

INSPECTION REPORT

DENTON COMMUNITY PRIMARY SCHOOL

Newhaven

LEA area: East Sussex

Unique reference number: 114433

Headteacher: Mrs D. Scott

Lead inspector: John Carnaghan

Dates of inspection: 10th-13th November 2003

Inspection number: 255697

Inspection carried out under section 10 of the School Inspections Act 1996

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INFORMATION ABOUT THE SCHOOL

Type of school:	Primary
School category:	Community
Age range of pupils:	4 to 11
Gender of pupils:	Mixed
Number on roll:	261
School address:	Acacia Road Denton Newhaven East Sussex
Postcode:	BN9 0QJ
Telephone number:	01273 513377
Fax number:	01273 512259
Appropriate authority:	The governing body
Name of chair of governors:	Mr D Manson
Date of previous inspection:	24 th April 1998

CHARACTERISTICS OF THE SCHOOL

Denton Community Primary School is an average sized 4 to 11 school serving the eastern part of Newhaven. The area it serves has some deprivation but is, overall, about average in background. The standards of attainment of pupils as they enter the school are generally similar to those of other schools, nationally. The percentage of pupils who are eligible for free school meals is average. Very few pupils are from ethnic minority backgrounds. A very small number speak English as an additional language and are at an early stage of learning English. There are no travellers and looked-after children, and no refugees. The proportion of pupils with special educational needs is well above average but there are smaller than usual numbers of those with statements of educational need. The majority of these pupils have moderate learning difficulties. The numbers of pupils who join or leave the school during the school year are below average. The school has very close and effective links with the independent nursery with which it shares the building.

INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
1352	John Carnaghan	Lead inspector	History, geography
9770	John Baker	Lay inspector	
19916	Deborah Kerr	Team inspector	The foundation stage, mathematics, science, information and communications technology, art and design, physical education, design and technology.
23413	Robert Allen	Team inspector	English, modern foreign languages, music, religious education. Provision for pupils with special educational needs and those who speak English as an additional language.

The inspection contractor was:

Serco QAA
 Herringston Barn
 Herringston
 Dorchester
 Dorset
 DT2 9PU

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REPORT CONTENTS

	Page
PART A: SUMMARY OF THE REPORT	6
PART B: COMMENTARY ON THE MAIN INSPECTION FINDINGS	
STANDARDS ACHIEVED BY PUPILS	9
Standards achieved in areas of learning, subjects and courses	
Pupils' attitudes, values and other personal qualities	
QUALITY OF EDUCATION PROVIDED BY THE SCHOOL	12
Teaching and learning	
The curriculum	
Care, guidance and support	
Partnership with parents, other schools and the community	
LEADERSHIP AND MANAGEMENT	16
PART C: THE QUALITY OF EDUCATION IN AREAS OF LEARNING, SUBJECTS AND COURSES	
AREAS OF LEARNING IN THE FOUNDATION STAGE	19
SUBJECTS IN KEY STAGES 1 AND 2	
PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS	29

PART A: SUMMARY OF THE REPORT

OVERALL EVALUATION

Denton school offers a sound education and gives satisfactory value for money owing to satisfactory teaching, leadership and management. However, unsatisfactory behaviour in Years 3 to 6 can limit learning. Pupils' achievement is satisfactory and standards have risen in recent years in line with national improvements and are broadly average.

The school's main strengths and weaknesses are:

- Teaching and learning are very good in Years 1 and 2 and in the reception classes. A high proportion of teaching is very good or excellent.
- Despite its strengths, teaching is inconsistent. It is unsatisfactory in Years 3 to 6. The ineffective management of older pupils' behaviour limits their ability to learn.
- Behaviour in classrooms is unsatisfactory overall; while younger pupils invariably behave well, many pupils in Years 3 to 6 are noisy and difficult to motivate.
- Assessment and marking are unsatisfactory. They do not give clear enough indications to pupils and teachers where improvements could be made.
- Provision for childrens' personal, social and emotional development in the foundation stage (the reception classes) is very good.
- Provision for pupils with special educational needs is good and the school is inclusive.
- The schools' links with parents, the community and other local schools, including the nursery, are good and do much to promote pupils' achievement.

Improvement since the previous inspection has been satisfactory. The school has carefully addressed issues raised by the previous inspection. Pupils do much more mental work as part of mathematics lessons. Schemes of work have been revised and homework is used sensibly to promote learning. Assessment in English and mathematics has improved and is good in the reception class; however, assessment in other subjects is still underdeveloped. Over the last five years, standards have improved more quickly than national improvements and they are currently broadly average.

STANDARDS ACHIEVED

Results in National Curriculum tests at the end of Year 6, compared with:	all schools			similar schools
	2001	2002	2003	2003
English	E	D	C	A
mathematics	E	C	C	A
science	E	E	D	B

*Key: A - well above average; B – above average; C – average; D – below average; E – well below average
Similar schools are those whose pupils attained similarly at the end of Year 2.*

Achievement is satisfactory overall and standards are broadly average. The standards of children as they start the school are average. Teaching of pupils in the reception classes and years 1 and 2 is now strong but this has not yet had a full impact on long-term achievement. The youngest children are expected to reach the national goals by the end of reception. As they progress through the school, achievement is generally satisfactory so that current standards in Year 1 and 2 are average. Last year, pupils in Year 6 achieved well, but the achievement of current Year 6 pupils is satisfactory, and standards are broadly in line with the national average. Year 6 test results over the last five years have improved more rapidly than the national upward trend. Standards in science continue to improve – they are now close to average. Pupils' achievement is good in information and

communications technology (ICT) and in the reception classes. There are no significant differences between the performances of boys and girls or different ethnic groups.

Pupils' personal qualities and their spiritual, moral, social and cultural development are satisfactory. Attitudes and relationships are generally good, particularly amongst younger pupils. However, the positive effects of these good attitudes are sometimes compromised by a large group, (mainly of boys) in Years 3 to 6, who disrupt lessons by constant talking. As result, behaviour is unsatisfactory overall, but good in the reception classes and Years 1 and 2. Development of spiritual, moral, social and cultural awareness is satisfactory. Attendance is good and is improving.

QUALITY OF EDUCATION

The quality of education provided by the school is satisfactory. Teaching is satisfactory. It is best in reception classes and Years 1 and 2 where many lessons are very good and some excellent. Here, teachers handle pupils with assurance and demonstrate very good subject knowledge. Teaching and learning in Years 3 to 6, is unsatisfactory overall, and varies from excellent to unsatisfactory. There are a number of weaknesses. Generally, the management of pupils lacks rigour so that lessons are frequently interrupted and the pace of learning slows. Some more able pupils have insufficient challenge and so are less likely to achieve higher grades in tests. Teaching and learning are equally effective in virtually all subjects, but are very good in English. Younger pupils participate enthusiastically in their learning and are very receptive to teachers' consistently high expectations. However, those in Years 3 to 6 lack a strong work ethic and rely too much on teachers to provide their motivation.

The school curriculum is satisfactory; it is balanced and has strengths, such as the teaching of French to pupils in Years 5 and 6. There are good opportunities for trips and longer visits. Guidance to help pupils improve is variable. It is best in English and mathematics. There is little or no assessment of progress in other subjects and, consequently, these areas offer very little help to show pupils how to improve. Pupils are well cared for. Pupils' learning benefits from good links with parents and the local community, including an on-site nursery, and with other nearby schools through a local consortium.

LEADERSHIP AND MANAGEMENT

Leadership and management are satisfactory. The head teacher leads effectively and has a sense of purpose for the school, which is expressed in the good school improvement plan. This vision is shared by staff and governors. Methods of self-evaluation are generally effective and the school takes action to tackle any perceived weaknesses, although the pace of reforms is not always rapid. However, improvements in assessment have been limited and have not had sufficient impact. Most subject co-ordinators do not have enough time to fully monitor their areas of responsibility. Governance is satisfactory and governors have ensured that all statutory requirements are met. The governing body has a developing understanding of the schools' strengths and weaknesses and works hard to challenge and support it.

PARENTS' AND PUPILS' VIEWS OF THE SCHOOL

Parents are satisfied with the school and are happy that it plays an important part in the local community. They have no significant concerns, but a minority feel that they are not kept sufficiently informed about their children's progress. Inspectors find that these areas are generally satisfactory. Pupils are largely content with the school. However, two thirds of them showed concerns about behaviour in their questionnaires. When interviewed, pupils said that there was some bad behaviour and inspectors confirm this.

IMPROVEMENTS NEEDED

The most important things the school should do to improve are:

- Improve teaching in Years 3 to 6 by ensuring lessons have sufficient pace and challenge.

- Insist on higher standards of behaviour in the classroom and around the school from pupils in Years 3 to 6
- Develop assessment and use this to set simple and effective targets for pupils and to provide useful information for the school.

PART B: COMMENTARY ON THE INSPECTION FINDINGS

STANDARDS ACHIEVED BY PUPILS

Standards achieved in areas of learning, subjects and courses.

Pupils' achievement across the school is satisfactory. The standards pupils currently attain are generally average.

Main strengths and weaknesses

- Standards in the end of Year 2 and Year 6 tests have improved more rapidly than the national trend in the last five years.
- Achievement is good in ICT in Years 1 and 2 and in personal, social and emotional development in the foundation stage.

Standards in national tests at the end of Year 2 – average point scores in 2003

Standards in:	School results	National results
Reading	14.9 (15.5)	15.7 (15.8)
Writing	13.8 (14.2)	14.6 (14.4)
Mathematics	15 (15.4)	16.3 (16.5)

There were 32 pupils in the year group. Figures in brackets are for the previous year

1. National Curriculum test results for pupils at the end of Year 2 in 2003 were average in writing, below average in reading and well below average in mathematics. In comparison with similar schools, these results were well below average in all three areas. Current standards have improved and so achievement is satisfactory. Girls did slightly better than boys but the differences are not significant. Very small numbers of pupils from ethnic minorities make comparing their results with the rest of the school unreliable. Over the last five years there have been minor fluctuations in results, such as happened in 2003, but overall they have improved at a faster rate than the national trend.

Standards in national tests at the end of Year 6 – average point scores in 2003

Standards in:	School results	National results
English	26.9 (26.4)	26.8 (27.0)
Mathematics	26.6 (26.8)	26.8 (26.7)
Science	27.8 (26.9)	28.6 (28.3)

There were 47 pupils in the year group. Figures in brackets are for the previous year

2. Results at the end of Year 6 in 2003 were average in English and mathematics and below average in science. When compared with these pupils' standards in their Year 2 tests, their improvement is well above average in English and mathematics and above average in science, indicating good achievement for this particular year group. Girls did better than boys in English, but in mathematics and science the difference in results was similar to national differences. Again, very small numbers of pupils from ethnic minorities make comparing their results with the rest of the school unreliable. Over the last five years, results at the end of Year 6 have improved at a rate that is better than the national trend. Pupils in Year 6 in 2003 achieved well. Currently, achievement in Year 6 is satisfactory overall and in some lessons it is unsatisfactory, due to unacceptable behaviour.

3. Children make a good start to their education in the foundation stage. Clear assessment of their abilities as they enter the reception classes enables teachers to focus closely on raising their standards. With the current very good teaching, standards are improving. Teaching improvements are relatively recent, with new appointments this term; they have yet to have the same positive influence on achievement, though achievement in lessons was very good during the inspection. Children's achievement is satisfactory, and good in personal, social and emotional development. Children are on course to meet their early learning goals in all areas by the end of their time in the reception classes. The effective development of children's confidence and independence enables them to learn very well and is a valuable foundation for success in their studies as they move up the school.
4. In Year 2, pupils' current standards are generally at the nationally expected level. This is an improvement on the 2003 national test results and demonstrates that the school is building successfully on the good start made in the foundation stage. Currently, teaching and learning in Years 1 and 2 are very good and are having a positive influence on standards but this has not yet had time to show a significant effect on pupils' long-term achievement. Good teaching of ICT in Years 1 and 2 promotes the rapid development of skills and understanding and pupils reach higher than expected standards in the subject by the end of Year 2.
5. By the end of Year 6, pupils' current standards have improved at the same rate as they do nationally, so that their standards in all subjects inspected are generally at the national average. This is largely similar to the 2003 test results. Teaching is generally less effective in Years 3 to 6 and this means that the pace of improvement in standards noted in the foundation stage and Years 1 and 2 is less evident. Weaknesses in assessment mean that the promotion of learning through an understanding of pupils' strengths and weaknesses is inconsistent.
6. Pupils with special educational needs have satisfactory achievement from their different starting points, and they reach expected standards, given their own prior attainment. This is a result of the support that they receive from both teachers and teaching assistants, and of their own generally good motivation. However, the higher than average numbers of pupils with special educational needs tends to make results in national tests lower. The very few pupils for whom English is an additional language are well supported and achieve as well as their peers.

Pupils' attitudes, values and other personal qualities

Pupils' attitudes are satisfactory but behaviour is unsatisfactory. Attendance is good and the vast majority arrive punctually. Provision for spiritual, moral, social and cultural development is satisfactory overall.

Main strengths and weaknesses

- There are good attitudes to learning and good behaviour in the reception classes and Years 1 and 2. Behaviour is unsatisfactory in Years 3 to 6, both in the classroom and around the school.
- Relationships between pupils and between pupils and staff are generally good.
- Pupils demonstrate good awareness of other cultures.

Commentary

Attendance in the latest complete reporting year (%)

Authorised absence		Unauthorised absence	
School data	4.9	School data	0.0
National data	5.4	National data	0.5

The table gives the percentage of half days (sessions) missed through absence for the latest complete 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	251	9	0
White – any other White background	2	0	0
Mixed – White and Asian	1	0	0
Mixed – any other mixed background	1	0	0
Asian or Asian British – Indian	1	0	0
Asian or Asian British – Pakistani	2	0	0
Asian or Asian British – Bangladeshi	3	0	0

The table gives the number of exclusions which may be different from the number of pupils excluded.

7. Most pupils enjoy school and in the reception classes and Years 1 and 2 nearly all pupils listen attentively, are keen to answer questions and undertake tasks enthusiastically. This is the result of very good teaching, where teachers manage pupils well and demonstrate very good subject knowledge which motivates pupils and sustains their interest.
8. The behaviour of pupils in the reception classes and Years 1 and 2 is good in the classroom and around the school, including the playground where all play harmoniously together. These pupils discuss and agree class rules and are fully aware of the high standards expected and insisted upon by all staff involved with these younger pupils. However, although older pupils have similar procedures for promoting good behaviour, their behaviour is unsatisfactory overall. This is because a number of staff responsible for this age-range do not insist consistently on high standards of behaviour.
9. Pupils in Years 3 to 6 are often noisy and disrupt lessons, they can be noisy and disrespectful in assembly and a number of incidents of aggressive behaviour were witnessed in the playground. Most, but not all, of the unsatisfactory behaviour is from boys. Lessons in Years 3 to 6 tend to be dominated by the need to manage pupils firmly. Immediately there is any opportunity, pupils break into conversation and teachers sometimes find it difficult to restore an atmosphere of calm. Thus, pupils' concentration and the pace of learning suffers. Last year, there were a significant number of fixed term exclusions.
10. Despite lapses in behaviour, relationships between pupils are generally good. Older pupils organise their own playground games that they play fairly, and in the classroom they work well in groups. Most staff give a positive lead in engendering good relationships, for example, by giving praise and encouragement at every opportunity, as well as acting as good role models.

11. The majority of pupils with special educational needs demonstrate positive attitudes to their learning. It is evident that they feel valued by their teachers and teaching assistants. A small number misbehave, usually because they are frustrated at not being able to progress as fast as they would like, or for reasons beyond the school's control.
12. Parents are very conscientious about ensuring regular attendance and punctuality and there is no unauthorised absence. The school has good procedures for encouraging regular attendance and punctuality.
13. Provision for spiritual, moral, social and cultural development is satisfactory overall. Good awareness of other cultures is developed during International Week when all classes study countries around the world and share their findings with the rest of the school. There are also on-going links via e-mail, with schools in Texas and Mallorca. The school prepares pupils satisfactorily for life in a multi-cultural society.

QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

The quality of education that the school provides is satisfactory. However, assessment is unsatisfactory. Teaching is very good in the reception classes and in Years 1 and 2. The school's curriculum is satisfactory. Pupils are well cared for and there are good links with parents and the community.

Teaching and learning

Teaching and learning are satisfactory, overall. However, assessment is unsatisfactory. Teaching is very good in the reception class and Years 1 and 2; it is unsatisfactory in Years 3 to 6. This reflects the wide variations in the quality of lessons.

Main strengths and weaknesses

- Teaching is inconsistent. Most teaching of pupils in the reception class and Years 1 and 2 is very good or better so that they learn very well. Most teaching in Years 3 to 6 is satisfactory or good, but there are too many unsatisfactory lessons.
- Teaching which is good or better has good management of pupils and there is a positive atmosphere in lessons. Pupils participate enthusiastically in learning.
- Where teaching is weaker, the management of pupils does not prevent indiscipline and, as a result, the lessons lacks pace and challenge.
- Assessment is generally not helpful enough in indicating where improvements should be made.
- Marking of pupils' work has some inconsistencies; it generally lacks detail and gives too little indication of what pupils should do to improve.
- Planning of lessons is thorough, ensuring that pupils of all abilities learn effectively.

Commentary

Summary of teaching observed during the inspection in 30 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
3 (10%)	9 (30%)	9 (30%)	6 (20%)	3 (10%)	0 (0%)	0 (0%)

The table gives the number of lessons observed in each of the seven categories used to make judgements about lessons; figures in brackets show percentages where 30 or more lessons are seen.

14. Teaching and learning are satisfactory, overall. This is because, despite the proportion of unsatisfactory teaching, four out of every ten lessons were very good or better. In the reception class and Years 1 and 2 teaching is significantly more effective, and is very good overall. In

these years, there is a consistency in teaching that is a result of good relationships and firm pupil management. Teaching encourages and engages pupils. For the school as a whole, almost three-quarters of lessons are good or better, in the reception class all lessons are in this category and Years 1 and 2 over eight out of ten lessons are in this category. In the best teaching, teachers' and pupils' close attention to learning requirements ensures that lessons have a very clear focus on raising standards. The support many pupils receive from teachers and teaching assistants has a positive impact on their learning. Although some lessons for older pupils were very good or excellent, teachers' expectations in Years 3 to 6 are generally lower and their weaker management of behaviour means that too much time in lessons tends to be wasted. All the unsatisfactory teaching seen was in Years 3 to 6.

15. Planning of teaching is effective. Lessons are well prepared with suitable resources to engage pupils' interest. Lessons usually build effectively on pupils' previous knowledge and understanding. The school sets time aside for teaching assistants to meet 'their' class teacher early in the day, so that activities can be planned together. Support staff make a good contribution to the learning of all pupils by knowing their needs and offering appropriate support in the classroom.
16. The best teaching is lively and dynamic. It often consists of a series of brief activities which help pupils concentrate; at the end of lessons there is a good summary of what has been learnt and this gives an additional opportunity for pupils to be praised for their efforts. Teachers are alert; if pupils begin to speak at an inappropriate time they are gently but firmly reprimanded. In the best teaching, teachers' high expectations of behaviour and performance are invariably met by pupils, who are generally eager to please. Teachers know pupils well and help them when required. These good lessons have a positive atmosphere and pupils are constantly encouraged to do their best. Teaching works hard to develop the younger pupils' independence as learners.
17. There are some weaknesses in teaching. These are usually due to weaknesses in the management of pupils. Teachers can fail to reprimand pupils when they talk in lessons. Gradually, the level of conversation builds and classrooms can become noisy. When this is not checked, the pace of learning slows as pupils both lack concentration and fail to hear the teachers' instructions. Teachers sometimes carry on with the lesson, trying to make themselves heard against a background of noise. This leads to unsatisfactory teaching and learning. In some lessons, those pupils with previously high standards are given work which is too easy. When they finish before others, there is little else to do and this lack of challenge means that learning can be unsatisfactory.
18. Pupils with special educational needs and those for whom English is an additional language are fully integrated into all lessons. Although they may sometimes be withdrawn for special teaching, this is much to their benefit and is carefully controlled. Teaching of these pupils in lessons is generally good and teachers take account of specific needs in the work that they provide, ensuring that while it is challenging, it is appropriate. Teaching assistants are aware of the needs of individuals, and they generally work very well in partnership with teachers. The support provided is guided by the individual education plan provided for each special needs pupil. The guidance provided in these plans is good, but they do not include information about the nature of each pupil's specific problems. The very small number of pupils who have English as an additional language are well supported by teachers from the local education authority, and make rapid progress towards understanding and following the curriculum of their peers.
19. The work of children in the reception class is thoroughly assessed and is used to promote the very good learning. While the school assesses pupils' work in English and mathematics well there is little or no assessment in other subjects. Pupils in the main school have some targets in English and mathematics but they are too imprecise and so cannot have a positive influence on learning or achievement. Due to a lack of systematic assessment, no targets are set in other subjects. Marking of pupils' work is inconsistent. While some marking is thorough and

includes comments which assist pupil' achievement, generally it is too peremptory and does not help pupils by indicating at what level they are working or how they could improve.

The curriculum

The curriculum is satisfactory. The school provides a broad and balanced range of learning opportunities, and satisfactory opportunities for educational enrichment beyond the basic curriculum. Accommodation and resources to support pupils' learning are good.

Main strengths and weaknesses

- The quality of the curriculum for children in the reception classes is good.
- The curriculum is well organised.
- The provision made for pupils with special educational needs is good.
- Accommodation and resources are used well to support pupils' learning.
- The roles of some curriculum co-ordinators in monitoring the curriculum are underdeveloped.
- The individual education plans of pupils with special educational needs do not offer descriptions of the problems these pupils face.

Commentary

20. The curriculum in the reception classes is good overall. It covers the requirements of the foundation stage curriculum well, adapting as required to meet the specific needs of the children.
21. A satisfactorily broad range of subjects is taught in Years 1 to 6. A strong annual curriculum plan ensures that there is good balance between subjects, with appropriate time allocations. In English and mathematics, as a result of the effective introduction of the national strategies, the curriculum is well developed and purposeful. In some subjects, however, co-ordinators do not routinely monitor classroom delivery so are unaware of strengths and weaknesses in their areas. Provision in curriculum planning for pupils' personal, social and health education is good. Requirements for teaching the National Curriculum are met satisfactorily.
22. The provision for pupils with special educational needs is good. The individual education plans drawn up for special needs pupils are of good quality in that they provide very good advice to teachers, parents and carers and to pupils about how improvements may be achieved. However, they lack the essential specific descriptions of each pupil's problems.
23. The curriculum for pupils in Years 5 and 6 is enriched by the addition of French lessons, with an annual residential visit to France. Years 3 and 4 pupils have a residential visit to Rochester, which enhances their studies of geography and history. There is a satisfactory range of sporting clubs and activities, and of singing and performing opportunities. A strong feature of the wider curriculum is the number of international links that the school has established. Through its close links with other schools in the area, the school ensures that pupils are well prepared for the next stage in their education.
24. The match of teachers and support staff to the curriculum, and the accommodation, are good.
25. Since the last inspection, the school has worked hard to address the issues identified. Mental mathematics has been a focus during the Numeracy Hour, and mental work has been stressed in English. Schemes of work are now in place, and each subject now has a co-ordinator.

Care, guidance and support

The school makes good provision for ensuring pupils' care, welfare, health and safety. It provides pupils with satisfactory support and guidance and involves them satisfactorily in the work of the school.

Main strengths and weaknesses

- The school promotion of pupils' healthy and safe living and general well-being is good.
- There are good health and safety procedures.
- Good induction arrangements for pupils ensure that they settle down happily into school.
- Pupils have a good and trusting relationship with one or more adults in the school.
- Support, advice and guidance for pupils' academic progress is good in reception classes but unsatisfactory in other year groups.

Commentary

26. The school pays close attention to pupils' healthy and safe living and stages a 'Living Healthy, Living Safe' week during which the whole school focuses on aspects of personal safety, healthy eating, fitness and a healthy body. In addition, road safety is enhanced by supplying reception children with reflectors for use in the winter months and by training Year 5 and 6 pupils in cycling proficiency.
27. Health and safety checks of the premises are carried out at least termly, day-to-day issues are carefully recorded and resolved with appropriate urgency. Risk assessments have been carried out for specific areas including visits, cookery and swimming. First aid provision is very good, an excellent changing room is available meeting medical and hygiene needs. The very good provision for the physically disabled ensures safe and easy access to all parts of the school. Arrangements for child protection are satisfactory.
28. To ensure that children settle happily into school, the reception teacher visits them at their playgroups and nurseries and then they have 'taster' sessions in small groups in a reception class. Also parents are provided with an introductory pack with extensive information on how to help their child settle in.
29. Established teachers, together with support staff, know their pupils well and the good relationships between pupils and staff encourage pupils to raise any concerns they may have, knowing that they will be dealt with sympathetically. The trust that pupils have in staff is confirmed by their response in the pupils' questionnaire and through discussions.
30. Close monitoring and knowledge of pupils from the moment they enter the school means that special educational needs are quickly identified and that class teachers, in partnership with the special educational needs co-ordinator, can draw up an individual plan for each of them. In this way care and teaching are integrated and purposefully directed. A significant aspect of the care that pupils receive is the quality and commitment of teaching assistants. The very small numbers of pupils who speak English as an additional language are also quickly identified and receive good levels of care.
31. While the school is developing increasing amounts of information about how well pupils achieve, much of this information is not used to help individuals. In Years 1 to 6 the use of assessment is unsatisfactory and whilst pupils have basic improvement targets in English and mathematics, there is very little help to show pupils how to improve in other subjects. Some pupils are aware that there are targets in English and mathematics but no pupils spoken to knew their individual targets.

Partnership with parents, other schools and the community

The school has good links with parents, the community and other schools.

Main strengths and weaknesses

- Parents are very well informed about the school and well informed about the curriculum.
- The good contribution parents make to their children's learning at school and at home has a positive influence on their achievement.
- Parents are satisfied with nearly all aspects of the school.
- Good links with the community help to enrich the curriculum.
- There are good links with other schools through a local consortium.

Commentary

32. Parents are very well informed about the school through the prospectus, a wide range of 'A guide to Parents' leaflets, the governors' annual report and weekly newsletters. Parents receive termly curriculum information sheets and the 'Reading guide for Parents' provides good information on helping with reading at all stages throughout the school. Also there are regular 'Keeping up with your Children' classes for parents and 'pre-SATs' consultation evenings for the parents concerned. This enables them to support their children's learning.
33. Parents provide good support in the classroom in reception classes, in Years 1 and 2 and also in the library. Parents also raise substantial funds for the school through the 'Friends and Associates of Denton School' and provide good support for specific events such as Hoop Day and International Day. The majority of parents support their children with their homework and virtually all attend school functions, particularly class-led assemblies where their children are involved.
34. A high proportion of parents responded to the questionnaire. Virtually all confirm that their children like school, consider that the school expects their children to work hard, consider teaching good and feel that the settling in arrangements are good. The vast majority are satisfied with all other aspects of the school except information on their children's progress. The inspection considers information on children's progress to be generally satisfactory.
35. Links with the community include close links with the 'Flying Start' nursery on site. This enables the children concerned already feel part of the school. Strong links with the local church include leading assembly monthly and using the church as an educational resource. Good use is made of the school by the community, including the church and a karate club. The school receives good support from local companies and good use is made of the local area as an educational resource.
36. The school is part of the Newhaven Management Initiative, which includes four primary schools and the local secondary school. This benefits pupils through joint projects and joint staff meetings to share ideas. The local secondary school is currently supporting the teaching of French to pupils in Years 5 and 6 and works with all the local primary schools on identified projects. The school works closely with both local universities providing teaching experience and Post Graduate Certificate of Education placements.

LEADERSHIP AND MANAGEMENT

Leadership and management of the school are satisfactory. Leadership, management and governance are all satisfactory. The school maintains a clear focus on raising standards and staff and governors work as a cohesive team to improve the school.

Main strengths and weaknesses

- The head teacher has a sense of purpose for the school, which she pursues, promoting partnership and improving standards.
- The school's self-evaluation is providing some information about its strengths and weaknesses and reforms are occurring, although the pace of change can be too slow.
- Governors have a growing understanding of the school's strengths and weaknesses and offer strong support.
- Leadership and management of English is very good and there is good leadership of the special educational needs department and the foundation stage.
- Subject co-ordinators do not have enough time to fully monitor their areas of responsibility.

Commentary

37. The head teacher provides satisfactory leadership for the school. She is committed to the long-term future of the school and aims to continue to improve it. She has promoted constructive working relationships amongst all adults at the school, and staff reflect the school's aims and policies in their work. For example, teaching assistants are employed from 8.30 a.m. daily so that they can meet class teachers and jointly plan and prepare the day's activities. The head teacher has identified the pressing need to improve teaching and behaviour in Years 3 to 6, but strategies employed so far have not been fully effective. The school made a number of new appointments to the senior management team at the start of the autumn term; as they take up their responsibilities they are having an increasingly positive influence on the school. The head teacher has ensured that there is good local support for the school from the local community, from business and educational partners and from the local education authority
38. The management of the school is satisfactory. This is largely because much of the management is well informed about the strengths and weaknesses of the school. The way the school uses its assessment data means that it is starting to influence the setting of priorities and targets for staff. However, assessment is only thoroughly undertaken in English and mathematics. The results of monitoring are not always quickly acted upon. For example, senior staff have thoroughly monitored teaching over recent years and identified areas for improvement. However, subsequent action taken has not been rigorous enough and, while some improvements have been made, teaching remains inconsistent and there is still too much unsatisfactory teaching. As a result, unruly behaviour has not been checked sufficiently and exclusions have been high. The foundation stage is very well led and managed. The newly appointed co-ordinator has a very good understanding of the needs of the youngest children and ensures that they all make the most of their time in the reception classes.
39. Monitoring of the school's performance feeds into the school improvement plan. This is an effective working document and sets out the priorities for the future. The clear and generally appropriate targets that it identifies have the means of achieving the required ends simply laid out. However, very little time is given to subject co-ordinators so that they can monitor the delivery of their subject. In some cases, co-ordinators lack the information needed to effect improvements. This leads to variations in the quality of subject leadership. This area has a number of strengths, for example in English. However science, in particular is not well led. The school has clear procedures and these are generally followed and the school day runs smoothly. The programme of induction and training for new staff and the school contribution to initial teacher training are both satisfactory and the latter has had significant benefits in the recruitment of new staff. The performance management programme is efficiently run and priorities are linked to those for whole school improvement. The school has a clear understanding of the principles of best value; its expenditure per pupil is marginally above average.

Financial information for the year April 2002 to March 2003

Income and expenditure (£)	
Total income	508,181
Total expenditure	540,778
Expenditure per pupil	2080

Balances (£)	
Balance from previous year	-10,157
Balance carried forward to the next	-32,597

40. Governors play an increasing role in holding the school to account. Their understanding of their statutory duties and of the school's strengths and weaknesses is clear and generally accurate. The governing body is aware of its requirements to challenge as well as to support the school; they are becoming increasingly involved in setting the school's priorities as incorporated in the school improvement plan. Governors are linked individually with subject and other departments of the school. However, their degree of involvement with departments varies. Governors actively supported the establishment of an independent nursery in the school building. Its establishment was initially difficult and resulted in the loss of some of the school's funds. This has been addressed in close liaison with the local education authority, which has approved the deficit and ensured that there are appropriate plans to reduce it.
41. The newly appointed special educational needs co-ordinator has already established a good grasp of the area. She places a high priority on enabling pupils to be included in all that is offered by the school, and is developing her own professional expertise to meet the requirements of the post. She is very open to new ideas, and has already established a good overview of the present situation and the needs for development. The qualified and well-motivated teaching assistants are well deployed and effective.

PART C: THE QUALITY OF EDUCATION IN AREAS OF LEARNING, SUBJECTS AND COURSES

AREAS OF LEARNING IN THE FOUNDATION STAGE

42. Provision for children in the foundation stage is good. Children are prepared well for transfer to Year 1. In Denton school, the foundation stage is the time that children spend in the reception classes. Children start full-time in the term they become five. When they start in September, children's experiences and knowledge vary. On the whole, they are similar to those expected for children of the same age. The majority have attended some form of pre-school provision and those who have attended the on-site nursery are particularly well prepared to enter the reception classes, because they are familiar with school routines and with their new teachers. Improvement since the previous inspection has been good.
43. During their time in the foundation stage, children's achievement is satisfactory. Current very good teaching from new staff promotes learning well, but has this improvement not yet had a full impact on raising achievement over time. In personal and social development achievement is good. The majority of children are well on course to reach the standards expected by the time they leave in all areas of learning. Teaching is consistently good across the areas of learning, and very good provision is made for pupils' personal and social development. Teachers provide exciting practical activities that enable children to learn by finding things out for themselves through carefully planned play. Teachers have high expectations of behaviour, work closely together as a team and make regular checks on children's progress. The foundation stage is well managed. Classrooms have satisfactory resources, but the outdoor play area is cramped and the play equipment, which is shared with the nursery, is too small for older children.

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Provision in personal, social and emotional development is **very good**.

Main strengths and weaknesses

- Children achieve well because teachers have high expectations.
- Teachers use a wide range of strategies for encouraging children to learn and play independently.

Commentary

44. Very good teaching ensures that, during their time in the reception classes, children develop confidence and independence. Pupils achieve well in this area of learning; improved teaching has not had time to have a more significant influence. Teachers' expectations of what children can do for themselves and how they should behave are high. From the time they start children are expected to settle down quickly and sensibly in the morning, get what they need for a task, play sensibly and put equipment and toys away at the end of the session. A notable example of this is seen when children select from the wide range of practical activities on offer. They know the rules for selecting an activity and quickly learn to self-register on the activity board. For example, children sort themselves out at the computer and play happily together in the 'opticians' role-play area. One of the strengths of the teaching is that teachers and support staff share the same high expectations and provide very good role models. They are calm, well organised and approachable, treating children with respect and courtesy. This leads to warm and trusting relationships and encourages children to behave in a friendly manner towards one another.

COMMUNICATION, LANGUAGE AND LITERACY

Provision in communication, language and literacy is **good**.

Main strengths and weaknesses

- Teachers and support staff make regular assessments of children's progress to help them tailor work to children's next steps in learning.
- Teachers plan a wide range of activities to develop children's language skills.

Commentary

45. Teaching is good and all children's achievement is satisfactory. Recent teaching improvements have not had full effect on children's long-term achievement. The majority are well on course to reach the standards expected in this area of learning. Teachers promote the development of speaking and listening well by widening children's vocabulary in a variety of ways. For example, they explain new words when reading stories, for example and when they occur in topic work. The very good relationships between adults and children mean that children are confident in asking questions and talking about their play. Children playing in the animal hospital were happy to explain what was wrong with their patient (a very sick parrot!) and what they were doing to make it better. Adults support learning well by focussing their input on the different activities in turn. They join in with children to help extend their vocabulary, and make assessments of what they can do and what they need to learn next.
46. Children are taught their letter sounds systematically and teachers make very good use of games, clues, mnemonics, actions and resources such as sand trays to help children learn them. Teachers make excellent use of puppets to make learning fun and enthuse and engage children. Children quickly develop an appreciation of books and recognise the links between letter sounds and words. Teachers take every opportunity to foster a love of reading, and children have access to a wide range of library books and reading material. From the start children are encouraged to attempt to write independently. They have regular opportunities for writing both within role-play activities and during focussed writing sessions.

MATHEMATICAL DEVELOPMENT

Provision in mathematical development is **good**.

Main strengths and weaknesses

- Teachers plan a wide range of mathematical activities and move lessons on at a fast pace to keep children interested.
- Teachers take every opportunity to promote children's mathematical development

Commentary

47. Teaching and learning are good. Teachers plan interesting activities which build on what children have already learnt and understood, and this ensures that children's achievement is satisfactory. The majority will reach standards that are at least in line with those expected by the end of the year, representing good achievement. Teachers take every opportunity to teach and practice counting forwards and backwards so that all children quickly become familiar with numbers to ten and many can count beyond. Counting is supported by lively actions, games, rhymes and songs, which children love to join in. Wherever they can, teachers develop links with other areas of learning. For example, children building a fire engine were encouraged to discuss the shapes they were working with and children playing in the 'optician's' wrote down the prices of the glasses they sold. One teacher made very good use of the limited outdoor space to help children compare length and establish whether objects were shorter or longer than a drumstick. Teachers' constant questioning challenges children, and helps them develop mathematical language, and the fast pace of lessons ensures children do not lose interest.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Provision for knowledge and understanding of the world is **good**.

Main strengths and weaknesses

- Children achieve well when the teacher has direct input into the activities. Learning slows when children play for a long time without adult supervision.
- Teachers plan a wide range of interesting activities around a theme to promote learning in this area.

Commentary

48. Teaching and learning is good overall and achievement over time is satisfactory. Improved teaching has, again, not had time to positively influence achievement. Teachers plan a wide range of practical activities that help children learn by finding out for themselves. Children learnt about fire engines, for example, by constructing one out of card and covering it with red paint, paper and materials. Constant questioning by the teacher helped them to learn that it had more than four wheels and had special equipment for putting out fires. Children in the role play corner learnt how the optician helped them as they read charts with the classroom assistant and helped each other select spectacles. Other activities such as the construction area and sand play are very well planned and resourced to support learning. However, when teachers are working with their focus groups there are not enough other adults available to guide, question and move learning forward.

PHYSICAL DEVELOPMENT

49. It is not possible to make an overall judgement on this area as no lessons were seen, nor were children observed at outdoor play. In their movements around the classroom, and in their use of pencils, paints, scissors and tools, children's standards are satisfactory. The school is not well resourced for outdoor play. The secure fenced area is very small and the large playground equipment is not big enough for reception children. The area is shared with the nursery and reception children do not have free access to it. They do have daily opportunities to play in the large school playground but overall provision for outdoor play is unsatisfactory.

CREATIVE DEVELOPMENT

50. It is not possible to make judgements on provision or standards as no planned opportunities for creative development were seen. Pupils' art work on display was of an appropriate standard. Teachers' planning for this area is satisfactory and ensures that children have regular opportunities for art and music. There are frequent opportunities for role-play in several different role-play areas around the classrooms. Wherever possible, adults join in with the children to help develop their imagination and give them confidence

SUBJECTS IN KEY STAGES 1 and 2

ENGLISH AND MODERN FOREIGN LANGUAGES

English, is reported in full. It was not possible to see any modern foreign languages lessons or report on this area.

English

Provision in English is **very good**.

Main strengths and weaknesses

- Teaching is very good.
- Most pupils have positive attitudes to their learning.
- The subject is very well led, and well resourced.
- Teachers do not provide sufficiently detailed targets (especially in their marking) and they rarely check whether the advice they have given is followed in subsequent work.

Commentary

51. In national tests in 2003 the results of pupils in Year 2 were below average in both reading and writing. Girls' results were better than those of boys. Over the last five years, standards at the end of Year 2 have improved at the same rate as the national trend. Current standards in Year 2 are broadly average, indicating satisfactory achievement over time. Recent teaching improvements have yet to have a positive impact on this achievement. 2003 results at the end of Year 6 were in line both with the national average and that for similar schools. Compared with these pupils prior attainment at the end of Year 2, these results were well above average, indicating very good achievement for this group of pupils. Girls did better than boys in these Year 6 tests. Current standards in Year 6 are in line with national averages. Pupils enter the school with broadly average levels of attainment, and their achievement is satisfactory up to Year 6. Pupils with special educational needs achieve similarly.
52. In speaking and listening, standards are higher for speaking than for listening in Years 3 to 6. Pupils speak confidently and thoughtfully, but there is a tendency to be content with that, and not to listen with respect either to teachers or to other pupils. The situation is better in Years 1 and 2, where pupils are eager to speak and to respond to their teachers, and are developing considerate and focused listening habits. In reading, standards are in line with national averages in all year groups. Pupils enjoy stories and make good use of the wide variety of well chosen and entertaining reading which the school provides. Pupils routinely take books home. They talk in a lively way about their favourite stories, but, with a few notable exceptions, their use of expression when reading aloud is not strong. In writing, standards are also in line with national averages throughout the school. Some pupils develop careful and accurate word handling skills, but for most, sentence forms are basic and conversational, and the reserves of words upon which pupils may draw do not often reach beyond what might be expected of their ages. Handwriting, though mostly joined and legible, is not usually tidy. As a result of the teaching of joined-up units of writing in Year 1, this situation is likely to improve.
53. Teaching is very good. With new staff and changes made this is a considerable improvement that has yet to positively influence long-term achievement. In most lessons learning is also very good, as a result of the keenness of many pupils to learn, their enjoyment of English, and of very good teaching. In most classes, there are good relationships between pupils and teachers. Most teachers know their pupils well, and a firm but collaborative approach characterises the best teaching. The National Literacy Strategy is well understood and applied. Planning is very good, and as a result lessons are well paced and structured. Teaching assistants know pupils well, and provide those who need it with well-focused support. Nevertheless, their role in lessons can, at times be no more than a response to needs as they arise rather than an integral part of the lesson structure. All work is marked, but analytical evaluation is rare, as are clear suggestions for improvement. Follow-up of these suggestions in subsequent marking was not seen. Individual target setting is being developed, but targets when they are in place are not sufficiently detailed and too long term to be fully effective. While developments to include more use of ICT are planned (and a few very good examples were seen), it is not yet sufficiently integrated into pupils' work.
54. English is very well led. The co-ordinator has a very good understanding of the subject and of the school's needs. She has a particularly strong and appropriate vision for future developments. The subject scheme of work is good, and draws fully upon the National Literacy Strategy, but, as a result, places insufficient emphasis upon speaking and listening. Resources

are good, although the library is little used as an information resource by pupils, and there is some difficulty of access to overhead projectors.

55. Improvement since the last inspection has been good. Standards have maintained a steady rise in line with national trends, and teaching then judged as good, is now very good.

Language and literacy across the curriculum

56. The influence of the National Literacy Strategy feeds effectively into the approaches to teaching in all subjects. Literacy skills are promoted satisfactorily through the use of subject specific language. Reading is strongly promoted, but the correction of technical errors in the use of language is inconsistent.

MATHEMATICS

Provision in mathematics is **satisfactory**.

Main strengths and weaknesses

- There is a strong focus on developing pupils' number skills through oral and written methods.
- The achievement of higher attaining pupils is unsatisfactory, especially in Year 6.
- The National Numeracy Strategy is a significant element of mathematics provision and teachers' knowledge is sound.
- Weaknesses in behaviour management slows the pace of learning in some lessons.
- Teachers are beginning to use ICT to support learning.

Commentary

57. The results of pupils in Year 2 in national tests in 2003 were well below average. They were very low in comparison with similar schools. Girls did better than boys. Over the last five years, standards at the end of Year 2 have improved at the same rate as the national trend. The 2003 results at the end of Year 6 were in line with the national average but well above average compared with their standards at the end of Year 2. This was very good achievement for this year group. Boys and girls results were similar. Current standards are average at Year 2 and this reflects improving teaching. They are also average in Year 6. Currently, pupils' achievement is satisfactory overall. Lower attaining pupils, particularly those with special educational needs, generally achieve well. Teachers plan easier work for them and help them work through it step by step in most lessons, and in some lessons, classroom assistants provide additional support. Higher attaining pupils do not always achieve as well as they should because work in some lessons is not hard enough for them and so they do not learn anything new. This is a particular problem in two of the Year 5/6 classes where the two year groups are taught together. Teachers tend to concentrate on lower attaining groups and higher attaining pupils are left to work at their own pace on work that is too easy for them.
58. Teaching and learning are satisfactory and there are some examples of very good and excellent teaching. One unsatisfactory lesson was seen. Teachers make good use of the national guidelines for the subject and have worked hard to improve their teaching of mental mathematics to improve pupils' number skills. In general, teachers have a secure understanding of the subject and give clear explanations to pupils when they teach them new concepts. This is particularly evident in the teaching of number bonds and place value to pupils in Years 1 and 2. Teachers make very good use of teaching aids such as number squares to help pupils understand the relationship between tens and units. Teachers' lesson planning follows national guidance for the subject and this ensures lessons are well structured to build on previous learning and move on at a good pace. Another feature of very good and excellent teaching is the way in which teachers enthuse and motivate pupils to learn. Year 6 pupils demonstrated very positive attitudes to their work on measuring because the lesson was interesting, practical, and well organised. The teacher had high expectations of what could be

done and set tight deadlines for the work to which pupils responded very positively. By the end of the lesson pupils had a good grasp of the relationships between different units of measure and could use their knowledge to solve practical problems for themselves. Weaknesses in teaching are mainly to do with managing behaviour. There are too many instances where teachers do not insist on quiet, do not set deadlines for pupils to finish their work, or do not set hard enough work. As a result, pupils are bored, lose interest and waste time chatting. Teachers mark work regularly but the quality of marking is variable and not all teachers give clear guidance to pupils about how they can improve. Teachers have worked hard to develop their use of ICT since the previous inspection and now make appropriate use of it to support work in data handling. Younger pupils play computer games to help improve their number skills.

59. Leadership is satisfactory. It has been strong in the past and has led to sound improvement since the previous inspection. The recent change in management of the subject has slowed the pace of improvement. The new manager has not monitored teaching or pupils' work. The school is aware of the need to provide more challenge for Year 6 pupils and already has sound plans in place to address the problem.

Mathematics across the curriculum

60. Too little mathematics is undertaken as part of work in other subjects. Planning does not contain specific reference to opportunities for mathematics. Incidental opportunities occur in subjects such as geography and science, particularly for measuring, but in general the provision of mathematics across the curriculum is under-developed.

SCIENCE

Provision in science is **satisfactory**.

Strengths and weaknesses

- Standards have improved steadily, particularly in Years 3 to 6.
- Leadership and management are unsatisfactory. Monitoring and development of the subject lacks rigour.
- Teaching has a number of good elements, particularly in lesson planning.
- There is not enough assessment of pupils' work; and marking is unsatisfactory. Too little is done to encourage pupils to improve their work.
- Pupils are often too talkative and are not controlled well enough by teachers.

Commentary

61. Teacher assessment of pupils at the end of Year 2 in 2003 showed standards well below average, similar to the last inspection. In the 2003, Year 6 National Curriculum test results were below the national average but were above average compared with their standards at the end of Year 2. This indicates good achievement for this year group. Since 1999, the improvement in these test results has been better than those nationally. Boys' and girls' performance is similar.
62. Current standards at the end of Year 6 are close to the national average. This is similar to the previous inspection. When their attainment on entry to the school is considered, pupils (including those with special educational needs) achieve well. This is mainly due to improvement in investigative work undertaken with older pupils. By the end of Year 6, most pupils understand the main elements of flowers and know the various ways in which seeds can disperse. Currently, pupils' standards in Year 2 are broadly average, demonstrating satisfactorily achievement. Pupils in Year 2 identify plants and animals in the local environment and can place them in simple categories.

63. Most pupils enjoy lessons, especially when tasks are challenging. However, in a number of lessons, many pupils are too talkative and lack self-control. They rely on their teachers to maintain their focus. In a Year 4 lesson, pupils typically, chattered at every opportunity, the teacher constantly reminding them of the need to concentrate.
64. Teaching and learning are satisfactory overall, with examples of good practice. This is similar to the last inspection. In the better lessons, teachers' good scientific knowledge and consistent, planning ensures that a focus is maintained on learning objectives. There is usually a good balance between discussion, written and practical work, which ensures that pupils know what is expected of them. However the pace of some parts of lessons can be too slow; teachers rarely set tight deadlines for pupils to work to. Because there is a frequent need to quieten classrooms, pupils' learning can be interrupted. The management of a significant minority of less-interested pupils is not always effective, despite teachers being unfailingly polite in their efforts to eliminate disruptive behaviour. Pupils with special educational needs are supported well. Teaching assistants ensure that these pupils are involved fully in all lessons. Work is usually matched well to pupils' needs and abilities. Marking is inconsistent and does not do enough to inform the pupils how they can improve. Assessment of pupils' work is not systematically organised so the co-ordinator is unable to track pupils' development. No targets are set in science.
65. Leadership and management are unsatisfactory. The co-ordinator has not systematically monitored teaching, planning or pupils' books. He is too little involved in the planning of schemes of work. One result of this is that science does too little to help promote literacy, numeracy and ICT skills. Analysis of 2003 test results has, so far, been inconclusive and has not promoted higher standards. Since the last inspection, standards have remained broadly average but improvements in the curriculum and assessment have been too slow. Overall improvement has been satisfactory.

INFORMATION AND COMMUNICATION TECHNOLOGY

Provision in information and communication technology is **satisfactory**.

Main strengths and weaknesses

- Standards in Year 2 are above average.
- There has been significant improvement in resources and staff expertise.
- ICT supports achievement in a range of subjects.
- The programme of work for the older pupils does not give sufficient opportunities to allow them to fully develop ICT skills.

Commentary

66. In Year 2 pupils' current ICT skills are above average and by Year 6 they are average. Overall, pupils' achieve well in Years 1 and 2 and achievement is satisfactory in Years 3 to 6. Pupils are confident in using the Internet for research and many are using e-mail to contact children in schools overseas as part of class projects. Older pupils are aware of the advantages of using computers as well as the disadvantages. This includes the safety issues related to e-mail and the accuracy of some web-site information. Pupils are very enthusiastic about the subject. This helps to create a good pace in lessons where gains in learning are often significant in the time allowed. For example, children in Year 2 were quick to learn how to fill a shape in a paint programme and some were able to independently extend the teacher's initial instructions.
67. Teaching in Years 1 and 2 is good and satisfactory in Years 3 to 6. In the most effective teaching sessions, pupils build on already established skills and extend these to new situations. Pupils have a clear understanding of what they will achieve by the end of the lesson and the new skills they will have acquired. Teachers use the computer suite facility to its best advantage. For example, they are able to give clear demonstrations and guidance to the pupils

by remotely accessing computers and supporting individual children. Often, tasks are given a greater relevance by linking them to work in other subjects. Learning is less effective when pupils are inattentive and do not focus on their teacher's instructions. Pupils collaborate well in ICT and help each other in a very positive way.

68. Since the last inspection the school has benefited from a significant upgrading of resources. Staff confidence has also been improved following a well-planned training programme. This has resulted in an organised approach to the subject where teachers and pupils are supported by reliable equipment and a good range of software appropriate for all age groups.
69. Leadership and management are satisfactory. A recent change in subject leadership has meant that the development plan for ICT has lost some of its momentum, particularly in the area of pupil assessment. This aspect has not been significantly built upon since the positive comments in the last inspection and it is unsatisfactory. In addition, the co-ordinator has yet to monitor and evaluate work in the subject. There is a good policy in place that includes guidance for the use of the Internet that has been appropriately shared with parents and pupils. The computer suite is well managed and regular technical support bought in from the local education authority has helped to ensure the reliability of the hardware.
70. Overall, the school has made good improvement in ICT since the last inspection particularly in raising standards amongst the younger pupils, providing better resources and developing higher levels of teacher expertise.

Information and communication technology across the curriculum

71. The use of national guidance as a basis for planning is having a positive impact on curriculum coverage. These schemes of work are being appropriately adjusted to link closely with other work being undertaken in class. This ensures that ICT is enhancing the pupils' experience across a range of subjects including numeracy, literacy, art, history and design and technology. Examples of the pupils' work show they are learning to use ICT for word processing, graphic design, spreadsheets and data illustration. However, teachers do not give sufficient consideration to ensure that older children build upon their well developed basic skills, particularly in the areas of data base work and control technology.

HUMANITIES

In humanities, history is reported in full. Work was sampled in geography and religious education as it was only possible to see one lesson in each subject. It is therefore not possible to form an overall judgement about provision in these two subjects.

72. In geography pupils' work is enlivened by field trips to coastal and other local areas. Pupils seen worked well in groups and showed satisfactory investigative skills when devising a questionnaire to help in a geographical investigation. Planning indicates systematic and satisfactory coverage of the National Curriculum.
73. In religious education planning shows thorough coverage of the curriculum in the locally agreed syllabus for religious education, with a central focus upon Christianity, accompanied by studies of Judaism, Islam and Hinduism. Teaching is supported by a good collection of religious artefacts, and by visits to the local parish church. Pupils can produce some sensitive and interesting responses to what they are taught. The lesson seen was good. The teacher handled the sensitive area of prayer in different religions with sensitivity. This produced thoughtful and imaginative responses from Year 5 and 6 pupils, who responded well to the teachers' expectations of care and respect.

History

Provision in history is **satisfactory**.

Main strengths and weaknesses

- Standards are at the expected level at the ends of both Years 2 and 6.
- Teaching has a number of strengths; resources are interesting and well used.
- There is no assessment of pupils' work.
- Pupils are stimulated by history and take part enthusiastically.

Commentary

74. Current standards at the end of Year 6 are similar to national expectations. This is similar to the previous inspection. Pupils' achievement, including those with SEN, is satisfactory, when their attainment on entry to the school is considered. By the end of Year 6, pupils demonstrate a developing factual knowledge of the differences between life in Victorian times and the present and can explain the reasons for many of them. They show good research skills, which they use when looking for information on the internet. Similarly, pupils at the end of Year 2 in work at the expected standards, this is similar to the previous inspection. Pupils grasp the differences between past and present well.
75. Pupils enjoy lessons, especially when tasks are challenging. They are usually keen to join in but can be too talkative if the teacher allows this to develop. Younger pupils have better attitudes and those in a Year 2 lesson showed very good concentration, comparing seaside holidays now with those in the first half of the twentieth century.
76. Teaching and learning are satisfactory overall, with some examples of good practice. This area was not reported in the last inspection. Good resources, such as old postcards, are used to gain pupils' interest and they promote effective learning. Teaching is well planned so that it builds effectively on what pupils have learned in earlier lessons; work on Victorians gave opportunities for pupils in Years 5 and 5 to share their previous independent research and use it as a 'springboard' for new work. The pace of lessons is generally good and teachers usually set deadlines for pupils to work to. Teachers have high expectations and pupils strive to meet them. Teachers make the most of opportunities to use ICT to help pupils undertake research. Pupils with special educational needs are supported well. Work is usually matched well to pupils' needs and abilities. Too few opportunities are taken to learn history through trips to places of historical interest. While marking is generally satisfactory, there is no assessment of pupils' standards.
77. Leadership and management are satisfactory. The co-ordinator has not systematically monitored teaching, but has looked at pupils' written history work. The use of nationally recommended schemes of work has ensured thorough coverage of the National Curriculum. The departmental development plan is modest but has some good ideas for future development. However, the co-ordinator has an imperfect knowledge of history teaching across the school. Since the last inspection, standards have remained average and improvement has been satisfactory.

CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

One lesson was seen in art and design, two in music and three in physical education but these subjects were sampled. It is not possible to make firm judgements about overall provision in these three subjects. Design and technology was not inspected.

78. In art and design, evidence from teachers' planning, pupils' sketchbooks and work on display indicates that the subject is taught systematically and pupils have regular opportunities for both

two- and three-dimensional work in a variety of media. The work of pupils in Year 6, based on the designs of Clarice Cliff was of an appropriate standard. Pupils had experienced the whole design and make process and the resulting papier-mache pots were colourful and carefully finished. Notes in pupils' sketchbooks demonstrated justified pride in their work. The lesson observed with a Year 1 class was excellent. Pupils had immersed themselves in the work of the sculptor Andy Goldsworth. Very strong teaching over the course of the unit had given pupils a rich experience of sculpture, collage, drawing and painting. Very good use had been made of digital photography to record pupils' work and pupils had responded with great enthusiasm and interest. The new scheme of work for the subject has successfully addressed the weakness noted at the previous inspection, but teachers still do not have a suitable system for assessment in place.

79. Of the two music lessons seen, one was very good and was conducted by a teacher with musical expertise. The other was unsatisfactory. In this, pupils made very little progress; consequently, it was not possible to judge their standards. As well as music lessons, pupils in each part of the school (Years 1 and 2 and Years 3 to 6) have a weekly 20-minute singing rehearsal for assemblies. These sessions were well led by the music co-ordinator and pupils sang enthusiastically, but not very tunefully. Behaviour however, was not good, as pupils tended to chat whenever there was a pause, and time had to be wasted in regaining their attention so slowing the rate of learning. The music scheme of work is based upon a very good commercial scheme which provides guidance and support to non-specialist teachers. The subject co-ordinator, who has a good grasp of the problems of teaching music. Resources are good, particularly in the number and variety of instruments.
80. In the two physical education lessons seen in Years 5 and 6, the quality of teaching and learning was good. Lessons were well planned to include warm up and cool down sessions. The teaching of defending skills was developed systematically over the course of the lesson. Pupils enjoy their lessons and this was evident at the end of a Year 3 dance lesson in the hall in which pupils moved gracefully to 'underwater' music, pretending to be fishes. The school is co-operating closely with other local schools on a sports project, which is having a positive impact on provision and teacher expertise.

PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP

No lessons in this area were seen, because of the nature of the school timetable and so it cannot be reported.

PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

<i>Inspection judgement</i>	<i>Grade</i>
The overall effectiveness of the school	4
How inclusive the school is	4
How the school's effectiveness has changed since its last inspection	4
Value for money provided by the school	4
Overall standards achieved	4
Pupils' achievement	4
Pupils' attitudes, values and other personal qualities	4
Attendance	3
Attitudes	4
Behaviour, including the extent of exclusions	5
Pupils' spiritual, moral, social and cultural development	4
The quality of education provided by the school	4
The quality of teaching	4
How well pupils learn	4
The quality of assessment	5
How well the curriculum meets pupils needs	4
Enrichment of the curriculum, including out-of-school activities	4
Accommodation and resources	3
Pupils' care, welfare, health and safety	3
Support, advice and guidance for pupils	4
How well the school seeks and acts on pupils' views	4
The effectiveness of the school's links with parents	3
The quality of the school's links with the community	3
The school's links with other schools and colleges	3
The leadership and management of the school	4
The governance of the school	4
The leadership of the headteacher	4
The leadership of other key staff	4
The effectiveness of management	4

Inspectors make judgements on a scale: excellent (grade 1); very good (2); good (3); satisfactory (4); unsatisfactory (5); poor (6); very poor (7).