupils' academic progress. The teaching of pupils in year groups and in sets ensures that pupils are all covering appropriate activities for their age. Pupils also benefit from special events such as book and drama weeks and visiting theatre groups.

MATHEMATICS

53. At the end of Year 2 and Year 6 standards are above average. Children enter school in the reception year with average standards of attainment and achieve well throughout the school as a result of good teaching and learning. Pupils with special educational needs achieve well in relation to their prior attainment. This is an improvement since the last inspection and is reflected in the outcomes of statutory national tests for seven and eleven year olds in 2002. The teaching and learning of numeracy is a particularly strong feature of the school.
54. By the end of Year 2 most pupils have an understanding of place value and work confidently with 2-digit numbers, using the four operations of addition, subtraction, multiplication and division. Pupils in Year 1 understand the value of coins, and those who are a year older can work out simple money number problems accurately, using change. They are good at mental calculation and know basic multiplication facts and number bonds to support their calculations. Higher attainers can carry out addition with three numbers. They are beginning to apply their numeracy skills to number problems and are developing an understanding of the range of mathematical vocabulary used for identifying number operations. Pupils can identify pattern in number and identify missing numbers in a sequence. Pupils have satisfactory knowledge of 2 and 3-dimensional shapes and can identify their main characteristics, including right angles.
55. Older pupils have good mental computational skills that are developed through the first part of each mathematics lesson as well as through a weekly 'Quick Maths' session. Year 6 pupils can carry out the four operations with numbers involving hundreds, tens and units. They are developing a good understanding of fractions and decimals and are able to change from one to the other and to order using a common denominator. Other aspects of the mathematics curriculum are addressed appropriately. Pupils can draw a range of different quadrilaterals and work out the area and perimeter of regular shapes. They work with problems involving time and length. Pupils can use co-ordinates to find a position and handle data, although the use of information technology in maths work is not as extensive as it might be. However, a good lesson was observed in Year 2 in which pupils used programmable robots to further develop their mathematical work on position and movement. Pupils use their numeracy skills in other subjects, particularly science where, for example, pupils investigating the saturation points of solutions worked out the mean results from their investigation. Evidence was also seen in design and technology when measuring slippers, and in history and geography.
56. Teaching throughout the school is generally good, particularly in number work. All lessons observed were at least satisfactory with over two-thirds of lessons being good or better. Teachers have implemented the National Numeracy Strategy very effectively. They plan well for the different elements within the mathematics lesson and use the final part of the session well to review work, address misconceptions and encourage pupils to evaluate their progress in learning. Most lessons are conducted at a good pace. Teachers make the learning objective clear to pupils and provide good explanations and instructions for work to meet it. Teachers use questioning well to develop pupils' thinking and to encourage them to think about the strategies that they use in their work. The good level of answering and discussion by pupils provides opportunities for the development of speaking and listening skills. The emphasis that teachers throughout the school are placing on number problems in words is resulting in very good progress in this aspect of the mathematics curriculum. Pupils can apply their numeracy skills to solving a problem and can talk about their methodology and the key words in the problem that have informed their choice of calculation. This

was seen very effectively not only in a Year 6 higher attaining group, but also in a Year 6 booster group. Here pupils had some difficulty in complex calculations but were developing good strategies for identifying what to do as a result of the teacher developing their analysis of the problem in small steps and with a clear understanding of the vocabulary used. Most teachers have good subject knowledge. They use correct mathematical vocabulary which is then picked up and used by pupils in their explanations. The best lessons are characterised by the teacher providing opportunities for pupils to develop independence. This is achieved through effective class management which provides a purposeful working environment, high expectations, often supported by modelling, and opportunities for pupils to demonstrate and to discuss their strategies. This was seen in a Year 5 class lesson in which pupils worked with acute and obtuse angles. Homework is used well to consolidate work in class. Feedback in lessons is usually of high quality and contributes to pupils' good learning. Work in books is marked regularly but often does not include any written comments on the next steps in learning, apart from the pupils' individual termly progress books in which work is clearly assessed.

57. Less effective teaching is usually as a result of work not being well enough planned to meet the needs of pupils of different ability. In a Year 1 lesson, pupils were given shape activities that were not sufficiently challenging for many of the class. Where pupils are grouped by attainment for mathematics lessons in the upper part of the school, the work for the more able pupils in the lower group is not always different enough from that of the less able pupils and so the opportunities for them to make progress is limited. This was seen in a Year 6 set where the time spent on detailed explanations to address misconceptions benefited the lower attaining pupils, but resulted in the higher attaining pupils becoming bored and distracted. Occasionally teachers talk too much when explaining - rather than letting the pupils contribute. In most lessons pupils are managed very well and there are good relationships between the teacher and pupils and amongst the pupils themselves. This results in high levels of co-operation. Pupils listen well to each other and to the teacher and this increases the rate of learning in the whole class introductory sessions and in review times at the end of lessons.
58. The clear leadership of the mathematics co-ordinator is having a positive impact on teaching and learning. She uses performance information well and her analysis of tests identifies weaker areas of learning and informs future teaching priorities. She has a good understanding of the development needs of the subject; for example the need for better use of information and communication technology within mathematics lessons. A useful booklet for parents has been developed which identifies the general learning objectives in mathematics for each year group, and ways in which parents can help their children at home. However, pupils are less well aware of these objectives. Assessment and pupil tracking procedures are well developed within each year group. Further development in the systematic management and use of performance information is now required. This will facilitate analysis of the progress of particular groups of pupils over time in order to ensure that there is appropriate provision for all pupils and attainment groups to enable them to make as much progress as possible.

SCIENCE

59. In the most recent teacher assessments of pupils at the end of Year 2, results were above average in terms of those gaining the expected Level 2 and average in terms of those gaining the higher Level 3. Results of the National Curriculum tests of pupils at the end of Year 6 were well above average. Current standards are above average at the end of both Year 2 and Year 6 and are higher than at the time of the last inspection. Standards in investigative science are good – except at the higher levels, where they are not as marked as those in the more knowledge based elements of the subject. Pupils' knowledge and understanding when they enter the school is at the expected levels. Their overall achievement in science, therefore, is good. This is confirmed by an analysis of progress between the results of Year 2 assessments in 1998 and those of the same pupils in Year 6 in 2002, which was well above average.
60. Most Year 1 pupils are clear about which materials are waterproof and which are not, and use this knowledge to plan an investigation into rain hats. They can also make realistic predictions about melting ice. Year 2 pupils successfully conduct a series of investigations involving vehicles moving

down slopes. The majority understand the need to have fair testing in scientific experiments and apply this to their own work. They can construct simple circuits, recognising the effect of switches on them. By Year 4, most pupils are clear about which materials make effective insulators and conductors, while some are able to construct parallel circuits. Year 5 pupils are all clear about the concept of 'evaporation', with many able to define it accurately. Most are aware that only one variable should be changed in a valid scientific investigation – but are less certain about *why* this is the case. Year 6 pupils, while all being able to carry out a 'fair' investigation into saturated solutions are also unclear about the use of variables. They are aware, however, that experiments should be repeated several times to ensure their validity. Pupils in Year 6 have a good knowledge of a wide range of scientific facts. For example, they understand the functions of different parts of a plant, being aware of the purpose of photosynthesis. They have a good knowledge of habitats and adaptation, and appreciate how micro-organisms affect food in different conditions.

61. Pupils' attitudes in science lessons vary from satisfactory to very good – but are good overall. They listen courteously to their teachers and to one another during preliminary discussions, although in some lessons only a few are keen to contribute to them. In an occasional lesson - when a discussion has been allowed to go on too long - a minority become restless. When working in groups carrying out investigations, the pupils co-operate very well with one another. Behaviour is mostly good and the pupils are frequently very enthusiastic about the subject. Relationships are very good. Teaching also ranges from satisfactory to very good and is good overall. In most lessons, teachers have high expectations of the pupils, which impacts positively on the latter's gains in skills and knowledge. Lesson introductions are knowledgeable and frequently imaginative. This stimulates the pupils and encourages them to want to learn. An example seen during the inspection was when a Year 5 teacher pretended to demonstrate a lesson that was not 'fair' and the pupils had to explain why this was. Methods are usually varied – with a good mix between whole class teaching and practical tasks. This, again, motivates the pupils well. The pupils are very well managed, with a very positive impact on their attitudes and behaviour. In some lessons, however, the results of assessment are not used enough to ensure that work is matched to pupils' levels of attainment, and there is a lack of opportunity for higher attaining pupils to devise their own investigations to solve a scientific problem. These issues impact adversely on the achievement of some higher attaining older pupils in investigative science.
62. Planning is suitably based on national guidelines and ensures that the requirements of the National Curriculum are fully met. There are sound strategies in place for assessment – but there is scope for these to be developed further, particularly in investigative science. Information and communication technology is used to support science – with the use of data bases and a computer linked microscope, for example, and there are good links with other subjects of the curriculum. The provision is enriched by an annual science and mathematics week, which involves parents and members of the local community. There are also 'booster' classes taken by the co-ordinator for selected pupils in Year 6. The subject is expertly managed. The co-ordinator is enthusiastic and well informed. She has a very good view of where the subject now needs to be developed further. Overall, however, the school's provision for science is a strength.

ART AND DESIGN

63. Standards in art and design are above the nationally expected level overall, and there are examples of work of a very high standard at all stages of education in the school. Pupils' achievement is good. Current standards are an improvement on those reported at the time of the last inspection.
64. Year 1 pupils weave a wide range of textiles and paper using a number of different types of simple loom – including a bicycle wheel. They have appropriate fine motor skills and a good understanding of relevant technical terms such as 'warp' and 'weft'. Their finished products are effective and aesthetically pleasing. Year 2 pupils take part of an image and construct the remainder with a good level of imagination and skill. They also use a computer program to produce pictures in the style of the artist Jean Miro. Following a visit to Brighton Pavilion they create good quality clay relief structures and pictures in felt pen and watercolours, based on their own sketches. Much of the art and design work carried out at the school is effectively linked to that in

other subjects. For example, Year 3 pupils use silk screens to print a character from a fairy tale, while Year 4 pupils paint portraits and design chairs in the manner of the Tudor period. They also construct attractive story boxes recreating the setting, mood and main characters of the Hindu story of 'Rama and Sita.' Year 5 pupils – inspired by the work of O'Keefe – paint their own pictures of magnified seeds. They construct papier-mache bowls (to keep their wishes in) and decorate these using a wide range of attractive resources. Pupils in Year 6 paint images of Japan in connection with both their geography theme and a current health and fitness week. After studying a range of artists, including Roy Lichtenstein, they also construct their own designs on the theme of 'people in action'. Although good use is made of sketch books for planning purposes, the standard of some of the work in these is of limited quality.

65. Pupils' attitudes towards art and design lessons are very positive indeed. They thoroughly enjoy the work provided for them and are keen to produce good quality end products. They co-operate well when working in groups and when evaluating each others' work are keen to find the good aspects to praise. Their behaviour in lessons is very good. Teaching is good overall. In two out of the five lessons seen during the inspection, it was very good. Very clear introductions include effective skills teaching and direct reference to the lesson objectives – so that the pupils are clear about what they have to do. Teachers generally have a good understanding of the subject, which informs their input well. They make very good use of a wide range of stimulating resources, including the work of major world artists, to stimulate the pupils. As a result the pupils concentrate hard on their work and have a good pace of learning. Methods are effective, with pupils regularly encouraged to work without direct teacher intervention, but provided with support and encouragement when this is appropriate. Very good behaviour management strategies impact very well on pupils' attitudes, behaviour and relationships.
66. Planning for art and design is appropriately based on national guidelines and portfolios of individual pupils' work are retained as evidence of progress. Provision is enriched by a number of art and craft clubs – including one for particularly talented pupils, which is led by a local artist. A community arts group and a number of individual artists worked with the pupils during an art and design technology focus week last summer. This is to be repeated again shortly. Parents who are artists also contribute to the school's overall provision. The subject is enthusiastically and effectively co-ordinated.

DESIGN AND TECHNOLOGY

67. Due to the structure of the timetable, only three lessons were seen during the inspection. Judgements are based on scrutiny of pupils' work, teachers planning, and discussion with Year 6 pupils, photographs of past work and good quality displays. Pupils' achievements are overall satisfactory. This is an improvement since the last inspection when standards at the end of Year 6 were below what would be expected for their age. Pupils' achievement has improved because older pupils now develop their skills, knowledge and understanding systematically by following the schools own adaptation of the nationally recommended scheme of work. This involves re-visiting, improving designing and making skills and using evaluation to refine the quality of work. Standards are average by the end of Year 2 and Year 6.
68. In Years 3 to 6, pupils draw up appropriate plans for making an item. Having produced their plans, pupils choose from a range of materials such as fabrics, wood, food items, electrical components and tools, including saws, drills and needles. They successfully measure, cut and shape the materials and join them when required with items such as glue and needles. Pupils use appropriate finishing techniques such as painting and sewing. Younger pupils have, for example, produced fruit salads, sandwiches with various fillings, and clothes for their Teddies, a Christmas bag and puppets. Older pupils have made musical instruments, biscuits, moving toys, pop-up books and cards, electrical lamps and slippers. In Years 1 and 2, pupils successfully clarify their ideas for making a product through class and group discussions. Having decided how to proceed, pupils are confident in identifying the items they need to make that product. They choose from a range of suitable materials such as fabric, paper, card, wood and tools, such as scissors to help them make their product. Pupils cut their components carefully and join them together accurately, using items such as sticky tape, glue and needles.

69. Teaching in the lessons observed was overall good. The range of activities provided, the instructions received and the enthusiasm displayed clearly help pupils to make good gains in both designing and making skills. Teachers' planning is now good, having improved significantly since the last inspection. Pupils are provided with opportunities to carry out all relevant activities and develop appropriate skills. Opportunities are also provided, on occasions, for pupils to evaluate commercially produced items before they make their own and this helps them to identify the components they need themselves. For example, a Year 4 class starting a new topic on designing and making a lamp by disassembled lamps in pairs, enabling them to confidently discuss different types of materials and their textures and the importance of a white reflector. The questioning of the teacher and brisk pace resulted in the pupils being totally absorbed by their tasks. The lesson that was satisfactory was hindered by a slow pace, long introduction by the teacher and too little practical involvement by pupils. Year 6 pupils who were interviewed clearly enjoyed the subject and spoke enthusiastically; for example of how useful they had found disassembling a slipper before starting their own designs.
70. All aspects of work are now suitably covered, with opportunities being allowed for designing as well as making. Management of design and technology is good. The co-ordinators are enthusiastic and have a clear knowledge of the work that is being done in the school. They have a good understanding of strengths and weaknesses in teaching and learning, and areas for development, because they have observed lessons and evaluated pupils' work. As a result, the current action plan, seeking to develop and integrate information and communication technology, and to improve assessment is very appropriate. The writing activities undertaken in planning and evaluating work supports pupils' literacy skills, while measuring activities support the work in numeracy.

GEOGRAPHY

71. Evidence of lessons observed, scrutiny of work, interviews with pupils and teachers reveal that standards are at the expected level in geography by the end of Year 2 and are above this by the end of Year 6. Achievement is good overall. This represents an improvement since the time of the last inspection. The school's long term plan reveals that a broad range of experiences are provided for pupils, extending their knowledge of the local environment, and contrasting areas in the United Kingdom, and extending to both physical and human geography of the world.
72. In Years 1 and 2 pupils concentrate on local studies and have visited the local church and drawn their route to it. In a Year 1 class, pupils were discussing how to find places of danger on a busy road and relating it to their own environment. Plans of the area around the school were drawn; pupils were developing mapping skills and acquiring geographical understanding in a satisfactory manner and were making sound progress. Pupils make good progress through Years 3 to 6. This is evident in their good understanding of geographical terms and mapping interpretation skills. Pupils in Year 6 can relate aerial photographs to a map, discuss reasons for siting amenities in particular places for a proposed development in the Lake District, and use the Internet to assess the impact of tourism in other areas of the world. Similarly in Year 5 pupils demonstrate good geographical understanding of their own area in comparing it effectively with Llandudno. Physical and human features of the locality are well understood and used to persuade an imaginary family to live in Saltdean rather than Llandudno. Pupils' good achievement in geographical skills and understanding - and the breadth of study provided - is not matched by their locational knowledge, which is nonetheless satisfactory. Some pupils can not locate confidently other parts of the United Kingdom on maps or point out other countries of the world - this is despite the good practice in some rooms of having a world map with pointers showing areas of the world currently in the news.
73. The quality of teaching and learning in Years 1 and 2 is satisfactory, and is good overall through Years 3 to 6 - with examples of very good teaching. Good and very good teaching is characterised by clear learning intentions, very good responses from pupils, good use of geographical language, clearly understood concepts and use of the Internet to support geographical understanding. All these characteristics provide the pupils with good learning opportunities and impact well on their good achievement. Work seen in Year 4 relating to a contrasting area in India - Chembakolli - reveals the development of similar skills. In addition, pupils are able to experience many visits of a

geographical nature, including to the local beach in Years 1 and 2 and a residential visit to Battle in Year 5.

74. The subject is supported by good additional provision. Pupils have developed orienteering skills in a systematic manner on the school site. Teachers use information and communication technology software and the Internet to extend pupils opportunities for learning, and this is again reflected in good achievement. The school has a geographical focus week, which again enhances the subject's importance in the school. Pupils enjoy geographical activities and their response to the subject in lessons is frequently very good. This matches those lessons with good or very good teaching. Pupils with special educational needs are well supported in lesson time. Work is well matched to their needs and they make good progress.
75. Leadership of the subject is good. The co-ordinator is both knowledgeable and enthusiastic. She can competently support teachers in their planning and understanding of the subject. She has been instrumental in spreading the use of information and communication technology in the subject, ensuring links with other subjects are planned and she has a portfolio of pupils work demonstrating the breadth of curriculum provided. She has not yet been able to monitor and support teachers to ensure the delivery of teaching of a high standard throughout the school in a consistent manner. Resources in geography are satisfactory. The pupils have access to atlases, wall maps and globes. There is a good range of software to support geography. Resource boxes kept to support the subject are satisfactory as is the provision of geographical books. Much equipment needs updating, however, despite the support of the parent teacher association.

HISTORY

76. Standards are at the expected level at the end of Year 2 and above this at the end of Year 6. Pupils achieve well. Standards have been maintained since the previous inspection. Pupils generally have a better understanding of history, largely due to improved planning, the provision of more frequent opportunities for historical enquiry and the good quality teaching. Throughout the school all pupils, including those with special educational needs, make good progress in their knowledge and understanding and in their development of skills.
77. Years 1 and 2 pupils gain a basic understanding of the passage of time as they compare homes through the ages. In Year 2 they study the Great Fire of London and use a range of stimulating historical sources, such as Samuel Pepys's diary and newspaper articles from the period. There are colourful classroom displays of pupils' drawings and written reports on the Great Fire. Pupils regularly visit local museums as part of their studies and there are often very good links with other subjects on the curriculum. There are, however, gaps in pupils' knowledge, which are related to the passage of time. Some pupils in Year 2 thought that the Great Fire of London had occurred about two years ago!
78. From Year 3 to Year 6, most pupils with different learning needs and with different levels of attainment achieve well in understanding time and the chronology of events. In Year 3 there are very attractive displays and photographs of Egyptian and Roman days. 'Our Roman Day-Magnum Opus' is the pupils' own description of this clearly memorable day in their calendar. Year 4 pupils have a good understanding of the Tudor period. They understand the difference in living conditions between rich and poor and can explain the reasons for 'The King's Great Matter'. They have studied the Mary Rose and, in class plenary discussions, higher-attaining pupils display a rare understanding of sixteenth-century European power politics. Year 5 pupils visited Preston Manor as part of their study of the Victorian era. They were encouraged to apply to the housekeeper of the manor in 1892 for a position as a maid. Their letters of application are well constructed and enhance their literacy skills. Year 6 pupils' topic books on the Ancient Greeks are very good examples of their developing historical and research skills. They are detailed, comprehensive and well-written surveys of the classical period, with very good links to other subjects such as religious education. Although Year 6 pupils are currently studying geography as part of their blocked work on the timetable, there are already fruitful preparations in hand to undertake a project on the Second World War during the summer term.

79. Based on the evidence available, teaching is good throughout the school. Teachers' management of classes is very good and planning is usually good. One reason for the high standards by the end of Year 6 is that the teaching is lively and enthusiastic. Teachers use a good range of strategies to encourage pupils. One very effective method is the use of cross-curricular links with other subjects such as art, drama, music, religious education and geography. Literacy skills are particularly well represented in history throughout the school. In the lessons observed, investigations and discussions were good because the teachers used probing questions, which challenged the pupils to explore their topics rigorously. Historical skills, such as research skills and the development of an understanding of the difference between fact and opinion, are well represented in the scheme of work. Very good use is made of visits and visitors to enrich the history curriculum and to make it very relevant to the pupils.
80. Although the co-ordinator of the subject was ill during the inspection, she had prepared written evidence which suggested that leadership of the subject is at least satisfactory. She has used her expertise to provide advice and guidance to her colleagues. She has a clear idea of the educational direction for the subject and all staff share her enthusiasm and commitment to further improvement. Assessment procedures are under developed in history. Although resources are barely adequate, teachers supplement these well by using the local authority's lending service and developing their own imaginative artefacts, sources and worksheets. Teachers use information and communication technology appropriately to support pupils' learning in history. Pupils regularly use the Internet to research information on such topics as the Greeks and the Tudors.

INFORMATION AND COMMUNICATION TECHNOLOGY

81. Judgements on standards are largely based on the observation of pupils' work in groups or in pairs, the scrutiny of pupils' work, appropriate displays, teachers' planning and discussions with pupils and staff. In the last inspection, standards in information and communication technology were below average by the end of Year 6. Standards have improved and are now at the expected level by the end of Years 2 and 6. This is due to the significant improvements that have taken place in the training of staff, the implementation of planning and the provision of additional resources. The full information and communication technology curriculum is now being covered - which is a considerable improvement since the last inspection. As a result, standards are rising throughout the school. Pupils achieve satisfactorily overall.
82. By Year 2 pupils know that information can be reviewed and explained in a variety of different forms and they have become more familiar with using computers to generate pictures. They learn to enter and correct text, and in many classes they reinforce their work in literacy; for example by inserting full stops. Higher-attaining pupils develop good independence in completing and printing work, while lower-attaining pupils, including those with special educational needs, complete work soundly in response to support from teaching assistants. Year 2 pupils skilfully controlled floor turtles to reinforce their work in numeracy on space and positions.
83. In Year 3, pupils are able to change fonts, highlight texts and use word-processing skills. Year 4 pupils have learned how to cut, paste, edit and use word art. In a particularly effective Year 4 assembly, pupils used a microphone to overcome the acoustic problems of the hall so that the audience could hear clearly. Pupils in Year 5 have constructed databases as part of their research projects in science. Older pupils have also competently put together a slide presentation on the ancient Greeks. From Years 3 to 6 pupils regularly use a word-processing program to write stories, poems and narrative accounts. They are able to use the Internet to access information on a variety of topics, including geographical features and landscapes, and historical subjects. Pupils' understanding and use of the electronic mail is less assured and this is because they have had little experience of using this facility in recent months.
84. During the inspection week too few lessons were observed to give a definitive judgement on the quality of teaching overall. Inspection evidence suggests, however, that teaching is satisfactory, and occasionally of a good standard. This is an improvement since the last inspection and is due partly to the good use teachers are making of ongoing training. A particular strength of the teaching observed was the thorough preparation undertaken by all staff. The subject leader is also

very supportive and enthusiastic, advising and helping in practical ways with planning to ensure that lessons are interesting and proceed at a stimulating pace. Teachers now have good subject knowledge and this enables them to make good use of cross-curricular links with other subjects. All classes are now timetabled to use computers in the new suite, and information and communications technology skills are consistently applied in classrooms to reinforce pupils' learning in literacy, science and a range of other subjects – although there is scope for this to be developed yet further. Boys and girls have very good attitudes towards the subject and are always eager to demonstrate their skills and understanding to each other and to visitors. Such enthusiasm, and the way that pupils share resources and assist each other when difficulties arise, means that the subject contributes well to the pupils' spiritual, moral, social and cultural development.

85. The subject is well managed. The co-ordinator, who is also an assistant headteacher, is knowledgeable and enthusiastic and he has identified strengths and areas for development. He has led staff training and guided colleagues well throughout the various stages of development. Although the co-ordinator has recently formulated a new scheme of work, which will be used to supplement the existing scheme, this has yet to impact fully on standards of achievement. The use of assessment to inform teachers' planning, is currently under-developed. However, the co-ordinator is in the process of introducing new assessment procedures to remedy this major shortcoming. The information and communication technology suite, which was only opened three weeks before the inspection, has yet to impact on pupils' standards. There is now a clear educational direction for the development of subject, and teachers share the co-ordinator's enthusiasm for the subject and his commitment to further improvement.

MUSIC

86. It was only possible to see a very small number of music lessons during the course of the inspection. It is not possible, therefore, to make an absolute judgement about standards or the quality of teaching in the subject. Additional evidence was gained from discussions with teachers, the analysis of planning documents, listening to a recording of part of a lesson and attending assemblies and hymn practices. This indicates that singing, at least, is around the nationally expected level at the end of both Year 2 and Year 6, and that the requirements of the National Curriculum are met.
87. Year 1 pupils sing a song with actions appropriately. Most know the names of a number of simple untuned percussion instruments, successfully using these to reproduce their interpretations of the sounds made by familiar things such as doorbells, clocks and the wind. Some, however, are unable to replicate more abstract sounds suggested by their teacher – such as those representing snowflakes. Years 3 to 6 pupils sing familiar songs such as 'Pancakes' and 'Crying Out for Love' with a sound control of tempo and dynamics. Year 4 pupils effectively create music to reflect their interpretations of a Jacob Lawrence print, 'Brownstones' and performed this during the inspection to parents and the rest of the school as part of a highly successful class assembly which contributed greatly to pupils' overall spiritual and moral development. Music has also been listened to and appraised as part of a Year 4 topic on India, and was studied in connection with a religious education theme in Year 6. Year 5 pupils have written effective poems inspired by listening to Holst's 'Planet Suite'.
88. Pupils' attitudes in the two lessons observed ranged from satisfactory to good. Most were interested in the work and were keen to participate in the activities provided for them. A minority, however, found concentration difficult and behaved in a slightly inappropriate way. Teaching was sound in both lessons. Methods were broadly appropriate and the pupils were managed in a positive and friendly manner – although this did not always impact successfully on their attitudes and behaviour. There was also some lack of pace – with pupils not being fully occupied or challenged for part of the time.
89. National guidelines are appropriately used to support planning. Some teachers lack confidence in delivering the subject, but the school is currently attempting to resolve this problem by having a local authority music adviser regularly supporting teaching and providing demonstration lessons.

There is limited use of information and communication technology to support the subject, and no formal assessment strategies in place. There is a shortage of resources for music. Conversely, the subject is well supported in a number of ways. There have been visits from a music ensemble and an Indian drummer. Pupils have attended a number of concerts and have sung at local venues. A number of pupils are being taught violin and keyboard by peripatetic staff, effectively demonstrating their skills during school assemblies. The co-ordinator has a clear view of the subject's strengths and areas for further development.

PHYSICAL EDUCATION

90. Pupil's attainment in physical education often exceeds the national expectations by the end of Year 2 and Year 6. This represents an improvement since the time of the last inspection but does not as yet fully reflect the significant improvement in the standard of teaching in the subject. The systematic high quality teaching of this subject which the school now offers will take a few more years to be fully reflected in pupil's achievement. Pupils are, however, currently achieving well overall. A very broad physical education curriculum is provided for pupils including: dance activities, games activities, gymnastics activities, athletic activities and outdoor adventurous activities, such as orienteering, which links the subject well with geographical skills.
91. Dance lessons are now a strength of provision in the subject. Teachers are secure in their knowledge of requirements, plan lessons with interesting activities and – as in all aspects of physical education - are able to demonstrate to pupils. This has a positive effect on the latter's response and performance. Pupils are challenged to create, evaluate and refine with emphasis on performance. This was evident in a very good Year 3 lesson where sequences of movement were created to represent machinery. Here teacher intervention at an appropriate time, and an attention to posture and body awareness led to pupils' good attainment. Standards of teaching and learning in gymnastics activities are now also very good. A very effective lesson was seen in Year 4. This linked sequences of movement to the picture 'Brownstones' in a most effective manner. This ensured that pupils achieved well, as the lesson was well planned, with good pace and appropriate challenge for all pupils, to which they responded very well. Although no games lessons were observed, lesson plans reveal these to be similarly well structured. Pupils informed the inspector that they enjoyed games lessons and were well able to articulate that skills practice in groups led to small side games. Similarly they were looking forward to a cross-country athletics event soon to be held. Pupils' attitude to physical education in all forms was very positive. All pupils are fully included in lessons; work very well in groups, often with boys and girls working purposefully together. Pupils with special educational needs are very well supported and make good progress. This was exemplified in one Year 2 lesson where the support assistant worked solidly with a pupil, demonstrating every movement herself and ensuring that the pupil remained on task, performed to the best of his ability and responded well. A further very good feature of physical education lessons is how pupils observe each other and evaluate each other's performance.
92. In physical education lessons, appropriate attention is always given to warming up and cooling stretches. Health and safety issues are carefully attended to, long hair is always tied and rings and ear rings not evident. Pupils change appropriately. The physical education curriculum is enhanced with many extra curricular sporting activities and visiting coaches to the school. The activities include a whole school health and fitness week, cross country and inter-school athletics, sponsored swimming for strong swimmers, rugby, netball, soccer and outdoor activities when Year 6 go to 'Little Canada'. Visits involve rugby and basketball coaching and the school also has links with Sussex Cricket Club.
93. Leadership in the subject has been good - the school has risen to the challenge of eliminating unsatisfactory practice in a purposeful manner with great success through implementing changes agreed after in-service training. Facilities for physical education are good. They include two large halls, a large playing field and sandpit, a hard court marked for netball and other hard surface play areas. There is a good quantity of equipment for both the development of games skills and gymnastics. The quality of some equipment especially some of the shinty/hockey sticks, rounders and cricket bats and other skills equipment is no longer fresh and vibrant. This may be a factor in the judgement that attainment and progress of pupils in physical education does not yet fully

reflect the remarkable strides the school has made in the teaching provision for the subject. There was no evidence that the school uses information and control technology to support physical education. Provision of video recordings of good quality movement, body posture of gymnasts again would challenge pupils to achieve even further.

RELIGIOUS EDUCATION

94. By the end of Year 2 and Year 6 pupils attain standards in line with the expectations of the locally Agreed Syllabus. This judgement is the same as at the time of last inspection. Improvements have been made, notably in the provision of a scheme of work to support the requirements of the locally Agreed Syllabus. Pupils' overall achievement is satisfactory.
95. Throughout the school, pupils have the opportunity to study Christianity. At the time of inspection the focus was on comparative religions. Pupils have a good range of learning opportunities. Judaism is studied in Years 1 and 2 in addition to Christianity. Hinduism in Years 3 and 4 and Islam in Years 5 and 6. Scrutiny of some previous work revealed that pupils had studied festivals - especially Christmas - and a visit to the local church had been undertaken in Years 1 and 2. In Years 3 to 6, areas of study included Advent, famous saints - for example St. Lucia - and Christmas. The practice in some lessons of writing on white boards does not allow retention of pupils' work for assessment or to celebrate achievement. Pupils, however, could discuss some of the work they had done - notably relating to Islam in Year 5 and Judaism in Year 2.
96. Teaching and learning is satisfactory throughout the school, with some being good. Good teaching in Year 5 stimulated pupils to good reflection and discussion. They had good knowledge of the Islamic faith they had been discussing, as did pupils in Year 2 who had studied Judaism. At the time of inspection this reflective element within the subject, and studies of other religions, were the stronger features of provision. The school uses the local Church as a resource and local clergy visit the school to support the subject's delivery. Pupils were very enthusiastic about the visit of a local Deacon who showed and explained her vestments. These visits reflect good links with a supportive local community and enhance pupils learning opportunities.
97. The subject is currently led in a satisfactory manner. The co-ordinator is keen to further develop the subject. She has not been able to regularly monitor teaching. She has currently been unable to establish regular evaluation of standards to ensure all classes have the same good input, which some already receive. She has enhanced her own knowledge through in-service training and is keen to see further developments within the subject. She has overseen the development of good links with other subjects, which was exemplified by a very good art display reflecting the pupils' interpretation of the Rama/Sita story. At the time of inspection these links, while in many ways a strength of the provision for the subject, made it difficult to determine how much time was actually allocated to it.
98. Resources for religious education are unsatisfactory at present and do little to support the overall achievement of pupils. The boxes of artefacts are of insufficient quantity for two classes studying an aspect at the same time. Some of the previous contents are lost or broken; pupils have little access to fiction with spiritual content. There are few bibles or bible stories to support either the subject from a Christian viewpoint or stories from other religions told in simple language for younger pupils. There was limited evidence of software or other information and control technology being used to support the teaching of religious education.