

INSPECTION REPORT

**THE HAVEN VA CE/METHODIST PRIMARY
SCHOOL**

Eastbourne

LEA area: East Sussex

Unique reference number: 131381

Headteacher: Mrs Pat Lock

Reporting inspector: Mr Brian Gosling
22453

Dates of inspection: 24 – 26 March 2003

Inspection number: 248839

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

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INFORMATION ABOUT THE SCHOOL

Type of school: Infant and Junior

School category: Voluntary Aided

Age range of pupils: 4 - 11

Gender of pupils: Mixed

School address: Atlantic Drive
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Appropriate authority: Governing Body

Name of chair of governors: Mrs Carol Dadswell

Date of previous inspection: None

INFORMATION ABOUT THE INSPECTION TEAM

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22453	Brian Gosling Registered inspector	Mathematics History Information and Communication Technology Equal Opportunities	The characteristics of the school. The school's results and pupils' achievements. How well are pupils taught? How well is the school led and managed? What should the school do to improve further?
9614	Carolyn Webb 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?
26519	Margaret Hatfield Team inspector	Science Art and Design Geography Foundation Stage	How good are the curricular and other opportunities offered to pupils?
24528	Garth Muton Team inspector	English Design and Technology Music Physical Education Special Educational Needs English as an additional language	
3055	Clive Tombs Team inspector		The work of the SEN unit.

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

The Haven Voluntary Aided CE/Methodist Primary School has been designed as a one form entry school with a special needs unit for pupils with speech and language difficulties, known as the Haven Centre. It occupies a pleasant site on the new harbour development and pupils come from a mixture of private housing and housing association property. In addition, many pupils have transferred from other schools in the area. The school occupies a new building that offers good teaching and play areas. The school acts as a church building out of school hours and at weekends with classrooms being used by the Sunday school.

The school opened in September 2001 with 30 children in the reception class and 11 other pupils, who transferred from other schools, in a mixed Year 1/2 class. By April 2002, the Year 1/2 class had increased to 25 pupils and the class was split into two classes before it exceeded the maximum of 30 pupils. In addition, low attainment had been identified in this group of pupils and smaller classes gave the school the opportunity to address this difficulty more effectively. By the time of the inspection, with a new intake into the reception class, the numbers had increased to 108 pupils, 51 boys and 57 girls, with a further 23 pupils transferring from other schools and 15 children attending the reception class part-time. This is indicative of the very high level of pupil mobility, which was over 60 percent in the last year. The Haven Centre opened to pupils in April 2002 with places for 70 part-time pupils from schools in the area representing a full-time equivalent of 20. There are a few pupils from ethnic minority families and five pupils have English as an additional language, whose main languages are Arabic and Bengali. The proportion of pupils who are eligible for free school meals is broadly average and has almost doubled in the last year. The proportion of pupils with special educational needs in the main school is broadly average and two percent have statements of special educational need, which is above average. The school assesses pupils' attainment carefully when they start at the school either in the reception class or when transferring from other schools into other year groups. This shows that attainment on entry to the school is low, although the attainment of the current reception class when they began school is much closer to the average.

With a new year group being added to the school each year, the teaching staff is being appointed as the school grows. Consequently, it has been necessary for the school to plan its development carefully and systematically in order to involve all staff fully as they join the school. A deputy headteacher has been appointed and will join the staff next September.

HOW GOOD THE SCHOOL IS

The Haven School is already an effective school. The school monitors pupils' learning carefully to ensure that they make effective progress and take action quickly when pupils do not make the expected progress. Pupils achieve well because of the good teaching throughout the school and the very good leadership and management of the headteacher and governing body who have established secure foundations for effective learning. The Haven Centre meets the needs of its pupils very well. Consequently, the school provides good value for money.

What the school does well

- Although many pupils arrive with low attainment, they achieve well at the Haven School.
- The quality of teaching is good throughout the school.
- Pupils have good attitudes to school and they benefit from the very good relationships in the school.
- The effective provision for pupils with special educational needs or English as an additional language ensures that these pupils make good progress.
- Pupils' personal development is very good at the school.
- There are very good procedures to assess pupils' progress and ensure that they achieve well.
- The school has quickly established effective links with parents.
- The headteacher and governing body have ensured that the school shares a clear sense of direction and they have firmly established the solid foundations for a very successful school.
- The Haven Centre makes very good provision for children with speech and language difficulties.

What could be improved

- The school has ensured that co-ordinators' roles are developed steadily and effectively. With Key Stage 1 fully in place, it is now appropriate to develop their monitoring role further.
- The very effective practice of using daily assessments of pupils' learning to plan suitable tasks for them is not employed equally well in all classes.
- Attendance is unsatisfactory because too many parents take their children on holiday during term time.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school opened in September 2001 and this is its first inspection. The school has planned its development carefully to take account of the talents and needs of new staff as they join the school. Consequently, there is a planned, systematic increase in the educational opportunities offered to pupils and improvements in its educational provision as the school grows.

STANDARDS

The table shows the standards achieved by pupils at the end of Year 2 based on average point scores in National Curriculum tests.

Performance in:	compared with				Key
	all schools			similar schools	
	2000	2001	2002	2002	
Reading	N/A	N/A	E*	E*	well above average A above average B average C below average D well below average E
Writing	N/A	N/A	E*	E*	
Mathematics	N/A	N/A	E*	E*	

The table¹ shows that the school's results in the national tests at the end of Year 2 in 2002 were very low. (E* shows that the results were in the lowest five percent of schools.) Teacher assessments show that pupils' attainment in science was well below the national average. However, only 16 pupils took the tests and all had transferred from other schools. A quarter of these pupils did not attain the nationally expected Level 2 and this led to the low results. The school monitors pupils' learning carefully and records show that these pupils had made satisfactory or better progress since joining the school. These pupils, currently in Year 3, are continuing to make good progress.

The school sets targets for pupils' attainment at the end of Year 2 that are challenging and aim for better than the nationally expected progress. Nevertheless, it is likely to result in continuing low results until pupils have been able to benefit fully from the school's good provision. Pupils achieve well because the school makes early identification of their learning needs and provides effective support to enable them to benefit from good teaching in calm, happy and productive lessons. A major reason for pupils' low attainment is their poor literacy skills that restricts their reading and writing in other subjects. Consequently, the school focuses on practical activities in many lessons and although standards are low in English, mathematics, science and information and communication technology, standards are generally satisfactory in other subjects. Some pupils are taken on holiday during term time and this interrupts their education, restricting the good progress they make when they are able to benefit fully from the school's effective educational provision.

¹ It is necessary to exercise caution when interpreting the results of small schools with low numbers of pupils in each year group as a single pupil can represent a high percentage and results may vary much more from year to year than they would in a larger school.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Good. Pupils are enthusiastic about lessons and maintain concentration on their tasks well.
Behaviour, in and out of classrooms	Good. Pupils behave very well in lessons and improved supervision ensures that their behaviour in the playground is satisfactory at lunchtime.
Personal development and relationships	Very good. Pupils benefit from the very good relationships in the school and are keen to help others.
Attendance	Unsatisfactory. The attendance rate is below average because some parents take their children on holiday during term time.

TEACHING AND LEARNING

Teaching of pupils in:	Reception	Years 1 – 2	Year 3	Haven Centre
Quality of teaching	Good	Good	Good	Very Good

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

The quality of teaching is good across the school with almost a third of the lessons seen being very good. The teaching of pupils with speech and communication difficulties in the Haven Centre is consistently very good. English and mathematics are taught well and pupils make good progress in improving their literacy and numeracy skills. A calm learning environment has been established in all classrooms and teachers set high expectations for pupils' behaviour and attitude to lessons. Pupils respond positively, applying themselves well to their tasks and working co-operatively. The high level of pupils who arrive from other schools presents a particular challenge for teachers. They respond well by identifying the reasons for pupils' low attainment and planning lessons that help them learn systematically and effectively. On many occasions, the pace of the lesson could be more brisk and there is scope for teachers to develop procedures for assessing pupils' learning in lessons. Nevertheless, teachers are responding well to the particular challenges of a new and growing school and they are developing effective strategies to meet the learning needs of all pupils from the moment they arrive at the school. Pupils generally achieve well, particularly in practical sessions where the poor literacy and numeracy skills of many pupils do not restrict their learning opportunities. A number of pupils, however, are taken on holiday in term time and this adversely affects their rate of learning as they are not able to benefit fully from the school's good educational provision.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	The school provides a broad and balanced curriculum that is being developed to take advantage of increased opportunities as the school grows and new members of staff join the school.
Provision for pupils with special educational needs	Very good. Pupils are assessed soon after they arrive at the school and effective support is provided to address their learning needs. Pupils in the Haven Centre are supported very well.
Provision for pupils with English as an additional language	The few pupils with English as an additional language are supported very effectively and they quickly make good progress. As a result, most have already completed the school's programme for these pupils.
Provision for pupils'	Very good. A strong Christian ethos underpins the school's provision for

personal, including spiritual, moral, social and cultural development	pupils' personal development. Pupils' moral and social development helps them to work and play together well, and they enjoy a variety of cultural activities.
How well the school cares for its pupils	This is a caring school that has quickly established effective procedures to ensure that pupils are cared for well.

The school has quickly established an effective partnership with parents.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The headteacher provides strong leadership that is founded on a clear vision of the practices and procedures necessary for an effective educational provision. The role of co-ordinators is being established well with a focus on developing their skills securely. With the completion of a complete Key stage 1, it is now appropriate to develop further their monitoring role.
How well the governors fulfil their responsibilities	The governing body fulfils its responsibilities very well and has successfully met the challenge of establishing a new school. Governors have attended a large number of courses to develop their skills and improve their understanding of their role.
The school's evaluation of its performance	The school has very secure procedures for evaluating the strengths and weaknesses in its performance. It is now important to consider ways of devolving some of the responsibilities from the headteacher to other members of the developing management team.
The strategic use of resources	Very good strategic use is made of the school's resources to respond to needs as they arise. The principles of best value are applied well.

The school has a good number of staff with a teaching assistant in each class and there is an extensive programme of professional development. The new building provides a good learning environment but the school is not able to use the new playing field yet and the school library, which also houses a computer suite, is too small. The new learning resources are generally good and very good for many areas of the curriculum.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • Their children like school. • The progress their children make. • Behaviour in the school is good. • The good quality of the teaching. • The information they receive about their children's progress. • The school is approachable. • The high achievement of the pupils. • The leadership and management of the school. • Their children become mature and responsible. 	<ul style="list-style-type: none"> • The range of activities outside lessons.

Inspectors agree with parents' positive views. The range of after-school clubs is rather more than that which is provided in many schools with pupils of similar ages to those currently at the school. The school is also constrained by not being able to use its playing field at present. Nevertheless, the school is committed to increasing its range of extra-curricular activities as new teachers join the school.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and pupils' achievements

1. At the time of the inspection, there were 30 children in the reception class, 15 attending on a full-time basis and 15 attending part-time. Children attend full-time in the term in which they are five. Effective arrangements are in place for children to attend for short times before starting school to ensure a smooth entry. Most children have experienced some form of pre-school education and links with pre-school organisations are developing very positively. Assessments show that the children in the reception class this year started school with attainment that is broadly in line with the county average. As a result of the good provision for this class and the good progress that they make, these children are likely to attain the early learning goals² for children of this age and many children are likely to exceed them. The children currently in Year 1 and who entered the reception class last year, however, started school with attainment that was well below the county average. The school quickly identified their low attainment and received assistance from the local education authority in addressing their learning needs promptly. As the school opened in September 2001, all the pupils currently in Year 2 and Year 3 transferred from other schools. Nevertheless, their attainment was assessed soon after they started at the school. This, and assessments from their previous schools, show that the attainment of both of these year groups was well below average when they transferred to this school. Their progress is carefully and regularly monitored to ensure that all pupils make the nationally expected progress in each term. Many pupils exceed these expectations but, when a pupil who has not made the expected progress is identified, the school takes immediate action to provide additional learning support. As a result of these careful procedures, the school's records show that pupils throughout the school are making good progress whatever their attainment when they started at the school.
2. Pupils with special educational needs meet the targets set for them and they make good progress. Some make very good progress and there are examples of pupils being removed from the special needs register after a short time although the school is careful to continue to monitor their progress. Pupils for whom English is an additional language (EAL) make good progress. The school's provision is very effective and more than half of the pupils in this category has progressed completely through the school's special EAL programme of work. In this way, the school demonstrates its commitment to educational inclusion by ensuring that all pupils are able to benefit from the full range of educational opportunity at the school. The school maintains a register of gifted and talented pupils. It is determined to provide an effective education for all pupils and, consequently, has recently held an in-service training day on developing its provision for more able pupils. The headteacher is keen to include the pupils who attend the Haven Centre in more of its activities but this is problematic in maintaining a balance in their educational experience in line with the local education authority's policy, as they are pupils of other local schools.

² On Early Learning Goals: QCA (Qualifications and Curriculum Authority) has produced a set of early learning goals for children in the Foundation Stage of education. These outcomes are a set of skills, knowledge and understanding that children might be expected to achieve by the time they start the National Curriculum in Year 1 in six areas of learning: communication, language and literacy; mathematical development; knowledge and understanding of the world; creative development; physical development; and personal social and emotional development. The Foundation Stage continues until pupils enter Year 1, when they begin Key Stage 1 of the National Curriculum.

3. The school's results³ in the national tests at the end of Year 2 were very low in reading, writing and mathematics. (Very low means that the results were in the lowest five percent of all schools.) This was because a significant proportion of the pupils did not attain the nationally expected Level 2⁴ and few pupils attained the higher Level 3. However, a number of factors need to be taken into account in order to understand these low results. Although there are currently 25 pupils in this class, only 16 pupils took the tests, the others arriving at the school after the tests. None of the pupils who took the tests had benefited from the school's good educational provision from the reception class, but had transferred with low attainment from other schools. The results, therefore, do not fully reflect the educational provision at the school but are combined with that of other schools. Indeed, they tell us very little about the quality of education at the school. A more useful indicator is the school's records of pupils' progress, which show that these pupils have made good progress in the time that they have been in this school. These pupils are now in Year 3 with the same teacher as last year and they continue to make good progress.
4. The school sets targets for pupils in the national tests at the end of Year 2 based on them making the nationally expected progress. These are particularly challenging as most pupils entered the school with low attainment and, even if the targets are achieved, the school's results are likely to remain low for a year or two. The school is developing its procedures for charting pupils' progress. Individual 'writing progress books' have been started with the intention that these will be kept up to date as pupils move through the school. The system only goes as far as Year 1 currently but it is very effective in monitoring pupils' writing. Samples of pupils' work are kept each half term and these are carefully assessed by teachers in relation to national curriculum levels of attainment.
5. Inspection evidence confirms that standards in Year 2 remain low in English, mathematics and science, as well as in information and communication technology where suitable equipment has only recently been available. The school takes account of the pupils' poor literacy and numeracy skills when planning the other subjects of the national curriculum. Practical tasks are set and pupils' recording of their work, which is restricted by their limited writing skills, is kept to a minimum. This allows pupils to develop skills effectively in other subjects, such as historical skills in history. Consequently, pupils attain satisfactory standards in all other subjects except for music where there was insufficient evidence to make a secure judgement. Nevertheless, pupils' high standard of singing suggests standards are likely to be good.

³ On the school's results: An average points score provides schools with a single statistic with which to compare the overall grades attained by their pupils with the grades attained by pupils in other schools. At Key Stage 1, the National Curriculum levels of attainment are given a score. For example, in mathematics Level 1=9 points and Level 2=15 points, and so on. The average test score achieved by a school is calculated by adding up all the scores achieved by the pupils and then dividing by the number of pupils who took the test. These comparisons are the ones used in the figures printed in the summary of the report. When the percentage of pupils attaining a particular level is compared to that in other schools, this is stated clearly in the text.

⁴ On Levels: The National Curriculum has been written on the basis that, by the end of Year 2, pupils are expected to attain Level 2 in all National Curriculum subjects. Those who achieve Level 3 are therefore attaining above nationally expected levels. It is a national expectation that all pupils should reach Level 4 by the end of Year 6. Pupils who reach Level 5 are therefore attaining above the nationally expected level for their age.

Pupils' attitudes, values and personal development

6. This school successfully promotes very positive attitudes to learning and sound values, underpinned by the Christian ethos that is evident in all activities in school, and parents value the warm, family environment in which their children learn. The attractive new building provides a stimulating atmosphere. Children and pupils love their school and almost all arrive on or before time in the mornings, eager to start their day. Registration provides a calm beginning. Because of the few persistent latecomers and particularly the high number of pupils taken on holiday during term times the attendance rate is below the national average and, therefore, unsatisfactory.
7. Pupils are enthusiastic about school and interested in their lessons. The children in the reception class thoroughly enjoy the different activities in which they participate enthusiastically. In one lesson, intense concentration was applied to spreading glue liberally before attaching the bits of coloured tissue to paper to form the background for their wild animal pictures, and others tried equally hard to pour the water carefully from different sized containers. An enthusiastic "Wow" was heard from the class when told that there were musical instruments as well as wheeled vehicles outside. In a Year 3 science lesson, whilst struggling with the concept of the earth rather than the sun moving, pupils were fascinated by the light thrown on various parts of the earth when a torch was used to illustrate this movement and its effect on shadows thrown on the globe.
8. Pupils with special educational needs and those with English as an additional language respond well in lessons. They are often included in small groups where they have more confidence to offer their ideas. Other pupils appreciate that some pupils have difficulty with some subjects and demonstrate patience and understanding whilst some of their classmates take time to gather their thoughts and try to express their ideas. On one occasion during the inspection, the class burst into spontaneous applause after a pupil with special educational needs had struggled to read her story to the class.
9. Behaviour is good overall. In lessons, around the school and in assemblies this is generally very good. Pupils know what is expected of them, they respond very well to school rules and sanctions are perceived as fair. Stamps and stickers are eagerly sought and a celebration of their achievements, whether for attitude or behaviour, is enjoyed every Friday. Outside in the playground, exuberant and carefree play is enjoyed by all and behaviour is satisfactory. Vigilant supervisors deal with any minor incident and are trusted to sort out any disagreements. Pupils are concerned if one of their number is hurt.
10. Pupils' personal development is very good. All pupils are keen to offer their assistance and they carry out such tasks as taking the registers to the office and they help teachers very conscientiously and efficiently. Older pupils are proud to show visitors round the school. They are aware of those less fortunate than themselves and participate enthusiastically in such events as Red Nose day (one boy's hair still showing the last of the red dye during the inspection). Relationships between pupils and with adults are very good, and adults provide very good role models for pupils.

HOW WELL ARE PUPILS TAUGHT?

11. The quality of teaching throughout the school is good with a substantial amount of very good teaching, particularly in the reception class and Year 3. There is no unsatisfactory teaching. Teachers have responded extremely well to the high level of pupil mobility with new pupils joining Year 2 and Year 3 throughout the past year.

12. The overall quality of teaching in the Foundation Stage is good, with some very good teaching observed. This impacts very positively on the progress of the children, including those with special educational needs. Members of staff work very well together, promoting equal opportunity and progression in children's learning. The very good relationships in the reception class have a significant impact on the quality of learning. Lesson planning is effective, with detailed learning objectives. These build on children's learning in a structured way, to enable them to make good progress, with many making very good progress. A particular strength of the teaching is the opportunities provided that enable children to develop independence in their learning activities.
13. Teachers have a secure knowledge and understanding of the subjects they teach that is demonstrated in the clear explanations they give and the skilful way they focus questions on specific pupils to extend their understanding. Teachers have high expectations of pupils' work and behaviour and this promotes pupils' good attitudes to learning. Individual targets are set for all pupils but these are not made apparent to them in their books or the classroom to constantly remind them on what they should focus their efforts. Nevertheless, the basic skills of literacy and numeracy are taught well and this is supported by the very good provision that is made for pupils with special educational needs and those with English as an additional language. Teachers' planning is good, particularly for these pupils, as it is based on assessments of what the pupils already know, understand and can do – or can't do, as the case may be. This enables teachers to plan learning tasks that provide opportunities for what the pupils need to learn next. This good planning extends to the regular provision of homework for all pupils that is often focused on the particular learning needs of individual pupils. A significant number of pupils, however, are taken on holidays during term time and this adversely affects their rate of learning as they are not able to benefit fully from the school's educational provision.
14. Pupils with special educational needs and those for whom English is an additional language are very well supported in lessons. Teachers make sure that the work they present is at an appropriate level of difficulty and provide helpful learning aids, such as word banks or alphabet strips. When teaching aspects such as letter sounds, teachers are very aware of pupils' individual education plans and provide appropriate challenges. Learning support assistants provide additional support by prompting individual pupils during class lessons and by helping small groups of pupils. Special homework is provided for pupils with identified learning needs.
15. There is a calm but enthusiastic atmosphere to lessons that encourages pupils to make a full and positive contribution to lessons. Consequently, lessons are generally happy occasions. This is achieved by the way teachers plan practical tasks so that pupils with poorly developed literacy skills are not restricted in their learning in other subjects, along with the very good management of pupils by the teachers. This is usually achieved in a friendly, encouraging manner but there is also, on the rare occasions when it is required, a firmness that ensures pupils know what is expected of them and an insistence that they maintain these high standards of behaviour. Teachers make good use of resources to support pupils' learning activities and teaching assistants form a good partnership with the teachers to make a positive contribution to pupils' learning with their patient and well-informed guidance. Many lessons maintain a brisk pace, which helps pupils to maintain concentration and enthusiasm for their tasks. However, on some occasions, pupils spend too long sitting on the carpet listening to the teacher. They answer questions enthusiastically, but this is particularly challenging for many pupils who need to be active more quickly.

16. A particularly high quality of teaching and learning is demonstrated in many lessons, particularly in the reception class and the Haven Centre. (Teaching in the Haven Centre is commented on more fully later in this report.) In these lessons, teachers set very clear and specific learning objectives for the lesson that are shared with the pupils. This allows teachers and teaching assistants to assess which pupils have achieved the learning objectives and to use this information when planning tasks for groups of pupils in the next lesson. It is this very clear attention to what pupils need to learn next that leads to the very good rate of learning shown by many pupils. Although some elements of this skilful approach is evident in most lessons, the quality of teaching and learning would be further improved by promoting this aspect of planning and assessment across the school and in all lessons. This is particularly important as many pupils arrive at the school with a variety of previous learning provision at other schools and many with a range of differing learning needs. Nevertheless, the school is responding well to this particular challenge and this results in the good progress that pupils make while in the school.

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

17. The school has established a broad and balanced curriculum that clearly reflects the school's strong Christian aims and ethos and meets statutory requirements. Much thought and effort is being put into adapting its curriculum effectively to meet the needs of all its pupils, including those pupils with special educational needs and those with English as an additional language. The good provision of sporting and creative opportunities outside normal school hours and a wide range of visits and visitors supplement pupils' experiences and enhance the curriculum.
18. The curriculum for children in the Foundation Stage is broad and balanced, covering all the recommended areas of learning and linking smoothly with the National Curriculum for Key Stage 1. Planning is effective and focuses on all the areas of learning and the recommended early learning goals. The school is developing its planning to take account of the small, structured steps that reflects the way young children learn to help them to achieve the early learning goals in the light of the new national 'Foundation Stage Profile'. Learning through purposeful play experiences is successfully promoted and makes a significant contribution to the children's good progress. Their skills and knowledge are effectively developed through a good balance of activities taught by adults and those chosen by children themselves, leading to greater independence. Positive liaison between the reception class and local pre-school providers, and the good partnership with parents ensure a smooth entry into school. Members of staff set literacy and numeracy targets for children and share these with parents, involving them in their children's learning at school. The inclusion of all children is addressed well. Children with special educational needs are identified early and they are very well supported by the staff who work closely together.
19. The quality of curriculum planning is good. Effective use is made of national guidance to supplement the school's own programmes of work and provide helpful guidelines for staff in planning pupils' work. Comprehensive and detailed long, medium and short-term plans clearly reflect the agreed programmes of work. The national strategies for literacy and numeracy have been effectively implemented and these skills are developed well through work in other subjects. For example, in geography, pupils are encouraged to research localities beyond their own and to record their findings in writing. Pupils' measuring skills are enhanced in science when they measure different distances travelled by various toy vehicles, then chart the data in simple block graphs. The school provides valuable additional support to improve standards by organising extra literacy support groups where needed. The very good number of teaching

assistants ensures that all pupils, particularly those with special educational needs and those with English as an additional language, are supported very well. The school encourages and supports parents in becoming involved in their children's education through organising curriculum events and by sending curriculum information home every half term.

20. The school has implemented the new Code of Practice⁵ for special educational needs very effectively. The arrangements made for pupils with special educational needs are very good and they are supported very well in lessons for all subjects. Tasks are modified so that pupils can manage them and extra support is provided for pupils who need it. All of these pupils have individual education plans that are reviewed every term. These plans are very detailed and include details of special learning resources that are needed. The headteacher teaches every pupil who has special educational needs and plans special activities to be completed under the supervision of teachers and support assistants. Volunteer parents and governors assist with this work. Every pupil with special educational needs has their own homework folder and special arrangements are made for those few pupils who are not supported at home. Some pupils are included in additional literacy work that takes place outside of the classroom. All timetables for groups or individuals who are withdrawn from the classroom for special teaching are arranged and continually reviewed to ensure that no pupil is denied an equal access to the curriculum. Pupils for whom English is an additional language also benefit from these arrangements and, in addition, they are guided through the school's own programme of work which is specially designed to teach communication and language skills. The school makes very good provision for those pupils who have statements of special educational needs.
21. The school provides a good range of extra-curricular activities, given the young ages of the pupils and the current restrictions limiting the use of the school grounds for both physical education and after school clubs. Extra-curricular activities include sporting, artistic and creative clubs. They are organised by staff, very well attended by pupils and they effectively supplement the curriculum. Some parents felt that not enough activities are provided for infant pupils but the range provided is more than is typical for pupils of similar ages. The school plans to increase this provision as it grows and more teachers join the school. Pupils enjoy a variety of activities such as recorder groups, a weekly music club, Tiny tennis, ABC tennis, Sports and Fitness clubs. Good use is made of an extensive range of visits, for example, to the Seven Sisters Country Park, and visitors, such as the Watato School Choir from Africa. Pupils enjoy events such as book week, harvest festivals and school performances. This good provision enriches the curriculum and the quality of pupils' education and experience.
22. Good provision is made for pupils' personal, social and health education. A well-planned programme of work ensures that this aspect of the curriculum is addressed effectively. This is demonstrated well when Year 2 pupils discuss right and wrong, effectively relating this to the school motto 'God in all we do', and when Year 3 pupils talk about their feelings when remembering people who are no longer present. The good community links, extracurricular provision and opportunities to take part in many visits and events effectively support pupils' personal and social development and their understanding of citizenship. Effective provision is made for pupils' awareness of drugs

⁵ On SEN Code Of Practice: This gives practical advice to schools and local education authorities about their responsibilities and tasks to ensure that pupils who have special educational needs receive the most appropriate help to further their learning and personal development. This is a statutory duty under the 1993 Education Act.

- misuse and for sex and relationships education, through science lessons and the personal, social and health education programme.
23. The contribution of the community to pupils' learning is good. The school is a major focal point in the local community on the harbour. Church links are very strong and the school hall acts as the church building outside school hours and at weekends. The local clergy takes a weekly assembly and pupils benefit from many visits by members of the community that include the police, the fire brigade, the school nurse, a missionary society and a speaker on sun safety. Events such as the choir taking part in the local church tri-centenary festival, and visits to the local lifeboat, the harbour and the beach strengthen relations with the community. Governors and parents come into school regularly to help support pupils' learning. Positive links are developing with the local sewing guild of the Methodist Church, who are providing a banner for the school.
 24. The school is developing appropriate relationships with its partner secondary school and further liaison is planned when the school extends its age range. The school maintains very effective relationships with local primary schools. These are enhanced by cluster meetings and by pupils' participation in local music festivals, for instance. Strong links with outside agencies such as the educational psychologist and speech therapist further strengthen pupils' very positive attitudes towards school. Reception class staff visit local pre-school providers and links with these organisations are developing effectively, enabling a smooth introduction to the reception class for most children. Good relationships with parents and the active Home/School Association support the school well.
 25. Provision for pupils' personal development is very good. The school aims specifically include pupils' spiritual, moral, social and cultural development and the headteacher has attended recent training for this aspect of provision. School has formulated an effective, detailed policy for pupils' spiritual, moral, social and cultural development that provides a very good focus for developing this aspect across the curriculum, underpinning every area of school life.
 26. Provision for spiritual development is very good. The school's very strong Christian ethos and aims permeate every aspect of its life. Parents are happy with the attitudes and values that the school promotes. Staff value pupils' contributions, effectively building on pupils' self-esteem, including those with special educational needs and those who speak English as an additional language. For example, teachers show great respect for pupils' ideas, giving them confidence and motivating them to try hard to do well. Pupils are encouraged to be mutually supportive. This was observed in a Year 2 English lesson, when they spontaneously applauded the good efforts of a pupil with special educational needs. The study of Judaism and Islam in religious education helps pupils to understand and respect others' beliefs. Personal, social and health education lessons and assemblies provide very good opportunities for reflection. For instance, in an assembly about forgiveness, members of staff effectively acted out a situation that encouraged pupils to think about their own and others' feelings and how things can be put right and it also linked effectively with 'The Lord's Prayer'.
 27. Very good provision is made for moral development. The school's positive approach to managing behaviour and its reward systems ensure all members of staff have a consistent attitude towards pupils' behaviour in lessons. As a result, pupils clearly understand the difference between right and wrong, which is also emphasised by celebrations of good work and efforts in weekly celebration assemblies. Members of staff encourage pupils to understand the school motto, 'God in all we do', from which is drawn a code of behaviour, as well as class behaviour and personal development targets, all of which are understood well by the pupils. Parents are happy with the

standards of behaviour. Many activities and stories teach reception children to respect others and to know the difference between right and wrong.

28. The school provides very well for pupils' social development. Adults are very good role models who foster respect and self-esteem. This contributes effectively to pupils' very good attitudes and relationships. Community awareness and citizenship are promoted very positively through involvement in charity fund raising, strong relationships with the community, the Church, the police, the fire service and the good provision for personal, social and health education. Good opportunities to be involved in school productions, events such as a book week and out of school visits enhance pupils' social skills very well. The school aims to develop responsibility, independence and self-esteem, as seen in personal, social and health education lessons. For instance, Year 3 pupils organise themselves into groups to plan discussions and mimes about remembering people in different ways and, in Year 2, pupils learn about taking responsibility for their own actions. Pupils are encouraged to be monitors for many aspects of school life and class lists of 'helpers' are displayed in some classrooms. Members of staff encourage pupils to respect each other and to work collaboratively in lessons. Children in the reception class are taught to take turns and to share equipment.
29. The provision for cultural development is good. Pupils' appreciation of their own culture develops very effectively through the curriculum, particularly in literature, history, geography, drama, music and art. It is enriched through visitors, such as theatre companies, a visiting poet, visits to Anne of Cleve's House, the choir taking part in the church tri-centenary celebrations, events such as the infant music festival, Christmas productions and a wide range of extracurricular activities. Multicultural education includes appropriate planned curricular opportunities, for instance, learning about others' beliefs in religious education, life in Africa in geography, studying African art, and listening to music such as 'Ballet Egyptien'. It is fostered through visitors, such as the Watato African Children's choir, displayed posters of different languages and through celebrating the different cultures of pupils in school, such as their various festivals. Children in the reception class become aware of other cultures through stories, such as 'Handa's Surprise', and playing with dolls from other cultures. The current school improvement plan includes plans to develop this aspect to help pupils to further appreciate and understand the rich ethnic diversity of British Society.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

30. Pupils' health, safety and welfare are high priorities for the school and procedures for ensuring these are good. Risk assessments take place regularly and the premises manager deals with what he can on his daily round. Personnel who are trained in first aid are always on site with all incidents recorded and monitored. The headteacher, as the designated teacher, regularly updates her training for child protection. Although not all of the teaching staff, either in school or in the Haven Centre, has received recent training, they know what to do should they have any concerns.
31. The school has very good procedures in place for assessing and monitoring pupils' attainment and progress in the core subjects and through clear class targets, individual and year group targets. However, individual targets are not evident in the classroom or pupils' books to remind them. Additional support is given to ensure that all pupils are well supported. Assessments of pupils' attainment within their first term at the school gives teachers a secure knowledge of what pupils can and can't do. Reading levels are assessed and agreed with the headteacher every term and their progress in the core subjects of English, mathematics and science is charted very carefully. The school analyses well the wealth of data collected to identify pupils needing additional help and support is well targeted, which promotes pupils' learning effectively.

32. Foundation Stage staff know the reception children very well and recognise and respond very effectively to their needs. Assessments, undertaken when children start school are used well to plan suitable programmes of work. Regular, detailed observations and assessments are made and are used effectively to enable staff to gain a clear picture of what children know, understand and can do in order to plan the next steps in learning, and to track their progress. Children make good progress because the staff are particularly good at assessment and recording procedures for communication, language and literacy and they are currently developing similar procedures for all the areas of learning, in the light of the recent Foundation Stage developments.
33. The school has rigorous systems for ensuring that pupils who have special educational needs or English as an additional language are identified and that their learning is closely monitored. The headteacher is especially vigilant and knows the needs of all of these pupils well. In addition, to those pupils who have been identified as having special educational needs, the headteacher maintains a list of those pupils who may be causing concern and who may need extra help at some point. Individual education plans are reviewed termly and supply teachers are employed so that teachers can be given time to ensure that this process is effective. Individual education plans include an assessment review and have targets that include pupils' behaviour where appropriate. Advantage is taken of the learning support available from the East Sussex education department and there is very close liaison with speech and language therapists, who are currently located on site.
34. The school has good systems to promote and monitor attendance. Telephone calls are made on the first day of absence, although few are necessary as most parents inform the school why their child is away. Registers are scrutinised and the small number of pupils who persistently arrive late are well known to staff and if any pupil's attendance is causing concern, this is carefully monitored. Nevertheless, the number of pupils who are taken on holiday in term time means the attendance rate is below average.
35. Procedures for promoting and monitoring behaviour are very good. Pupils know and respect the rules and understand why these are necessary. Stickers, awarded on completion of the stamped card, are valued and celebrated in the Friday assemblies and sanctions are regarded as fair.
36. Procedures for promoting pupils' personal development are good, although effective monitoring relies on teachers' knowledge of their pupils and personal development is only formally recorded in pupils' annual reports. Responsibilities are given informally on a daily basis, except in Year 1 where a list of class helpers is displayed. Pupils relish opportunities to be given responsibility and they carry out any allocated task well. They are proud of their school and pleased to help whenever asked to do so. Through religious education lessons, assemblies and circle time⁶, they become aware of those less fortunate than themselves and are interested in hearing about other religions, cultures and traditions. Through visits from the police, fire and road safety agencies, pupils learn of the difficulties and problems they may face outside their school environment and how to cope with these.

⁶ On 'Circle time' - this is the provision of a discussion period which provides good opportunities for pupils to talk about issues that face them in everyday life.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

37. The school is developing good links and a very positive relationship with parents who, in their turn, are very supportive of the school's aims and ambitions for their children. They are very pleased to be consulted about policies and developments at the school, and all have signed the home/school agreement. Parents offer their assistance when they can and many help in the classroom or accompany their children on visits. They help their children with projects and other homework, although they may not all agree with the amount given. The home-school diaries are well used as an effective dialogue between parent and teacher, particularly when extra help is needed.
38. Communication with parents is good. The range and quality of information they are given about the school and their children's progress are good. Through the prospectus, governors' annual report and regular news and other letters, parents know what is happening and are aware of future events. Teachers are always happy to speak to parents at the beginning and end of the day if they have concerns and, where English is not their first language, the school will always arrange for interpreters. Parents like the annual reports of pupils' progress, which detail individual achievement and what their children have studied but in some the targets for improvement are too general. The enthusiastic, newly formed parent teacher association runs fun and successful fund-raising events that are well supported and enjoyed. When school productions take place, the hall is filled to overflowing with proud parents and relatives, all keen to celebrate what their children can do.
39. Induction and admission arrangements to the reception class are smooth and effective. Foundation Stage booklets provide very useful information for parents. Relationships between staff and parents in the reception class are very positive. Members of staff encourage parents to be closely involved as partners in the education of their children and send curriculum information home every half term. A number of very well briefed parents are committed to supporting the reception class and other year groups as helpers.
40. The school ensures that parents of pupils with special educational needs are kept very well informed about the progress of their child. A home-school diary is used to keep in daily touch and parents are invited into the school to discuss with the headteacher and the pupil's teacher the progress made towards the targets in the pupil's individual education plan. New targets are discussed with parents although the current individual education plan format does not include a space to record parental views. Almost all parents attend these reviews and the school informs the few parents who do not attend of the outcome of the review. Special regard is paid to parents of pupils for whom English is an additional language by making sure that written communications are followed up verbally.

HOW WELL IS THE SCHOOL LED AND MANAGED?

41. The leadership of the school is very good. The headteacher and the chair of governors have formed a very effective partnership that has enabled them to work together well in establishing the school. The headteacher provides strong leadership that is based upon her very clear vision for school development in implementing the practices and procedures that are necessary for an effective school. The management of the school is very good and this has ensured that effective procedures have been put in place. The headteacher and the chair of governors are very aware of the need to develop the school steadily as it grows in number of both staff and pupils. The teacher-in-charge of the Haven Centre meets regularly with the headteacher to review current provision and plan further developments. They will be joined by the newly appointed deputy

headteacher, who takes up his post in September, to form the senior management team for the school.

42. The development of the role of co-ordinators is complicated by the fact that, at the time of the inspection, only half of the planned teaching staff is in post. Consequently, the headteacher holds the responsibility for a number of areas of the school, awaiting the appointment of new colleagues. The role of co-ordinators is being developed steadily and carefully, realising the need to involve new co-ordinators in planning and training as they join the school. The skills of the co-ordinators currently in post are being developed systematically and securely. For example, co-ordinators currently receive teachers' planning and they monitor a sample of pupils' work each term as they improve their skills. However, as the school agrees, with a complete key stage now in existence, it is timely to begin to develop co-ordinators' skills in evaluating the quality of teaching and learning in the classroom. This is important to enable them to investigate the link between planning and pupils' achievements, and to identify the strengths and weaknesses in teaching and learning for the different subjects.
43. Reception class staff have worked hard to implement the Foundation Stage curriculum. Very good support is provided for the reception class in the form of a well-qualified, full-time teaching assistant. Members of staff have attended in-service training on the new Foundation Stage Profile and are updating procedures in the light of the recent developments. The members of the reception staff work together well as a very effective team. The headteacher is the special educational needs co-ordinator and she devotes a significant amount of time to teaching this aspect of the school's provision. The new code of practice for special educational needs has been implemented effectively and the headteacher has rigorous systems for ensuring that very good arrangements are in place for the funding, staffing and timetabling of this aspect of the school's work. She has also implemented a very effective programme for pupils with English as an additional language.
44. The school is very aware of the importance of the school improvement plan as a central focus for school development and has introduced this plan to a new and growing school expertly. In its first year, the school initiated its first plan to be implemented in this, the school's second, year. This is a very useful, initial document. All members of staff who were at the school contributed to the identification of the priorities for development in all subjects. A number of other aspects of the school's provision are included, such as special educational needs (SEN), English as an additional language (EAL) and personal, social and health education (PSHE). After discussions with staff and the governors' curriculum committee, a draft of the plan was circulated to all members of the governing body. Adaptations and changes were made to the plan at all stages of its development and prior to its adoption by the governing body. The school improvement plan is very detailed and identifies what will be done, by whom, in what time and the financial implications of all initiatives as well as how the success of each development is to be evaluated. An important part of the plan is the school's targets, which focuses all members of staff on the main priority for the school, that is, raising standards. This is linked to clear and extensive planning for the professional development of all members of staff. The plan contains an overview of the school's development over the next three years, which represents a clear vision for future development, and will become the basis of next year's school improvement plan that will initiate a new format of continuous three-year planning. As a result of this careful planning, the school's continuing development is clear and secure.
45. The governing body has been very successful in establishing a new school effectively. The experienced chair of governors, who is the local education authority's school governor adviser, leads the governors very well. The governing body includes

foundation governors from both the Church of England and the Methodist Church and it has organised itself well with a suitable range of sub-committees. Many governors work voluntarily in the school, which helps them become informed about the work of the school, and co-ordinators present reports to the curriculum committee. Much information about the school is directed through the curriculum committee, but the governing body has yet to establish a formal system of school visits with individual governors linked to the subjects of the curriculum. However, many governors are newly appointed and the governing body is developing its role well with plans to initiate formal, focused school visits to improve its strategic overview through observing lessons. Governors are very supportive of the school and their commitment is demonstrated by their attendance on over 50 training courses in the last year. Statutory requirements are met.

46. The school monitors and evaluates its performance very well. Despite the lack of external support and advice for the headteacher's performance management, the wide experience of the chair of governors and the headteacher has enabled them, with two other governors, to implement a policy for performance management that ensures that statutory requirements are met. Targets have been reviewed for last year and new ones set for this year that take suitable account of the needs of a developing school. All members of staff are included and this is carefully linked to the planning of professional development for all members of staff including teaching assistants and more than 60 courses have been attended by staff at the school in the last 18 months. The headteacher observes all classes regularly with an agreed focus and provides teachers with verbal feedback. Observations are recorded on useful forms although the areas for improvement that are identified are not explicit. The results of the national tests are analysed and this highlights the language difficulties many pupils have in tackling questions in other subjects. Pupils' attainment in the core subjects of English, mathematics and science as well as information and communication technology, is evaluated each term with the headteacher keeping comprehensive records of the reading progress of each pupil,.
47. There are very good arrangements for ensuring the best use of the financial and other resources available to the school including specific grants and other funding. It has been, and continues to be, a considerable achievement to establish the school from its foundation and to continue to manage its growth effectively. A governors' finance committee monitors the budget closely at its meetings each half term. The committee is very well served by the school bursar who provides financial information in a variety of forms. The committee is currently reviewing the format of these budget reports. Decisions on spending priorities are delegated appropriately to the headteacher and spending of larger amounts is referred to the finance committee. The application of the principles of best value is good. The school seeks a number of quotations from possible suppliers and makes a decision depending on the overall service provided. Good examples of this include the purchase of the school computers and the play train in the playground. The cheapest quotation was not accepted in either case after comprehensive consideration of the quality of product and back-up service. When agreeing a new budget at the beginning of the financial year the finance committee consider a number of options put forward by the headteacher and chair of governors, which are firmly based on the priorities as defined in the school improvement plan, before recommending acceptance to the whole governing body. The school has taken action on all of the recommendations of a recent audit report including the drawing up of a formal 'scheme of delegation' which defines the spending limits of individuals and committees. Although it is difficult to make a secure judgement about the value for money the school provides when there are no figures for a complete financial year, the quality of the school's educational provision and the pupils' rate of learning strongly indicate that the school gives good value for money.

48. There is a good number of teaching assistants that permits each one to work closely with a teacher as a class team. As a new school, the building and interior accommodation are more than adequate for the current numbers on roll and the school is very well cleaned, decorated and maintained. However, the room that is used as both the school library and a computer suite is too small for both purposes. The generous accommodation for the Haven Centre, which forms part of the main building, is also well decorated and well maintained. The church uses the hall and some classrooms out of school hours and parts of the building are let on a regular basis but this does not impinge on pupils' access or use. Outside, the playground area is in very good condition and well marked for pupils' games. The enclosed play area for children in the Foundation Stage is also in very good condition. Unfortunately, the field is not yet available for pupils' use due to landscaping problems.
49. The new resources in the school are very good for the Foundation Stage, music and physical education. They are satisfactory for geography and good for all other areas of the curriculum. The Haven Centre for pupils with speech, language and communication difficulties has very good resources to support the 70 pupils who attend part-time. Materials to enhance the teaching of pupils who speak English as an additional language and for those who have special educational needs are good.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

50. The school has quickly established itself with a very effective educational provision. To maintain this high level of development, the headteacher, governors and staff should:
- (1) Continue to develop the role of curriculum co-ordinators by steadily introducing observations of teaching to enable them to identify strengths and weaknesses in the school's provision; sharing good practice across the school and addressing areas of weakness. (Paragraphs 16, 42, 77, 81, 88)
 - (2) Extend with all classes the very good and skilful practice, evident in some areas of the school, of using careful assessments of pupils' learning to plan future tasks that meet their specific and changing learning needs by;
 - (a) setting clear and specific learning objectives for the lesson, (paragraphs 12, 16, 77)
 - (b) planning tasks to build on what pupils already know, understand and can do, (paragraphs 13, 16, 56, 64, 80, 86)
 - (c) assessing clearly what pupils have or haven't learned in the lesson, (paragraphs 16, 64, 67, 77, 80, 86)
 - (d) ensuring that constant reference is made to pupils' individual learning targets. (Paragraphs 13, 31)
 - (3) Continue to promote high attendance, developing new procedures as appropriate and informing parents of the importance of good attendance. (Paragraphs 6, 13, 34)

THE WORK OF THE SPECIAL EDUCATIONAL NEEDS UNIT (THE HAVEN CENTRE)

51. The overall provision of the Haven Centre for pupils with speech, language and communication difficulties is very effective. As a result, all pupils achieve well, grow in confidence and make very good progress against targets set in their individual education plans and programmes.
52. The facility opened to pupils in April 2002 with the aim of providing a centre of excellence and expertise to the schools, pupils and parents in the Eastbourne area; so

that together they can raise the achievement of pupils with speech and language difficulties and increase the quality of their inclusion in mainstream schools. The Centre has the capacity for up to twenty (full-time equivalent) primary aged pupils. Currently, it meets the needs of some 70 pupils, from 26 schools, on a part-time basis. These pupils come from all over Eastbourne and are referred by the Speech and Language Therapists and special educational needs co-ordinators from local schools. Most of these pupils have a statement of special educational need.

53. Most pupils receive two mornings or afternoon sessions at the Centre ('in reach') and one session back in their own school ('outreach'), in either individual or small group teaching situations. Pupils attending remain on the role of their own mainstream school and for assessment purposes and attendance, data is recorded at their own school. While at the Centre pupils follow a curriculum, which is concerned almost entirely with that of communication, language and literacy, and they follow their own individual programmes. Other related activities, for example art, are used to reinforce this work to encourage the improvement of pupils' self-esteem and develop the skills they need to work well with other pupils. The work of the Centre is effectively monitored by the headteacher of the Haven Primary School and by a steering group to which it reports each term. This group consists of local headteachers, a special education needs co-ordinator, a parent, the speech therapist manager and an educational psychologist. Their brief is to ensure the Centre fulfils its remit and remains responsive to the needs of local schools and their pupils.
54. The Centre is a self-contained unit within the Haven Primary School and the pupils who attend the Centre are not integrated with other pupils at the school. This is because the local education authority's policy for inclusion is to maintain these pupils and their access to the curriculum in their own schools and to make the best use of the time pupils spend at the Centre. Pupils are brought in by taxi and the local education authority funds transport costs between the pupils' schools and the Centre and also the costs of staff travelling to support pupils in their own school. Some teaching assistants accompany pupils in the taxis from their own school, which means that these teaching assistants also gain from this experience. As pupils progress, the support is gradually reduced with first a reduction in the 'in-reach' service and then a withdrawal of 'outreach'. Links are continued with pupils who move on to secondary schools.
55. The Centre staff of three teachers and three teaching assistants is well qualified. They provide a strong and complementary blend of experience and expertise. They are highly motivated, committed and work very effectively as a team. They are well led by the teacher-in-charge and day-to-day organisation and liaison is very efficient. Part of the brief of teachers at the Centre is to train other teachers and teaching assistants in the schools they serve and hold workshops for parents. This they do well and in this way, skills, strategies, and relevant resources are shared, and skills, knowledge and understanding extended. The speech therapy manager of the Eastbourne and County Healthcare NHS Trust supports them ably in their work for two days a week. She carries out initial assessments, on-going reviews and sets programmes and targets with the staff of the Centre to guide their work. Pupils gain greatly from this specific and specialised help.
56. Teaching, by both teachers and trained teaching assistants, is of a consistently high standard. It is characterised by high expectations, detailed planning and challenging activities that are well supported by a range of appropriate resources. For example, in a lesson with a group of Year 3 pupils, they learn to classify animals according to their ability to fly, swim or walk. Everyone is kept involved because the teacher skilfully asks questions that are suited to the pupil's ability to answer. She develops the correct use of vocabulary and sentence structure by subtly modelling the answer she requires and

by getting pupils to repeat it. Simple praise, like 'Well tried', and reward stickers given at the end of lessons are used regularly to acknowledge effort and to encourage good sitting, listening and looking. Co-operative working is encouraged when pupils join together to make a collage of a crocodile following a reading of the 'Walking through the Jungle' book. There is excellent continuity of speech and language work throughout, involving short unambiguous communication supported by the timely use of signing and symbols. In this way, pupils with very little language are fully included. Relationships within a safe and secure environment are excellent and some idiosyncratic behaviour is dealt with patiently and astutely. Pupils enter the Centre or receive the teachers or teaching assistants in their own schools with a sense of eager anticipation. Learning is fun and purposeful because it is planned carefully to build on what pupils already know, understand and can do. As a consequence, pupils are successful and become confident in attempting new tasks.

57. The very good accommodation is purpose built. It provides adequate classroom space and small rooms for individual work and observation. Resources are also very good, easily accessible and are well targeted to meet the specific needs of the pupils.
58. Parents take advantage of the open invitation to visit the Centre. They value the calm and professional leadership, their involvement as partners and the easy way they can approach staff with questions or a problem. They appreciate the very good flow of information, including that contained in the home/school diaries and through reviews, workshops, letters and telephone calls. They have been able to express an opinion on the facility through a recent questionnaire. They commented that their children skip to school when they are due to visit or be visited. One parent said that the Centre was 'A God send!' and a 'haven' for her child.
59. In the short time the Centre has been open, the headteacher, speech therapist, teacher-in-charge and all concerned have established a very effective provision that is valued by the mainstream schools and the parents. As such, it is a very good example of a working partnership, involving the local education authority, parents, teachers, schools, speech therapists and when required, other agencies. However, it is an expensive special educational needs facility and value for money is difficult to evaluate in the context of the local education authority's inclusion policy. That is why the centre staff are quite properly working to produce more quantifiable evidence of pupils' progress and the impact of the centre's work on the overall special educational needs provision within the Eastbourne community.

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	48
Number of discussions with staff, governors, other adults and pupils	39

Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	0	15	26	7	0	0	0
Percentage	0	31	54	15	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 two percentage points.

Information about the school's pupils

Pupils on the school's roll	YR – Y3
Number of pupils on the school's roll (FTE for part-time pupils)	101
Number of full-time pupils known to be eligible for free school meals	14

FTE means full-time equivalent.

Special educational needs	YR – Y3
Number of pupils with statements of special educational needs	2
Number of pupils on the school's special educational needs register	22

English as an additional language	No of pupils
Number of pupils with English as an additional language	5

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	33
Pupils who left the school other than at the usual time of leaving	4

Attendance

Authorised absence

	%
School data	5.6
National comparative data	5.4

Unauthorised absence

	%
School data	1.3
National comparative data	0.5

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

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

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	2002	7	9	16

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	3	4	4
	Girls	5	6	8
	Total	8	10	12
Percentage of pupils at NC level 2 or above	School	50 (n/a)	63 (n/a)	75 (n/a)
	National	84 (84)	86 (86)	90 (91)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	2	5	5
	Girls	6	8	6
	Total	8	13	11
Percentage of pupils at NC level 2 or above	School	50 (n/a)	81 (n/a)	69 (n/a)
	National	85 (85)	89 (89)	89 (89)

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

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

Categories used in the Annual School Census	No of pupils on roll	Number of fixed period exclusions	Number of permanent exclusions
White – British	65	0	0
White – Irish	0	0	0
White – any other White background	2	0	0
Mixed – White and Black Caribbean	1	0	0
Mixed – White and Black African	0	0	0
Mixed – White and Asian	0	0	0
Mixed – any other mixed background	3	0	0
Asian or Asian British - Indian	0	0	0
Asian or Asian British - Pakistani	0	0	0
Asian or Asian British – Bangladeshi	2	0	0
Asian or Asian British – any other Asian background	0	0	0
Black or Black British – Caribbean	0	0	0
Black or Black British – African	0	0	0
Black or Black British – any other Black background	0	0	0
Chinese	0	0	0
Any other ethnic group	4	0	0
No ethnic group recorded	1	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 – Y3

Total number of qualified teachers (FTE)	5
Number of pupils per qualified teacher	21.6
Average class size	27.0

FTE means full-time equivalent.

Education support staff: YR – Y3

Total number of education support staff	6
Total aggregate hours worked per week	172.5

Includes 3 education support staff in SEN Unit

Recruitment of teachers

Number of teachers who left the school during the last two years	0
Number of teachers appointed to the school during the last two years (<i>including SEN Unit teaching staff</i>)	8
Total number of vacant teaching posts (FTE)	0
Number of vacancies filled by teachers on temporary contract of a term or more (FTE)	0
Number of unfilled vacancies or vacancies filled by teachers on temporary contract of less than one term (FTE)	0

FTE means full-time equivalent.

Financial information

Financial information has been omitted.

This is because, as the school opened in September 2001, there are no figures yet for a complete financial year.

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	108
Number of questionnaires returned	58

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	81	19	0	0	0
My child is making good progress in school.	66	29	3	2	0
Behaviour in the school is good.	57	34	3	3	2
My child gets the right amount of work to do at home.	50	36	7	3	3
The teaching is good.	74	21	0	2	3
I am kept well informed about how my child is getting on.	41	41	12	3	2
I would feel comfortable about approaching the school with questions or a problem.	69	22	5	3	0
The school expects my child to work hard and achieve his or her best.	69	24	2	5	0
The school works closely with parents.	50	36	9	5	0
The school is well led and managed.	78	16	7	0	0
The school is helping my child become mature and responsible.	71	24	2	2	2
The school provides an interesting range of activities outside lessons.	33	31	21	5	10

Percentages may not equal 100 due to rounding.

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

60. Thirty reception children attend the reception class; fifteen on a full-time basis and fifteen currently part-time. They are well supported by a full-time teaching assistant who works very well with the teacher as a very good team. Almost all the children have experienced some form of pre-school education. On entry into the reception class, children's attainment is very wide-ranging in all areas of learning but, although it was low last year, this year it is broadly average. By the end of the Foundation Stage, children achieve well and are on course to attain the early learning goals recommended for children of this age in the areas of learning of communication, language and literacy, mathematical development, knowledge and understanding of the world, creative and physical development with some children exceeding these expectations. In personal, social and emotional development, they achieve very well and are likely to attain standards exceeding the early learning goals as a result of overall very good teaching in this area. The quality of teaching is at least good, with some very good teaching seen. As a result, children achieve well in all the areas of learning.

Personal, Social and Emotional Development

61. By the end of the Foundation Stage, most children are on course to exceed the early learning goals. They make very good progress as a direct consequence of skilful teaching and the high expectations of staff. Adults are very good role models and very good relationships are evident between children and staff that foster mutual respect. Staff value the children, who are constantly encouraged to feel confident about what they can achieve. The teacher plans a good range of purposeful play activities and first-hand experiences that stimulate children's interest and encourage very good attitudes to learning. Children respond very positively to the well-established daily routines, which give them confidence and a sense of security.
62. Staff encourage children to take responsibility, for example by being register monitors and by clearing away equipment. Adults promote children's personal development and independence very well, through ensuring that apparatus is easily accessible to them and a high priority is given to this aspect. For example when children were dressing and undressing for a physical development lesson, staff encouraged them to do this independently. This ensured that support was effectively directed to where it was most needed, such as when the teaching assistant quickly intervened when a young child struggled with fastenings.
63. Children behave very well and become aware of the difference between right and wrong through stories and the sensitive handling of incidents by staff. The children discuss simple rules for using the class 'shop' with the teaching assistant. This encourages them to respect and understand the need for an agreed simple code of behaviour for people to work together harmoniously and also contributed well to their development of speaking and listening skills. They are enthusiastic about learning, enjoy school and play and work well together.

Communication, language and literacy

64. Children make good progress as a consequence of good teaching. Most are on course to attain the early learning goals and the more able children are set to exceed them by the end of the Foundation Stage. Provision for children's language development is

good. Staff regularly observe and assess children's attainment and progress to guide the planning of the next stage of learning to meet their different learning needs. Some are very good at negotiating with others, as when a group debated who would be the cashier in 'The Ruby Shop'. Staff naturally model good spoken language so that support for language development permeates all activities in the reception class.

65. Children enjoy stories and they listen with increasing attention and recall. Elements of the National Literacy Strategy are used very effectively such as when the teacher covered rhyming words in a poem. This motivated most children well to suggest their own rhyming words. Most follow text as they share the book 'Rumble in the Jungle', beginning to read aloud with the teacher, and knowing that print carries meaning. They soon pick up the key features of the story and most can put events into the right sequence. Many understand the way stories are structured and they handle books carefully. The use of 'word' and 'letter' cards and games is effective in helping children to recognise alphabet letters and their initial sounds.
66. Some children make marks on paper and understand that these carry meaning. Most use pencils to form letters correctly and practise writing their names in their books. Many begin to write simple sentences with support from staff, writing for different purposes, such as their news and greeting cards. Some higher attaining children work independently in the 'Come and Write' area, using their phonic skills with growing ability. However, when tasks go on for too long many children lose interest and concentration.

Mathematical development

67. This area of learning is well taught with some very good teaching observed. Children make good progress and are on course to attain the early learning goals by the end of the Foundation Stage with a number of children set to exceed the goals. Teachers' expectations of children are high and they plan carefully structured play activities with good levels of challenge that enable most children to achieve well. Staff build on what children already know and can do in a structured way, enabling them to make good or very good progress. Teachers' ongoing assessments are well used to guide the planning of new work. Elements of the National Numeracy Strategy are effectively used with a good balance of number activities taught by adults and games that children choose themselves. Children are interested in numbers and they develop confidence in counting, ordering and matching through the good use of number games and activities. Most children count to 10 and beyond as a group and many recognise the numerals 1 to 9 with higher attaining children proceeding well beyond this. More able children begin to relate addition to combining two groups of objects and subtraction to taking one away from the other. They make a simple chart to show where they go shopping, which develops basic data handling skills. Through using shapes, structured apparatus, water and sand trays, many children develop a sound understanding of space, shape and measures. However, when introductions are lengthy, the pace of the lesson is lost and many children find it difficult to maintain concentration.

Knowledge and understanding of the world

68. Most children achieve well in this area of learning, which reflects good teaching. Many are set to attain most of the early learning goals by the end of the Foundation Stage, with higher attaining children exceeding them. Planning is effective, with specific details of what children should learn noted. Staff provide a good range of well-prepared, interesting and purposeful practical play activities to foster children's curiosity and interest to learn about the world in which they live. The children find out about and identify some features of living things. For example, many understand that some animals are tame and others are wild and can distinguish between farm animals and

pets. Children design and make simple kites and use construction apparatus to build 'towers' safely with growing skill. Good opportunities to use computers with good support help many to develop basic information technology skills. Good use is made of visits to places in the local area, such as 'Drusilla's Zoo', to support children's growing understanding of the world. Cultural development is promoted through a wide range of creative experiences and stories, such as 'Handa's Surprise', and playing with multicultural toys encourage awareness of other cultures.

Physical Development

69. Teaching is good with some very good teaching. By the end of the Foundation Stage, most children achieve well and are likely to attain the expected outcomes for their age. The outdoor secure play area is an excellent resource for children to develop their skills of running, jumping and balancing. Staff use this area very well as an outside classroom. Children use a very good range of equipment, including wheeled toys, with increasing skill to support their developing body control and co-ordination. In the hall, they move confidently, safely and imaginatively with increasing skill and control. They use large apparatus with growing confidence and become aware of their own space, respecting other's need for space. Teachers encourage the understanding of positional language, such as above, next and over. Good opportunities are provided to develop children's fine physical skills. Staff teach skills such as cutting and handling small tools with writing implements, glue sticks, paintbrushes and scissors to help children gain safe control of these finer movements. Some find this difficult but they are supported well.

Creative Development

70. Teaching is good. Children make good progress and most are set to meet the expectations of the early learning goals by the end of the reception year. To encourage creative development and also independence, staff plan a good balance of activities between those that adults teach directly and those that children choose themselves. Effective group organisation ensures all children are included and have equal opportunities to work at all activities. Children explore colour, texture and shape using pencils, crayons, pens, paints, chalks and pastels to make pictures, such as self-portraits and pictures of different kinds of weather. With good support, they produce effective marbled patterns. They create effective collage pictures with developing skill, select from a range of recyclable materials to make models of Elmer the elephant and use 'play-dough' to make models. Children join in singing familiar action songs and rhymes from memory, such as 'Humpty Dumpty' and 'Heads, shoulders, knees and toes', with growing confidence and enjoyment. They march and clap in time to the rhythm of the tambour and express wonder and great delight when using instruments out of doors. Most children begin to recognise and explore how sounds can be changed through experimenting with their voices, singing high and low, softly and loudly. The lively use of the 'The Ruby Class Shop' provides very good opportunities for children to develop imaginative role-play and also encourages personal development and speaking and listening skills.

ENGLISH

71. The pupils in Year 2 have joined the school over the last two years and many of them arrived at the school experiencing difficulties with reading and writing. However, all pupils, including those with special educational needs and those for whom English is an additional language, have made good progress since joining the school. Over half of the pupils in Year 2 are attaining standards that meet national expectations and some are doing even better in some aspects of the subject. However, owing to the significant

number of pupils working below nationally expected levels of attainment, the overall standards in Year 2 are well below the national average. Pupils continue to make good progress in Year 3.

72. When they arrive at the school, many pupils are often shy and lacking in confidence with speaking skills that are often quite limited. Teachers are very aware of this and work hard to build up pupils' self esteem. Teachers are very aware of the particular needs of pupils for whom English is an additional language. All pupils' contributions are welcomed and valued by teachers and support staff, and this results in pupils becoming progressively more confident in speaking in front of the class or their group. Pupils are learning to listen attentively both in class and in school assemblies. Teachers also plan activities specifically aimed at developing pupils' speaking and listening skills. They might be asked to discuss with their partner some good words to describe a character in a story, to plan a drama activity or to discuss contributions for a group performance poem where they are encouraged by their teacher to discuss each contribution and agree whether to accept or reject the idea. In the context of the very good relationships throughout the school, these planned activities result in pupils making good and often very good progress in their speaking and listening skills and this in turn helps them with their reading and writing.
73. The teaching and learning of reading is one of the school's priorities. Many pupils in Year 2, who have joined the school since it opened, have underdeveloped reading skills. The school has taken prompt and appropriate action to ensure that all pupils have the benefit of progressing through a structured reading scheme and an attractive stock of books to support this policy has been purchased. Teachers are committed to developing pupils' reading skills and they ensure that every individual is heard reading in school at least once per week. Pupils read to the headteacher, learning support assistants, volunteer parents and governors and most pupils also read to their parents and this is recorded in a home-school reading diary. This policy and the school's aim to devote more time to developing pupils' writing skills has resulted in a modification of the National Literacy Strategy so that 'guided reading' sessions (when a group of pupils read the same book with their teacher) takes place in addition to the literacy hour. Pupils also share reading when the whole class read a 'big book' together within the main literacy lesson and a part of each daily lesson is devoted to pupils' knowledge of letter sounds. Pupils in Year 1, who need extra help with this aspect of reading, are included in effective group sessions led by a dedicated learning support assistant who uses her own time to produce learning materials to support special spelling and literacy schemes.
74. The whole school approach to reading, which is designed to meet the immediate needs of pupils who started their learning in a number of different schools and which clearly involves a significant amount of curriculum time, will be evaluated in the context of the whole curriculum as standards rise. As a result of this commitment however, all pupils are making good progress including those with special educational needs, who have specific activities prepared for them by the headteacher. Pupils show enthusiasm and interest in their reading. They read books, which are always at an appropriate level for their ability, accurately and some do so with good expression. Some pupils in Year 2 demonstrate knowledge of books that exceed national expectations and they talk confidently about aspects of non-fiction books such as the contents, index and glossaries and they find information using their knowledge of alphabetical order. Despite the good progress made, there remains a significant number of lower attaining pupils in Year 2 and standards overall in reading are therefore well below national averages. Emphasis upon raising standards in reading continues into year 3 and pupils continue to make good progress.

75. The overall standard of pupils' writing is similar to that of reading. The school quickly identified the need to improve the writing skills of its incoming pupils and made a policy decision to devote extra time to this aspect of learning. Pupils are encouraged to write about their own experiences and about things that happen in school. They retell traditional stories, such as 'The Princess and the Pea', and they are beginning to compose their own stories with encouragement from their teachers. Ideas from other lessons such as history are used as a stimulus for writing. For example, the pupils write about the great fire of London in the role of someone who witnessed it.
76. There are many examples of pupils making good progress, including pupils who had little concept of sentences at the beginning of Year 2 and could only manage a few simple phrases. They are now managing short stories with a beginning, middle and end and starting to use capital letters and full stops correctly. More able pupils are developing a clear structure to their writing and they are becoming more aware of the reader by attempting to use more interesting vocabulary. These skills are further developed in Year 3 and, during the inspection, these older pupils were contributing creative ideas for a group poem about shape including lines such as 'If I were a cuboid I'd be a treasure chest of sparkling gold'. Pupils with special educational needs also make good, and sometimes very good, progress as in the case of one child who in just over a year has progressed from writing strings of letters with no recognisable words to writing a sequence of sentences some of which are correctly punctuated. A number of pupils however need very close support from the teacher or teaching assistant and find it very difficult to complete writing tasks independently. Pupils practise handwriting skills in special books but very few maintain a consistent form and size of letter in their general writing books.
77. The quality of teaching is good and teachers have a good knowledge and understanding of the subject. The atmosphere in classrooms is very calm and teachers have very good relationships with their pupils whom they manage very well. Teachers use a variety of methods including whole class teaching and group teaching as well as expecting pupils to work independently at times. Resources are used well and teachers are very well supported by teaching assistants, with whom they have formed a good partnership. Whole class sessions on the carpet are often effective as when a teacher encouraged pupils holding letter cards to stand up and spell words but, sometimes, these sessions continue for too long and the interest of pupils begins to wane. Teachers set learning objectives for each lesson but these are not always clear and communicated clearly to pupils and there is inconsistency in the effectiveness of assessing pupils' progress during lessons or at the end of lessons in order to make sure that all lessons build systematically on the pupils' previous achievements. Marking of pupils' books therefore tends to consist of general praise and comments rather than assessing progress and deciding the next steps. Nevertheless, teachers have high expectations of their pupils and they make good use of homework to improve pupils' learning. The co-ordinator for the subject is a skilful teacher with great enthusiasm for the subject. He has begun to put in place systems intended to monitor learning and standards and he has clear ideas for developing the planning and record keeping within the subject.

MATHEMATICS

78. Standards in the national tests at the end of Year 2 in 2002 were very low. Inspection evidence shows that standards in Year 2 remain low this year. This is because, although most pupils are likely to attain the nationally expected Level 2, a significant proportion of pupils are not. However, pupils in both these year groups had transferred from other schools and, as school records show, they did so with low standards of attainment. Nevertheless, school records also show that these pupils, including those

with special educational needs or English as an additional language, have made good progress since arriving at the school. This is the result of the careful monitoring of their learning and the generally good quality of teaching that supports the pupils' learning effectively. Pupils in Year 3 continue to make good progress.

79. Pupils in Year 2 demonstrate a good rate of progress in developing their knowledge and understanding of number bonds to 20 and there are some examples of them extending repeated addition to multiplication. They explore measurement with standard and non-standard measures, including using their foot, hand-span and stride, and also ordering objects from the lightest to the heaviest. Pupils develop an awareness of both two-dimensional and three-dimensional shapes, including cuboids, cones, pyramids and spheres. However, pupils do not have a quick, mental recall of number facts or an effective understanding of the number system, including place value. This limits their ability to work quickly and confidently at number problems, which is compounded by their limited literacy skills. Indeed, many pupils in Key Stage 1 are not able to write numbers correctly, reversing many of them. Pupils in Year 3 are suitably challenged and, by the time of the inspection, most of these pupils were working confidently with simple fractions, although this year group is also constrained by their limited mental recall of number facts.
80. The quality of teaching and learning is good in Key Stage 1 and Year 3. Teachers plan lessons that address identified weaknesses in pupils' prior learning. Many lessons have a practical approach that seeks to accommodate pupils' poor writing skills. For example, money is used to assist pupils' addition and subtraction skills. Teachers also focus on strategies that are used to complete a task. In a lesson in Year 2 for example, pupils considered the best way to record information collected about their favourite drinks. The teacher skilfully elicited from pupils methods that were already familiar to them and they selected the use of tallies as the most appropriate to their task. These practical tasks are conducted in a calm and co-operative manner. Relationships are good and teachers manage pupils well, interrupting the lesson when it is necessary to calm some pupils and to offer guidance when difficulties arise that may frustrate some pupils. Teaching assistants provide good support to pupils and teachers, with whom they have established an effective partnership. Skilful questioning techniques are employed by teachers to extend pupils' understanding and questions are asked of individual pupils that take account of their previous learning. However, these sessions sometimes go on for too long, challenging the pupils' ability to sit still on the carpet whilst maintaining concentration. In most lessons, teachers provide tasks with different levels of difficulty that take account of the pupils' varying levels of attainment. In the best lessons, pupils' learning in the lesson is carefully assessed and this information is used to set tasks at an appropriate level in the next lesson. It is important that this strategy is employed in all lessons to enable pupils to make the best possible progress because of their low prior attainment. Information and communication technology is used well to create graphs of the data that pupils collect about their favourite drinks and they interpret these graphs accurately.
81. The co-ordinator has identified the major weaknesses in pupils' learning that include their poor understanding of mathematical language, weak problem-solving skills and their insecure understanding of the number system. Consequently, many lessons focus on improving these skills. She is well placed to lead the development of the use of assessment in planning lessons as she demonstrates these skills very well. However, although the co-ordinator has begun to monitor teachers' planning and pupils' work, her monitoring role has not yet been extended to monitoring lessons.

SCIENCE

82. Standards in the current Year 2 are low, overall. Most pupils are working to expected levels, but a significant minority is not attaining the nationally expected standards. Few are likely to attain the higher Level 3. The low standards in this group of pupils do not reflect the quality of the teaching in the school. There has been a very high level of pupil mobility, with pupils entering from many other schools at various times. Standards vary greatly but the school's detailed records show that since arriving at the school, pupils have made good progress. This is because of consistently good teaching and effective planning for science across the school. The recent focus on the development of the key aspect of scientific enquiry is being well addressed in all classes. This direct focus is paying dividends, as pupils' progress in this area is good throughout the school as pupils in Year 3 continue to achieve well.
83. As pupils move through the school, their skills, knowledge and understanding are built on effectively, reflecting carefully structured planning procedures. Pupils achieve well in studying life processes and living things, materials and their properties, physical processes and, with very good support, many are beginning to develop sound enquiry skills. Pupils with special educational needs and those who speak English as an additional language achieve well and are very effectively supported by teachers and by very well briefed teaching assistants. All pupils are included and fully involved in lessons, having equal opportunity and equal access to all activities. Little difference was seen between the attainment of boys and girls.
84. Most pupils in Year 2 attain the nationally expected standards. Many identify some properties of materials, describing similarities and differences, using terms such as shiny, hard and stretchy. Many begin to understand that living things grow and reproduce. Through effective first-hand investigations, such as carrying out a fair test to compare the speed of toy cars, many develop a sound understanding of pushes and pulls as forces. Pupils currently in Year 3 continue to make good progress with many pupils finding out how shadows are formed through effective practical experiments and with very good support. More able pupils begin to understand that shadows change during the day as the earth moves around the sun.
85. An analysis of pupils' work shows that they make consistently good progress and achieve well. Across the school, teachers place significant emphasis on scientific enquiry. This is leading to improving enquiry skills in all aspects of science. All pupils enjoy investigative work and this is especially beneficial to pupils with special educational needs and those who speak English as an additional language. These pupils receive very good quality support from adults and pupils in class, which enables them to make good progress.
86. The quality of teaching is consistently good throughout the school, with some very good teaching. A number of strengths account for pupils' good progress. Teachers have high expectations of their pupils and set good levels of challenge, enabling them to achieve well. For example, in their work on sound, Year 1 pupils made good progress in recognising a range of sources of sound and comparing their loudness because they were suitably challenged and supported well in stimulating, practical investigations. Teachers manage pupils very well, so that they keep on task, behave very well and try hard to do their best. Very good relationships encourage very positive attitudes and pupils maintain concentration well. Teachers use resources that capture and hold pupils' interest, for instance when Year 2 pupils learn about materials and investigate a range of balloons filled with gas, water or plaster. The very good deployment of teaching assistants supports pupils with special educational needs, and those who speak English as an additional language very effectively, so that the brisk pace of learning is maintained. They provide very good support where it is most needed. For example, a group of Year 3 pupils with special educational needs received specific

support from a teaching assistant when studying shadows. By the end of the lesson, these pupils had achieved very well in understanding how shadows are formed. Very good opportunities for collaborative work contribute very well to pupils' social development. Teachers plan lessons with suitable levels of challenge for all pupils. However, the use of ongoing assessments of pupils' learning to plan suitable tasks for them is not always consistent. On the rare occasion where teaching is less effective, the brisk pace of the lesson is not maintained and pupils lose interest.

87. Work is regularly marked and generally shows pupils how they can improve. Across the school, pupils' standards of presentation are good, overall, when writing down their findings. Pupils use a range of methods to record and communicate their findings effectively their using literacy and numeracy skills that include written work, simple charts, tables and graphs. Limited use of information communication technology to support science was seen during the inspection.
88. Curricular documentation provides helpful, structured guidance for staff in planning. Good use of visits, such as that to the Seven Sisters Country Park, enriches the curriculum. Assessment and recording procedures are very effective and enable progress to be clearly tracked. Assessment is generally used well to plan what pupils should learn next. The knowledgeable and enthusiastic co-ordinator has a very secure subject knowledge and has begun to monitor teachers' planning. She has collected samples of pupils' work across the school, ready for discussion by the whole teaching staff, to help them to come to consistent judgements about standards. However, her role in monitoring and evaluating teaching and learning is, understandably, not yet fully developed to enable her to identify strengths and weaknesses in pupils' learning. Resources are good and are well used to support pupils' learning.

ART AND DESIGN

89. Pupils' standards at the end of Year 2 meet national expectations with some good, close observational drawings seen across the school. Pupils, including those with special educational needs, and those who speak English as a second language, achieve well and pupils continue to make good progress in Year 3. Throughout school, teaching is good and, consequently, pupils make good progress. Teachers' subject knowledge is secure and their planning and use of resources are effective, motivating pupils well and contributing to their very positive attitudes. Most pupils enjoy the subject and take great pride in the presentation of their work.
90. As pupils move through the school, their previous learning is effectively built on and extended and they achieve well in developing their skills, knowledge and understanding. Across the school, pupils use their sketchbooks effectively. Pupils explore ideas, work with a good variety of materials and tools and record their investigations in a range of media. This is demonstrated well in a large montage picture of 'The Creation'. Teachers provide effective opportunities to study a wide range of famous artists' work and to explore elements of art. For example, Year 1 pupils investigate the use of wax resist techniques to produce interesting firework pictures. Teachers have high expectations of their pupils. They encourage them to closely observe their subjects and pupils in Year 2 use improving accuracy in attempting more detailed representations of leaves and flowers, for instance. By the end of Year 2, pupils share ideas and try out different textures to produce the desired effect. For instance, they paint self-portraits, demonstrating appropriate colour mixing skills to get just the right skin shade and tone for their faces. They complete 'half portraits' of people and develop their knowledge of line and shading to create texture, and a sound understanding of the proportion of facial features. Year 3 pupils continue to make good progress. They create their own designs, using 'string patterns' and different shapes,

also effectively reinforcing their numeracy skills. They talk about similarities and differences in their work and begin to understand how they can improve their work. Pupils also produce interesting 'marbling' work, experimenting with various colour combinations.

91. Good links with information and communications technology help pupils use their computer skills to good effect in developing their artwork. For example, they investigate colour, shape and pattern, using computers to create an effective display of a wide variety of designs and pictures. Teachers use art effectively to support other subjects, such as history, when Year 2 pupils use pastels in illustrations of 'The Great Fire of London'. Effective links are made with science work on shadows through Year 3 pupils creating silhouette pictures of their heads, ably supported by teaching assistants who are very well briefed. Teachers provide very good opportunities for pupils to collaborate when working in groups and to take responsibility for equipment, which supports their personal development very well. Art and design adds appropriately to their understanding of their own and other cultures. For example, Year 1 pupils create African patterns, giving them an insight into African culture, as well as making effective links with geography. All pupils are included in all activities and have equal access to the curriculum.
92. The headteacher currently co-ordinates the subject and she monitors teachers' planning and samples pupils' work. Members of staff have recently received in-service training on displaying pupils' work. As a result, the quality of display across the school is good, effectively enhancing the learning environment, the curriculum and also pupils' self-esteem. Resources are good, supporting pupils' learning well.

DESIGN AND TECHNOLOGY

93. Standards achieved by pupils in Year 2 meet national expectations. Teachers plan projects that take the pupils through the stages of designing, making and evaluating their work. During this process, pupils are encouraged to make their own decisions and to try out different materials and methods. In Year 1 for example, pupils practise making different ways of making moving pictures using slide bars, levers and wheels and then choose which of these methods they wish to incorporate into a background scene which they have designed and painted themselves. Year 2 pupils completed an ambitious project making moving vehicles. They designed their vehicle, chose the extra features they wished to include, made a chassis by measuring and cutting wood, measured and fixed axles and attached disc wheels. They used different types of tape and glue to combine different materials. At the end of the project pupils evaluated their work by answering such questions as 'what worked best?' and 'what would you change?'
94. During the course of this work, some pupils require more support than others but the support and guidance given by their teacher allows everyone to succeed and every pupil completes a finished product. All pupils, including those with special educational needs, make good progress and some make very good progress. There are examples of pupils who have difficulties with literacy and numeracy succeeding very well in this more practical subject.
95. Although only one lesson was observed during the inspection an analysis of pupils' work and teachers' plans shows that the quality of teaching is good overall. Teachers have a good understanding of the subject, their expectations are high and this in turn encourages pupils to be enthusiastic and productive. The plans to develop the subject are appropriate and include the further encouragement of individuality of design and independence of working.

GEOGRAPHY

96. Standards by the end of Year 2 meet national expectations. All pupils, including those with special educational needs, and those who speak English as a second language, make good progress. Pupils continue to make good progress in Year 3. No geography lessons were observed during the inspection in Key Stage 1, so it is not possible to make a secure judgement on the quality of teaching. However, the progress that pupils' make indicate that teaching is good. Judgements are also based on the scrutiny of pupils' work, teachers' planning and displays and discussions with pupils and teachers.
97. Teachers' plans show that they provide a balanced programme in the subject that demonstrates good knowledge of the subject. In work seen, teachers' expectations are appropriately high with good levels of challenge and they use resources effectively, indicating good teaching. As a consequence, pupils achieve well. As pupils move through the school, their skills, knowledge and understanding are built on and extended well. By the end of Year 2, pupils are developing a sound knowledge of the local area and demonstrate an appropriate awareness of places beyond their own locality. This is due to teaching that emphasises fieldwork effectively. Teachers organise walks and visits in the immediate school environment and in the local area. Year 1 pupils produce simple plans of the playground, they draw maps of 'Our Walk' and identify and label various features. Pupils learn about seaside locations and identify human and physical features in Eastbourne. Year 2 pupils become aware of localities beyond their own through learning about life in Norway. They find out about life there and compare and contrast it with life in Eastbourne. Their literacy skills are used effectively when Year 2 pupils compile a class book about Norway. Teachers effectively use Barnaby Bear, a toy that is taken on holiday by pupils, to raise awareness of places far beyond their own locality.
98. Pupils in Year 3 continue to make good progress. They develop their local studies through field trips, and their knowledge of other places in the world through research using secondary sources. In the one lesson seen in Year 3, the quality of teaching was very good. The teacher's high expectations of the pupils challenged them to raise questions about various localities far beyond their own. A particularly effective feature of this lesson was the way the teacher encouraged pupils of all abilities to use their literacy skills to investigate similarities and differences between these places, and their own location, using books, maps and photographs. Effective planning, very good class management and very secure subject knowledge resulted in a brisk pace of learning for all pupils and very good attitudes. In work seen, it is evident that many pupils are beginning to develop an awareness of how people can try to improve the environment through considering the task, 'How can we improve the area seen from our window?'
99. The headteacher is currently co-ordinating the subject. She monitors teachers' planning and has 'sampled' pupils' work. Good use is made of the local and immediate school environment to promote local and field studies and of visits to the seaside and to Seven Sisters Country Park, for example. Effective displays, such as a Year 1 display on Africa and a display of, 'Greetings around the world', enhance both the learning environment and the curriculum and add to pupils' understanding of other cultures.

HISTORY

100. It was not possible to observe any lessons in history during the inspection, although a drama lesson focused on developing historical understanding. Nevertheless, teachers' planning shows that there is a carefully planned coverage of the National Curriculum programmes of study. In addition, a scrutiny of pupils' work and talking to them about

their work in history shows that most pupils meet national expectations and some pupils develop a good understanding of historical information. In view of this good progress in history, it is likely that the quality of teaching is good.

101. Pupils in Year 1 develop a good understanding of change over time as they consider old and new, in topics such as favourite toys. In Year 2, pupils extend this understanding by considering how hospitals changed under the influence of Florence Nightingale, with a consideration of standards of hygiene. They show an effectively developing understanding of chronology in creating a picture story of the main events in the story of Guy Fawkes and sources of historical information, such as Samuel Pepys' writing of the fire of London, are considered. Their knowledge and understanding is extended in Year 3 in a study of the Tudors. Pupils consider the problems encountered by Henry VIII and the solutions that he sought for them as well as comparing Tudor and modern houses, which extends their understanding that things change over time. This study is enhanced by a visit to Anne of Cleves' House where they learn more about life in Tudor times. As one girl wrote, 'I did not know that kids had leather lunch boxes'. Teachers accommodate pupils' poor literacy skills by providing a range of practical activities. For example, pupils' mime various aspects of the fire of London. In this way, they demonstrate a good understanding of the fact that the fire started in a baker's shop, was fuelled by alcohol, that Pepys buried things in his garden and King Charles (who they present as very pompous and bossy) ordered houses to be pulled down. Good use is made of information and communication technology as pupils create pictures on the computer of the fire of London.

INFORMATION AND COMMUNICATION TECHNOLOGY

102. The attainment of many pupils in Year 2 does not meet national expectations. However, there are a number of reasons for this. For example, pupils transferred to the school with poor literacy and numeracy skills as well as little expertise in using computers. In addition, there has been some delay in providing suitable equipment and resources for the subject. Although there is good provision of computers in classrooms, the computer suite, which is a shared space with the school library, contains only eight computers with insufficient space for two pupils to sit comfortably at each computer. In addition, the school was not connected to the Internet until last term. Nevertheless, teachers work well with teaching assistants to allow groups of pupils to use the computer suite effectively. Pupils are making good progress in developing their skills as a result of good teaching.
103. Many pupils have limited understanding of the keyboard and two pupils in Year 3 were unsure what to do when instructed to hit the 'enter' key. Nevertheless, pupils in Year 2 manage to create class booklets of short stories using a word processor. In Year 3, pupils combine text and graphics in producing work on a chosen animal, such as ponies, lions and herons. They have an improving understanding of using a drawing package and their awareness of the various tools for drawing are developed systematically. They are developing a belated but sound understanding of use of the Internet, which again, allows them to use computers without being unduly constrained by their undeveloped keyboard skills. Simple graphs that are linked to their work in mathematics are created and interpreted correctly and they use a programmable toy to explore control technology.
104. The quality of teaching observed was good and this contributes directly to pupils' good progress. Teachers plan lessons very well to ensure that one group is purposefully engaged in the classroom, often with the teaching assistant, while the teacher works in the computer suite with another group of pupils and pupils exchange activities for the second half of the lesson. Teachers have a good knowledge and understanding of the

computer programs that they use and they introduce lessons well with clear demonstrations of the tools needed to complete the task. For example, one teacher produced a very clear set of display cards that showed the tools to be used in a drawing package. This helped pupils' understanding well and compensated for the lack of a projector that would allow pupils to see more clearly what the teacher is doing at the computer. However, the school plans to install a projector very soon. Very good management of the pupils ensures that their behaviour is good and the sessions in the computer suite are very productive. There is a good deal of encouragement for pupils and they enjoy these sessions, working well and co-operatively at the computers.

105. The co-ordinator is very aware of the limitations to the teaching of information technology skills and she has good plans to improve pupils' skills, which are part of the school improvement plan. Most significantly, a record of pupils' learning and attainment has been introduced that will accompany each pupil through the school. This will inform teachers what individual pupils know and don't know and enable them to plan lesson tasks and activities that closely match individual pupil's learning needs. This is good practice and a good strategy to help teachers raise standards further in this new school.

MUSIC

106. Only one music lesson was observed during the inspection so it is not possible, therefore, to make a judgement on the standard of music overall. However, from listening to pupils singing in assemblies, it is clear that the quality of pupils' singing is at least in line with national expectations with many pupils exceeding expectations.
107. A considerable amount of work has already been done to establish music as an important part of the school's provision. The co-ordinator for the subject is very enthusiastic and dedicated to the principle that all pupils should be provided with the opportunities to enjoy music and participate in music activities. Teachers have been introduced to a programme of work by the county music adviser and have the resources to teach all aspects of music including composition, listening and responding to music as well as learning to play instruments such as xylophones, chime bars and percussion instruments. No secure judgement can be made on the quality of teaching overall but in the one lesson observed, teaching was good and the pupils made good progress in learning about pitch by listening, singing and by observing steps and slides up and down the scale on the xylophone. They also learnt how pictures could represent changes in pitch as part of their introduction to composition.
108. The school has made an impressive start to establishing a rich culture of performance. In the first term that the school was open, the pupils performed 'Whoops a Daisy Angel' to parents and governors. Pupils combined with those from three other schools to perform 'Dumble the Dinosaur' at an Infant Music Festival held at the school and at Christmas 2002 every child joined in a performance of 'It's a Baby'. All of these performances involved pupils using a range of instruments for musical accompaniment. The school has also provided a choir for an important civic festival. An indication of the quality of these performances was observed during the inspection when in assemblies the pupils singing was tuneful, rhythmic and especially joyful.
109. Pupils have benefited from visitors to the school including a visit by the Watato School Choir from Africa and a demonstration of a range of musical instruments by the county music staff. As a result of the latter, three pupils are receiving weekly violin tuition from a visiting teacher. The music co-ordinator has established two recorder groups and arranged for a weekly 'fun' music club to be held after school.

PHYSICAL EDUCATION

110. Standards achieved by pupils in Year 2 in games and dance activities meet national expectations. No gymnastics or swimming lessons were observed during the inspection so it is not possible to make a judgement on these aspects of the subject.
111. The quality of teaching is good. Teachers demonstrate very good management of their pupils in lessons in the school hall and on the playground. In games lessons, pupils explore basic skills of ball handling, throwing, catching and kicking with accuracy. They play simple games that require collaboration and they work out scoring systems. From Year 1 onwards, they discuss the effect of exercise on their bodies. Teachers plan games lessons which enable pupils to progress through tasks of varying difficulty although they do not always provide sufficient challenge for pupils who are particularly skilful.
112. The balance between explanation and activity is good so that pupils have good exercise and time to practise new skills. Teachers also change the activity frequently so that pupils are continually offered new challenges. In one very good dance lesson, the teacher planned the progression of activities so well and used music so effectively that without the word 'dance' being mentioned pupils were working collaboratively to produce creative dance movements. They then demonstrated these movements to the rest of the class. In general however, insufficient use is made of pupils' own abilities to demonstrate good techniques to the rest of the class and pupils are not given enough opportunities to evaluate their own and others work. Teachers are very aware of the difficulties some pupils experience with physical activities but the support they give ensures that all pupils including those with special educational needs make good progress.
113. Teaching in the subject is restricted by the school's inability, at present, to use the school playing field. Consequently, the co-ordinator's plans for some games, athletics and extra-curricular activities are therefore currently on hold. A tennis coach has visited the school and given a series of lessons to Year 3 pupils.