

INSPECTION REPORT

HAWKES FARM PRIMARY SCHOOL

Hailsham

LEA area: East Sussex

Unique reference number: 114438

Headteacher: Mr John Wilson

Lead inspector: Mr Douglas Hayward

Dates of inspection: 22nd – 29th September 2003

Inspection number: 256364

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 – 11
Gender of pupils:	Mixed
Number on roll;	447
School address:	Hawks Road Hailsham
Postcode:	BN27 1ND
Telephone number:	01323 841466
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Appropriate authority:	Governing body
Name of chair of governors:	Mr S Mewett
Date of previous inspection:	September 1998

CHARACTERISTICS OF THE SCHOOL

Hawkes Farm is a very large primary school, serving an area of mainly owner-occupied housing. Almost all pupils are white and they all speak English as their first language. Their attainment when they start school is about the same as most pupils in East Sussex. Fewer than average pupils are entitled to free school meals. The percentage of pupils identified as having special educational needs and the number of those with statements of special educational need are lower than average. The school has been awarded gold Artsmark and Activemark awards. These are nationally recognised awards for a commitment to and high achievement in the performing arts and in sports.

INFORMATION ABOUT THE INSPECTION TEAM

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PART A: SUMMARY OF THE REPORT

OVERALL EVALUATION

Hawkes Farm is a very successful school, which deserves its well-earned reputation for high academic standards. Teaching and learning are good throughout the school. Adults trust pupils to behave very well and to care for each other, and that is exactly what happens. The headteacher and governors lead and manage the school very well and this helps it to get better and better. The school provides very good value for money.

The school's main strengths and weaknesses are:

- Very good leadership by the headteacher and governors
- It helps pupils of all ages and abilities to achieve very high standards
- Teaching is good overall and in a third of lessons it is very good
- Subjects are planned very well to include lots of 'hands on' experiences for pupils
- It helps pupils to develop positive attitudes to school and to behave very well
- The school has very close links with parents, and they think it does a very good job
- Not all subject co-ordinators monitor standards of teaching in their subjects
- Teaching assistants are not always effectively deployed
- Sometimes the use of the computer suite is not as effective as it could be in helping pupils to make progress

The school has improved significantly in many areas since the last inspection. Standards for eleven-year-olds have improved year by year, and the most recent results are the best ever. This is mainly because the school has become much better at challenging pupils of all abilities to achieve the very best standards they are capable of. It has successfully tackled all the key issues for action identified in the previous inspection.

STANDARDS ACHIEVED

Year 6 results

Results in National Curriculum tests at the end of Year 6, compared with:	all schools			similar schools
	2001	2002	2003	2003
English	B	B	A	A
Mathematics	B	B	A	B
Science	C	C	A*	A

Key: A* - very high; 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.

Pupils achieve very well overall. Children achieve standards above those expected by the end of their reception year in personal and social development, communication, language and literacy, mathematics, creative development, knowledge and understanding of the world and physical development. They continue to achieve well in the infants and, by the time they are seven, they achieve standards above those expected at that age. They achieve **very good standards** in reading and mathematics. They continue their progress in the juniors. As they get older, **their achievement gets better** so that, by the age of eleven, **their achievement is very good** and they reach standards in national tests that are **well above average** in English, and mathematics and very high in science compared with standards in all schools. Pupils with special educational needs achieve well and attain standards similar to those of most pupils. This shows that the support that the school plans for them is very effective. Those pupils who are identified as capable of attaining higher standards also do very well. In the most recent national tests about half the pupils in Year 6 achieved

the higher Level 5 standard in English, mathematics and science. This shows that the school carefully plans work that is difficult, but not too difficult for them to succeed. Infant and junior pupils achieve good standards in many other subjects, for example art and design and music. Their skills in literacy are particularly good, and they use them very well in many subjects. Numeracy skills are also used well in a range of subjects, for instance science and geography, where they record their findings using graphs. There are many examples of pupils using information and communication technology effectively in other subjects; for example, they research life in Victorian times for their history project.

The school makes **very good provision for pupils' spiritual, moral, social and cultural development** overall. It is particularly good in helping pupils to take responsibility, help others, learn about right and wrong and develop their confidence and self esteem. Pupils' attendance is satisfactory, although many parents take their children on holiday during term time. **Pupils' attitudes and behaviour are very good.** They really enjoy their lessons and work hard. This means that lessons are purposeful and there is no time wasted. There is no bullying and they respect each other's ideas. They are very good at working together in class.

QUALITY OF EDUCATION

The school provides a very good education. Teaching is good overall throughout the school and about one lesson in three was very good during the inspection. The high quality of teaching is remarkably similar in the Foundation Stage and in the infants and juniors.

Teachers have high expectations of what pupils can do and set challenging work so that pupils have to think and work hard. They plan their work carefully and set work for different groups, so that the level of difficulty is just right for pupils to learn and make progress. Work is interesting and exciting, so that pupils want to learn more and often carry out projects at home to find additional information. Teachers have very good relationships with pupils, so that they feel confident to ask for help if they are stuck and this makes them confident enough to, 'have a go' at doing things they have not seen before. They know that their teachers will praise them for trying and this makes learning worthwhile. Teachers are very good at making sure they know what pupils have learned so that they can move on quickly to new work or spend time revising work they are not sure about.

The school plans subjects very well to capture pupils' interest. Many visits to places of interest take place and lots of visitors come to school. These make learning even more exciting. **There is a wide range of after school clubs** that broadens pupils' interests. **The school is a very caring place** where pupils feel safe and secure. Children joining the reception classes settle quickly and confidently. The school is genuinely interested in listening to pupils' views, so that it can improve how they learn. **Parents strongly support the school.** They think it does a good job in providing a high standard of education and know that their children really like going. **The school forms good links** with the community and local schools.

LEADERSHIP AND MANAGEMENT

The headteacher and governing body provide very good leadership and management. They are committed to raising standards and to making sure that the school constantly tries to improve. **The headteacher and governing body use the school budget very well to provide a high standard of education.** They are well aware of how the school does in comparison with other schools and have the best interests of the pupils at heart when they make decisions about expenditure on staffing, resources and accommodation.

PARENTS' AND PUPILS' VIEWS OF THE SCHOOL

Parents have a very high opinion of the school. They know that the school is very popular and consider that their children are fortunate to attend. They feel that the school listens carefully to any concerns that they might have and that teachers have the best interests of their children at heart. **In turn, parents support the school very well.** They attend concerts and parents' evenings in large

numbers and raise substantial amounts of money for the school. **Pupils say that they like the school very much.** They particularly like the range of subjects they learn about and are confident that teachers will listen to them and give them help if they need it.

IMPROVEMENTS NEEDED

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

- continue to develop the good work of subject co-ordinators, by allocating time for them to observe the teaching of their subjects;
- review the deployment of support staff in lessons to make sure that their expertise is used to maximum effect;
- plan the most effective use of the computer suite to ensure that pupils make good progress.

PART B: COMMENTARY ON THE INSPECTION FINDINGS

STANDARDS ACHIEVED BY PUPILS

Standards achieved in areas of learning, subjects and courses

Achievement for pupils in the infants is **good** and they consistently reach standards that are **above, or well above**, those of many other infant pupils nationally at the age of seven in the basic skills of reading, writing and mathematics. Junior pupils' results in national tests at the age of eleven have improved each year and, in the most recent tests, **they achieved very well**. Boys and girls throughout the school do equally well.

Main strengths and weaknesses

- Pupils have very good literacy and numeracy skills which are used well in a range of subjects
- In the infants and juniors, standards in the foundation subjects are never lower than those expected, and are higher than expected in a significant number of subjects, for example geography, history and music
- Pupils who are identified with special educational needs make good progress and achieve well
- Parents feel very strongly that their children work hard, make progress and achieve high standards

Commentary

1. Information collected over a number of years shows that most children start Hawkes Farm School with attainment that is very much the same as the majority of children at the same age. They make **good progress** in all the areas of learning and by the end of the reception year they achieve standards that are **above those** identified in the Early Learning Goals¹. This means that there are many good opportunities for children to develop specific skills and talents, for example knowing whether items are '*taller*', '*shorter*', '*bigger*' or '*smaller*' than others, and learning about how plants grow or how to use the computer.
2. Infant pupils continue to make **good progress and achieve well**. The school's results in national tests and assessments for seven-year-olds show that they have traditionally done very well. With the exception of writing in 2002, which was average, standards in reading, writing and mathematics since 1999 have never been lower than 'above average' and have frequently been 'well above average'. The school sets great store on teaching basic skills well. Pupils' interest in literature is well developed through a range of different books and visits by different authors. The most significant improvement in 2003 was the increase in pupils attaining Level 3², as a result of carefully focused teaching. The table below gives an indication of pupils' results in the most recent 2003 tests.

¹ Early Learning Goals – these are expectations for most children to reach by the end of the foundation stage. They refer mainly to achievements children make in connection with communication, language and literacy; mathematical development; personal, social and emotional development; knowledge and understanding of the world; and physical and creative development. There are many goals for each area of learning; for example, in language and literacy children should be able to write their own name and begin to write simple sentences.

² Levels Key Stage 1 – The National Curriculum has been written on the basis that pupils are, by the end of Year 2 when they are seven, expected to reach Level 2. If a pupil is attaining Level 3 then he or she is reaching standards above those expected for a child of his or her age.

Year 2 results

Results in National Curriculum tests at the end of Year 2, compared with:	all schools			similar schools
	2001	2002	2003	2003
reading	A	B	A	B
writing	B	C	C	D
mathematics	B	A	A*	A

Key: A* - very high; A - well above average; B - above average; C - average; D - below average; E - well below average
Similar schools are those with similar percentages of pupils eligible for free school meals

- There has been a trend of improvement in the school's results for eleven-year-old since 1999. At first, the proportion of pupils achieving Level 4³ rose significantly in English and mathematics. After careful analysis, the school decided that results could be better still and, last year, focused carefully and very successfully on more able pupils.
- Consequently, in 2003 more pupils achieved Level 4 and the proportion of pupils achieving Level 5 increased by up to 20 per cent.** These figures indicate that the school really 'pushed' eleven-year olds to achieve the highest level that they could; for example, very good teaching of writing in Year 6 was responsible for pupils learning how to successfully adapt their writing to different styles. The improvements in pupils' reading and the range of reading that they undertake also help to improve writing standards.
- The table below shows how the most recent results at Hawkes Farm compare with those nationally and in similar schools. This information is given in average points.⁴ The overall average points score of 29.8 at Hawkes Farm places the school above average compared with all schools nationally. The percentage of pupils achieving Level 4 was well above average in English, mathematics and science. The percentage of pupils achieving the higher Level 5 was well above average in English and science and above average in mathematics.

Key Stage 2

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

Standards in:	School results	National results
English	30.0 (27.9)	27.0 (27.7)
mathematics	29.1 (28.0)	27.0 (27.6)
science	30.4 (28.9)	28.8 (29.1)

There were 71 pupils in the year group. Figures in brackets are for the previous year

- After less than three weeks it was too early in the school year to judge what standards pupils in Year 2 and Year 6 would achieve in nine months when they were at the end of their time in the infants and juniors. Consequently the inspectors' scrutiny of standards of work in pupils' books was carried out on the work completed in the previous academic year by those pupils, as well

³ Levels Key Stage 2 – The National Curriculum has been written on the basis that pupils are, by the end of Year 6 when they are eleven, expected to reach Level 4. If a pupil is attaining Level 5 then he or she is reaching standards above those expected for a pupil of that age.

⁴ Average Points Score – The average points score provides schools with a single statistic to compare the overall grades attained by all pupils with the grades attained by pupils in another school, as well as an average for all schools nationally. The National Curriculum level attained by each pupil, for example in mathematics, is given a score. Level 1 = 9 points, Level 2 = 15 points, Level 3 = 21 points and so on. The average points score for mathematics is worked out by adding up all the points based on levels attained by pupils and then dividing the total by the number of pupils who took the test.

as assessing the progress other pupils make as they move through the school and whether they achieve as well as they should.

7. As well as high standards in the basics, pupils often achieve higher standards than expected in other subjects. Standards are above average in art and design, information and communication technology, geography, history, music and physical education and reflect the effort the school makes to offer a wide range of subjects to learn about. Standards are as expected in design and technology and religious education. Standards in this inspection are never lower than they were in 1998 and in geography and physical education they are higher.
8. Pupils' literacy and numeracy skills are frequently applied very well in other subjects. Their ability to express themselves using sophisticated language is an advantage in science when they are explaining in detail about the findings from their investigations. For example, '*We predicted that the piece of fruit would virtually stay the same because the fridge would freeze the micro-organisms and therefore preserve the fruit. However, we thought that the fruit in the cupboard would grow mouldy and the micro-organisms would thrive*'. Pupils use their numeracy skills well in subjects such as geography when they record their findings accurately in graphs, and in science when they record timings in detail of the gradual cooling of liquids that are insulated by different materials, or exact quantities when testing solubility. They also use their good skills in information and communication technology to complement other subjects. In history they use data-bases and spread sheets well when they are investigating Victorian census returns. The use of e-mails between Hawkes Farm and a school in Russia helps to bring geography alive!
9. Pupils with special educational needs receive good support throughout the school and make good progress. Nearly all the pupils in Year 6 last year who had been identified with special educational needs achieved Level 4 in English. The school monitors pupils from the time they start in the reception class, identifying areas of concern such as poor concentration and difficulty learning to read, as well as speech and language problems. It uses its budget well to provide additional focused adult help in the classrooms and in very effective small groups. Pupils thrive with carefully planned work on an individual basis or at a similar level for one or two others. They appreciate the support and time that teachers can provide and the extra boost that small groups can provide has positive benefits on their work in their classrooms. Boys and girls achieve similar standards in national tests and during lessons observed. The very few pupils from minority ethnic groups achieve standards in line with all pupils.

Pupils' attitudes, values and other personal qualities

Pupils' attendance is **satisfactory**, although many parents take their children on holiday during term time. **Pupils love coming to school and are proud of their work.** The school develops pupils' personal skills **very well**. It makes **very good** provision for developing pupils' spiritual, moral, social and cultural development.

Main strengths and weaknesses

- Pupils are very mature, self disciplined and are particularly good at working independently
- Pupils behave very well in lessons and around the school
- Children in the reception classes very quickly become confident and self assured

Commentary

Attendance

Attendance in the latest complete reporting year (%) – 94.1%

Authorised absence	
School data:	4.9%

Unauthorised absence	
School data :	0.0%

National data:	5.4%
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National data:	0.5%
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The table gives the percentage of half days (sessions) missed through absence for the latest complete reporting year.

10. Parents are conscientious about letting the school know the reason when their children miss school, so it is very rare for office staff to have to 'chase up' unexplained absence. Authorised absence is higher than the school would wish because holidays taken in term time are a problem. In the months of June and July 2003 there were over 80 holidays recorded. The school is tireless in reminding parents of the need to avoid term time holidays, but this has limited effect. Although the absence appears to have minimal impact on the school's high achievement, it can be disruptive for teachers and other pupils in the class.

Exclusions: There have been no exclusions for bad behaviour

Ethnic background of pupils

Categories used in the Annual School Census	No of pupils on roll
White – British	381
White – any other White background	4
Mixed – any other mixed background	2
Any other ethnic group	2
No ethnic group recorded	59

11. Pupils are eager to come to school because teachers make it an exciting and stimulating place with many different things to learn and activities to enjoy. Impressive numbers of pupils join the wide range of after-school clubs and they chat enthusiastically about their interesting projects and trips. Adults in the school have high expectations of behaviour. Consequently the pupils behave very well because they want to do so both for themselves and for their teachers. In their questionnaires, pupils said that they liked the school and knew that their teachers would help them.
12. New children arriving in the reception classes settle in extremely well. During the inspection many children had only been in school for a matter of days, yet they were already confident with adults and able to cope with the routines of the day. Consequently they are well on course to achieve the Early Learning Goals for personal development earlier than expected.
13. Independence is the key word at Hawkes Farm. From an early stage pupils are taught to make their own choices and be in charge of their learning. It is not unusual to see unaccompanied groups of children of all ages reading in the library, using the computers or teaching each other. This trust pays dividends because it results in mature and independent pupils who achieve particularly well. Pupils have an outstanding sense of community. Through the school council, the buddy system and class chores, pupils very effectively learn about responsibilities and how to organise and look after others. Since the last inspection the staff have methodically looked at ways in which they can bring a better spiritual and multi-cultural awareness to school life. They have succeeded well and pupils now have a good experience of how other peoples live in countries overseas and in different cultural groups in the UK.

QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

The quality of education the school provides is very good, which helps pupils to do well from the time they start until they leave. The curriculum is varied and well planned and all pupils are included in every aspect of the school's work.

Teaching and learning

High quality teaching helps pupils to achieve very well. Very good relationships between teachers and pupils help to create a climate where hard work is valued and pupils try their best.

Main strengths and weaknesses

- Teaching is consistently good in all age groups and in a third of lessons it is very good
- Teachers' expectations of what pupils can do are high
- Pupils know that if they are stuck they can ask for help. They say that teachers are fair and help them to make their work better
- Teachers have very good subject knowledge
- Support assistants are not always deployed effectively during lesson introductions
- Teachers are good at finding out what pupils can do and then planning work at just the right level

Commentary

Summary of teaching observed during the inspection in 57 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
	18 (32%)	25 (44%)	13 (22%)	1 (2%)		

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 is better now than it was in the previous inspection. The proportion of lessons that are at least good has improved slightly (from 70 per cent to 76 per cent). The most significant improvement has been in the number of very good lessons, which has quadrupled. New teaching appointments, a more shared approach to teaching and learning and more focused monitoring of teaching by the headteacher and senior staff are mainly responsible for the improvements. Teaching is equally good in the reception classes and in the infants and juniors.
15. Despite the fact that the inspection took place only a week or so after the start of the autumn term, the atmosphere in classes and the relationships that have already been developed between teachers and pupils were remarkably consistent throughout the school and have a significant impact on pupils' learning. Classrooms are industrious places where pupils behave well and achieve good standards. Good relationships mean that they get on with their work, others do not disturb them and they finish their work on time. In their questionnaires over 90 per cent of pupils said that lessons are interesting, that they have to work hard and that they learn a lot.
16. Teachers are good at helping pupils to learn basic skills and then, as pupils move through the school, teaching them to apply their literacy and numeracy skills well to other subjects. This is a particularly strong aspect of the teaching and learning. The teachers are also good at making links between subjects; for example, they link science, information and communication technology and literacy well so that pupils learn that subjects often overlap and that they can use the knowledge they have learned in different ways. Teachers pass on their good subject

knowledge. They are clear about what they expect pupils to learn. Lessons are interesting and pupils enjoy their learning, and they also learn a great deal of useful information that helps them to achieve well.

17. Learning is often really exciting. Teachers use a wide range of resources very well to capture pupils' interest. They understand that pupils learn best when their work is presented in different ways. For example, the use of World War II artefacts made the study of that period of history fascinating for pupils. Visits out and visitors to school help pupils to learn more effectively, because it makes their learning more important and memorable.
18. Learning is effective and stimulating for pupils of all abilities. Those with special educational needs are fully included in all activities. They are very well supported in small groups when they are withdrawn and this helps them to achieve well. They also receive good support from adults in classes, enabling them to keep up with work and concentrate. This adult help was not as well planned during lesson introductions, and then the role of the teaching assistants was less effective.
19. Pupils learn effectively because teachers track and monitor their progress well. This means that they learn at just the right level of challenge to make them want to succeed. Work is difficult enough to make them think hard, but not too difficult to deter them. When learning is planned in this way pupils remember what they have learned because they enjoy success and it lifts their self-esteem. They then feel confident to tackle the next stage of learning. Teachers' marking also helps pupils to learn. Thoughtful, supportive comments offer praise for work well done and point out what needs to be done next. Often, pupils respond to teachers' comments and promise a commitment to future learning.

The curriculum

The school makes learning **very interesting** for pupils by teaching subjects in a **lively and stimulating way**. **Many fascinating trips** out of school and visitors to the school combine to give pupils **very rich, exciting and challenging experiences**. Accommodation and resources are **good**.

Main strengths and weaknesses

- The school provides many extra curricular activities, including sport, drama and music. They are very popular and well attended
- Pupils with special educational needs receive good support in classes and small groups and achieve well
- Specialist staff have a positive impact on pupils' learning, for example in music
- The school has made good use of its budget to improve and update areas such as the computer suite and the new library. These have a positive impact on pupils' learning

Commentary

20. In addition to teaching all the subjects that it should, the school continually strives to expand the curriculum. For example, it teaches French to the older pupils and it has recently encouraged pupils to use sports equipment at lunch times. The school wisely measures the impact of such initiatives by looking at how they improve pupils' attitudes and behaviour as well as their learning. The school plans subjects so that they successfully capture pupils' interest and imagination. This is mainly achieved through plenty of practical activities, for example a wide range of sports, a good variety of media in art, and tuition on various musical instruments. As a result, pupils develop good skills in many subjects, which contribute well to the improving standards of achievement each year in test results and in the foundation subjects.
21. The school ensures that all pupils are fully included in what the school offers. For example musical performances often have two separate casts to enable all pupils to take part. Pupils

with special educational needs are always included in the full range of subjects. Their individual learning targets are precise and regularly reviewed and pupils themselves are included in those reviews to discuss how they feel about their suitability.

22. The school has significantly improved its accommodation and resources since its last inspection and the improvements are having a positive impact on pupils' learning. The outdoor play facilities for children in the reception class are much better and the school has effectively extended the use of that area to include Year 1 pupils. The new library provides very good opportunities for pupils to become independent library users and the computer room is well equipped, as well as being maintained at a temperature in which pupils can work comfortably. The school is very clean and well maintained and the ample outdoor space enables teachers effectively to develop pupils' sporting skills.
23. Opportunities for pupils to take part in activities beyond the school day are very good. The school organises a varied programme of clubs, which caters for a wide range of interests, from gardening to website design. The clubs take place during lunch times and after school. Large numbers of pupils take part in this programme. It is extremely popular with pupils and parents and makes a significant contribution to school life. Two years ago, in recognition of their commitment to sporting activities, the school received the Activemark award. Music continues to enjoy a high profile with the result that the school was recently awarded the Artsmark. A large number of children learn to play string and wind instruments and use their skills well in productions and assemblies.

Care, guidance and support

The school ensures that pupils are **well looked after and safe**. Adults know pupils **very well** and use that knowledge **very well** to advise and guide them. The school takes pupils' views and opinions **seriously** and acts on them.

Main strengths and weaknesses

- Trusting relationships exist between adults and pupils
- The school has well thought out procedures to ensure pupils' safety in school and on trips
- Very good arrangements for settling in pupils when they start school mean that they quickly become confident
- Pupils have a voice in the running of the school and have lots of encouragement to make their own decisions about their learning

Commentary

24. All pupils are safe and secure at school. The head teacher, governors and teachers formally assess potential risks every term and the caretaker is extremely vigilant each day in checking that the building and grounds are free of hazards. Teachers ensure that trips out of school are free from danger and that pupils can get the most from the experience without harm. Child protection procedures are very effective.
25. Pupils say that they feel well looked after at school. They trust the adults who help them and feel comfortable turning to them when they are unsure or unhappy. Staff use the good range of assessment information very well to identify where particular help is needed, whether it is academic, pastoral or medical. During the inspection the very new Reception children were already at home in their surroundings. Older pupils are very well prepared for moving on to secondary school because they have been taught to be independent and self assured in their achievements.
26. The views of the pupils contribute significantly to how the school is run. The school council provides a genuine forum for innovative ideas and sensible ideas to change daily routines. Council members are particularly keen at organising and judging competitions to involve a wide

number of other pupils. The school website gives pupils an excellent chance to air their views on recent school events through 'Talkback'. In addition, regular questionnaires to pupils give the school management a chance to find out what is working well and to follow up any concerns. Pupils want to do their best, work hard and achieve high standards because they genuinely feel valued and involved.

Partnership with parents, other schools and the community

The parents work **very closely** with the school to make their children's education a success. Parents hold the school in **high regard** and are right in thinking that it is **very well run**. There are **good links with local schools and the community** that help to add breadth to pupils' learning.

Main strengths and weaknesses

- Parents fully support the school's efforts to make learning a success
- The excellent school web site provides a mine of useful and important information about the school
- Parents are consulted frequently and the school listens carefully to their views
- The school has particularly effective links with Hailsham Community College
- Annual reports are informative, but they do not give parents a clear picture about their children's progress

Commentary

27. Parents are very pleased when their children are admitted to this popular and oversubscribed school and are keen to share in upholding the high standards of behaviour and achievement. In return, the school makes sure that parents are kept very well informed about all aspects of school life and learning. The headteacher and staff know how valuable the parents' role is in supporting pupils to achieve high standards. The excellent web site is an extremely comprehensive source of information giving detailed coverage of what the pupils have been learning through reports, photos and animated clips. Annual reports are useful in letting parents know what their children can do and what needs to be done for them to get even better. However they are not clear enough in telling parents precisely what progress has been made in each subject over the year.
28. Parents are very supportive of school events. The school has a thriving parent teacher association that raises substantial funds for extra resources. These have a positive impact on pupils' learning in classrooms. The school values the views of parents by making a point of carrying out regular surveys and letting the parents know the outcome. The genuine partnership between home and school adds significantly to the pupils' happiness and achievement.
29. The school has particularly strong links with Hailsham Community College to which the majority of pupils usually transfer. Even before they move on to Year 7, pupils know the college well through very effective sporting links. Consequently pupils at Hawkes Farm achieve well in physical education.
30. The extended educational programmes organised by the school for families provide good support for pupils who need targeted help with mathematics and reading. The '*Children and Adults reading together*' course has proved to be particularly effective in raising the achievement of reluctant readers. The school has seen a significant improvement in the results of these pupils in their national tests.

LEADERSHIP AND MANAGEMENT

The leadership and management of the school are **very good**. The headteacher leads the school **very well** and has a clear focus on raising standards. He has the support of the staff and governors who share the same goals. The school is **ambitious and determined to succeed**. It runs very smoothly.

Main strengths and weaknesses

- Teamwork is a really important feature of the management of the school
- Governors are very knowledgeable and well informed. They make wise choices about the future of the school
- The headteacher and governors spend the budget prudently to make sure pupils get the best deal possible
- Some subject co-ordinators have not yet had opportunities to monitor teaching and learning in classrooms

Commentary

Financial information

Financial information for the year April 2002 to March 2003

Income and expenditure (£)		Balances (£)	
Total income	904,201	Balance from previous year	76,500
Total expenditure	811,536	Balance carried forward to the next	92,665
Expenditure per pupil	2,009		

31. Hawkes Farm is an ambitious school. The headteacher has successfully led the drive to raise standards since the last inspection and pupils are achieving even better than before. This is because there is a common understanding of what values the school thinks are important and what its priorities are and the head, staff and governors have the best interests of the pupils at heart.
32. The headteacher has created a team of adults who are very effective in raising pupils' achievement. Despite significant staff movement since the last inspection there is remarkable consistency in approach between adults to teaching and learning. There has been an improvement in many aspects of the school since 1998, significantly in the achievement of junior pupils and in the value for money the school provides. Governors have a real understanding of their place in the 'big picture'. They recognise the links between the targets set by the local education authority, the school, individual teachers and pupils themselves and where their particular role fits in to all of these. The teamwork and consequent influence of this group can be seen in many crucial areas. Development plans and financial plans are carefully worked out and help the head and senior management team plan carefully for the future. Plans also help the headteacher to run the school effectively in the best interests of the pupils, and help teachers to do their job properly.
33. Governors are a very well-informed group who are clear about the strengths of the school and areas for improvement. They are very involved in what happens in the classrooms. This is effective because it gives them a real insight into pupils' achievements over several years and they are in a strong position to know if pupils are achieving high enough standards. Governors are keen to do their job well and take the initiative to visit other schools to help them form policies for their own school. Parents have also raised considerable amounts of money to help with building programmes and to buy equipment that has made a significant impact on pupils'

learning, for example the computer suite. They, too, are instrumental in supporting the school in reaching its goals.

34. The strong reputation of the school stems from the teamwork and commitment of the staff. Key staff are in place to manage the different year groups in the school, to manage the provision for pupils with special educational needs and to lead subject areas. They carry out all these jobs in a thorough and professional way that has a positive impact on pupils' learning and achievement. For example, a lot of very good work has been done to make sure that pupils do as well as they can by focusing on more able pupils to make sure they are working to the best of their ability and achieving high standards. Co-ordinators are well informed about their subjects and have been instrumental in the high standards that pupils achieve in core and foundation subjects. They provide information to staff, monitor planning and pupils' work, but not all of them have yet had enough time to check on the standards of teaching and learning in the classrooms. The school is very aware that this is an area to develop in the future. In areas such as literacy and numeracy where it has already taken place, it has been very effective in raising standards.
35. The school provides a very good standard of education and pupils achieve well, and often very well, not only in the core subjects but in foundation subjects as well. The quality of teaching and learning is good and in a significant number of lessons it is very good. The school provides a very broad curriculum that is enriched by visits out and visitors to school. It forms very good links with parents and pupils are well cared for. The headteacher and governors provide very good leadership and management and the school is in a very good position to continue to improve. It is a very effective school and its costs are average. It provides very good value for money.

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

AREAS OF LEARNING IN THE FOUNDATION STAGE

The overall provision for children in the Foundation Stage is good.

36. Children have a **good start** to school. The quality of education provided, the progress children make, the quality of teaching and the opportunities children have to develop their skills in all the areas of learning are **good**. Teamwork is a strong feature and has a beneficial effect on the way the reception classes are run.
37. Most children come to school with the skills and knowledge expected for this age group. Teachers and support staff have successfully started to use the new national assessments to check on how well children progress and are already making great strides in working out efficient ways of recording them.
38. Children who **were** in the reception classes last year and who are now in Year 1 made good progress and achieved well. Many have exceeded the goals expected for their age, and good teaching in the reception classes has prepared them well for the next stage of their education. This is a good indicator and it is likely that many of the children currently in the reception classes will reach standards above those expected by the time they go into Year 1.

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Main strengths and weaknesses

Provision in this area of learning is good.

- Children feel safe and secure, and trust teaching and support staff
 - Children are well prepared for their start in school
39. Children settle into school very well because of strong relationships and the school's very good induction systems. They are confident and work well in groups or alone. They make friends easily and are generally kind to one another. They share their equipment, take turns and enjoy being with friends. Children are willing learners because their teachers always bring out the best in them even when there is a possible confrontation. They talk confidently and are able to make themselves understood. They are sensible and independent when going to the toilet and washing their hands.

COMMUNICATION, LANGUAGE AND LITERACY

Main strengths and weaknesses

Provision in this area of learning is good.

- Children learn to become confident speakers, listeners and readers
 - The school values literature and provides children with many opportunities to learn to love books
40. At this stage in the term there are already many opportunities for children to develop their skills in this area. Teachers talk to them in an easy and relaxed way and because of the warm relationships which exist, children join in confidently. In assemblies most children tell the teacher about the things they could not do when they were babies, for example running and skipping. They listen carefully to one another's contributions and learn not to interrupt. They enjoy listening to stories, always give their full attention and become completely enthralled.

One more-able child showed how she was enjoying the sounds of words when a Portuguese visitor taught the class to say, 'Hello' and count to five in Portuguese.

MATHEMATICAL DEVELOPMENT

Main strengths and weaknesses

Provision in this area of learning is good.

- The school uses a range of good resources well to help children become confident at number
- It builds well on their mathematical experiences gained before they come to school

41. The good teaching focuses children's attention on what they need to learn. Children are active and achieve well because of the practical nature of the tasks they are given. They measure an easel in 'drinking straw' lengths and successfully compare the height of a lion puppet with the height of the easel. They make reasonably successful efforts at estimating how many ruler-lengths they can throw a beanbag. The activities provided give children many opportunities to develop the skills of counting, measuring and comparing, and to become aware of space and shape. Already many are familiar with numbers, and more-able children show that they can solve simple number problems.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Main strengths and weaknesses

Provision in this area of learning is good.

- The school uses visits to places of interest and a range of visitors very well to develop children's understanding of the world around them

42. The good teaching and organisation give children many opportunities to develop their knowledge and understanding of the world. They play and explore confidently. They use tools carefully. Many cut and stick neatly and cleanly, and use the computer mouse skilfully. The computer suite and resources such as the interactive whiteboard capture children's interest and attention well. The reception classes are well staffed, which allows children to make good progress because they have the attention they need to guide and help them. They show that they are interested in learning about other people and their ways of life.

PHYSICAL DEVELOPMENT

Main strengths and weaknesses

Provision in this area of learning is good.

- The school has very good accommodation and resources that help children with their physical development

43. The staff organise themselves efficiently so that they spend time with the children and help them make good progress. Consequently many of the younger ones already ride bikes speedily and bounce on 'space-hoppers' confidently. Many children show that they have strength and can balance in a controlled way. Some come to school able to use scissors, pencils, felt-tips and paint brushes adeptly and get on in an independent way. Action rhymes and songs help children to become well co-ordinated as they sing, 'Heads, Shoulders, Knees and Toes'. Overall, many areas of learning are successfully developed because children can play and learn in an active way.

CREATIVE DEVELOPMENT

Main strengths and weaknesses

Provision for children in this area of learning is good.

- Children have lots of good opportunities to explore and experiment with many different media to help develop their creative skills

44. Children split a large ball of play dough into smaller pieces during the mathematics session and learn to develop their understanding of numbers to ten well; they compare lengths of wool 'fished' from the sand tray and sensibly decide whether they are '*long*' or '*short*'. Experiences such as these enhance the way children learn. They concentrate for longer periods because creative activities complement other areas of learning. Children have time to work out their ideas and to think and talk about what they have learnt. Teaching is good because staff work closely with the children and help them improve their work and develop their skills in a relaxed atmosphere.

SUBJECTS IN KEY STAGES 1 and 2

ENGLISH and FRENCH

Very good teaching, combined with high levels of subject expertise across the school, produce standards well above those expected. The achievements of all pupils in reading and writing are **very high**.

Main strengths and weaknesses

- The teaching of writing is very good. The school is very successful in helping its pupils to become enthusiastic, energetic and imaginative writers
- The teaching of reading is very good. Pupils quickly develop confidence as readers and enjoy a rich diet of books at school
- The school has a very clear picture of what must be done to sustain recent successes in English and works with commitment as a team
- The deployment of support staff, especially in lesson introductions

Commentary

45. Pupils of all ages enjoy writing and see themselves as successful authors. Because the teachers understand exactly how children learn to write and the quality of their teaching is very good, standards in writing are very high at the end of both key stages, with pupils capable of extended pieces of considerable maturity. This represents a significant improvement on the previous report. Teachers understand that providing their pupils with very good examples of writing will help them to become successful authors in their own right. Pupils in Year 4 read a poem, '*Give me your name*', before using the ideas and vocabulary in it to craft their own versions. In Year 6, pupils read '*The Ivory Door*' to find out exactly what techniques are used by writers of suspense stories, before using what they have discovered to shape their own ideas. Teachers have very high expectations of their pupils. They know exactly what they can do and plan very well to provide just the right levels of support and challenge so that pupils are able to complete their work and enjoy a taste of real success. Boys and girls of all abilities, and the very few pupils with English as an additional language do very well.
46. The school's focus on promoting the enjoyment of books and reading, together with very good teaching, has helped to raise standards in reading at the end of both key stages to well above national expectations. As is the case with writing, this represents significant progress since the time of the last inspection. Pupils of all ages enjoy a love of books and talk excitedly about their reading. By the ages of 6 and 7 pupils are beginning to explore the hidden meanings in books, because their teachers encourage them to look beyond the obvious. For example, pupils and

their teacher in Year 2 explore the illustrations in '*Six Dinner Sid*' to understand the feelings and mood of the characters in the book. Pupils enjoy the opportunity to work with authors who come to the school and this helps to instil an interest in books and a love of reading. Visits to the library for junior pupils are a regular feature of school life and make a significant contribution to pupils' reading experiences. They receive very good advice and guidance from the school's librarian who takes time to help them make choices about what to read next and to support their learning across different subjects. A new, spacious library for infants, partly funded by the school indicating its commitment to the development of pupils' interest in books, is nearing completion.

47. The subject is very well led by its co-ordinator who has already identified the need to develop speaking and listening, especially drama, across the school in order to sustain the current high standards. The teachers work very well as a team to improve pupils' chances in English and this gives rise to high levels of consistency in both teaching and learning. The role of learning support assistants is not always as productive as it could be in literacy lessons. During teacher-led introductions, assistants usually assume a passive role rather than involving themselves, for example in noting pupils' responses to text or working closely with one or two who need additional support.
48. Pupils enjoy their French lessons and become confident in speaking basic French. Pupils enjoy weekly French lessons that concentrate on developing their ability to converse in short sentences and to respond to questions. Some of them join an after-school French club where their conversational skills are further developed. They have very good opportunities to put their skills into practice when they go on an annual residential trip to northern France. Their written work from last year's journey, completed at home, showed how much they had learned about France, its people and their customs, as well as positive evidence of their willingness to speak French.

Language and literacy across the curriculum

49. During their time at the school pupils are encouraged to value their literacy skills because they use them all the time in other subjects. The contribution of language and literacy across the curriculum is a particularly successful feature of the school. Teachers in Year 1 help children to use their spelling knowledge to label the features of their own homes in geography. Pupils in Year 5 read an extract from '*The Water Babies*' to find out about the lives of poor children in Victorian times. By the time they leave the school pupils know how to write in many different forms, from explanations and reports in science and geography, to diaries, letters and recounts in religious education and history. The school goes to great efforts to celebrate and publish these achievements with the result that pupils develop a real sense of pride in their skills.

MATHEMATICS

Provision in mathematics is **good**.

Main strengths and weaknesses

- Pupils achieve well and standards are rising. They are better than those at the time of the last inspection
- Teaching and learning are consistently good throughout the school
- Links between mathematics and other subjects are not firmly in place
- The co-ordinator leads the subject well

Commentary

50. Good teaching helps pupils to reach standards that are well above average by the end of the infants and above average by the end of the juniors. Standards by the end of Year 6 are rising

each year because the school builds well on infant standards and it has focused well on pupils of differing abilities. Pupils with special educational needs get a good deal; for example, they receive good support in smaller groups so that many reach the expected level by the time they leave the school. More able pupils receive good teaching in their groups when teaching concentrates specifically on their needs. As a result, the number of pupils achieving the higher Level 5 is increasing annually. This means that the school is well placed to raise pupils' achievement still further.

51. Teaching and learning are good in all year groups. Teachers have very good relationships with pupils, often using humour well to gain pupils' attention and to make them feel confident and secure. Lessons are well planned so that teachers and pupils share a clear sense of purpose about what exactly is to be learned. Teachers manage pupils well so that they concentrate fully on their learning. They usually question pupils very skilfully to develop understanding, though infrequently some questions are not always well thought out to achieve this adequately. Teachers are good at assessing how well pupils are learning in lessons and in adapting their lesson plans as a result of what they find out. Teachers often help pupils by marking their work with comments or questions that take them on towards the next stage of their learning.
52. The subject co-ordinator has effectively contributed to the consistently good teaching throughout the school by observing all teachers teach and by giving them support and advice about how they can improve. This has ensured that the National Numeracy Strategy has been carefully adapted to meet the differing needs of pupils in the school.

Mathematics across the curriculum

53. Good links between mathematics and information and communication technology already help pupils' learning effectively. However, the co-ordinator has wisely begun to examine how teachers plan the links between these two subjects to improve the ways in which mathematics impacts on pupils' learning. Numeracy links are effective in a range of subjects including science and geography, but not as well developed in others, and the school has prudently decided to focus on developing stronger links between mathematics and other subjects to enhance pupils' learning.

SCIENCE

Provision in science is **very good**

Main strengths and weaknesses

- The quality of teaching is consistently high
- Pupils have lots of very good opportunities to carry out practical investigations
- There are very good opportunities for pupils to extend their literacy and numeracy skills in science
- There are high standards of presentation of work
- The use of monitoring equipment in investigations is not consistent in all classes

Commentary

54. Teaching is very good overall and is one of the main reasons why pupils achieve so well in science and why pupils enjoy their work so much. They find science stimulating and exciting, as well as very thought provoking. They very much enjoy the many opportunities to carry out practical work and opportunities to discuss their ideas. This is not a 'worksheet based' subject. Pupils have the chance to find out for themselves and to make mistakes. Junior pupils achieve much higher standards and teaching is far better than in 1998. Boys and girls achieve equally well. Pupils with special educational needs, as well as those who are higher attainers are provided with suitably challenging activities that help them to achieve very well.

55. Because teachers are eager to emphasise the experimental aspects of science, pupils find learning exciting and they talk enthusiastically about what they have learned. The results of experiments and investigations have far more impact than simply recording what the teacher tells them, and help them to remember what they see and learn. With older pupils in Year 6, the impact of the school's 'hands on' approach to science was clearly evident in their work. It contains well thought out hypotheses and focused methods of investigation, based on sound scientific principles. The significant percentage of pupils attaining Level 5 in 2003, with its strong emphasis on pupils being able to select suitable approaches and base their predictions on scientific knowledge and understanding, would not have been possible if the teachers had not focused on this approach to learning in their lessons.
56. Teachers have secure subject knowledge which helps them to answer questions confidently and accurately. This is important because pupils need to learn correct scientific information. The ability to answer pupils' questions about force fields and use subject vocabulary correctly is most important. Teachers also develop good links between science and other subjects, especially literacy and numeracy. The quality of results in some investigations depends entirely on how accurately pupils measure times and quantities. Their work is extremely well presented, in a specific layout so that hypotheses are easy to read and conclusions are very well presented. Pupils learn not only to draw correct conclusions, but how to work well in pairs or small groups. They have to be prepared to listen to others and put forward their own ideas in a way that is scientifically convincing enough to persuade others.
57. Good use is made of information and communication technology in many classes, but the school is aware that it could use monitoring equipment more extensively, and this has been identified in the school improvement plan. When ICT is used very effectively, items such as digital photographs from computer linked microscopes are very effective in illustrating the findings of investigations, for example the growth of mould on food!

INFORMATION AND COMMUNICATION TECHNOLOGY

Provision in information and communication technology (ICT) is **good**.

Main strengths and weaknesses

- In some lessons, two or more pupils sharing a computer means that they do not achieve as well as they could
- Pupils achieve standards above those expected
- The computer suite encourages work in different subjects to be linked well
- The co-ordinator has not monitored the effectiveness of the computer suite
- There are good links between ICT and other subjects that help pupils to learn more effectively

Commentary

58. Standards are higher than they were in 1998 and there are better links between ICT and other subjects which are evident in many ways. For example, pupils make very good use of ICT in their Victorian history project when they use spreadsheets to prepare census information, and when they word process their writing using a Victorian style font. They use digital camera images very effectively to enhance their work and they are able to merge text and graphics to improve the presentation and appearance of work. They use programs well that display the results of their mathematical investigations in graphical form, providing immediate impact. They learn ICT skills from an early age and many older pupils achieve a level of capability that a significant number of adults would envy. The subject co-ordinator has been effective in enthusing other members of staff and developing their own ICT skills.
59. The recently opened computer suite is very well designed and offers very good opportunities for all pupils to enjoy much more frequent access to hardware and to a wide range of different programs. The computer suite is, however, not successfully managed by all teachers for the

entire lesson. Lesson introductions are invariably well focused, with teachers using an interactive whiteboard effectively to make relevant teaching points. Programs link well with pupils' work in other subjects and teachers themselves are confident and knowledgeable. Pupils' use of the computers is less effective in some cases. The same task shared between two pupils invariably takes a long time, the lesson pace slows, pupils do not achieve as much as they could and teachers are 'helping' pupils rather than teaching them.

60. Despite this, pupils achieve well and are confident users of technology. Many have access to computers at home and they make very good use of them to complete projects. Few pupils said that they used the Internet, although all were aware of the possible dangers and all parents have signed an Internet safety policy. The school's own website is extremely well laid out and informative and pupils make valuable contributions to it. Pupils with special educational needs benefit significantly from regular timetabled access to the suite. Work is very well planned to develop their basic literacy and numeracy skills and pupils enjoy a different approach to learning. Junior pupils are extremely adept at compiling their own multi-media presentations, linking different aspects of their topic work very effectively.

HUMANITIES

Geography

A combination of **good and very good teaching** ensures that standards in the subject are **above those** expected for all pupils.

Main strengths and weaknesses

- Lessons are thoughtfully planned and help all pupils build effectively on what they already know
- Teachers expect their pupils to find out information for themselves and to make good use of their English, mathematics and ICT skills
- The school makes very good use of the immediate locality and places further afield to develop pupils' fieldwork skills

Commentary

61. Good and very good geography teaching across the school is characterised by detailed planning which ensures that pupils learn as much as they can and, at the same time, enjoy what they do. As a result, standards are higher than expected, which is an improvement on the findings of the previous inspection. Teachers of the youngest pupils know how to kindle their interest by planning a sequence of several short activities. For example, six-year olds compare and contrast different homes using photographs before sketching and labelling their own homes and, finally, building models of houses using construction kits. Throughout, the teacher expects them to use more and more specialist vocabulary as they talk and write, and encourages them to record their observations in increasing detail. She poses questions such as: *'What shape is your door?'* and *'Does your house need a chimney?'* She extends the learning of able pupils through more challenging questions such as: *'In what way is your house different from Jessica's?'* and expects their labelling to include details of the different building materials used.
62. Teachers expect their pupils to develop independence and self-reliance in geography lessons. Pupils, in turn, enjoy making their own decisions about how to research information and how to present their ideas. By the age of eleven they work very effectively in small groups to organise their own research into, for example, mountain environments. They negotiate the group roles and responsibilities for themselves, deciding which information they will and will not include. The class teacher provides them with a range of resources, including computer software, and sets the broad parameters for learning, yet they themselves decide whether to produce posters, booklets or multi-media presentations. By the time they leave the school pupils are

well prepared for independent research and produce lengthy projects of some considerable detail as part of their homework.

63. The school understands the value of well-planned fieldwork. Activities in the school grounds, in Hailsham and beyond provide vivid learning experiences and help pupils to a good understanding of what gives a locality its flavour. For example, the youngest pupils conduct local parking surveys and use their journeys from home to school to develop good early map skills, whilst older pupils undertake very detailed comparisons of Hailsham and Rye as part of a residential trip. As a result, pupils develop a good understanding of the physical and human characteristics of different localities, and acquire a very good technical vocabulary to talk and write about people and places.

History

Good and very good teaching which emphasises exciting first-hand experiences ensures that standards overall are **good**, that all pupils **achieve well** and that they thoroughly enjoy finding out about the past.

Main strengths and weaknesses

- Teachers plan exciting lessons which bring the past alive and make learning fun
- Pupils make very good use of their reading and writing skills in finding out about people and events of the past
- The curriculum leader has very good subject expertise, understands exactly how to make history fascinating for young children and provides good leadership in the subject

Commentary

64. The teaching of history across the school is good overall and, in some cases, very good. This results in good standards for all pupils, as was the case in the previous inspection. Pupils say that they enjoy their lessons and find history fun. The very good teaching in history is characterised by thoughtful planning which ensures that children are 'fired up' by the events and people of the past. They learn how people lived by handling artefacts and visiting places of historical interest in the immediate locality and further afield. For example, their visit to Michelham Priory gave them a real insight into the period by dressing as monks, carefully handling pewter platters and goblets and trying out the stocks. Interest levels ran high when the teacher of the ten-year olds suddenly transformed himself into a Victorian factory foreman, using simple props. His pupils were whisked back to the mid-nineteenth century, when they became the moving parts of a piece of factory machinery and experienced the real dangers of child labour.
65. A strength of the teaching is the way in which pupils are expected to use their reading and writing skills, including ICT, to research and communicate historical information. The youngest pupils record the similarities and differences of seaside life, now and in the past, using simple statements in charts. Seven-year olds write very detailed diaries of the Great Fire of London and use an art programme well to create images of the flames. The written work of the oldest pupils demonstrates a detailed knowledge of people and events, together with a real feel for the past. In a letter from an evacuee to his parents, one pupil writes, *'Dear mum and dad, I feel safer now that I am out of London. Although I am scared that you may die, you may even be dead by now and this may never be read by youI never knew I could miss my family so much.'*
66. The subject is well led and managed by the co-ordinator. He has very good subject expertise and uses his own enthusiasm for history to help colleagues improve their teaching. The school's scheme of work is currently under review to incorporate exciting innovations such as the teaching of Latin as part of the study of the Romans.

Religious education

Standards in religious education for seven and eleven year olds **reflect those** of the locally agreed syllabus.

Main strengths and weaknesses

- The school makes good use of the local community to provide pupils with experiences of a church
 - Although teachers encourage pupils to reflect on the importance of religion in their own lives, lessons do not always provide enough time for this to happen. Teachers' planning does not always provide the best experiences for pupils to learn about religion
67. The school covers the study of Christianity in some detail and this includes a visit to the nearby church at Hellingly. Here, pupils gain good first-hand experiences of the key features of a religious building and of how Christians approach worship. However, although pupils also learn about Judaism, Sikhism and Islam, there are no visits to places of worship for these religions. This makes it difficult for them to understand how the major world faiths are similar, yet different, and hard for them to gain a rounded picture of how people worship across different religions and cultures.
68. Teachers' planning in religious education is beginning to draw some good links across subjects. This helps pupils to understand how religious beliefs and practices give world cultures their particular flavour. For example, the co-ordinator has made the prudent decision to move the study of Hinduism in Year 4 to line up with the study of Chembakoli. Pupils learning about Islam use their ICT skills to communicate with their e-pals in a Leicester school to find out about how Moslems celebrate Eid, and to compare this with traditional Christmas customs.
69. The school allows time for personal reflection on the significance of religion, particularly through its assemblies. However, teachers do not always build in enough time for this to take place in lessons. For example, in one good lesson pupils made good progress in their understanding of the Bible, producing simple written blurbs to promote the book. Yet, there was no opportunity to discuss what the book might mean to Christians, nor to reflect more generally on the significance of special things to individuals.

CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

ART AND DESIGN

Provision in art and design is **good**.

Main strengths and weaknesses

- Pupils achieve well
- There is a rich and varied curriculum
- Teaching is good
- The co-ordinator has only just taken over the post and has had insufficient time to impact on the development of teaching and learning

Commentary

70. As at the time of the last inspection, most pupils reach standards that are above those expected for their ages. Notably in Year 5, pupils produce very effective images of containers by skilfully using media including paint, oil pastels and pencil. Pupils in Year 4 paint Tudor sailing ships with very good attention to detail. The subject is well planned so that pupils work with a wide range of media and techniques. Visits out and visitors to the school make a very good contribution to pupils' learning and achievements. For example printing in Year 2 is inspired by a visit to a local church and a visitor to Year 4 effectively helps pupils to sketch natural objects.
71. Teaching is good. Teachers give pupils clear directions so that they know exactly what to do and they use resources well to enhance learning. Sometimes teachers use support staff well, as in Year 3 when they support pupils' effective drawing of figures and in Year 2 when they guide them in drawing big shapes first. At times, however, they do not always make best use of support staff to increase pupils' learning. For example, they sometimes hand out protective clothing instead of ensuring pupils dress themselves and start work quickly. The co-ordinator has good subject knowledge. Her teaching is characterised by giving pupils clear explanations of what they are to do, making good use of resources such as view finders and effectively encouraging pupils to '*have a go*'. She currently has a limited effect on developing teaching throughout the school. However, she has only just taken over responsibility for the subject and is not yet able to see teachers teach in order to help them to get even better.

DESIGN AND TECHNOLOGY

Provision in design and technology is **sound**.

Main strengths and weaknesses

- The curriculum for design and technology is good
- The co-ordinator has very good subject knowledge and understanding
- The co-ordinator does not yet have sufficient influence on improving teaching and learning
- ICT is not used consistently well

Commentary

72. In most year groups pupils reach the standards that are expected for their age. This is the same judgement as that made in the previous inspection. In some classes there are examples of standards that are above expectations, such as some imaginatively finished '*funny and fantastic hats*' in Year 3. There is a rich and varied curriculum that includes a good range of experiences for pupils. They work with food and drink, make different mechanisms, such as those with pop-up features, and incorporate electric circuits into some of the things that they make.
73. Teachers have very good relationships with pupils and they manage them well. They provide many interesting practical opportunities for pupils that stimulate them, which results in pupils showing very positive attitudes to their work in the subject. At times this effectively involves using computers, although a scrutiny of pupils' books indicates that teachers do not use information and communication technology consistently well in all classes to support learning. Sometimes teachers miss opportunities for pupils to talk about what they and others have made, in order to give them a clear focus for further work. The co-ordinator's understanding of the subject is very good, but at present she does not have the opportunity to see teachers teach. This reduces the impact that she would otherwise have on teaching and learning throughout the school.

MUSIC

Provision in music is **good**

Main strengths and weaknesses

- Pupils achieve well
- There is a rich and varied curriculum
- Specialist teaching has a significant impact on pupils' achievement
- Ensure that pupils have opportunities to use a range of instruments

Commentary

74. The specialist music teacher, who is also the co-ordinator, uses her musical expertise very effectively in teaching all classes in school. She has high expectations of what pupils can achieve even from the Early Years so that pupils learn increasingly complex skills as they move through the school. This was evident in a Year 6 lesson when most pupils could accurately copy challenging rhythms. The co-ordinator's confidence in singing is reflected in the enthusiastic tuneful response of Year 1 and 2 pupils. Her skilful use of resources such as a soft toy with younger pupils and written rhythm patterns for various age groups engages them well and supports their good learning. Infant and junior pupils achieve standards above those expected, as they did in the previous inspection. Whilst pupils are polite and take turns to use instruments in lessons, teaching sometimes misses opportunities to give all of them first-hand access to the available instruments during a lesson.
75. The vibrant music curriculum supports pupils' musical achievements well. In addition to class lessons, many pupils learn to play instruments, including the violin and different kinds of recorder. This means that by the time they leave the school, many have good skills in interpreting traditional musical notation. Visitors to school such as an African drummer add spice to pupils' experiences as well as extending understanding of wider musical traditions. All pupils are fully included in the many opportunities to take part in performances in and outside school.

PHYSICAL EDUCATION

Provision in physical education is **good**.

Main strengths and weaknesses

- Pupils achieve well
- Teaching is good
- The co-ordinator is not able to have enough influence on teaching through the school to make it better still

Commentary

76. Pupils' achieve better standards than those reported at the time of the last inspection. Their skills, notably in games and sports, are better than those found nationally because most become quick, accurate and develop a good understanding of tactics. One reason for this is that the curriculum is rich and varied. For example the co-ordinator has ensured that junior pupils learn a different sport each year. Younger pupils make a good start with their swimming by using the school's pool from as early as the reception classes. In addition, there is a good range of activities outside normal lessons that make a significant contribution to pupils' developing abilities.

77. Secondly, good quality teaching builds pupils' skills well. For example in a Year 5 lesson the teacher was particularly effective at explaining rules, at helping pupils to rapidly increase their accuracy and in fostering their very good attitudes to tag rugby. Pupils have ample time to practise and improve their new skills. The co-ordinator does not yet have the chance to observe teaching of the subject through the school. As a result she has a limited impact on improving its quality and its effectiveness in raising pupils' attainment further.

PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP

Personal, social and health education

Provision in personal, social and health education is **good**.

Main strengths and weaknesses

- Provision is well planned into a range of subjects
 - Circle time is effective in dealing with issues
78. The programme of work covers all required areas. There are good opportunities for pupils to discuss sensitive issues, for example in circle times, as well as through other subjects. In science, for example, pupils learn about their own bodies. They are taught about the importance of looking after themselves as well as respecting others as they grow up, regardless of their physical appearance. Infants learn about the importance of a healthy diet, with particular emphasis on making their own decisions about what to eat, based on correct information. The arrangements for sex and drugs education are well established and thorough.

Citizenship

Provision in citizenship is **good**

Main strengths and weaknesses

- Learning about citizenship is well planned into many subjects
79. The school's curriculum helps pupils to understand the importance of their role as citizens. Not only does it teach important concepts such as rights, responsibility, decision making and democracy through its citizenship lessons, but it also uses the other subjects and, indeed, the everyday life of the school to reinforce these messages. Six-year olds are reminded of the importance of distinguishing between right and wrong during their religious education lessons. Later in the school, as part of their study of a village in India, pupils are helped to appreciate the life experiences of children in developing countries. The school expects every pupil to take some responsibility for its smooth running, whether this be through preparing the hall for assembly, helping the youngest children to settle in or respecting the needs of others around them.

PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

<i>Inspection judgement</i>	<i>Grade</i>
The overall effectiveness of the school	2
How inclusive the school is	2
How the school's effectiveness has changed since its last inspection	2
Value for money provided by the school	2
Overall standards achieved	2
Pupils' achievement	2
Pupils' attitudes, values and other personal qualities	2
Attendance	4
Attitudes	2
Behaviour, including the extent of exclusions	2
Pupils' spiritual, moral, social and cultural development	2
The quality of education provided by the school	2
The quality of teaching	3
How well pupils learn	3
The quality of assessment	3
How well the curriculum meets pupils' needs	2
Enrichment of the curriculum, including out-of-school activities	2
Accommodation and resources	3
Pupils' care, welfare, health and safety	2
Support, advice and guidance for pupils	2
How well the school seeks and acts on pupils' views	2
The effectiveness of the school's links with parents	2
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	2
The governance of the school	2
The leadership of the headteacher	2
The leadership of other key staff	3
The effectiveness of management	2

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

