

INSPECTION REPORT

HOLLINGTON PRIMARY SCHOOL

St Leonards-on-Sea

LEA area: East Sussex

Unique reference number: 131155

Headteacher: Mrs A Charman

Lead inspector: Dr Vivien Johnston

Dates of inspection: 14th – 16th June 2004

Inspection number: 256461

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

© Crown copyright 2004

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

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

INFORMATION ABOUT THE SCHOOL

Type of school:	Primary
School category:	Community
Age range of pupils:	3 to 11
Gender of pupils:	Mixed
Number on roll:	432
School address:	Quebec Road St Leonards-on-Sea
Postcode:	TN38 9HH
Telephone number:	01424 851783
Fax number:	01424 855220
Appropriate authority:	The governing body
Name of chair of governors:	Mr D Harris
Date of previous inspection:	June 1998

CHARACTERISTICS OF THE SCHOOL

This primary school serves an area of private and local authority housing in St Leonards-on-Sea. It is larger than most primary schools. The pupils come from a wide range of social and economic backgrounds which are well below average overall. The proportion of pupils who change schools is higher than in many schools, because families move into or away from the area. The overall attainment of children on entry to the nursery is well below average. The proportion of pupils identified as having special educational needs is higher than in most schools, although the proportion with a statement of special needs is average. The needs relate to learning and/or behaviour difficulties. Almost all the pupils are of white British origin, with a very few from mixed ethnic backgrounds. A very few pupils are at an early stage of learning English and needing support. The school gained Investors in People award in 2002, and has recently become a Full Service School. However, extended services and educational support programmes were not a focus of this inspection.

INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
8402	Vivien Johnston	Lead inspector	English, art, English as an additional language
19798	Jane O'Keefe	Lay inspector	
16492	Robert Lever	Team inspector	Mathematics, geography, history
32737	David Jones	Team inspector	Science, citizenship, physical education, special educational needs
33134	Cathy Williams	Team inspector	Information and communication technology, music, religious education
17752	Kate Sheraton	Team inspector	Foundation Stage, design and technology

The inspection contractor was:

e-Qualitas Limited

Langshaw
Pastens Road
Limpsfield Chart
Oxted
Surrey
RH8 0RE

Any concerns or complaints about the inspection or the report should be made initially to the inspection contractor. The procedures are set out in the leaflet '*Complaining about Ofsted Inspections*', which is available from Ofsted Publications Centre (telephone 07002 637833) or Ofsted's website (www.ofsted.gov.uk).

REPORT CONTENTS

	Page
PART A: SUMMARY OF THE REPORT	6
PART B: COMMENTARY ON THE MAIN INSPECTION FINDINGS	
STANDARDS ACHIEVED BY PUPILS	8
Standards achieved in areas of learning, subjects and courses	
Pupils' attitudes, values and other personal qualities	
QUALITY OF EDUCATION PROVIDED BY THE SCHOOL	11
Teaching and learning	
The curriculum	
Care, guidance and support	
Partnership with parents, other schools and the community	
LEADERSHIP AND MANAGEMENT	15
PART C: THE QUALITY OF EDUCATION IN AREAS OF LEARNING AND SUBJECTS	17
AREAS OF LEARNING IN THE FOUNDATION STAGE	
SUBJECTS IN KEY STAGES 1 AND 2	
PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS	26

PART A: SUMMARY OF THE REPORT

OVERALL EVALUATION

The school has improved significantly during the last year. Despite this, **the overall effectiveness of the school and the value for money it provides are unsatisfactory**. The school has serious weaknesses in pupils' underachievement especially in reception and Years 1 and 2, the quality of teaching and learning, and the effectiveness with which some areas are managed.

The school's main strengths and weaknesses are

- Pupils' achievement is unsatisfactory in reception and Years 1 and 2, though it is good in the nursery and satisfactory in Years 3 to 6
- Too often, teaching does not meet the needs of all the pupils in the class, partly because teachers make too little use of assessment information to ensure that the work is appropriate
- Pupils' behaviour is good, and the school is a welcoming, friendly community
- The new headteacher provides good leadership that has accelerated the pace of school improvement, although some areas of the school's work are still not managed effectively
- The curriculum is not planned well enough, including in how well it provides for pupils with special educational needs

The school declined significantly after the last inspection in 1998, and is now less effective than it used to be. **Overall, its improvement in the last six years is unsatisfactory**. Key issues that remain areas of weakness are the standards that pupils achieve, teachers' use of assessment information, and how effectively management responsibilities are carried out.

However, the school has made some good improvements during the last twelve months due to the purposeful leadership and management of the headteacher, and of the acting headteacher. In particular, pupils' behaviour is much better than it was a year ago. The arrangements for pupils with special educational needs are now better and financial planning is careful. Staff training has focused on raising the quality of planning, teaching and learning, with some success particularly in Years 5 and 6. The school has recently become a Full Service School, to meet the wider needs of the pupils, their families and the local community.

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	E*	E	C
mathematics	E	E	E	C
science	E	E	E	C

*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.*

The Year 6 test results have risen since the last inspection, but at a slower rate than nationally. Boys have consistently done better than girls, in relation to boys' and girls' results nationally. The English results were in the lowest five per cent nationally in 2002. The Year 2 results have risen faster than nationally during the last five years, from a very low level in 1999, but were still well below the national average in 2003. The standards pupils attain are well below average at the end of Years 2 and 6, and well below the goals children are expected to reach by the end of reception.

Pupils' achievement is unsatisfactory overall, including in the core subjects of English, mathematics and science. However, recent improvements in teaching and in the curriculum provided in Years 5 and 6 mean that these pupils' achievement is satisfactory and standards are rising. This is reflected in the 2004 results of the Year 6 national tests, which are much higher than in 2003. In ICT, pupils' achievement is also satisfactory and standards are broadly in line with the expectations for Year 6.

The development of pupils' personal qualities, including their spiritual, moral, social and cultural development, is satisfactory. The development of their moral and social awareness is good, and that of their spiritual awareness is satisfactory. Insufficient attention is paid to pupils' cultural development, which is unsatisfactory. Pupils' attitudes towards school and learning are satisfactory, and their behaviour is good. Attendance is satisfactory.

QUALITY OF EDUCATION

The quality of education provided by the school is unsatisfactory, as is the overall quality of teaching. Though teaching is good in the nursery and satisfactory in Years 3 to 6, it is unsatisfactory in reception and Years 1 and 2. Challenging work in the nursery gives children a good start to their education, but their learning in the next three years is too slow because the work is not properly matched to their needs. From Year 3 onwards, the teaching is more consistently successful and so pupils are making satisfactory gains in their knowledge and skills. Improved planning for pupils' learning has led to those in Years 5 and 6 doing well as the work is now suitably demanding.

The curriculum is unsatisfactory as it does not plan well enough for pupils to develop their knowledge and skills systematically. Unsatisfactory assessment of the quality of pupils' work means that staff have not monitored pupils' progress sufficiently well, which has contributed to the weaknesses in teaching and the standards achieved. The school has good accommodation and resources.

The school takes satisfactory care of its pupils, and its partnerships with parents and the community are also satisfactory. Links with other schools are good.

LEADERSHIP AND MANAGEMENT

The headteacher's leadership is good, and she is managing the process of school improvement well. The work of the governing body is satisfactory, and statutory requirements are met. However, **overall the leadership and management of the school are unsatisfactory** because of weaknesses in how other responsibilities have been carried out, including poor management of the provision for children in the Foundation Stage and Years 1 and 2.

PARENTS' AND PUPILS' VIEWS OF THE SCHOOL

Parents are reasonably satisfied with the school. They like its recent improvements and the care provided to their children. Pupils feel that the school is a friendly community and are happy to attend.

IMPROVEMENTS NEEDED

The most important things the school should do to improve are

- Raise standards and pupils' achievement in English, mathematics and science, particularly in the reception year and Years 1 and 2
- Enable pupils to learn better in lessons, by matching the work to their needs more accurately
- Ensure that staff with management responsibilities carry them out effectively
- Ensure that the curriculum plans systematically for pupils' learning

PART B: COMMENTARY ON THE INSPECTION FINDINGS

STANDARDS ACHIEVED BY PUPILS

Standards achieved in areas of learning, subjects and courses

Overall, pupils' achievement is unsatisfactory and standards are well below the national expectations for the end of the reception year, and at the end of Years 2 and 6. However, pupils' achievement is good in the nursery and satisfactory in Years 3 to 6. Achievement in reception is unsatisfactory, as it is in Years 1 and 2.

Main strengths and weaknesses

- Children make good progress in the nursery because of purposeful teaching that gives them a good start to their education
- Pupils make insufficient progress in reception and Years 1 and 2 because the teaching does not meet their needs well enough
- Pupils do not do well enough in English, especially reading, and in mathematics and science

Commentary

1. When children enter the school at the start of the nursery year, overall their attainment is well below the expectations for their age. They make good progress because of the good quality of teaching during this year. However, the gains the nursery children make in all the areas of learning identified for the Foundation Stage are not sustained during the reception year, because of weaknesses in teaching. As a result, children's overall achievement during the Foundation Stage is unsatisfactory and their attainment at the end of the reception year is well below the expectations for their age. The children do best in the areas of personal, social and emotional development, physical development and creative development. In these three areas, their achievement is satisfactory. However, their achievement is unsatisfactory in communication, language and literacy, mathematical development and knowledge and understanding of the world.
2. In Years 1 and 2, pupils' achievement is unsatisfactory and standards remain well below average in English, mathematics and science. This is because of significant weaknesses in teaching that lead to pupils not making sufficient progress. In Years 3 to 6, pupils' achievement is better. It is satisfactory overall, although with some variation between the years. The pupils do best in Years 5 and 6 as the teaching here is most consistently successful. Standards in English, mathematics and science are rising, particularly among the older pupils, as a result of the recent improvements in planning and teaching. This has contributed to the test results in 2004 being much higher than in previous years.
3. The weaknesses in pupils' skills in reading and writing lower the quality of their work in other subjects. Throughout the school, pupils are especially weak in reading. Many pupils do not read confidently and independently, and they take books home only occasionally. Pupils have not learned to present written work well, although they now have a suitable range of opportunities for writing in English and other subjects. The available evidence indicated that in the past pupils have not done enough work in subjects such as art, history and geography, and so they are starting from a low level of knowledge and skills in the work they are currently doing.
4. Standards in information and communication technology (ICT) were broadly in line with the expectations for the end of Year 6 in the work seen during the inspection. The pupils' achievement is satisfactory, because of recent improvements in the teaching of this subject.
5. Pupils with special educational needs make unsatisfactory progress, as do other groups of pupils including the higher-attainers and pupils who speak English as an additional language.

The reason is the same for all groups, that the work is not properly matched to their individual needs. This is partly because teachers generally do not make use of the assessment information that has recently become available, to help them plan work that is appropriate to the pupils' existing levels of attainment.

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

Standards in:	School results	National results
reading	14.5 (13.7)	15.7 (15.8)
writing	13.3 (10.9)	14.6 (14.4)
mathematics	14.2 (14.5)	16.3 (16.5)

There were 66 pupils in the year group. Figures in brackets are for the previous year.

6. Results in the national tests at the end of Year 2 have risen at a faster rate than nationally over the last five years, but from a very low level in 1999. They remain well below the national average. Pupils have done better in reading and mathematics than in writing, where results were in the lowest five per cent of schools nationally in 2000 and 2002. Girls have tended to do slightly better than boys, in relation to girls' and boys' performance nationally. Compared to similar schools (those in which a similar proportion of pupils are known to be eligible for free school meals), the reading and writing results were average but the mathematics result were below average.

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

Standards in:	School results	National results
English	23.7 (22.5)	26.8 (27.0)
mathematics	23.8 (23.8)	26.8 (26.7)
science	26.1 (25.0)	28.6 (28.3)

There were 69 pupils in the year group. Figures in brackets are for the previous year.

7. Overall, the results in the national tests at the end of Year 6 rose more slowly than the trend in national results between 1999 and 2003. The English, mathematics and science results were all well below the national average in 2003. Though the English and science results went up, in both cases from being in the lowest five per cent of schools nationally, the mathematics results stayed the same as in 2002. Boys do better than girls, in comparison with the national results for boys and for girls. However, the 2004 results are much higher than those for 2003. This is mainly because of the recently-improved planning for and teaching of pupils in Year 6.

Pupils' attitudes, values and other personal qualities

Pupils have satisfactory attitudes to their work and school and behave well. Attendance levels and punctuality are satisfactory. The overall provision for pupils' spiritual, moral, social and cultural development is sound.

Main strengths and weaknesses

- Pupils enjoy coming to school, behave well and treat each other kindly
- Staff have worked hard and successfully to improve pupils' behaviour and attitudes towards education, including their self-esteem
- When teaching is ineffective, pupils become restless and inattentive
- The school has good procedures for improving pupils' attendance
- Pupils' moral and social development are promoted well

Commentary

Attendance in the latest complete reporting year (%)

Authorised absence	
School data	3.3
National data	5.4

Unauthorised absence	
School data	2.8
National data	0.4

The table gives the percentage of half days (sessions) missed through absence for the latest complete reporting year.

8. Attendance levels, which were good at the time of the last inspection, dropped to below average in subsequent years. However, staff have worked hard over the last year to improve this situation, with good support from the education welfare service. The attendance rate is now similar to that of schools nationally, and is satisfactory. Most pupils arrive punctually in the mornings, and lesson activities generally start on time.
9. At the time of the last inspection, pupils had good overall attitudes to learning and behaved well. The situation then deteriorated significantly. About a year ago, the acting headteacher introduced a new behaviour policy, and the firm action taken since then has done much to improve pupils' behaviour. A high number of pupils were given short-term exclusions for behaving inappropriately. Mostly the school's action had very good support from parents. Due to the hard work of staff and the consistency with which the new policy has been implemented, pupils now behave well and exclusion figures have dropped. The school is an orderly place where pupils work responsibly in lessons, walk quietly and sensibly along the corridors between lessons and play happily at break and lunchtimes.

Ethnic background of pupils

Categories used in the Annual School Census
White – British
White – any other White background
Mixed – White and Black Caribbean
Mixed – White and Asian
Asian or Asian British – any other Asian background
No ethnic group recorded

Exclusions in the last school year

No of pupils on roll	Number of fixed period exclusions	Number of permanent exclusions
396	21	0
3	0	0
2	0	0
1	0	0
3	0	0
3	0	0

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

10. The majority of pupils enjoy school. They say it is a 'friendly place'. The system of rewards and sanctions is respected and valued by pupils, and works effectively. Older pupils consider staff to be 'firm but fair', and appreciate the improvements made in their peers' behaviour. Pupils are helpful and friendly to visitors, and those given responsibilities around the school carry them out with confidence. For example, Year 6 prefects were observed in the younger pupils' playground, organising games and reassuring any lonely or unhappy pupils.
11. Relationships among the pupils are good. They treat each other with kindness and respect, and are very supportive of each other. In lessons, pupils are quick to praise each others' work. Good systems have been established for dealing with concerns about bullying. Pupils are confident that should an incident occur, it will be dealt with quickly and effectively by staff.
12. Pupils' attitudes towards learning are satisfactory. Most are attentive and listen sensibly to teachers and each other. Where teaching is ineffective, however, pupils easily lose concentration and become restless, which slows the learning of the whole class. The school has focused on raising girls' self-esteem in order to help them do better academically. This has contributed to standards rising, particularly among the older pupils, as is illustrated by the results of the Year 6 tests being higher in 2004 than previously. The inspection found that there is now no major difference in the standards attained by the older boys and girls, nor in their achievement.
13. The provision for pupils' spiritual, moral, social and cultural development is satisfactory overall. Assemblies meet the overall requirements for collective worship, and are carefully planned to give pupils opportunities to reflect on spiritual matters. In addition, staff work hard to raise

pupils' confidence and self-esteem. However, too few opportunities for increasing pupils' spiritual awareness are planned and provided in lessons. Social and moral development are fostered well. Through the new behaviour policy and good role modelling by most staff, pupils have been encouraged to accept the difference between right and wrong. They discuss moral issues in lessons, showing sound understanding. The promotion of pupils' cultural development is unsatisfactory, but improving. For example, a Creative Week was held shortly before the inspection. It was very successful as it provided pupils with many opportunities to experience both their own and other cultures through art and craft activities.

QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

The overall quality of education provided by the school is unsatisfactory, though improving because of the good leadership and management of the new headteacher. Teaching and learning are unsatisfactory overall, mainly because of weaknesses in reception and Years 1 and 2. The curriculum is unsatisfactory as planning does not yet provide for pupils to make sufficient gains in their knowledge and skills from year to year. The school provides satisfactorily for pupils' care, guidance and support, although assessment is unsatisfactory.

Teaching and learning

The quality of teaching and learning is unsatisfactory overall, although good in the nursery and satisfactory in Years 3 to 6.

Main strengths and weaknesses

- Teachers often do not match the work sufficiently well to pupils' needs, which affects the learning of both higher-attaining pupils and those with special educational needs
- The children in the nursery learn well because the work is interesting and challenging, as it is in some other classes with older pupils
- Teachers pay too little attention to assessing pupils' learning, and to using assessment information to help them improve their future work

Commentary

Summary of teaching observed during the inspection in 44 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0 (0%)	4 (9%)	11 (25%)	21 (48%)	8 (18%)	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.

- The quality of teaching and learning is unsatisfactory overall because the proportion of unsatisfactory teaching, almost a fifth of the lessons observed, is too high. The proportion of satisfactory and better teaching is lower than in most schools, as is the proportion of good and better teaching. Nevertheless, the inspection found good evidence that the quality of teaching and learning is improving as a result of extensive support that has been provided in recent months. The support has improved teachers' planning for pupils' learning, especially in Years 5 and 6, and so the work is beginning to be appropriately matched to pupils' needs. As a result, the pupils are learning faster, and so the standards pupils achieve are rising. This is most marked in Years 5 and 6, as is reflected by the results in the national tests being much higher in 2004 than in previous years.
- The most consistently good teaching was seen in the nursery. Here, it was good in all the lessons observed. The key feature in the children's successful learning is that the activities are well planned and challenging. This means that opportunities to develop the children's

knowledge, vocabulary and skills are created and followed through. Adults provide the children with encouragement and support that gives them confidence.

16. Good, and occasionally very good, teaching and learning were seen in classes from Year 1/2 to Year 6. The strengths were similar to those seen in the nursery. For example, very good learning in ICT lessons resulted from the brisk pace of the work, which was exactly right for the pupils' needs. Those with special educational needs had sensitive support that ensured their motivation to attempt the task was as high as that of the rest of the class. Pupils who had been absent for the previous lesson were given individual attention, and this meant that they were able to catch up with the rest of the class.
17. Other strengths seen in many lessons included good relationships between adults and the pupils, and among the class. Pupils are attentive and responsive, and co-operate willingly with each other and with adults. In many lessons, teaching assistants provide good support to small groups, leading activities that are appropriately adapted to the attainment of the pupils they are working with. This sometimes means that pupils with special educational needs are helped to make some progress in the lesson, even though they may not have not understood the whole-class discussion that preceded the group tasks. For example, a practical activity in a Year 3 science lesson was skilfully led by a teaching assistant, and enabled pupils with special educational needs to understand the way slugs and snails moved. Good support from the teacher helped them to record their findings appropriately. Where it occurs, this type of careful support is helping pupils with special educational needs to make steady progress.
18. Where teaching was unsatisfactory, the main weakness lay in the teachers not having matched the work to the pupils' needs. Often, this is because the teachers have not planned on the basis of assessments of how much the pupils already know and what they need to focus on next. As classes often have pupils with a wide range of prior attainment, this means that the work is too easy for some and much too difficult for others, including those with special educational needs. This happened most often in Years 1 and 2, but also in some lessons with older pupils. For example, the teaching assistant was not deployed effectively in a science lesson, resulting in the teacher-led introduction being constantly interrupted by pupils fidgeting or calling out. The teaching assistant helped groups of children whilst they worked on identifying the features of plants, but many pupils including those with special educational needs did not understand the purpose of the task and were unable to complete the work given to them. The insecure subject knowledge of the teacher coupled with an insufficiently clear lesson plan led to a confused conclusion.
19. Several other aspects of assessment are unsatisfactory. Teachers' marking of pupils' written work is too brief and gives very little guidance to pupils on what they have done well and how to improve in the future. Informal assessments of how well pupils have done, for example in a short discussion at the end of the lesson, are not linked securely to specific aims for the pupils' learning in that lesson. This means that pupils are sometimes unsure about exactly what they should focus on in the activity, and what to do to produce work of good quality. Teachers have kept very few on-going records of pupils' attainment, including of their wider reading, and so lack the information needed to track their progress over time. Pupils with special educational needs now have individual education plans that the class teachers have contributed to, which is a recent improvement. However, teachers make too little use of the information in these plans and are not assessing the pupils' progress towards meeting their individual targets. A recent improvement in assessment is that teachers now have information about pupils' attainment in end-of-year tests. The school is beginning to introduce tracking and target-setting, with the aim that teachers and pupils make better use of assessment information to improve teaching and learning.

The curriculum

The curriculum for children in the nursery and reception classes is satisfactory. The curriculum for pupils in Years 1 to 6 is unsatisfactory. The school provides a satisfactory range of additional activities that enrich and enhance the statutory curriculum. Its accommodation is very good, and resources for learning are good.

Main strengths and weaknesses

- Inconsistencies in the planning and organisation of the curriculum have slowed pupils' learning
- The curricular provision for pupils with special educational needs is unsatisfactory
- The facilities and curriculum for ICT have been significantly improved, and so pupils are doing much better in this subject
- The accommodation and resources are used well to support pupils' learning

Commentary

20. The curriculum has lacked overall planning for pupils to build on their knowledge and skills progressively, from year to year. This has been one of the causes of pupils' underachievement. There are too few links between the curriculum taught in the nursery and that of the reception classes, and between reception work and that of Year 1. This means that children do not make a smooth transition into work based on the National Curriculum. The curriculum planning for Years 1 to 4 sets out the content to be taught each year, but does not focus sufficiently on how pupils' skills and understanding will be developed progressively. This means that teachers plan their lessons with too much focus on teaching knowledge to the whole class, and too little attention to planning for pupils' skills to be developed. A further weakness is that the curriculum does not link to assessments of what the pupils have already learned. This contributes to the work often being too easy for higher-attaining pupils and too difficult for lower attainers. It also means that the curriculum does not take account of the needs of pupils who speak English as an additional language. These weaknesses mean that the development of the curriculum since the last inspection is unsatisfactory.
21. However, the curriculum has been improved during this school year. In particular, recently-modified curriculum planning for pupils in Years 5 and 6 has introduced a good focus on developing pupils' skills. This has made a considerable contribution to these pupils achieving better, and hence to the rising standards in these year groups. Personal, social and health education is satisfactory. It has contributed to developing pupils' self-esteem, particularly girls, which is helping to raise standards among the older pupils.
22. The balance of time given to each subject is still inappropriate in many year groups. Much time is given to English and mathematics, which has contributed to the rise in Year 6 results, but this leads to other subjects having too little time. When lessons in these subjects are very short, teachers do not have time to go into the topic in depth. In several lessons, timed for thirty minutes or less, the pupils had only just got started on their independent work when it was time to clear up.
23. The curricular provision for pupils who have special educational needs is unsatisfactory. The curriculum is not yet well planned to ensure they have work at an appropriate level, although work is under way to develop a more effective skills-based curriculum. Consequently, these pupils do not yet achieve as well as they should.
24. A satisfactory range of extra-curricular activities is available, including breakfast club, football, netball, dance, recorders and ICT. A tag rugby club is a popular addition to the clubs. The school competes with other schools locally in rounders and football. A satisfactory variety of visits and visitors enriches the curriculum. Pupils have opportunities to visit a good range of places linked to their topic work. The school's recent Creative Week, which was a very well received and successful curricular innovation, gave the pupils the opportunity to work with a variety of visitors including a group of African dancers and musicians and a local artist.
25. The school building is well maintained and spacious. It has enough rooms for a variety of specialist facilities, including for pupils with special educational needs. The computer suite is a good resource

which has been installed since the last inspection. The school's extensive grounds provide good facilities for play and sport. Most subjects are well resourced. However, inspectors agree with parents that the range of books for supporting the teaching of reading is too narrow, particularly for pupils who are slow to develop confidence in reading independently.

Care, guidance and support

The school takes satisfactory care of its pupils. Arrangements for child protection and health and safety are sound overall with good general welfare procedures. Arrangements for monitoring pupils' progress are currently unsatisfactory. Good systems are in place for the induction of new pupils.

Main strengths and weaknesses

- Staff have a caring approach to pupils
- The arrangements for monitoring pupils' progress are unsatisfactory
- The high number of parents and siblings who come into the building at the start of the school day and after school causes a health and safety concern
- Induction procedures are good
- Staff have not been recently trained in child protection procedures

Commentary

26. Staff have a caring approach and look after pupils well. This helps to reinforce the strong sense of community in the school. Pupils' welfare and general well-being is always sought by staff and this is appreciated by parents. Pupils know who to see if hurt or feeling unwell and appreciate the care they receive from staff. Relationships between staff and pupils are satisfactory overall, with most teachers treating pupils in a calm and careful way. The school has forged good links with outside agencies and professionals such as those from the 'Magpie' scheme which provides regular support and advice for any pupils and their families who are experiencing problems.
27. The headteacher and inclusion officer are designated and trained to deal with any child protection concerns, and staff know to see them if there is a concern about a pupil's safety. However, staff themselves have not had any recent training on the procedures to follow when dealing with this sensitive area. Procedures for ensuring the health and safety of all in the school are appropriate, with thorough risk assessments and safety checks that are organised regularly. The long-established practice of allowing parents in to the school building at the beginning and end of the school provides a welcoming atmosphere for families. Unfortunately it also represents a health and safety hazard as far too many adults and small children in buggies fill, and often block, the corridors. In the event of a fire or another serious incident at this time, it would be impossible for staff to ensure everyone's safety. The school is currently seeking alternative and safer ways of welcoming parents on to the school site.
28. The school's procedures for monitoring pupils' academic progress from year to year, and for providing appropriate guidance, are unsatisfactory. Systems for tracking individual pupil's achievements are not yet fully established, although they have been introduced recently.
29. A great deal of work has been done during this school year to identify pupils with special educational needs and their specific needs. The pupils' needs are now identified carefully, and individual education plans have been introduced. The plans are now shared with parents, teachers and teaching assistants. Staff are beginning to make use of the individual education plans to provide appropriate support for pupils, but this is very inconsistent. This means that these pupils are often not set work that is appropriate for them in lessons, which contributes to their progress being too slow. The school is beginning to work well with outside agencies to support these pupils.

30. Children's entry into the nursery is managed well. Staff visit all children at home before they start school. As a result, children settle quickly and happily into the life of the school. The arrangements to prepare pupils for their move to secondary school are satisfactory. In English, pupils start a unit of work in Year 6 which is completed when pupils begin in Year 7. Pupils also have the chance to visit their secondary school and visits are made by some secondary staff to the school.
31. The arrangements to seek pupils' views are now satisfactory as the school council meets occasionally to give class representatives a chance to have their say on the running of the school.

Partnership with parents, other schools and the community

Parents are satisfied with the work of the school. Links with parents and with the local community are satisfactory. Good links have been established with other schools.

Main strengths and weaknesses

- Parents are happy with the care and education their children receive
- The headteacher is very accessible to parents
- Little information on the curriculum their children will be following is given to parents
- The school has few links with local churches and business

Commentary

32. Parents are generally happy with the education and care their children receive at the school. They receive satisfactory information on general matters through termly newsletters. The school's prospectus and governor's annual report are appropriately presented and meet all their legal requirements. Annual reports are issued in the summer term. These give detailed information on work covered but do not always give clear guidance on what the pupil needs to do in order to improve.
33. The school is beginning to include and consult parents. The headteacher is very accessible to parents and keen to involve them. For example, she wrote a personal reply to each parent who sent in a response to a recent questionnaire. Parents support the school well by attending performances, such as a 'sing for cancer' event in a local supermarket, and many attend consultation meetings.

34. The school has done too little to encourage parents to become involved in their children's learning. For example, pupils are allowed to take reading books home, but there is no expectation that this will happen regularly. Very little use is made of reading record books to provide support communication between the home and school. Parents receive very little information on what their children will be learning in school, so that they can help them at home. However, this situation is beginning to change as over twenty parents helped with activities during the school's recent Creative Week. The newly-introduced parent teacher association is developing well with the support of a small number of dedicated parents who are working hard to arrange their first fund raising event, a summer fair.
35. Some good links have been established with the local community in particular through the education action zone and the Greater Hollington Partnership. Visits by a vicar provide a link with a local church, but there are few links with local businesses. Through the Full Service Schools scheme, a cluster of local primary and secondary schools has been formed, and this provides good links with and support from other schools in the area. For example, at a sponsored toddle observed during the inspection, children from the nursery joined very successfully those from the Playlink scheme, also on the school site, to raise money for charity. The Full Service Schools scheme is a good initiative that is building further links with the local community.

LEADERSHIP AND MANAGEMENT

Overall, the leadership and management of the school are unsatisfactory, although the leadership and management of the new headteacher are good. The leadership of many other key staff is unsatisfactory, and overall the management of the school is unsatisfactory. Governance is satisfactory.

Main strengths and weaknesses

- The headteacher has a clear vision with a strong commitment to raising standards
- Poor leadership and management of the Foundation Stage means that pupils do not make as much progress as they should
- Good leadership of special educational needs has led to major improvements in the systems
- Staff are inexperienced in monitoring their areas of responsibility, and so have not managed improvements well enough

Commentary

36. The school is led by a highly committed and effective headteacher who has been in post for less than a year. She is well-supported by the deputy headteacher, who significantly improved pupils' behaviour while she was acting headteacher. The headteacher has a clear vision for the school, and is strongly focused on raising the attainment of all pupils. She has a good understanding of the strengths and weaknesses of the school and has already brought about a number of improvements, particularly in teaching and learning. The support provided by the local education authority and the Education Action Zone have been very beneficial in contributing to the recent improvements in the quality of teaching. The headteacher has successfully played a central role in co-ordinating this support.
37. Overall, the leadership and management of other key staff are unsatisfactory, although there are variations. The provision for pupils with special educational needs is now well led and managed, and pupils' needs are now clearly identified. English and ICT are led and managed satisfactorily, with clear strategies for improvement and evidence of recent success. The leadership and management of the Foundation Stage are poor. A lack of direction and co-ordination mean that pupils do not make as much progress as they should. Other subjects are not led strongly enough, either because the subject leaders are new to the job and do not as

yet know the strengths and weaknesses of their subject, or because of a lack of understanding of and experience in how to manage a subject and raise standards. The managers for Key Stages 1 and 2 have done some useful monitoring of pupils' work, but again the lack of drive to co-ordinate the provision across the key stage and thereby to raise standards is a weakness particularly in Years 1 and 2.

38. The work of the governing body has improved since the last inspection. The governing body has a very clear commitment to the pupils and is working well with the headteacher to shape the future direction of the school. Governors are beginning to build up a picture of the strengths and weaknesses of the school and are now in a position to use this information to challenge the school by constructive discussion of what is happening. The governing body is well-organised, and ensures that statutory requirements are met.
39. The headteacher is working well with the senior management team to establish systems to promote pupil learning but it is too soon for these to have led to improvements. For example, the school has started to collect attainment data to track pupil progress but staff are not yet using the information to identify pupils who are at risk of underachieving. The curriculum for the older pupils is being developed well, particularly in Years 5 and 6, but the changes are not yet fully accepted and implemented across the school. Performance management arrangements are satisfactory. The school decided to have a shared focus on raising attainment in writing, which was an appropriate priority. However, the teachers' targets did not have measurable outcomes, which meant that the teachers were not given a clear idea of what they were trying to achieve.
40. Arrangements for the financial management of the school are satisfactory. The balance of budget carried forward from the previous year is enabling the school to improve its facilities. Grants such as the Education Action Zone funding are used for their designated purposes. Staff development is managed well and is clearly linked to the school priorities.
41. Overall, the recent improvements have enabled the school to make good progress in the last year. However, overall its improvement since the last inspection is unsatisfactory.

Financial information for the year April 2003 to March 2004

Income and expenditure (£)	
Total income	1,249,191
Total expenditure	1,133,646
Expenditure per pupil	2,304

Balances (£)	
Balance from previous year	119,343
Balance carried forward to the next	95,634

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

AREAS OF LEARNING IN THE FOUNDATION STAGE

Provision in the Foundation Stage is unsatisfactory overall. This is a decline since the last inspection.

42. Children enter the nursery achieving well-below the nationally expected levels in all the areas of learning for the Foundation Stage. They make good gains in their learning in the nursery class due to effective teaching. However, because of their low starting point the children are still attaining well-below the expected levels at the end of the year. The children's progress in some areas of learning is not maintained in the reception classes because of weaknesses in teaching. As a result, the children's achievement is unsatisfactory. By the end of the reception year, almost all children are attaining well below the expected levels for four-year-olds and are not reaching many of the early learning goals across all areas of learning.
43. In the nursery the teaching is good. The adults have a good understanding of the children, and make use of every opportunity to extend their learning. Learning activities are well-planned, varied and stimulating, and they have a clear purpose. Other adults are briefed well on what to do, which enables them to support the children's learning effectively. There is a good balance of teacher input and open-ended activities for the children.
44. In the reception classes, the teaching seen in lessons was mainly satisfactory. However, teaching is unsatisfactory over time because there is not enough rigour in planning and teaching to ensure that the children make enough progress, particularly in communication, language and literacy, mathematics and knowledge and understanding of the world. The teachers know the children well but this information is not used to extend their learning. Children with special educational needs are fully included in classroom activities, but not enough is done to meet their specific needs.
45. The leadership and management of the Foundation Stage are poor, and this is a major reason why the children in the Foundation Stage underachieve. Responsibilities of key staff are unclear. The lack of arrangements to monitor and evaluate the quality of teaching and learning leads to very limited understanding of the strengths and weaknesses in the provision. As a result, too little is being done to bring about improvements in the reception year. Insufficient teamwork means that there are few links between the reception classes and the nursery, and between reception and Year 1. This contributes to the lack of continuity from year to year, and staff not building on what the children can already do.
46. The accommodation for the Foundation Stage is good and the nursery and reception classes have regular access to outdoor areas. These are used across all areas of learning, for example measuring hoses in the reception classes. A gazebo enables the nursery outdoor area to be used safely in hot weather, which is a good feature of the accommodation. Staff pay good attention to children's welfare and their health and safety. For example, the children are encouraged to keep out of the sun and wear hats when it is hot.

Personal, social and emotional development

Provision in personal, social and emotional development is satisfactory.

Main strengths

- Staff know the children well and care for them sensitively
- Good behaviour is encouraged successfully
- Children enjoy school
- Children are caring towards each other

Commentary

47. The children's personal, social and emotional development is well below the national expectation when they start school in the nursery. At the end of the nursery and at the end of the reception year the children are still well below the nationally-expected level.
48. Personal, social and emotional development is taught satisfactorily in all classes in the Foundation Stage. Good steps are taken to ensure that the children are secure and settled when they start school. The children learn to behave appropriately in the nursery and reception classes. Staff use praise and encouragement effectively, which encourages the children to co-operate very well with each other. For example, they helped each other with the dressing-up clothes and worked alongside each other harmoniously. Relationships between the adults and children throughout the Foundation Stage are positive and caring. The children also care for each other. For example, they willingly help a child who finds a task difficult. Support staff make a good contribution to the children's personal, social and emotional development.
49. However, the children are generally passive in their attitudes towards learning, and rarely initiate or extend activities. They happily take part in the wide range of practical tasks provided by adults, but their independence and confidence is not developed sufficiently, in a structured way.

Communication, language and literacy

Provision in communication, language and literacy is unsatisfactory.

Main strengths and weaknesses

- Good teaching in the nursery makes use of every opportunity to develop the children's skills
- Teachers do not promote the development of children's skills in communication, language and literacy in the reception classes, and so these children's achievement is unsatisfactory
- Visitors are used well as a stimulus to encourage writing

Commentary

50. The children enter the nursery attaining well below the national expectation in communication, language and literacy. They make good progress in developing their skills in the nursery because the teaching is challenging. Language development is given a high priority, and so every opportunity is used to teach these skills to the children. The children do not continue to progress in the reception classes because the good work of the nursery year is not built on. Consequently, very few of the children attain the goals for their learning at the end of the reception year, and so the standard they attain is well below that expected nationally.
51. The teaching of communication, language and literacy is unsatisfactory in the reception classes because of the adults' low expectations of the progress that the children can make. There is too little regular teaching of language knowledge and skills, and adults often miss opportunities to extend the children's vocabulary. Teachers do not give children enough time to formulate their thoughts and answer questions. Language development is not systematically planned into all activities. Careful assessments of the children's writing have taken place, but the information is not used to plan work that matches the children's capabilities. Appropriate targets have been set for the children, but the timescales are too long and progress towards the targets is not reviewed frequently enough.

Mathematical development

Provision in mathematical development is unsatisfactory.

Main strength and weakness

- Good teaching in the nursery promotes mathematical development in a wide range of contexts
- Teaching in the reception classes does not promote learning across all aspects of mathematics, especially problem-solving skills

Commentary

52. The children enter the nursery having attained well below the national expectation for their mathematical development. They make gains in the nursery because the teaching is good and provides many opportunities for the children to develop their mathematical knowledge. For example, the teacher encouraged the children to use hosepipes to paint water on the ground, to practise how to write the number nine. The children do not continue to progress as well in the reception classes because the teaching does not extend their learning enough across all the aspects of mathematics. The children make sound gains in recognising numbers and counting, but there are gaps in their learning in relation to problem solving, knowledge of shapes and calculating. For example, most children could count the bricks used to measure the hosepipe but some children were uncertain about how to use them to measure and no child could estimate the bricks needed for different hosepipe. Overall, most children do not attain many of the goals for this area of learning, and their attainment is well below that expected for the end of the reception year.

Knowledge and understanding of the world

Provision in knowledge and understanding of the world is unsatisfactory.

Main strengths and weaknesses

- The children enjoy the good range of practical tasks and first-hand experiences
- Not enough attention is given to developing children's knowledge and understanding
- Too little use is made of ICT

Commentary

53. The children enter the nursery having attained well below the national expectation for their knowledge and understanding of the world. Despite gains made in their learning, they are still well below the expected levels at the end of the nursery and the reception year, and they do not meet most of the early learning goals by the end of reception.
54. Teaching in the nursery is good. There are lively and stimulating activities. For example, children have used ropes to create large spider webs, and have experimented with tubes in water and rice. In the reception classes, practical activities are used effectively to interest the children, for example the hospital and baby clinic for role-play. However, these activities are not planned sufficiently well, with a focus on the progress the children are expected to make. The activities are not adjusted to meet the range of needs in the class. For example, children worked hard to make fire engines from construction equipment. This was an appropriate activity, but the level of challenge was not varied for children with different levels of skill. At times, the support staff made a significant contribution to the children's learning, for example by modelling activities in the baby clinic so that the children could copy them. However, generally the purpose of these activities is not planned for sufficiently carefully, and at these times support staff make an insufficient contribution to pupils' learning. The children have access to computers and tape recorders in the classrooms, but they are not used regularly enough.

Physical development

Provision in physical development is satisfactory.

Main strengths

- The children manipulate small objects well
- The children concentrate well and persevere

Commentary

55. The children enter the nursery having attained well below the national expectation in physical development. They make good gains in their learning in this area, but remain below the expected level at the end of the nursery and the reception years.
56. Children are given many opportunities to use small equipment in the nursery and reception classes. They use the materials sensibly and apply themselves well to the activities. In the nursery, the children enjoy repetitive tasks such as hammering small shapes onto a board. They showed considerable concentration and produced good work. In the reception classes, the children manipulate the small world toys very carefully, and show awareness of others working with the same equipment. Large equipment for climbing and balancing is available, and the children benefit from regular access to this. They learn to move confidently and safely. Teaching times for games and dance make a sound contribution to the development of their physical skills.

Creative development

Provision in creative development is satisfactory.

Main strengths

- Children have many opportunities for stimulating and practical activities
- Effective use of visitors to stimulate creative work

Commentary

57. The children's creative development is well below the national expectation when they start in the nursery. They make satisfactory gains in their learning in both nursery and reception classes but are still well below the national expectation at the end of both years. They do not attain many of the early learning goals at the end of reception, particularly in relation to the imaginative aspects of creative development.
58. Teaching is good in the nursery because many creative activities are provided and the teacher uses these for the children to practise and develop particular skills. Music is taught well in the nursery class, for example using instruments to decide which ones sound like a fire engine. Teaching is satisfactory in the reception classes. Children have appropriate opportunities for creative work, and a good range of experiences is used to stimulate the children's interests. For example, children painted a fire engine with considerable care and attention to detail, following a visit by fire fighters to the school.

SUBJECTS IN KEY STAGES 1 and 2

ENGLISH

Provision in English is unsatisfactory.

Main strengths and weaknesses

- Standards are well below expectations, although improving for the older pupils
- Pupils are particularly weak in reading, which is not taught well enough
- The work is not well matched to pupils' needs, particularly in Years 1 and 2
- Teachers are good at developing pupils' vocabulary

Commentary

59. The results in the national tests at the end of Year 2 were well below the national average in reading and writing in 2003. The results have gone up over the last five years at a faster rate than nationally, though from a very low level in 1999. The Year 6 test results in English were well below the national average in 2003. The percentage of pupils gaining Level 4 or better was in the lowest five per cent nationally. However, the 2004 results are considerably higher than previously, reflecting the success of the recent improvements in teaching and curriculum planning for the oldest pupils.
60. The standard pupils attain at the end of Years 2 and 6 is also well below the national average. However, the quality of the oldest pupils' work is rising in response to the recent improvements in teaching and the curriculum. Overall, pupils' achievement in English remains unsatisfactory.
61. The school is currently focusing on improving pupils' written work, and on extending their vocabulary. Pupils in all years are now set a suitably wide range of writing tasks, giving them appropriate opportunities to learn to write in different styles and for various purposes. They are most confident in narrative writing. The oldest pupils have been set some imaginative tasks, such as composing a conversation between Calpurnia and Caesar about whether he should go to the forum, and have produced entertaining dialogues. Standards of presentation of written work are too low, including handwriting, spelling and punctuation. Handwriting practice

has been introduced, but in their other written work pupils are not yet applying the style they are being taught.

62. Insufficient attention has been paid to the teaching of reading, including promoting wide independent reading. This means that many pupils spend too long on books from the school's reading scheme and are not given enough help and guidance in trying other books. Teachers do not expect pupils to read at home sufficiently regularly, and have not checked their progress. This means that the higher attainers of all ages are not challenged to read more widely.
63. From Year 1 onwards, teachers are working well to develop pupils' vocabulary. This is a strength in teaching across the school, and is helping to raise the quality of pupils' work in English and other subjects. Pupils of all ages are most confident in giving information, and have difficulties in exploring ideas and issues through discussion. They have difficulties in expressing their views in precise language and in explaining their ideas at any length. However, the higher attainers are keen to answer teachers' questions in lessons. Lower-attaining pupils and those with special educational needs respond more confidently in small group activities led by teaching assistants, some of whom are skilled in drawing out answers from these pupils through supporting questioning.
64. Teaching and learning are unsatisfactory overall. They are unsatisfactory in Years 1 and 2 because the work is often inappropriately matched to the pupils' needs. They are satisfactory in Years 3 to 6, and best in Years 5 and 6. Here, stimulating tasks are usually set. For example, an activity to develop Year 6 pupils' vocabulary through classifying words according to their meanings led to considerable debate as well as the learning of new vocabulary. The pupils were enthusiastic about developing their own modern-day characters based on the whole-class reading and discussion of a poem, 'The Highwayman', because the teacher had explained very clearly how to do this. The pace of the lesson was good because short activities had been planned, that built systematically on what pupils had already learned including the vocabulary work of the start of the lesson, and because the teacher did not get side-tracked by irrelevant questions. The strengths of this teaching were typical of other lessons in which the pupils' learning was also good.
65. Teaching was not successful when the teachers had not planned well enough for the pupils' learning. For example, in Year 4 a lesson focusing on how to resolve dilemmas had the potential to be good but was unsuccessful because the pupils were given too little guidance on how to do the task, and because the work was ill-matched to the needs of all in the class. A text displayed on the overhead projector was too difficult for the lower-attaining and special needs pupils to read, and so they were unable to join in the discussion of how to correct it. The teacher's expectations of the pupils' independent writing were too low, and many completed very little in the half hour allocated for this. Although higher-attaining pupils read their stories aloud at the end of the lesson, the opportunity to involve other pupils in a discussion that gave guidance on the next steps in learning was missed, and so the class gained little from this part of the lesson. Other weaknesses in teaching that have affected pupils' progress across the school include uninformative and infrequent marking, too little use of assessment information to identify the next steps in pupils' learning and to set targets including for pupils with special educational needs, and insufficient use of homework activities.
66. The subject is being led and managed satisfactorily. This is contributing to the improvements in teaching and learning for the older pupils. However, the improvement in English since the last inspection is unsatisfactory as the standards achieved are lower than reported previously, as is the teaching.

Language and literacy across the curriculum

67. The weaknesses in pupils' vocabulary and skills in reading and writing are affecting their learning in other subjects. However, this has been recognised, and staff are now placing appropriate emphasis on teaching pupils the subject-specific language they need. Teachers' planning still takes too little account of developing pupils' skills in reading and writing. A low standard of presentation, including of handwriting, reduces the quality of pupils' work in other subjects including history and geography. In science, pupils have not had enough opportunities to learn how to record their findings. In art and in design and technology, very little evidence was available that pupils have had experience of planning their work, and of evaluating it. Overall, the promotion of pupils' skills in language and literacy across the curriculum is unsatisfactory.

MATHEMATICS

The provision for mathematics is unsatisfactory.

Main strengths and weaknesses

- Pupils' learning is unsatisfactory in Years 1 and 2 because of weaknesses in teaching
- The quality of pupils' work and their progress are not assessed accurately and systematically
- Pupils show good attitudes and are generally enthusiastic towards the subject
- Pupils with special educational needs do not make sufficient progress, often because the work is too hard for them

Commentary

68. In the 2003 tests, Year 2 and Year 6 results were well below the national average. This has been the case for recent years, with a downward trend whereas nationally results have gone up. The school's result for the percentage of pupils gaining Level 4 or better was in the lowest five per cent of schools nationally in 2003. The standards pupils attain at the end of Years 2 and 6 are well below the national average, though improving in Year 6 as is reflected by the significant rise in test results for 2004. Overall, pupils' achievement is unsatisfactory. This is worse than reported by the last inspection in 1998, when standards were in line with national expectations at Year 2 but below average at Year 6.
69. The school has focused on raising the quality of teaching and learning in mathematics recently, with support from outside advisors. Teaching and learning are now satisfactory overall. They are satisfactory in Years 3 to 6 but unsatisfactory in Years 1 and 2. In most lessons, teachers establish a good environment for learning as they insist on good standards of behaviour. Pupils generally behave well and are enthusiastic in their work. They listen attentively. In the best lessons, the work was carefully planned, with attention to challenging pupils of all levels of attainment. For example, in a Year 5/6 lesson, pupils enjoyed their success in translating shapes and all groups worked hard on a range of tasks. Those in the top group were stretched ... "it really makes you think", and those with special educational needs were well supported at their own level. The teacher's enthusiasm led to a high level of interest, and his confident and calm style resulted in a good response from the pupils. In a very successful Year 3 lesson, the teacher had very high expectations of the pupils as they worked on division with remainders. Teaching assistants gave good help to those experiencing difficulties and so the pupils with special educational needs were able to keep up. Again, in a mixed Year 1/2 class the teacher planned well for the different age groups and abilities. There was a high level of interest, and all boys and girls felt they had "learned a lot" about using money in a practical situation, with some working out change using a range of strategies.
70. The key weakness in teaching, particularly of the younger pupils, is that the teachers have not taken note of the needs of all the pupils in the class. As a result, the lower-attainers have difficulty with the work and so make too little progress. Pupils with special educational needs sometimes did not understand the task they had been set. Teachers did not keep pupils' interest during the whole-class part of the lessons, lessons lacked pace and much time was wasted moving backwards and forwards from the carpet. The teachers paid little attention to checking how well the pupils were doing and so had too little awareness of whether or not the pupils were succeeding in the work. This slowed their learning.
71. Management of the subject has been unsatisfactory, as is its improvement since the last inspection. The school does not have a consistent and coherent system for assessing pupils' work and accurately tracking their progress in mathematics. This has contributed to the teaching being undemanding. Other weaknesses are in monitoring the quality of pupils' work and of teaching.

Mathematics across the curriculum

72. Pupils currently have sound opportunities to use mathematics in other subjects. For example, pupils have used time lines in history, and in science they have learned how to represent data they have collected. They measure accurately in science, and in geography use co-ordinates and work on maps using different scales.

SCIENCE

Provision in science is unsatisfactory.

Main strengths and weaknesses

- Pupils are enthusiastic about science and enjoy the lessons
- Teachers do not provide work that challenges all pupils appropriately, especially in Years 1 and 2
- Recent improvements in the science curriculum, particularly in Years 5 and 6, are leading to standards rising
- Teachers do not mark pupils' work sufficiently helpfully, and check how well pupils perform in the subject

Commentary

73. Since the last inspection, results in science at both Year 2 and Year 6 have remained low compared to schools nationally. In 1998 they were below national average at both Key Stages. The Year 6 results in the national tests in 2003 were well below the national average, although they were average when compared with schools in which pupils had gained similar results at the end of Year 2 four years earlier.
74. Overall, pupils' achievement in science is unsatisfactory. This is largely because of weaknesses in teaching and the curriculum that was taught until recently. Pupils with special educational needs are not always well supported in lessons and, as a result, do not make sufficient progress. Higher-attaining pupils are often given the same work as for all the other pupils. As this is too easy for them, they are not doing as well as they could. In particular, the higher-attaining pupils are not expected to write in sufficient depth when recording their investigations. In most cases, the quality of pupils' written work is unsatisfactory. However, in a very few classes teachers' expectations are high, and so pupils' written work is well presented and of good quality. Standards at the end of Year 2 are well below average, whereas the standards attained in Year 6 are below average. Recent improvements in teaching, particularly in Years 5 and 6, have meant that the older pupils are now making better progress than previously and their achievement is now satisfactory.
75. All but one of the lessons seen during the inspection provided opportunities for pupils to carry out investigations. This has been an important, recent improvement in the science curriculum, and contributes to pupils enjoying the subject. The introduction of a skills-based curriculum in Years 5 and 6 is another recent success. Pupils in these year groups are becoming more confident carrying out experiments with the expected level of skills in prediction, logical method and drawing conclusions from what they have discovered. Most pupils now know how to carry out a fair test. However, until recently there were too few opportunities for pupils to plan and carry out investigations, with much of the work being factual and the same for all pupils. This is one of the reasons for pupils not having made the progress they should have in the past.
76. The quality of teaching and learning is unsatisfactory overall. Where the teaching and learning were successful, teachers had secure subject knowledge and had planned work with a clear focus. This meant that pupils knew what they were learning about. Teachers also challenged the class by asking a range of questions that made them think for themselves. For example, in a Year 4 lesson investigating animal types, the teacher's focused questioning kept pupils interested in the topic, and at the end of their lesson they explained what they had found out to others in the class. The teaching assistant worked in partnership with the teacher, enabling the pupils to take turns to work on three associated tasks. Pupils were enthusiastic and worked purposefully throughout such lessons.
77. Where teaching was unsatisfactory, weaknesses included the lack of a clear purpose to the lesson, teacher-led demonstrations that went on too long, and a slow pace for other activities. Occasionally, the teacher's expectations of good behaviour were not clear enough. The task

given to pupils was too difficult for those with special educational needs and too easy for higher-attaining pupils. Some teachers lack a clear understanding of the expected standard for each year group in science, and are unsure in their subject knowledge. These weaknesses result in pupils becoming inattentive, and not learning enough.

78. Pupils make satisfactory use of numeracy skills in science. They measure, estimate, produce tables and create and interpret graphs. Until recently, ICT was little used to support science, but the recent development of networked classroom computers is offering a new opportunity to enhance this aspect of the school's work. For example, the use of the Internet to search for scientific information has recently been introduced.
79. The leadership and management of the subject are unsatisfactory. However, a change in the allocation of this responsibility has led to recent improvements. These include the production of an up-to-date policy, together with an action plan which identifies some key tasks need to raise standards. Significant weaknesses remain in the monitoring of teaching and learning, and in assessing pupils' learning including using this information to identify what pupils need to learn next. This is one reason why teachers do not provide sufficient support for pupils with special educational needs and do not challenge the higher-attaining pupils sufficiently. Overall, the improvement in this subject since the last inspection is unsatisfactory.

INFORMATION AND COMMUNICATION TECHNOLOGY

Provision in information and communication technology (ICT) is satisfactory.

Main strengths and weaknesses

- Pupils now have regular and frequent access to computers, and so they are now able to develop their skills progressively
- Pupils are keen to learn new skills, and work well together
- Assessment procedures are not yet part of everyday practice

Commentary

80. The new computer suite is well used throughout the day, and has significantly increased the opportunities for pupils to develop their skills regularly. Standards at the end of Years 2 and 6 are now broadly in line with national expectations, and pupils' achievement is satisfactory. For example, pupils in a Year 5/6 class produced a multimedia presentation about their recent Creative Week. They created their own multimedia presentations confidently, changing backgrounds and fonts and adding appropriate animation, sound and graphics they had downloaded from the Internet. The pupils used a range of effects confidently to enhance their presentations, which showed that their ICT skills are developing well.
81. Insufficient lessons were observed to make an overall judgement on the quality of teaching and learning, but they were satisfactory or better in all the lessons seen. Pupils demonstrated a very keen interest in the subject and worked cooperatively. Very good teaching was seen when pupils in a mixed Year 1/2 class learned how to record on a tape recorder. They experimented with using the buttons, finding out the difference made by the tone and volume controls. The pupils did well because the activities were very well matched to their needs. For example, the Year 1 pupils were helped to draw a detailed diagram of the tape recorder and the Year 2 pupils also wrote a list of instructions for making a recorded message.
82. The subject is led and managed satisfactorily. Staff competence is being developed by training. Resources are now good, but assessment procedures have only recently been introduced and are not yet being consistently used throughout the school. This means that not all teachers are aware of what pupils need to learn next. Overall, the improvement in ICT since the last inspection is satisfactory.

Information and communication technology across the curriculum

83. The use of ICT in other subjects is satisfactory, having been developed considerably in recent months. The most successful use is in mathematics, where pupils use computers for work on databases, making graphs and practising multiplication tables. In geography, Year 3 pupils used ICT to design the layout for a perfect classroom, as part of their work on maps and plans. Year 5 pupils produced their own copy of the 'The Hollington Times' newspaper for 1912 about the sinking of the Titanic, as part of their work in history.

HUMANITIES

84. It is not possible to make judgements on overall provision for **history** and **geography**, nor the quality of teaching and learning as no history lessons were observed during the inspection, and only one geography lesson was seen. Insufficient written work was available to enable secure judgements to be made on the standards achieved by pupils. A local study of Hastings showed good links between history and geography. Pupils have used a suitable range of maps and plans. In particular, a map of the imaginary Scottish island of Struay showed that younger pupils have learned about geographical features, and an aerial map of Hastings had allowed pupils to use a key to identify significant places.
85. In the Year 6 geography lesson, teaching and learning were satisfactory. Pupils' learning was satisfactory, but they were starting from a low level of previous knowledge that indicated a lack of progress in the past. Pupils were learning appropriate vocabulary to describe the features of rivers, but showed little knowledge when naming rivers and identifying places on maps. Pupils were confused between countries and continents, and had difficulty identifying them on the world map.
86. History and geography provide unsatisfactory support for literacy as there are too few opportunities, particularly for older pupils, to write at length on a range of themes. Pupils have a few opportunities to use their numeracy skills, for example when using time lines across and within periods of history, but they have made too little use of ICT to present their work or carry out research.
87. Only three lessons were seen in **religious education** and insufficient evidence was available to enable an overall judgement about teaching and learning to be made in this subject. Work scrutiny indicated that standards are in line with expectations and that the planned work meets the requirements of the Local Agreed Syllabus. In a Year 1 lesson, the teacher successfully used drama to bring the story of the prodigal son to life. Good questioning helped the pupils to discuss the characters' feelings and motivations.

CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

88. No **art** lessons were seen during the inspection. However, displays in classrooms and corridors showed that during the recent Creative Week pupils had had a wide range of opportunities for creative work in a variety of media. Though the overall standard of the work was below expectations for Years 2 and 6, examples of imaginative, well-designed pieces were seen.
89. No **design and technology** lessons were observed during the inspection and only a limited amount of work was seen. Therefore, it is not possible to make judgements about the standards attained, pupils' achievement or the quality of teaching. Displays showed that recent Creative Week included some simple design and technology tasks using a range of materials, including textiles, paper and wood.
90. No **music** lessons were seen during the inspection, although timetables show that it is regularly taught. Pupils sing enthusiastically and tunefully in assemblies and have had opportunities to participate in community events such as 'Sing out for Cancer', raising money for the local hospice. Resources are good.
91. In **physical education**, there was too little evidence to make overall judgements about the standards achieved and the quality of teaching and learning. Two lessons were seen, for Years 3 and 4. The best parts of the lessons were when the pupils practised and consolidated their skills. They were enthusiastic, and responded well to the tasks. However, the pace of their learning was slowed by their teachers lack of expertise in teaching physical education. Evidence from teachers' planning shows that pupils experience all the elements of the National

Curriculum for physical education. There has been too little monitoring of the quality of lessons, to identify and tackle weaker aspects of teaching and learning.

PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP

92. No lessons were seen in these subjects, and there was no written evidence that could be used to evaluate the standards pupils have achieved. As a result, it was not possible to make judgements about pupils' achievements, nor of the quality of teaching and learning.

PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

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

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