

INSPECTION REPORT

PARKLAND JUNIOR SCHOOL

Eastbourne

LEA area: East Sussex

Unique reference number: 114464

Headteacher: Mr S Gough

Lead inspector: Eileen Chadwick

Dates of inspection: 8 – 10 June 2004

Inspection number: 257155

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

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INFORMATION ABOUT THE SCHOOL

Type of school:	Junior
School category:	Community
Age range of pupils:	7–11
Gender of pupils:	Mixed
Number on roll:	264
School address:	Brassey Avenue Eastbourne East Sussex
Postcode:	BN22 9QJ
Telephone number:	01323 502620
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Appropriate authority:	The governing body
Name of chair of governors:	Mr K Pamphilon

Date of previous inspection: 10 October 1998

CHARACTERISTICS OF THE SCHOOL

This is an average sized, two-form entry junior school with 264 pupils aged seven to 11. The school serves a suburb of Eastbourne about three miles from the town centre. Most pupils come from the nearby Hampden Park area or the Willingdon Trees estate, consisting of privately owned and rented homes. Most pupils are White British, although a small proportion are from ethnic minority heritages. There are no pupils who speak English as an additional language. The proportion of pupils known to be eligible for free school meals is average at 10 per cent. The proportion of pupils on the special educational needs register, at 20 per cent, is average whilst the proportion with Statements of Special Educational Needs is below average. Two-thirds of the pupils on the special educational needs register are boys with literacy and/or emotional and behavioural difficulties. Most pupils enter Year 3 from the infant school, which is on the same site as the school, although about 15 per cent join from elsewhere. Pupils' overall attainment on entry is average. It varies from year to year and covers a wide range, from very high to low.

The headteacher was in post at the time of the previous inspection. There has been a complete change of teaching staff since then. The deputy headteacher was appointed four years ago and most of the other teaching staff have been recruited in the last two years. In the past two years there have been many staff changes as nine teachers joined the school whilst six left.

The school won an Achievement Award in 2001 and the Investor in People Award in 2003.

INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
19115	Eileen Chadwick	Lead inspector	Science Art and design Design and technology Special educational needs
32697	David Smith	Lay inspector	
14806	John Stevens	Team inspector	Mathematics Information and communication technology Geography Physical education
33090	Jacob Herbst	Team inspector	English History Music Religious Education English as an additional language

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PART A: SUMMARY OF THE REPORT

OVERALL EVALUATION

This is an improving school that provides a satisfactory education for its pupils. The headteacher and governors have identified and are tackling the right priorities for improving pupils' achievement after a decline in standards in recent years. The sound leadership and management of the school ensure that standards in English and mathematics are improving and pupils' overall achievement is now satisfactory due to much good teaching and learning. The school provides satisfactory value for money.

The school's main strengths and weaknesses are:

- Much good teaching in mathematics and science is improving pupils' achievement.
- Standards in information and communication technology (ICT) and physical education are above average by the end of Year 6 because of much good teaching.
- The school provides good opportunities for pupils to develop their creativity and their physical and practical skills. Good links between art and design, design and technology and science make effective use of curriculum time.
- Good provision for pupils' personal development, including their spiritual, moral, social and cultural development, results in pupils' good behaviour and a happy climate for learning.
- Standards are not yet high enough in science for higher-attaining pupils in Year 6.
- There are not enough opportunities for extended writing across the curriculum and systems for teaching reading sometimes lack rigour.
- Provision for pupils with difficulties in learning literacy, whilst satisfactory, needs strengthening in order to raise standards more quickly.
- There is not enough provision for gifted and talented pupils.

The school was last inspected in October 1998. Since then the school has made satisfactory progress. This is because of the significant progress made in the last year after the drop in standards in 2002 and 2003. Progress has been rapid this year since the school strengthened its self-evaluation procedures. The staff have worked very hard and effectively to reverse the decline and, as a result, there is much good teaching and standards are beginning to rise. The school has made satisfactory progress in addressing its key issues from the previous inspection, maintained the strengths in the good teaching seen then and raised standards in ICT. However, there is still work to be done to continue to improve the achievement of higher-attaining pupils.

STANDARDS ACHIEVED

Results in National Curriculum tests at the end of Year 6, compared with:	All schools			similar schools
	2001	2002	2003	2003
English	D	D	D	D
Mathematics	C	E	D	E
Science	C	E	D	D

*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.*

Pupils' achievement is satisfactory. Inspection shows an improvement for the current Year 6 as standards are now average in English and mathematics and above average in information and communication technology (ICT). Standards in science are improving

throughout the school. However, they are still below average by the end of Year 6 as not enough pupils are yet reaching the higher level, Level 5. The results of the 2003 end of Year 6 national tests were below average and too low compared with similar schools. Standards are above average in physical education and average in religious education. Some high quality work was seen in music, art and design and design and technology. The achievement of pupils with special educational needs is satisfactory. Gifted pupils' achievement is inconsistent and therefore unsatisfactory.

Pupils' personal qualities, including their spiritual, moral, social and cultural development, are good. Pupils' attitudes to school are good and they often behave well. Pupils are usually keen to learn and work hard when provided with well-matched and challenging work. There is good provision for their personal development. The curriculum provides good opportunities for pupils to develop their teamwork skills, independence and decision-making. Pupils' attendance and punctuality are satisfactory. The school has good procedures for improving attendance.

QUALITY OF EDUCATION

The overall quality of education provided by the school is satisfactory. Teaching and learning are good. They are good in Years 5 and 6 and satisfactory with good features in Years 3 and 4. The quality of teaching of reading and writing is satisfactory whilst the quality of teaching in numeracy is good.

The curriculum provided is satisfactory. Extra-curricular activities are good. Not enough time is allowed for extended writing and, in Year 6, science in the summer term. The school takes good care of its pupils. Community links are good. Links with parents are satisfactory.

LEADERSHIP AND MANAGEMENT

The leadership and management of the school are both satisfactory. The headteacher provides good pastoral leadership and sound leadership and management for improving pupils' achievement. The close teamwork with other senior staff has also brought about improvements to teaching and learning. Governors are well led by the chair and are effective in helping to steer the school's direction. The roles of subject co-ordinators are not always fully developed due to staff changes in the last few years. The school fulfils statutory requirements.

PARENTS' AND PUPILS' VIEWS OF THE SCHOOL

Overall, parents see the school as satisfactory. Most have positive views but a minority expressed concern about aspects of the school's work. The inspection team confirms that this school is now moving forward and pupils' achievement is improving. Pupils enjoy school and are mostly keen to learn.

IMPROVEMENTS NEEDED

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

- Increase the proportion of pupils reaching the higher level in science by Year 6 in order to improve achievement.
- Provide more time for pupils to write at length in subjects other than English and ensure systems for teaching reading are regular and consistent across all classes in each year group.

- Make stronger provision for pupils who have difficulties with literacy so that they can make faster progress.
- Enhance provision for gifted and talented pupils so that they can consistently achieve well.

PART B: COMMENTARY ON THE INSPECTION FINDINGS

STANDARDS ACHIEVED BY PUPILS

Standards achieved in subjects

Pupils' overall achievement is satisfactory. In Year 6, standards are average in speaking, listening, reading, writing and mathematics, above average in ICT but below average in science. The current Year 6 pupils entered with average attainment and so, overall, their achievement is satisfactory. The achievement of pupils with special educational needs is satisfactory but the achievement of gifted pupils, the potentially very high attaining pupils, is inconsistent and therefore unsatisfactory.

Main strengths and weaknesses

- Compared with the standards reached by Year 6 pupils in the 2003 national tests, the standards in English and mathematics observed in the current Year 6 indicate improvement.
- Good teaching in Years 5 and 6 is having a significant impact on raising standards.
- By Year 6, pupils have achieved well in ICT.
- In science, pupils are now making at least sound progress throughout the school but Year 6 pupils have underachieved in the past.
- Provision for pupils with special educational needs, whilst satisfactory in literacy in Years 3 to 6, is not rigorous enough to raise standards rapidly.

Commentary

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

Standards in:	School results	National results
English	26.3 (26.6)	26.8 (27.0)
Mathematics	25.9 (25.6)	26.8 (26.7)
Science	28.0 (27.3)	28.6 (28.3)

There were 70 pupils in the year group. Figures in brackets are for the previous year.

1. Standards were low in 2003 national tests. They were below average for all schools in English, mathematics and science. They were also low compared with similar schools; they were below average in English and science and well below average in mathematics. The overall trend for improvement has been below the national trend mainly because of a drop in standards in 2002 and 2003. In 2003, compared with 2002, there were improvements in mathematics and science but standards dipped again in English. Compared with similar schools, the proportion reaching at least the expected Level 4 was satisfactory in English and science but low in mathematics. Fewer pupils reached the higher level, Level 5, in all three subjects compared with similar schools. This indicated significant underachievement for higher-attaining pupils.
2. The school has prioritised improving standards in English and mathematics, especially for higher-attaining pupils, and staff have received subject training from advisers from the local educational authority. The school has also piloted setting (grouping pupils by prior attainment) in the spring term for Year 6 pupils in English and mathematics. These

arrangements have improved the rigour of subject teaching and introduced more opportunities for higher-attaining pupils in English and mathematics. They have already improved achievement in English and mathematics.

3. Inspection evidence indicates that standards in English and mathematics, for the current Year 6, are higher than those in the 2003 tests. The school is doing well for the current Year 6 pupils in combating their earlier underachievement in English and mathematics. The school's assessment records show that some pupils in this year group have underachieved in the past in English and mathematics. In Year 6, standards are now average in reading, writing, mathematics and speaking and listening but below average in science. Standards are above average in ICT and physical education, and meet the requirements of the locally agreed syllabus for religious education. Pupils achieve well in ICT and physical education. Their achievement is satisfactory in English, mathematics and religious education. It is unsatisfactory in science.
4. The targets for English and mathematics have been adjusted because of changes to the cohort. These provide a modest level of challenge at Level 4 in English and mathematics and the school is likely to exceed these. The level of challenge at Level 5 is appropriate. There have been significant changes to the cohort since these targets were set. A significant minority who left the school during Years 3 to 6 reached higher levels in their Year 2 national tests, especially in reading and mathematics. The attainment of the ten per cent who entered as late entrants was no more than average, and several entered with low standards of literacy, and/or had behavioural difficulties.
5. In the three-year period from 2001 to 2003, boys out-performed girls in English and mathematics. However, in 2003 girls out-performed boys in English at Level 4. Whilst over eight out of ten girls reached Level 4 in English, less than seven out of ten boys did so. This indicated significant underachievement for some boys.
6. This trend is likely to continue for the current Year 6. Nearly two-thirds of all pupils on the special educational needs register are boys and this figure is slightly higher for Years 5 and 6. Nearly all of these pupils have weak literacy skills and, sometimes, behavioural difficulties. This high proportion of boys reflects earlier underachievement for some of them in reading and writing.
7. In English, opportunities for hearing average and lower-attaining pupils read and for helping them to master the basic skills of recognising the sounds of letters, spelling and writing are only satisfactory, and not frequent enough to raise standards rapidly. In Year 3, there is not enough attention to ensuring pupils have mastered all the key words in reading, and that reading skills systematically build on those acquired in the infants. By Years 5 and 6 a small number of pupils still have low or very low standards in literacy because of earlier underachievement.
8. The achievement of pupils with special educational needs is satisfactory. Pupils with low attainment in literacy make good progress when working with the specialist teacher. However, in class literacy sessions the class reading text is sometimes too hard. In some classes teachers ensure pupils are heard read regularly by the trained classroom assistants, but this varies between classes in the same year group. Teachers need more support for making sure their systems for helping pupils to learn letter sounds, key words, spelling and writing are consistently rigorous.

9. The achievement of more capable pupils is satisfactory overall. This group contains a significant minority who are capable of above average work. Their achievement is now satisfactory overall in English and mathematics. However, it is unsatisfactory for Year 6 pupils in science due to earlier underachievement. The achievement of the smaller proportion of gifted and talented pupils (the potentially very high attaining pupils) is unsatisfactory. There is some enrichment for them in mathematics but teachers do not always provide enough extension work in class lessons.
10. Pupils' use of literacy and numeracy in other subjects is generally satisfactory. However, there is not enough use of extended writing across the curriculum; for example, in religious education and history. Pupils' use of ICT is good for both literacy and numeracy but inconsistent for supporting teaching and learning in the other subjects.
11. The school has made satisfactory overall progress in improving standards since the previous inspection. Standards are similar in reading, writing, mathematics and religious education and higher in ICT and physical education but lower in science. For special educational needs precise targets have been built into pupils' Individual Education Plans, although the school does not yet ensure there is rigorous use of them in every class. The school has addressed the design weaknesses in design and technology well.

Pupils' attitudes, values and other personal qualities

The provision for pupils' spiritual, moral, social and cultural development is good. Pupils' attitudes and behaviour are good. Pupils' attendance and punctuality are satisfactory.

Attendance

Attendance in the latest complete reporting year (%)

Authorised absence		Unauthorised absence	
School data	5.3	School data	0.6
National data	5.4	National data	0.4

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

Main strengths and weaknesses

- The school monitors pupils' attendance closely and is effective in improving pupils' attendance.
- Pupils have good attitudes to learning.
- The school expects pupils to behave well.
- The school promotes good relationships between pupils and pupils and staff.
- The school provides good opportunities for pupils' spiritual, moral, social and cultural development.

Commentary

12. Attendance for the last year is in line with the national average and figures for the current year show improvement in levels of both authorised and unauthorised absence. The school is rigorous in following up unexplained absences with parents and carers. It follows well-publicised procedures and parents are fully aware of the need to notify the school promptly of any absence. The school's vigilance is having a positive impact as

the unauthorised absence is lower than in 2002/3 when it was above national the national figure. The school applies a rigorous policy, which challenges robustly any request to remove a pupil from school for family holidays during term-time. As a result, very few pupils are removed from school for this reason. Pupils' punctuality is satisfactory and there are clear procedures for them to follow if they arrive late at school.

13. Pupils' interest in school life and the range of activities that are offered is good. The vast majority behave well in lessons and around the school. Pupils' behaviour in the playground was observed to be good and older pupils are encouraged to help younger ones. This involves pupils in Year 6 helping in the infant and junior school dinner halls. Year 5 pupils, through a 'buddy' system, support Year 3 pupils in the playground. This means that younger pupils are looked after and is a good example of encouraging responsibility in the older pupils. During the infrequent occasions when less than good behaviour was observed, it was in lessons where there was not a good match between work set and pupil ability. Occasionally teachers spend too much time focusing on poor instead of good behaviour. Where pupils come together behaviour is good; for example, in assemblies. Pupils are willing to take a full and active part in the assemblies, whether listening, watching or singing.
14. Pupils' attitudes to learning are good. They listen attentively and enjoy their learning. They like talking about the work they are doing and can do so with confidence. They work well together with each other, respecting each other and the adults working with them. The vast majority of pupils want to come to school. Pupils' have positive views of the school and the work provided for them. However, a few lower-attaining pupils said they would like to be heard read more frequently.
15. The school stimulates a desire to learn. There is a quiet and orderly atmosphere giving pupils opportunities to achieve. The school provides a range of ways for enhancing pupils' personal development; for example, through class lessons devoted to furthering pupils' personal and social skills and the School Council. The school wants to help pupils become good citizens. All staff work together as a team to further pupils' good behaviour and good relationships.
16. Pupils have a good understanding of what is right and what is wrong. Staff are very good role models, both in the classroom and around the school. Pupils are encouraged to undertake responsibilities around the school and they respond well, whatever the tasks may be. The school council gives pupils the opportunity to take an active role in the school's development. Assemblies provide good opportunities for moral education, but pupils are not always given time to reflect on what they have heard, and to relate it to their own experiences. However, through listening and singing along to a CD, or to music played on the piano by the music co-ordinator, pupils are able to reflect on spiritual values. Opportunities for spiritual development are good.
17. Pupils are encouraged to see their school as a living community, working together for the good of all and supporting each other wherever appropriate. Pupils are encouraged to work together and play together and this gives good opportunities for their social development. Pupils have sound opportunities to learn about different cultures; for example, they took part in a successful 'Global Citizenship Week' which enabled each year group to study a country in depth. However, they have few opportunities to meet people from different religions and cultures. This aspect of provision could be improved to prepare pupils more fully for life in contemporary multicultural society.

18. The nine fixed-term exclusions were the result of the unacceptable behaviour of several boys. The school has ‘nurture groups’ and a ‘lunchtime conference table’. These enable pupils to understand the reasons for their feelings, and to help the school to avoid exclusions.

Exclusions

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 Black African
Mixed – any other mixed background
Asian or Asian British – Bangladeshi
Asian or Asian British – any other Asian background
Any other ethnic group
Information not obtained

Exclusions in the last school year

No of pupils on roll	Number of fixed period exclusions	Number of permanent exclusions
256	9	0
5	0	0
1	0	0
1	0	0
2	0	0
1	0	0
2	0	0
1	0	0
1	0	0

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

QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

The quality of education provided by the school is satisfactory. The quality of teaching is good whilst the curriculum and the support and guidance of pupils are satisfactory. The care provided for pupils' health and safety is good. Links with parents are satisfactory whilst those with the community are good.

Teaching and learning

The overall quality of teaching is good. It is good in Years 5 and 6 and satisfactory in Years 3 and 4. It is good in mathematics and science and satisfactory in English.

Main strengths and weaknesses

- There is much good teaching during class literacy and numeracy lessons.
- Some good or better teaching was seen in music, design and technology and physical education.
- Teaching in mathematics is inconsistent in Year 3.
- Systems for hearing pupils read, whilst they are generally satisfactory, are not always rigorous enough in Year 3 and for lower-attaining pupils throughout the school.
- Pupils' home/school reading records are unsatisfactory.

Commentary

Summary of teaching observed during the inspection in 34 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0 (0%)	3 (9%)	22 (65%)	8 (23%)	1 (3%)	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.

19. The school has maintained the good quality of teaching and learning found at the time of the previous inspection. The proportion of good teaching and better teaching is similar, although, as then, there is still a small amount of unsatisfactory teaching.
20. The school identified the need to raise the proportion of good and better teaching through its own improved self-evaluation procedures. This year, there has been rigorous support and monitoring of teaching by the headteacher, deputy headteacher and English and mathematics co-ordinators in partnership with the local education authority. This is having an impact on raising standards in English and mathematics. The school, through the use of assessment, identified the need to enable teachers to more easily manage the very wide range of attainment in their classes. Setting was trialled in Year 6 during the spring term to enable teachers to provide well matched work consistently for all abilities. The school has found this to be successful in improving pupils' learning and intends to extend setting arrangements from September 2004.
21. In Years 3 to 6, the teaching of literacy is satisfactory whilst the teaching of mathematics is good. In literacy, whilst there are many good lessons, systems for hearing average and lower-attaining pupils read are only satisfactory and not rigorous enough to rapidly raise pupils' attainment. Systems are uneven for hearing pupils read in classes in the same year group. Additionally, pupils' work across the curriculum shows there is not enough opportunity for pupils to write at length. The teaching of science is good in Years 3 to 5 but in Year 6 it is not possible to make a judgement as no teaching was seen. Examination of pupils' previous work indicated it has been always at least satisfactory. Teachers' good class management ensures pupils behave well and work hard. There has been recent attention to improving teachers' shorter-term lesson planning, especially in literacy and numeracy. Although this is very thorough, it unnecessarily duplicates other planning and is not an efficient use of teachers' time.
22. The National Literacy Strategy is generally well implemented throughout Years 3 to 6. In Literacy Hours, the teaching of the skills for reading and writing are often well matched for higher and average-attaining pupils and this enables these pupils to achieve well in all parts of the lesson. However, teaching and learning are often only satisfactory for lower-attaining pupils. In particular, the shared text is more suited to the needs of the average and higher-attaining pupils. This means that lower attaining pupils do not spend as much time learning the reading skills at their own level as pupils with higher ability. In a good lesson in Year 3 the teacher steadily built pupils' understanding of onomatopoeia through poetry. The shared text was very suitable for most pupils. All pupils developed a love of poetry. This was due to the inspiring way the teacher introduced poetry, a love of the English language, and steadily built skills over a series of lessons. However, during the introduction, lower attainers only made satisfactory progress in reading. A significant number of pupils enter from the feeder schools not having mastered recognition of the basic keywords and simple spelling patterns. These pupils need much daily practice with large shared texts with repetitive word patterns.
23. The implementation of the National Numeracy Strategy is good, overall, in Years 3 to 6. Teachers often have good subject knowledge, make good use of time throughout the lesson and often provide a good match of work. In a very good Year 5 lesson the pace of

learning for all pupils was brisk. Very good subject knowledge was apparent in the way the teacher rigorously instructed, demonstrated and provided good opportunities for the pupils to develop and practise skills, before moving on to problem solving. Excellent class management ensured no time was lost and all groups were well provided for throughout. An unsatisfactory lesson was seen in Year 3. In this lesson too many pupils were not learning well enough during the group work: sometimes they did not fully understand their task, and some average and higher-attaining pupils were not sufficiently challenged.

24. The teaching of ICT is good overall. Teachers often have good subject knowledge and there is much good teaching when pupils use the mobile ICT suite. However, there is still some inconsistent use of ICT for supporting learning in other lessons.
25. The teaching of pupils with special educational needs is satisfactory. Provision has been improved since the current special educational needs co-ordinator was appointed. There is very good assessment of pupils' prior attainment and diagnosis of needs. Pupils' Individual Education Plans carefully show the smaller steps needed to help them learn, especially in literacy. Pupils with emotional and behavioural difficulties are well supported. However, provision for those with literacy difficulties is only satisfactory. This is because class systems for hearing pupils read need more rigour throughout the school, but especially in Year 3, so that pupils can quickly catch up and make an easy transition to the junior curriculum. Teachers do not always use their assistants well enough for supporting the teaching of reading and hearing pupils read.
26. Assessment systems are mainly satisfactory in English, mathematics, science and ICT and the other subjects. Homework is satisfactory but sometimes inconsistent in quality and amount between classes in the same year group for younger pupils. Pupils' home /school reading records are unsatisfactory. These do not give parents enough information about the progress the pupils are making and what they need to achieve. Pupils' home/school reading records do not show how pupils are progressing in their reading and mainly show books read. These records do not show pupils' targets for success, for example, key skills to be developed, or key words to be learned.

The curriculum

The school provides a satisfactory and broad range of learning opportunities with good opportunities for educational enrichment outside the school day. The accommodation and resources are satisfactory.

Main strengths and weaknesses

- The curriculum provides well for pupils to develop their creative, practical and physical skills.
- There is a lack of extended writing across the curriculum. Not enough time is allowed for this.
- In Year 6, there is not enough time allocated to science after pupils have completed national tests.
- There are strong curriculum links between art and design, design and technology and science, which make effective use of curriculum time.
- Art and design and design and technology are used well for bringing the curriculum to life and supporting pupils' learning in the humanities.
- Provision for personal, social and health education and citizenship is good.

- A range of interesting activities, clubs, visits and events enriches the curriculum and supports learning.

Commentary

27. The school provides a broad and worthwhile curriculum that meets the requirements of the National Curriculum and the locally agreed syllabus for religious education. The balance of the curriculum was a weakness at the time of the previous inspection. Since then a great deal of planning has gone into improving this. The National Strategies for Literacy and Numeracy are well incorporated into the plans. Planning does not always show National Curriculum levels and this makes it more difficult for teachers to cater for the full range of ability. The school prepares its pupils satisfactorily for secondary education.
28. There is now sound planning to ensure pupils develop their reading research skills, which was a weakness at the time of the previous inspection. However, there are still a few weaknesses related to use of curriculum time. Not enough time is allowed for extended writing, especially in religious education and in science. Year 6 pupils spend much time on science prior to national tests but little afterwards. Overall, the school has made satisfactory progress in addressing the curriculum key issue from the previous inspection.
29. Overall, the school provides equal opportunities for pupils to learn. Opportunities for higher attaining pupils are generally satisfactory. There is weekly enrichment for gifted and talented pupils, such as problem solving in mathematics, but teachers' planning for these pupils is not systematic through the school. Provision for pupils with special educational needs is satisfactory in literacy and numeracy but not rigorous enough to ensure standards are raised rapidly. The school provides good learning opportunities for personal, social and health education and citizenship. It also provides appropriate education for sex and drugs awareness.
30. Pupils say they enjoy the curriculum provided, especially ICT, music, art and design and design and technology. However, a minority of Year 6 pupils said they spent a lot of time preparing for national tests and did not spend enough time on art and design in the spring term. Pupils thought extra-curricular activities were often interesting and challenging.
31. Extra-curricular enrichment is good and there are numerous activities. They include music, sports and other clubs. A number of music teachers visit the school to give lessons in guitar, brass instruments and violin. All pupils in Year 3 have an opportunity to learn the recorder. Sports include netball, football, cricket, stool ball, badminton and karate. Other clubs in which pupils can participate are gardening, Spanish and French. Visitors to the school include drama teachers and drama support groups, artists, authors, the local vicar, the Salvation Army and representatives from charitable organisations, such as the National Children's Homes and UNICEF. The school has links with Eastbourne Business/ Education Partnership, which sponsors focused curriculum weeks in school. The school won an award last year from 'Eastbourne in Bloom', for its environmental garden.

32. The accommodation is satisfactory with some good features. It is clean and spacious with pleasant grounds. Resources are satisfactory overall but more resources are required in reading for the younger and the lower-attaining pupils.

Care, guidance and support

The quality of provision for promoting pupils' care, welfare, health and safety, is good. The school makes satisfactory arrangements for advice, guidance and support for pupils based on monitoring of their academic progress and personal development. The extent to which the school encourages the involvement of pupils in its development and work is good.

Main strengths and weaknesses

- The school looks after its pupils well; health and safety and child protection procedures are comprehensive and effective.
- Pupils feel well supported through a trusting relationship with one or more adults in the school.
- Support for pupils with behavioural problems is good.
- The school actively seeks pupils' views and accommodates their suggestions and preferences, wherever possible.

Commentary

33. Members of staff are fully aware of their individual responsibilities in relation to child protection and health and safety procedures. Governors discharge their responsibilities conscientiously, working closely with school staff. The school knows its pupils well and this helps teachers to spot any emerging problems at an early stage. Pupils feel the school cares for them and they like and respect the adults in the school. In discussions, they say that they would feel able to ask for help or advice if they needed it. This enables pupils to settle down and to concentrate on their work.
34. Pupils are confident that the school listens to their views and takes them seriously. Inspectors agree. There is an elected School Council, which solicits pupils' opinions and represents them to the school. Recommendations from this body have brought about several improvements. For example, pupils have raised funds for and chosen additional playground equipment, have made decisions on improvements to the school grounds, and revised how good behaviour is rewarded. As a result, pupils feel empowered and fully involved in the day-to-day life of the school. There is a sound anti-bullying policy. Pupils can place their concerns in boxes, although these are only emptied once a week. In addition, pupils can place their name on a special board, which means they wish to talk privately to their class teacher. The school also gives opportunities for pupils to participate in the School Council.
35. There are satisfactory procedures for monitoring pupils' academic progress, including in English, mathematics, science and ICT. Special needs provision is satisfactory. Assessment of pupils' reading skills is very thorough, although not enough use is made of this for ensuring those with low literacy standards are given extra support in their classes. The school ensures that pupils with special educational needs are well integrated into the school community. The school's support for pupils with disruptive behaviour is good. Pupils have clear targets with appropriate steps and rewards for meeting the targets. All staff carefully apply the agreed rewards and sanctions.

36. Induction arrangements are satisfactory. There are improved relationships with the infant school; during the inspection, pupils from Year 2 visited Year 3 classes. The school is concerned about the rising number of pupils who are entering Year 3 with lower attainment and the two schools are strengthening links, especially for pupils with special educational needs. The school has made satisfactory progress in addressing this key issue. Since the previous inspection the school has maintained strong provision for pupils' health, safety and welfare. Overall progress since the last inspection is satisfactory.

Partnership with parents, other schools and the community

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

Main strengths and weaknesses

- Positive links ease the transfer of pupils to secondary school.
- Good links with the local business/education partnership enrich the curriculum.
- There are good links with the community.
- Procedures for dealing with parents' concerns could be improved and there is scope for a better relationship with a minority of parents.
- Pupils' home/school reading records do not provide adequate information about how pupils are progressing in reading.

Commentary

37. The majority of parents view the school as satisfactory. The information they receive from the school is satisfactory. The school issues a regular newsletter and frequent letters about school events and plans. It has an effective procedure for handling formal complaints from parents. The governors and staff are involved as appropriate and the school ensures that parents are well informed throughout the process. However, some parents feel that day-to-day concerns or queries are not always promptly dealt with. A concern by several parents has been the limited information about pupils' progress in reading and the need for more continuity in reading between Years 2 and 3. The inspection team agrees that information for parents about reading progress and targets for success needs to be improved. A significant minority of parents were concerned that there was bullying in the school. The school has sound procedures for preventing bullying. No bullying was observed during the inspection in or out of class. The school provides good support for pupils with behavioural difficulties and makes sure these pupils do not affect the learning of others.
38. Reports to parents are well structured and succinct and include information on attitude, effort and attendance as well as a subject assessment. However, they lack specific personal targets. This makes it more difficult for parents to support children in their learning.
39. There are satisfactory links with the infant school, whilst links with secondary schools are good. Pupils in Year 6 usually go to one of two local secondary schools. These schools provide good support for Parkland Junior, for example, in drama, music, ICT and design and technology. Year 6 pupils have an induction day at their future secondary school and Year 7 tutors from these schools visit Parkland Junior and talk to Year 6 pupils. The good

links with the local community enrich pupils' learning. These include visits from drama teachers and drama support groups, artists, authors, religious leaders, and organisations and charities.

40. The partnership with parents was described as good at the time of the previous inspection but now it is only satisfactory. Progress in this aspect is, therefore, unsatisfactory. The school has maintained the good links with other schools and the community.

LEADERSHIP AND MANAGEMENT

The leadership and management of the school are satisfactory. Those provided by the headteacher, senior staff and subject co-ordinators are satisfactory. The governance of the school is good.

Main strengths and weaknesses

- The headteacher has provided a clear focus for improving teaching and learning through improved self-evaluation procedures.
- The headteacher and deputy have identified appropriate priorities for improving pupils' achievement and, as a result, standards in English and mathematics are showing signs of improvement.
- The governing body is effective in helping to steer the direction of the school and has a good understanding of the school's strengths and weaknesses.
- The special educational needs co-ordinator has a firm grasp of what needs to be done to improve pupils' achievement in literacy but management needs to ensure she has more impact on teachers' reading provision.

Commentary

41. The headteacher provides sound leadership; his pastoral leadership is good. He has worked in close partnership with the deputy headteacher since her appointment four years ago. They have appropriately identified the need to raise standards and improve pupils' achievement since the drop in standards over the past two years. The school identified that problems with staffing in Year 6 had an adverse impact on pupils' achievement in recent years. The problems have been resolved. The quality of teaching in Year 6 is now good.
42. The school has improved its self-evaluation procedures through closer tracking of pupils' achievement. Just over a year ago the school opted to become part of a local education authority pilot scheme for bringing about improvement through self-evaluation. As a result, the school has identified its own strengths and weaknesses. Factors in raising attainment have been the thorough implementation of a clear behaviour policy, rigorous monitoring of teaching and learning and pupils' attainment and progress, and action to improve pupils' attendance. The school has been able to make effective use of local education authority expertise since increased support was available after the local education authority's reorganisation eighteen months ago. Enhanced self-evaluation, including monitoring teaching and learning, is being used effectively to identify and redress any shortcomings.
43. There are appropriate systems for the headteacher, deputy headteacher and literacy and numeracy co-ordinators to monitor teaching and provide guidance for teachers on how to improve their teaching. The positive impact of this can be seen in the good quality of the teaching in literacy and numeracy lessons. This is beginning to raise standards as seen in the improving standards in mathematics.
44. The school has done well to ensure that all subjects have been given a high profile despite the significant changes to teaching staff and subject leadership over the past four years. Subject co-ordinators have worked hard to identify priorities for improvement and to keep abreast of new developments. Although co-ordinators carefully monitor the quality of planning and pupils' work most co-ordinators of foundation subjects (subjects apart from English, mathematics, science and ICT) have yet to monitor the quality of teaching. This is due to the school's need to give priority to subject monitoring in English and mathematics in order to raise standards.

45. During a period of rapid staff change the school has not experienced difficulties recruiting. Several new teaching staff have been appointed for September. They are well qualified and experienced teachers. The school's records show that staff changes have usually been related to staff leaving for promotion, relocation or retirement.
46. Improved self-evaluation procedures have enabled the headteacher and his senior managers to recognise pupils' underachievement and take appropriate steps to address this. The school has rightly recognised the high quality of assessment and analysis from the co-ordinator for special educational needs. However, the school is not making enough use of her expertise as she does not have enough time to ensure there is high quality provision for pupils with special educational needs in literacy in each class. Teaching assistants, who have all been trained by the special educational needs co-ordinator, are managed by individual teachers. They are used more effectively in some classes than others for supporting reading, especially in the lower juniors. The school has made satisfactory progress overall in improving the key issue related to provision for pupils with special educational needs. However, there is still work to be done to make the best possible use of the time of the co-ordinator and of the assistants.
47. The headteacher has introduced new setting arrangements for literacy and numeracy for Year 6 pupils. Staff have tried these arrangements for one term. The school has perceived that setting has had a positive impact on enabling teachers to more successfully manage the very wide range of pupils' attainment.
48. The deputy headteacher has not had the responsibility for a class this year, so that she has been able to work more closely with the headteacher in developing more rigorous self-assessment procedures. The deputy headteacher, in turn, has made sure that subject co-ordinators have some time away from their classes to develop their subjects. However, the school has correctly identified the need to make fuller use of her teaching expertise next year by involving her in teaching sets and small groups in the upper juniors.
49. Planning is very thorough for literacy and numeracy, although some aspects of the systems duplicate information and put unnecessary burdens on teaching staff. These systems are to be reviewed so that teachers' time may be used more effectively. The school recently gained the Investors in People Award and has good programmes for training staff.
50. The governing body is well organised and plays a significant part in the school improvement process. Governors are both supportive and challenging and have a good understanding of the school's strengths and weaknesses. Governors are well qualified for their roles and their expertise is being used for the benefit of the school. Governors are fully involved in the process of monitoring the impact of the school's initiatives on improving achievement and setting targets for the school.
51. The school improvement plan correctly focuses upon raising standards. However, there is not enough detail of numerical criteria for improving standards, for example for the proportion of pupils the school is targeting to reach average and above average standards. This prevents the school easily evaluating its actions for impact on raising the proportions reaching the standards the school aspires to.
52. Financial planning is good, with a programme of spending linked to the school improvement plan. The school's budget is monitored closely by governors and the school

uses specific grants well for their purposes; and the principles of 'best value' are applied satisfactorily. Spending for pupils with special educational needs is well directed for those with statements. The school has carried forward a large contingency fund for the last two financial years. This was spent on improving provision for ICT, and for funding the management role of the deputy headteacher. Given the need to raise pupils' achievement rapidly, the large amount spent on the latter in an average sized junior school was appropriate for a period of time. The balance carried forward at the end of this last financial year is satisfactory.

53. The leadership and management of the school were very good at the time of the previous inspection and pupils' achievement compared with similar schools was good. Both of these areas are now only satisfactory. However, after a period of declining standards there are signs the pupils' achievement is improving again. The good standard of governance has been maintained.

Financial information

Financial information for the year April 2003 to March 2004

Income and expenditure (£)	
Total income	577,869
Total expenditure	638,315
Expenditure per pupil	2,418

Balances (£)	
Balance from previous year	87,869
Balance carried forward to the next	27,423

PART C: THE QUALITY OF EDUCATION IN SUBJECTS AND COURSES

SUBJECTS IN KEY STAGE 2

ENGLISH

Provision in English is **satisfactory**.

Main strengths and weaknesses

- Standards by Year 6 are showing signs of improvement compared with 2003 national tests.
- Average and higher-attaining pupils achieve well in reading.
- The teaching in literacy lessons is often good.
- Pupils achieve well in poetry.
- The lowest-attaining pupils achieve well during specialist lessons when supported by the special educational needs co-ordinator.
- There are not enough opportunities for extended writing, particularly for higher-attaining pupils.
- Systems for teaching reading are satisfactory but these are not sufficient to raise standards rapidly for lower-attaining pupils.
- Systems for hearing pupils read are inconsistent for different classes in the same year group.

Commentary

54. In 2003, results in national tests at the end of Year 6 were below the national average for all schools and below the national average for similar schools. The inspection findings show that for the current Year 6 pupils, standards are average in speaking, listening, reading and writing. Pupils' achievement is satisfactory. Provision for pupils with special educational needs is satisfactory. The achievement of gifted pupils, whilst satisfactory in reading, is unsatisfactory in writing.
55. By Year 6, pupils' speaking and listening skills are average. Pupils develop confidence in asking and answering questions because teachers pose questions skilfully and give clues to help pupils respond. Good support for pupils with special educational needs enables them to join in with group sessions and to extend their vocabulary. There are good opportunities for discussion with a partner.
56. By Year 6, standards of reading are average. Most pupils are competent readers and enjoy a wide range of literature. Higher attainers use reference materials with skill and are able to extract information from several books in order to present reasoned arguments. In Years 3 to 6 higher and average-attaining pupils are often making good progress in reading. However, a significant minority achieve only low or very low standards. Many of these are boys who also have behavioural difficulties. Several began as late entrants although most did not. These pupils with low and very low attainment are now making satisfactory progress, but this needs to be at least good progress if their attainment is to be raised. Systems are not yet rigorous enough to make this happen. Pupils with very low attainment have not always mastered the key words and do not have adequate understanding of how to build words from the sounds of letters. The teaching of reading for these pupils is only satisfactory because the teaching of key

words, letter sounds and the regularity of hearing pupils read need more rigour if standards are to be raised.

57. Analysis of reading test results shows that pupils have sometimes made inconsistent progress in the past. Recently, there has been rigorous monitoring of the quality of literacy teaching by the school and the local education authority with a good effect in the Literacy Hour. The special educational needs co-ordinator provides good support for statemented pupils and those with severe literacy difficulties. However, lower-attaining pupils do not have as good opportunities for reading shared texts during the Literacy Hour as average and higher attaining pupils. This is because teachers have a very difficult task in matching texts to the needs of the very wide range of attainment in mixed-ability classes. There is at least sound support for lower-attaining pupils during group work.
58. Pupils' home/school reading diaries do not provide enough information for parents about the progress pupils are making, or indicate how parents can best help pupils. There is a small stock of good quality books in the library. A substantial budget has been allocated for improving provision this year. However, there are insufficient reading books for average and lower-attaining pupils in Years 3 and 4, who still need a structured approach in reading. This year a higher proportion entered Year 3 with lower standards in literacy and a rigorous approach to teaching reading is needed to enable these pupils to catch up. Class systems for hearing pupils read need more rigour throughout the school, but especially in Year 3, so that pupils can quickly catch up and make an easy transition to the junior curriculum. Teachers do not always use their assistants well enough for supporting the teaching of reading and hearing pupils read.
59. Standards of writing are average by Year 6. By Year 6, pupils write expressively or factually for different purposes. Their spelling is often accurate and their writing is neat. Pupils' handwriting is good throughout the school. There are examples of good poetry from more capable pupils. In one lesson when pupils wrote poems describing an Egyptian pyramid, the more capable pupils demonstrated an impressive range of descriptive language. However, there are insufficient examples of extended writing across the curriculum.
60. The overall quality of teaching is satisfactory. It is often good during literacy lessons. However, systems for hearing pupils read are only satisfactory and need more rigour so that standards might be rapidly raised, especially for lower-attaining pupils. Teachers plan carefully so that reading, learning the sounds and shapes of letters, spelling and handwriting skills are regularly practised. This enables average and higher-attaining pupils to learn well. However, steps are not always small enough for lower-attaining pupils to build the necessary skills systematically over a series of lessons. Good literacy lessons are characterised by the teachers' good subject knowledge, a brisk pace and a good match between task and ability. In one good lesson the teacher demonstrated how similes can improve a poem. The teacher's enthusiasm, good subject knowledge, clear learning objectives and well-structured tasks ensured that pupils made good progress. In the Year 6 tests for 2003, many pupils gained a higher level for reading than for writing. The school has been working hard to improve the content of writing as well as handwriting, although there is not enough time allocated for extended writing. Staff and pupils use ICT confidently and competently to complement pupils' learning in literacy.

61. Assessment procedures are satisfactory. There are regular checks on pupils' standards and progress. These are being used to raise the quality of literacy lessons. Setting was tried out in Year 6 in the spring term in order to enable teachers to match work more closely to pupils' needs. However, there is still more work to be done in using this information to ensure consistently good literacy provision for all pupils. Overall, the quality of marking is satisfactory. Good examples of marking identify areas for pupils to improve so they can achieve better.

62. The subject co-ordinator has a clear vision of ways in which reading and writing can be improved, practised and applied to other subjects. However, more curriculum time is needed for extended writing and uniform systems for hearing pupils read across each year group. Overall, progress since the last inspection is satisfactory in speaking, listening, reading and writing. The school has made satisfactory progress in addressing the key issue that related to improving reading skills for research. These were seen in science and geography during the inspection. The overall quality of good teaching in literacy lessons has been maintained. Overall, progress is satisfactory.

Language and literacy across the curriculum

63. The use of literacy in other subjects is satisfactory. There is thoughtful planning to develop pupils' skills in language and literacy in other subjects. Good discussions are encouraged in lessons in personal, social and health education and in history. Drama is an important part of history and religious education. However, writing is not developed consistently across the curriculum to give a range of purposes for writing or for practising writing skills.

MATHEMATICS

Provision in mathematics is **good**.

Main strengths and weaknesses

- Teaching and learning are mainly good and are helping to raise standards.
- Most pupils are challenged and the pace of most lessons is brisk.
- Pupils have good support from teaching assistants in the classroom.
- The leadership of the subject is good.
- The co-ordinator sets a very good example by the high quality of his teaching.
- Teaching and learning in Year 3 are not as consistently good as in the rest of the school.

Commentary

64. Over the last two years, standards in mathematics have fallen below the national average but inspection evidence now indicates that standards have improved and are now average in Year 6. Pupils' achievement over time is only satisfactory, although pupils are currently achieving well. Pupils' current good progress through good teaching and learning is helping to address some earlier underachievement, as shown by the school's assessment records. Pupils with special educational needs are achieving satisfactorily. No significant differences were observed between the performance of boys and girls during the inspection.
65. By Year 6, a higher proportion of pupils are likely to reach average and above standards than did so in the 2003 national tests. By Year 6, pupils have sound numeracy skills and apply these when finding the areas of rectangles and triangles. They understand rotation and translation and have undertaken some experiments in probability. At least a quarter of the pupils are reaching Level 5, and some of these pupils are able to do more extensive problem solving work. The school has identified gifted pupils. However, there is inconsistent provision for them. There is some extra enrichment provided by a classroom assistant, but provision is inconsistent in class lessons. The school has put systems in place to raise the number of pupils reaching both Level 4 and Level 5. These include setting in the spring term for Year 6 pupils, and booster sessions. The school has also worked hard to ensure there is much good teaching and learning.
66. The overall quality of teaching is good. With one exception, all the teaching was good or very good, and this is helping to raise standards. Teachers use the National Numeracy Guidance confidently. Teachers ensure the lesson purposes are shared with pupils, and review them with the pupils at the end to check that lesson objectives have been achieved. A key feature of the good and very good lessons is the brisk pace. This was particularly noted in a very good lesson with Year 5 pupils where rigorous questioning

and a range of teaching approaches enabled pupils to understand and apply the seven times table. A strong feature of many lessons is the way in which teachers make very effective use of the interactive whiteboard. Pupils are encouraged to demonstrate their understanding to the whole class, and to be active learners. The whiteboard was used very effectively in Year 5 for demonstrating how to draw and measure angles.

67. However, the quality of teaching in Year 3 is inconsistent across the two classes. In one lesson the teaching seen was good but an unsatisfactory lesson was seen in the other class. In this lesson too many pupils were not learning well enough during the group work; sometimes they did not fully understand their task, and some average and higher-attaining pupils were not sufficiently challenged.
68. The last report said that problem solving was underdeveloped. Analysis of pupils' previous work and lesson observations indicate that this has now been rectified. Teachers use ICT well in mathematics.
69. Assessment arrangements are satisfactory but need to be streamlined. Planning is very thorough and a good feature is the joint planning by teachers in the same year. Teachers mark pupils' work carefully. However, teachers sometimes provide good targets for improvement, but at other times comments do not provide enough information.
70. Leadership and management of the subject are good. The strong leadership of the mathematics co-ordinator and his very effective teaching have helped to raise standards this year. This is redressing some earlier underachievement. The co-ordinator has supported his colleagues and given training to staff. He has been able to monitor lessons with the local education authority adviser. The school has made satisfactory improvement since the last inspection. Standards are average as they were then.

Mathematics across the curriculum

71. The use of mathematics across the curriculum is satisfactory. In science it is used for graph work and in measuring temperatures. However, higher-attaining pupils could occasionally be challenged more in science; for example, they could be asked to calculate the average of several temperature readings. In ICT, it is used regularly; for example, for entering and analysing data arising from a shopping expedition, using a spreadsheet. In design and technology, pupils use their measuring skills well to draw accurate working plans, and to measure materials precisely to create good products.

SCIENCE

Provision in science is **satisfactory**.

Main strengths and weaknesses

- There is much good teaching and learning throughout the school.
- There is strong emphasis on developing pupils' skills of enquiry.
- In Year 6, pupils are still catching up from their earlier underachievement and there is still not enough attainment at Level 5.
- The curriculum is well balanced through Years 3 to 5 but not enough time is spent on science in Year 6 after pupils have taken their national tests. As a result, provision in science is only satisfactory.

Commentary

72. Standards observed during the inspection are similar to those reached by Year 6 pupils in their 2003 national tests. These showed that, whilst the proportion reaching Level 4 is average, too few reached the higher Level 5 compared with the numbers in all schools

and similar schools. Pupils are now achieving satisfactorily. In Years 3 to 5, their progress is good, whilst it is satisfactory in Year 6. In the past pupils' overall achievement was unsatisfactory because higher attaining pupils did not realise their potential. No lessons were seen in science in Year 6. Evidence from pupils' previous work and discussions with them indicate that there is still little attainment at higher levels because of their earlier

underachievement. The emphasis on improving investigative science throughout the school is having a good impact on raising standards. Pupils with special educational needs achieve soundly but gifted pupils do not achieve well enough.

73. By Year 6, pupils' ability to plan their own experiments is average. The majority have a satisfactory understanding of a 'fair test' and are able to record detailed measurements. Pupils search for patterns in their recorded results and most can reach satisfactory conclusions on the basis of their results. However, there are still weaknesses for higher-attaining pupils as the level of their practical enquiry is still only average. Their ability to explain and draw conclusions on the basis of scientific knowledge lacks the depth and level of abstraction needed for higher level work. The range and depth of scientific knowledge are generally satisfactory for all pupils except those capable of learning at higher levels. However, pupils sometimes have misconceptions about gravitational attraction.
74. Evidence from lessons and scrutiny of pupils' work indicates that teaching and learning in Years 3 to 6 are good overall. Teachers ensure lessons are rooted in practical work, and that there is a steady development of knowledge through practical enquiry from Years 3 to 6. The co-ordinator has recently made sure that more time is given to investigative science and the systematic development of a range of scientific skills. Teachers often have high expectations for pupils, although not all teachers are yet familiar with the differences in planning needed for average and higher level work. The planning system does not yet show National Curriculum levels of attainment and this sometimes prevents teachers easily providing for higher-attaining pupils. Good lessons provided consistent challenge for higher-attaining pupils. For example, in Year 5 pupils dissected plants and used research skills to identify and deduce the purpose of different parts; the teacher provided good class instruction, as a result of the depth of his subject knowledge, and a good level of challenge for all during investigative work. In good lessons, teachers keep a close watch on the proportion of higher-attaining pupils and provide well for them. However, because of gaps in pupils' knowledge in Year 6, there is not yet enough attainment at higher level across the full range of science. Provision for the small minority of gifted pupils, who have the potential for very high attainment, is unsatisfactory.
75. There are satisfactory opportunities for pupils to develop literacy and numeracy in science although higher attainers are sometimes capable of more advanced mathematics. For example, in Year 6 pupils recorded a number of experimental readings but were not asked to calculate averages. The use of ICT is inconsistent during class lessons.
76. Subject leadership and management are satisfactory. The co-ordinator, who has been in post for a year, has a clear vision for the development of the subject, and has worked effectively to improve opportunities for investigative science. She has not yet had the opportunity to monitor teaching, although this is planned for next term. However, she oversees planning, provides guidance to teachers and evaluates pupils' books.

Changes in staffing mean that the management of science has been irregular for the last two years and the current co-ordinator is leaving at the end of this term. The new co-ordinator is an experienced teacher who is well qualified for managing the subject. An important weakness is the small amount of time allocated to science in Year 6 after the national tests. This is to compensate for the longer time spent on science before the tests in order to redress a backlog of underachievement. However, this is not a suitable longer-term arrangement. Overall, progress since the last inspection is satisfactory as the quality of teaching is now good whereas it was satisfactory at the time of the previous inspection.

INFORMATION AND COMMUNICATION TECHNOLOGY

Provision in ICT is **good**.

Main strengths and weaknesses

- The purchase of laptops has greatly improved the curriculum provision across the school.
- Opportunities for learning are generally good.
- Use of computers in the classroom to support learning is inconsistent.

Commentary

77. By Year 6 standards are above average and pupils achieve well. They select different tools from an on-screen menu to produce pamphlets on 'smoking' and on 'wearing a seatbelt', presenting their information so that it appeals to the readers. They have successfully used email to write to a school in Italy. They know how to solve problems after entering data into a spreadsheet. They successfully use web sites to find information; for example, Year 6 pupils had found information about the Ancient Egyptians. Pupils in two Year 6 classes were using PowerPoint effectively to prepare presentations.
78. The quality of teaching is good. Teachers are knowledgeable and teach skills at a brisk pace. Lessons are challenging. For example, the successful teaching of word processing enabled Year 3 pupils to write letters to the Eden Project, the Heligan Gardens and to the Royal Horticultural Society to ask questions about plants. Pupils in Year 5 created and used a spreadsheet to calculate totals for a picnic lunch. Both the teachers in Year 6 worked at a good pace and challenged the pupils about their PowerPoint presentations. Pupils were competent when selecting fonts and backgrounds for three slides and for the facts and opinions they had typed into their presentations.
79. The laptops in the mobile suite are well used. In all the lessons there were no more than two pupils per laptop, and sometimes only one. Where there were two pupils to a laptop the teacher ensured pupils took turns using it. This meant that each pupil spent much time using the computer during ICT lessons. Pupils were always proficient in the use of the laptops. Assessment is satisfactory and ensures that pupils know what level they have reached in a unit. It is successful in that pupils want to achieve more.
80. Leadership and management are good. The co-ordination has been temporarily taken over jointly by the headteacher and deputy headteacher until the appointment of the new co-ordinator in September. The subject policy is in place, and the schemes of work have been adopted from a national scheme. The school has very good support from Eastbourne Technology College. Progress since the last inspection has been good.

Information and communication technology across the curriculum

81. The use of ICT to support learning is satisfactory. It is used well in mathematics and in English. It has also been used to obtain information in history and geography but it is deployed inconsistently in other subjects.

HUMANITIES

82. Only one lesson was seen in each of **history and geography**. As a result it, was not possible to form an overall judgement about provision in either of these subjects. A striking feature of the history and geography curricula is the way that art and design and design and technology are used to enhance pupils' learning and to bring the subjects to life. Very good links with ICT were also seen in a history lesson.
83. In **history**, examination of pupils' work, curriculum planning and discussions with the co-ordinator show a full curriculum is followed and statutory requirements are met. Attractive displays around the school encourage interest and invite pupils to answer questions. Pupils' learning is extended well by visits and visitors, enriching pupils' personal development. Pupils have good skills in searching for information in books and on the Internet. In a good Year 6 lesson pupils used ICT very effectively to prepare a presentation about ancient Egypt using PowerPoint. In this lesson pupils achieved average standards. In Year 5, pupils show a sound understanding of life in Tudor times. Pupils question sources of evidence, and ask why accounts of events differ. The co-ordinator, who joined the school in September 2003, undertook responsibility for history at the beginning of the summer term 2004. She has worked hard to complete the history policy, scheme of work and assessment procedures. However, in the planning, opportunities for extended writing are limited.
84. In **geography** indications from analysing pupils' work, observing a Year 4 lesson, discussions with pupils and the subject co-ordinator and examining planning; indicate that statutory requirements are met and that an interesting geography curriculum is being followed. Pupils in Year 3 have studied a village, Chembakoli, in India, and compared it with a local village. Hampden Park, and its surroundings, are being studied by Year 4 pupils. They have drawn maps showing farming, industry, commerce and residential housing. They were able to show differences between Hampden Park and Eastbourne. Pupils develop their reading research skills well. Year 5 pupils have contrasted the climate in the USA, Libya, Sri Lanka and Australia. Pupils in Year 6 know about the water cycle. They have designed an imaginary village, on a map, near a river. The co-ordinator has only been in position since September 2003. She has worked hard on an action plan for geography to ensure continuity and progression. Little extended writing was seen in pupils' books. This is an area for development.

Religious education

Provision in religious education is **satisfactory**.

Main strengths and weaknesses

- Good use is being made of the locally agreed syllabus.
- Too little time is allocated for extended writing in the subject.

Commentary

85. By Year 6, standards are in line with the locally agreed syllabus. Progress since the last inspection has been satisfactory. Enough time is now allocated for teaching religious education but not enough time is allowed for recording through writing. By Year 6, pupils use their speaking and listening skills well to discuss how people put their beliefs into

action. They have a satisfactory understanding of a range of religions. Pupils explain satisfactorily the main Christian beliefs of and know about the nature of important Christian symbols. The achievement of pupils, including those with special educational needs, is satisfactory.

86. The quality of teaching is satisfactory. Although the three lessons observed were good, the written work in pupils' books was rather brief, especially for Year 6 pupils. In a good Year 3 lesson pupils learned about baptism. A visiting priest re-enacted a baptism ceremony. The pupils had been well prepared by the class teacher. Consequently, they were able to follow and understand the ceremony and the priest's careful explanations. For example, a pupil asked 'What happens if you believe in God and are not covered in water?' Themes in assemblies complement work in religious education.

87. Co-ordination of the subject is satisfactory. The co-ordinator has been in post since September 2003. The co-ordinator has updated the subject policy and is revising the scheme of work. There is now appropriate coverage of the main features of different religions. However, there was little evidence that ICT is used in the subject.

CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

88. No lessons were seen in **art and design**, one was seen in **design and technology** and two were seen in **music**. It is not possible to make a judgement about provision in these subjects; although the school offered lessons during the inspection, inspectors saw few lessons because of the inspection timetable. The lessons seen, pupils' previous work and discussions with them indicate that pupils are provided with rich learning opportunities. In addition, inspectors spoke to subject co-ordinators. All of these subjects indicate that the school strongly promotes pupils' creativity in these subjects. There is a very good balance between practical skills, teaching and opportunities for pupils to suggest and develop their own ideas.
89. In **art and design**, evidence from the high quality of displays around the school shows the high profile of art and design. There is appropriate coverage of the National Curriculum, with good attention to three-dimensional work and textiles. Year 3 pupils produced some high quality work when they designed and made Roman tiles. In Year 5, standards were high when pupils designed and made Tudor cushions and applied their artistic skills to design and technology work. There is very good attention to developing pupils' understanding and appreciation of the work of famous artists. In Year 5, pupils study the designs of William Morris and then attempt to extend them. Good use of ICT was seen in this project. Year 6 study Egyptian art and draw and paint Egyptian jewellery. Pupils often finish their work to a good standard because there is systematic teaching of skills. Art and design is often used well to enhance other curriculum areas, especially design and technology and the humanities. The subject is well managed and there is a suitable scheme of work. The pupils are given a broad and worthwhile curriculum and resources are good.
90. In **design and technology** a good curriculum is followed and the subject is well led by a keen and knowledgeable co-ordinator. Evidence from pupils' work showed that a suitable range of materials is covered throughout Years 3 to 6. Some high quality work was seen when pupils in Year 4 designed and made miniature playgrounds. Pupils' ideas for playground designs were ingenious. Overall, their designing skills were well developed, although pupils did not always state the criteria for success at the initial stage of the design process, which meant it was difficult for them to evaluate and improve their work against its original purpose. In Year 5, textile work was of a high quality when pupils designed and made Tudor cushions. There was a very good balance between developing pupils' creativity and practical skills. Art and design was applied very well, which enhanced the quality of pupils' end products. Throughout the school, art and design and science are applied well to the subject. In Year 4, pupils' understanding of forces in science was very well developed when pupils explored pneumatic devices and applied this knowledge when designing and making moving monsters. In the lesson seen the teacher taught designing skills well and ensured the pupils drew on their knowledge of pneumatic devices when generating ideas for designs. Some good work had been started in Year 6 linking design and technology and history in designing and making Ancient Egyptian sandals.

91. In **music**, planning shows that the full National Curriculum is implemented and that statutory requirements are met. Singing was observed in whole-school assemblies, and a singing practice for half the school was also observed. Pupils were practising songs from the musical 'Oliver'. The standard of singing is high. The pupils performed with confidence and sensitivity. They made good progress in developing pitch, musical expression and diction during the singing practice because the music co-ordinator showed good teaching skills and subject knowledge.
92. A very good lesson was seen in Year 4 when pupils developed their skills of composition. The teacher's very good subject knowledge and love of music was apparent in the joyful way he taught the subject. There was a steady build up of skills throughout the lesson; for example, the pentatonic scale led to the pupils' improvisation. The pupils' creations involved layers of sound, using body parts to begin with and then musical instruments. Pupils were offered very good opportunities for listening to music, which contained musical patterns using the pentatonic scale.
93. Music has a high profile in the school. All Year 3 pupils are given recorders and music lessons as birthday presents. Musicians from the community are invited to perform in the school. All Year 6 pupils are involved in end of year musical productions.

Physical education

Provision in physical education is **good**.

Main strengths and weaknesses

- The school provides a broad curriculum, including a wide range of activities outside of lessons.
- Pupils have good attitudes to the subject and put a great deal of effort into their activities.
- Pupils' achievement and standards in swimming are good.
- Leadership and management are good.

Commentary

94. Pupils' overall attainment is above average and pupils achieve well. This is an improvement on the last report. Both Year 6 classes took part in outdoor adventurous activities in orienteering round the school's extensive grounds. Working in groups of three, they solved mathematical problems at each of twelve route markers and spent a great deal of activity in running between them. In all the lessons, the teachers emphasised the importance of teamwork. Pupils achieved well. Pupils in Year 3 achieved well when they improved their throwing skills by accurately throwing a beanbag into a hoop, and enhanced their ball handling skills by bouncing and catching a ball on the run.
95. Teaching is good. Lessons are well planned and take account of the different elements which make an effective lesson. For example, all teachers ensure that pupils start the lesson with a warm-up session. Pupils are encouraged to work hard and to develop new skills and refine existing ones. Swimming has a high profile and, by the time pupils leave the school, virtually all achieve the standard expected and can swim at least 25 metres.

96. There is a good range of extra-curricular activities, which enhance pupils' opportunities. During the year, pupils can participate after school in football, badminton, athletics, netball, dance, tennis, cross-country, cricket, stool ball and karate. Most clubs are organised by teachers with some help from parents. The school has matches against other schools and, for two consecutive years, the school has reached the final of the local football competition.
97. The leadership of physical education is good. The co-ordinator has been in position for three years. The school has adopted and adapted a national scheme of work, together with one from the British Heart Foundation. The co-ordinator has provided physical education training to the staff. Resources are good and the school had received grants from the Sussex Lawn Tennis Association and the Football Association. The co-ordinator has arranged an activity week, in the week following the inspection, where all staff will be given a round of activities for the pupils. The school has a large airy hall and extensive playing fields for activities. The school has made good progress since the last inspection.

PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP

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

Main strengths and weaknesses

- 'Circle time' provides a good opportunity for pupils to express their feelings, to explore issues that interest them, and to discuss issues raised by the School Council.
- Assemblies celebrate success and achievement.

Commentary

98. Personal, social and health education and citizenship are promoted through some dedicated lessons, such as 'circle time' and through links with other subjects, such as religious education and history. Examination of provision and its impact on pupils' attitudes and behaviour shows that there is good provision for pupils' personal and health education. The school has been awarded a Healthy Schools Silver Award. The School Council provides opportunities for pupils to exercise responsibility. In their discussions pupils showed confidence, maturity and sensitivity to the needs of others. Amongst the aspects discussed by pupils have been the purchase of a 'friendship bench' for the playground where any pupil feeling lonely or sad can go for help. The School Council is currently raising funds for this.
99. There are good opportunities for pupils to take responsibility for their own work. In music, science, design and technology and physical education the pupils work together in small teams, make their own decisions and take responsibility for their own work. There is a strong emphasis on problem solving in these curricular areas. Throughout, pupils' ideas and opinions are valued and pupils are often encouraged to put them into action. There are satisfactory opportunities for pupils to act as monitors and to look after younger pupils. The extra-curricular activities provided by the school extend pupils' personal development and present them with new challenges.
100. Assemblies make a good contribution to pupils' personal development. All classes have weekly class sessions for personal, social and health education, as part of a planned programme. Pupils' personal, social and health education forms a major part of all the school's work, and underpins the work of the school.
101. This area is well led by a knowledgeable co-ordinator and is given a strong emphasis throughout the school.

PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

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

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