

INSPECTION REPORT

PATCHAM JUNIOR SCHOOL

Brighton

LEA area: Brighton and Hove

Unique reference number: 114372

Headteacher: Mrs Karen McCallum

Lead inspector: Mr Keith Homewood

Dates of inspection: 28 June – 1 July 2004

Inspection number: 257165

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;	365
School address:	Ladies Mile Road Patcham Brighton East Sussex
Postcode:	BN1 8TA
Telephone number:	01273 295020
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Appropriate authority:	The Governing Body
Name of chair of governors:	Mr Richard Beeforth

Date of previous inspection: 18 May 1998

CHARACTERISTICS OF THE SCHOOL

Patcham Junior School is situated in the Borough of Brighton and Hove, East Sussex. The school's socio-economic context is broadly average. The school is larger than other primary schools nationally. There are 365 pupils on roll, 177 boys and 188 girls aged seven to eleven arranged in 12 mixed ability classes. Less than three per cent of pupils are eligible for free school meals, which is well below the national average. The vast majority of pupils attend from the local area and join the school aged seven. The school's cultural mix is mainly white British. Seven per cent are from a range of other cultural backgrounds and 13 per cent from families where information has not been obtained. The school does not have any refugees or asylum seekers. One per cent of pupils have English as an additional language, the most common first languages being Turkish and Arabic. Attainment on entry varies from year to year from slightly below average to broadly average. Twenty-four per cent of pupils have special educational needs, which is above the national average. Support is mainly for specific learning difficulties and speech or communication difficulties. In 2004 the school received a prestigious Artsmark Gold awarded by the Minister for the Arts. The school was awarded an Activemark Gold and a renewal of the Quality Mark in 2003.

INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
21627	Keith Homewood	Lead inspector	Science Music Personal, social and health education Special educational needs
32677	Brian Horley	Lay inspector	
18524	Ann Shaw	Team inspector	English Information and communication technology Physical education Religious education English as an additional language
33144	Alan Turner	Team inspector	Mathematics Art and design Design and technology Geography History

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PART A: SUMMARY OF THE REPORT

OVERALL EVALUATION

Patcham Junior School is a very good school. It provides very good value for money. Pupils enter the school aged seven with standards that vary from slightly below average to broadly average. Few high attaining pupils join the school but this is improving. There are a significant number of pupils with special educational needs. By the time they leave the school at Year 6 most pupils have made good progress and their achievements are good. Overall, the quality of teaching and learning is good. The leadership and management of the school are very good because of the clear vision, sense of purpose and high aspirations of the headteacher. Her thrust for improvement is beginning to raise standards. The school provides a very supportive and caring environment for all pupils and they are fully involved. The ethos of the school is a significant strength. It focuses on recognising and developing the talents of every pupil; particularly as many of them are not strong academically. The school's strengths far outweigh its weaknesses.

The school's main strengths and weaknesses are:

- Very good leadership and management have re-focussed the school's direction so that pupils and staff are now effectively challenged to achieve their best.
- The range of curricular opportunities provided, including enrichment and clubs, is very good.
- The provision for pupils with special needs is very good and they achieve well.
- The school's ethos and commitment to inclusion are very good.
- Links with parents are very good. Parents speak highly of the school and are very supportive.
- Pupils like their school and are fully involved in decision making, their work and progress.
- The school's self-evaluation and monitoring of its performance are very good.
- Learning support assistants and non-class based staff are a significant strength of the school.
- Standards in English, mathematics and science need to be raised further.
- Higher attaining pupils are not always consistently challenged throughout the school.
- The range of activities provided in some lessons is not always balanced well for all pupils.

The school has made good progress since the last inspection. This is particularly evident in the way standards are now steadily rising and the overall good quality of teaching and learning. The school has successfully addressed the key issues raised at the time of the last inspection

STANDARDS ACHIEVED

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

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

Overall, pupils' achievement is good. The school's intake varies significantly from year to year and this affects standards compared to national averages and trends. During the inspection, standards in English, mathematics and science were average but improving; particularly in English in Years 3 and 4. The un-validated national test results for 2004 show that the school has exceeded its target for pupils attaining at Levels 4 and 5 and in improving the standards achieved by boys. Standards in mathematics have also improved. Standards in science have remained similar to those attained in 2003. There are no national comparisons at this early stage.

Pupils' personal qualities including their spiritual, moral, social and cultural development are very good. Pupils' attitudes towards their work are very good and their behaviour is good. Pupils' attendance is satisfactory and their punctuality is good.

QUALITY OF EDUCATION

The quality of education provided is good. Teaching is good overall. Some very good teaching and learning are seen. Pupils with special educational needs are supported very well and they achieve well and make good progress in their learning. In a few lessons planning does not always ensure pupils are consistently challenged. Literacy, numeracy and computer skills are taught well. Pupils use the skills competently in other subjects. Assessment information is used well to set targets for improvement. Pupils' attitudes are very good and this supports good learning. The curriculum is broad and balanced, and is developed further by a very wide range of enrichment activities and clubs. The care and guidance provided by the school is very good. The partnership with parents and other schools is very good and supports the pupils' good achievement. Links with the community are very good and are used well to support learning.

LEADERSHIP AND MANAGEMENT

Leadership and management are very good overall. The headteacher is highly focussed in her thrust for school improvement and has enthused staff with her vision and direction for the school. Staff with management responsibilities work hard and support the headteacher very well. The school development plan is extremely well focussed. It is specific in detail and correctly linked to raising standards. Governors meet their statutory responsibilities. They understand the school's strengths and weaknesses well. Their ability to evaluate all aspects of school life and support school improvement is good. The school is very effective in seeking best value in all its work. School finances are managed very well and linked to school improvement and raising standards. Support staff and non-class based staff are a strength of the school. They contribute very well to its smooth running on a daily basis and pupils' learning.

PARENTS' AND PUPILS' VIEWS OF THE SCHOOL

Parents speak very highly of the headteacher, the school and its ethos. They appreciate the hard work of all staff and the wide range of opportunities that are provided for their children. A significant strength is the way the school seeks to encourage and develop the talents of all pupils. Pupils like their school very much and take their involvement in decision-making very seriously.

IMPROVEMENTS NEEDED

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

- Continue to raise standards in English, mathematics and science.
- Ensure teachers' planning is consistently modified to meet the full range of pupils' abilities.
- Ensure that higher attaining pupils are always challenged to achieve their best.

PART B: COMMENTARY ON THE INSPECTION FINDINGS

STANDARDS ACHIEVED BY PUPILS

Standards achieved in subjects

Achievement overall is good. Standards in English, mathematics and science are average, but the inspection shows that they are now rising. Pupils with special educational needs and those for whom English is an additional language achieve well and sometimes attain levels in line with the national average. There are no noticeable differences between the achievement of boys and girls.

Main strengths and weaknesses

- Standards in listening, reading and writing are good in Years 3 and 4.
- Most pupils achieve well in many areas of the curriculum.
- Higher attaining pupils are not always consistently challenged to achieve the standards of which they are capable.
- Pupils with special educational needs achieve well and, in national tests, sometimes attain standards in line with the national average.
- Pupils for whom English is an additional language achieve well and attain standards in line with their ability.
- The un-validated 2004 national test results show that the school has exceeded its targets for pupils attaining at Level 4 and above in English and mathematics.

Commentary

1. The 2003 National Curriculum test results for Year 6 were average in English, mathematics and science. Standards were similar to those attained over the last three years. Standards in science, whilst average, were a little higher than previous years, with slightly more pupils achieving Level 4 and above compared to the national figure. Comparing the 2003 Year 6 results to those attained when these pupils were in Year 2, standards were below average in English, average in mathematics and above average in science.

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

Standards in:	School results	National results
English	26.6 (27.1)	26.8 (27.0)
Mathematics	27.7 (27.2)	26.8 (26.7)
Science	29.3 (28.8)	28.6 (28.3)

There were 86 pupils in the year group. Figures in brackets are for the previous year.

2. The school has analysed the results and this clearly shows that in English the school missed an average grade by just one per cent. Also, a number of pupils of lower ability joined Year 6 just prior to the tests and there were few high attaining pupils. This affected the final scores. In 2003, whilst more pupils achieved Level 4 than that found nationally, fewer pupils achieved the higher Level 5. The trend in mathematics has been up and

down for the last three years. In mathematics in 2003, a similar picture is seen to English with fewer pupils achieving Level 5. In science, the school was more successful, with 94 per cent of pupils achieving Level 4 and higher, with the percentage achieving Level 5 matching the national figure. However, the thrust for improvement insisted upon by the headteacher since her appointment has ensured that standards are now rising and the downward trend has been addressed successfully. Despite there being no national comparative data at this early stage, the un-validated national test results for 2004 show that the number of pupils achieving Level 4 and above in English has risen, with a good rise in the number of pupils achieving the higher Level 5. Standards achieved by boys have improved well with a significant improvement in writing standards. Standards in mathematics for 2004 have also risen well. Standards achieved in science remain similar to those achieved in 2003. The school has exceeded its appropriately challenging targets for 2004.

3. In lessons and work seen, standards are average in English, mathematics and science and most pupils achieve well. Overall, achievement is good based on pupils' prior attainment. Standards attained by pupils in Year 6 are average in English, mathematics and science but rising. However, better standards are seen when teaching is of a high standard and lessons are planned more precisely to meet the full range of abilities in the class. In a few lessons, higher attaining pupils are not always challenged sufficiently well. For example, in science, the school has been successful in raising the standards achieved by lower attaining pupils but sometimes pupils capable of higher standards are not always suitably challenged. The school has identified this as an area for improvement; progress is being made.
4. Attainment on entry has varied significantly from year to year and this has affected standards and the lack of a consistent upward trend. In previous years, the standards expected by some staff have not been as high as they should have been. This has now been addressed and the very high expectations set by the headteacher linked to improved assessment procedures, target setting, tracking and monitoring are bearing fruit. Standards are now rising more consistently than in previous years. The thrust for improvement is focussed from Year 3 and already standards in listening, reading and writing are now good in Years 3 and 4.
5. Standards in information and communication technology (ICT) and religious education are above expectations due to improvement in provision. In art and design, standards are well above expectations because the school has maintained its tradition of a strong provision for the arts. It was not possible to make overall judgements about standards in geography, history, design and technology, music and physical education. However, all available evidence indicates that standards are rising. The school attained a prestigious Activemark Gold Award for the provision of physical education in 2003.
6. Throughout the school, pupils with special educational needs and those for whom English is an additional language achieve well and make good progress. Pupils receive well-targeted support and a balanced range of activities in line with their individual education plans. Focussed support from skilled teaching assistants ensures their achievement is good. Parents are pleased with the progress their children make.

Pupils' attitudes, values and other personal qualities

Attendance is satisfactory and punctuality is good. Pupils' attitudes are very good and their behaviour is good. Pupils' personal development including spiritual, moral, social and cultural development is very good. Very good relationships are promoted throughout the school.

Main strengths and weaknesses

- Pupils have very good attitudes to learning and they participate in the wide variety of activities provided.
- Pupils are keen to take on responsibility.
- The school sets high expectations for pupils' conduct and successfully implements policies to achieve them.
- The school deals very effectively with all forms of harassment.

Commentary

7. Attendance is in line with the national average. Most pupils arrive on time and classes start promptly. There are good systems for recording absence and lateness, and the school acts promptly to contact parents when pupils are absent without the school being notified.
8. Pupils are eager to learn and to participate in the many activities provided by the school. There is a broad range of extra-curricular activities including sports such as Brazilian football, dance, French and circus skills. They are well attended and greatly appreciated by pupils and their parents. Pupils are encouraged to explore their potential and seek out activities they enjoy and will succeed in. The system of rewards is broadly consistent across the school, but is adapted, in consultation with pupils, to meet the individual needs of each year group. Sanctions are equally clear and understood by pupils, and are seen as fair.
9. There are many opportunities for pupils to take on responsibility. The school has a school council and an Eco council, which deals with ecological matters. Both have equal status and members are elected by their classes and both meet every two weeks. The main council meets with the deputy headteacher and the premises' manager to raise ideas from their class meetings such as the establishment of a cookery club and the purchase of additional playground equipment. The Eco council discussed the care of pots recently planted by them and which brighten the entrance to the school. Year 6 pupils act as playground buddies to help younger pupils and act as mediators when disagreements occur.
10. Cases of bullying are few, but the school has introduced an anti-bullying programme to ensure that pupils understand that it is unacceptable and what the impact is. This has been discussed throughout the school in classes and brought to life by the use of workshops led by a theatre group. The school's success was reflected in the results of a pupil survey carried out by the local education authority.
11. The school provides well for pupils' personal development. Throughout the school, pupils learn the responsibilities of living in a community and the impact their actions have on others. Pupils are introduced to other religions and cultures through art, music and activities such as the contact with the nearby Buddhist school. During the inspection, an assembly was based on the Buddhist religion and culture with pupils joining in a period of quiet reflection to the sound of a Buddhist mantra.

Attendance in the latest complete reporting year (%)

Authorised absence	
School data:	5.3
National data:	5.4

Unauthorised absence	
School data :	0.0
National data:	0.4

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

Exclusions

No pupils have been excluded in the last school year.

QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

The quality of education provided is good. Teaching is good throughout the school. The curriculum is broad, balanced and innovative. The school's very good ethos ensures that

pupils are happy and well cared for. The partnership with parents and the community is very good.

Teaching and learning

The overall quality of teaching and learning is good, with particular strengths in art and design. The thoroughness of whole-school assessment is very good. The use of assessment strategies in classrooms is good.

Main strengths and weaknesses

- Teaching and learning are good overall in all areas of the curriculum.
- Teachers encourage and engage pupils very well and class management is good.
- The use of learning support assistants and the impact they have on standards and achievement are very good.
- Assessment is used effectively to track pupils' performance and to set targets for improvement.
- In a few lessons, planning does not always ensure pupils are consistently challenged.

Commentary

12. Overall, the quality of teaching and learning is good. Teaching and learning have improved since the time of the last inspection. Some teaching and learning are very good, and have a positive impact on standards and pupils' achievement. The quality of teaching and learning is good in English, mathematics and science and has contributed to more pupils than in previous years attaining Levels 4 and 5 in English and mathematics in the un-validated 2004 national tests for pupils in Year 6. Throughout the school, literacy and numeracy skills are taught well. Opportunities to write letters, instructions or poems are given in most subjects and pupils use numeracy skills well in other subjects such as history and design and technology. Where teaching is very good, for example in some aspects of English, very good planning and assessment procedures are used consistently to focus the teaching and learning on the achievements of the pupils. In mathematics, very good teaching and learning are seen when Year 5 teachers use the last section of their lessons to assess if pupils have achieved the learning intention. The overall quality of teaching and learning in information and communication technology, religious education, geography, history, music, physical education and personal, social and health education (PSHE) is good. Teaching and learning are very good in art and design.
13. In most lessons, teachers plan effectively, but in a few lessons, planning does not always ensure that there is an appropriate balance of activities to meet the full range of abilities in the classroom. Sometimes, there is a lack of challenge for higher attaining pupils with the result that they do not always achieve the standards of which they are capable. In the scrutiny of science, for example in Year 6, the very similar written content in some books showed that pupils had carried out the same activities no matter what their ability. However, in lessons, when activities are modified, pupils of all abilities achieve well and attain above average standards. This was observed in a Year 5 lesson where pupils were learning about seed dispersal. In all lessons, teachers have very secure knowledge and understanding of the subjects they are teaching. They ensure lessons develop well from whole-class sessions to group and individual activities and end with an effective plenary that allows them to assess pupils' progress and if they have achieved the learning intentions.

14. In all lessons, teachers introduce the theme well and use whiteboards effectively to focus on what the pupils will be doing, key vocabulary and main teaching points. This was seen for example in a Year 3 music lesson on Tudor music. In a few lessons, teachers talk for too long and pupils begin to lose concentration. Pupils' listening skills are good and they enjoy responding to teachers' questions and asking their own. In most lessons, teachers encourage pupils very effectively and ensure that all pupils, no matter what their ability, feel valued and part of the lesson. Class management is good and learning support assistants are used well to support pupils with special educational needs and those who find some aspects of their work difficult.
15. The vast majority of pupils enjoy their lessons and their acquisition of skills, knowledge and understanding is good. Most work well, concentrate and have good relationships with each other, their teachers and other adults. Pupils who present challenging behaviour are dealt with firmly yet fairly and this ensures that their learning and that of their peers is not unduly interrupted. By the end of lessons, pupils have made clear progress in their knowledge and understanding. The scrutiny of work shows that they are productive and taking a pride in the quality of presentation. Throughout the school, pupils work collaboratively, share resources well and help each other. Homework is used satisfactorily and is relevant to lessons.
16. Pupils with special educational needs (SEN), and those for whom English is an additional language, achieve well and make good progress. The skilled support provided by highly trained learning support assistants ensures that they are fully included in lessons, participate when they can and make clear gains in their knowledge and understanding. Progress towards targets in their individual education plans is well supported in lessons. Planning for these pupils is particularly good with learning support assistants knowing exactly when to intervene, offer one-to-one support and when to encourage the pupils to work more independently. This skilled support has ensured that a number of pupils with SEN achieved Level 4 in the 2003 national tests.
17. The analysis of whole-school assessment is very thorough and used constructively by senior managers to set year, group, class and individual targets. These targets not only apply to the pupils, but also the teaching staff in the school's efforts to raise standards. The detailed information that is available to teachers on each pupil is exemplary and ensures that senior managers and classroom staff know exactly how well pupils are progressing in class. Tracking progress and monitoring performance are used well to inform the headteacher and governors of the success of strategies to raise standards. This information has highlighted that there is still more to be done to ensure high attaining pupils are consistently challenged. The use of assessment strategies in classrooms is good. Teachers use a range of methods to inform them of pupils' progress and their acquisition of skills, knowledge and understanding. The quality of marking and record keeping on a daily basis is good except in mathematics where there is a lack of consistency in its usefulness.

Summary of teaching observed during the inspection in 46 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very poor
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0	7 (15%)	23 (50%)	16 (35%)	0	0	0
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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 curriculum

The range of curricular opportunities is very good. The range of activities to extend pupils' learning outside the school day is very good. The quality of the accommodation and resources is good.

Main strengths and weaknesses

- The wide range of extra-curricular activities enriches the curriculum very well.
- The very good curricular provision ensures that pupils are provided with opportunities to develop their talents in areas that are not just academic.
- The very good use of ICT supports learning in many areas of the curriculum.
- The provision for pupils with special educational needs is very good.
- The school's participation in the arts is very good.

Commentary

18. The curriculum is very good, meeting all the statutory requirements of the National Curriculum and those of the locally agreed syllabus for religious education. This is an improvement since the last inspection. There is a very effective curriculum for personal, social and health education, which includes sex education and an awareness of drugs misuse. The school has recently introduced an effective programme for citizenship that has already started to be provided soundly throughout the school. The amount of time allocated to subjects is satisfactory and the school seeks every opportunity to provide additional enrichment activities so that the talents of all pupils can be developed.
19. The curriculum is fully inclusive, meeting the needs of all pupils regardless of age, gender, ability or background. Pupils with special educational needs receive very good provision and their learning is well supported by the teachers and skilled learning support assistants. Individual education plans are clear, with appropriate targets for improvements in literacy, numeracy, speech or behaviour. The few pupils who have English as an additional language are identified quickly and good provision is made for them.
20. The very good teaching and assessment strategies introduced in the last two years are proving successful and standards of attainment in English and mathematics are now beginning to rise,; as seen in the un-validated national tests results for 2004. The school's thrust to raise the achievements of boys has resulted in significant improvements in the standards of their reading and writing. The very good use of ICT supports and extends learning in many curriculum areas and this is an improvement since the last inspection. Provision in the arts is particularly good and, during the inspection, the school received a prestigious Artsmark Gold awarded by the Minister for the Arts. The school received an Activemark Gold for physical education in 2003; being one of only 104 schools nationally to receive one.
21. The wide range of sport, music and artistic activities enhances and enriches the curriculum. Boys and girls have the opportunity to join many sports teams that include athletics and cross-country. The range of musical activities is also wide, including an orchestra, choir and Samba band. There are a number of unusual activities such as building a go-kart to be raced at Goodwood and learning circus skills. Pupils in all year groups make visits to places of interest that are linked to their learning in class. Pupils in Years 5 and 6 make residential visits that develop additional skills, for example orienteering and canoeing.
22. The headteacher and staff work very well together and have developed a very harmonious learning environment for all the pupils. The very good learning support assistants work in close partnership with the teachers, resulting in very good direction and support for all the pupils including those with special needs. Resources are good and support learning in all curriculum areas.
23. The accommodation is good and used very well. Every available space is used effectively to support pupils' learning. Corridors, classrooms and stairs are attractively presented with a wide range of pupils' work. There are also well-maintained murals that depict the school's long history. The accommodation is kept well by the premises

manager and cleaning staff who take great pride in their work. The playground is used imaginatively and very good use is made of the playing field. The school benefits from two halls, but the room for ICT is rather cramped for the older pupils.

24. The school does not have a large library, but it has built links with the local library so that pupils can use its facilities for homework and school work.

Care, guidance and support

The care, guidance, advice and support offered to pupils are very good. The school provides a secure environment to support pupils' learning. The school values all pupils and their involvement in the school is very good.

Main strengths and weaknesses

- Pupils with special educational needs and those for whom English is an additional language (EAL) are supported very well.
- Procedures to ensure pupils' health and safety are very effective.
- Induction arrangements for pupils joining the school from the local infants are very good.
- Pupils have very good opportunities to put forward their views through the two school councils and through pupil conferencing. Their views are valued and acted upon as appropriate.
- Pupils are very involved in the assessment of their work and evaluating their own achievement.

Commentary

25. The school offers a caring, secure and fully inclusive environment for all pupils. This ensures that their welfare, health and safety are very well catered for. Pupils' learning is supported very well and this enables them to take advantage of the wide variety of educational opportunities provided. Termly health-and-safety checks, in addition to informal monitoring by all staff, are carried out by the premises manager supported by a governor and any hazards promptly dealt with. The deputy headteacher carries out risk assessments for school visits and is designated as responsible for matters of child protection. All staff are trained to be aware of the need for vigilance in this area. There is a first aid room and a trained mid-day supervisor is in attendance there all lunchtime. Stickers are given to pupils for any head injuries and parents are automatically contacted.
26. Induction arrangements for pupils joining the school from the local infants are very good as are arrangements for them to transfer to the adjacent high school. Prospective Year 3 teachers and the headteacher visit Year 2 pupils at the infant feeder school. This ensures they start the junior school with greater confidence.
27. Pupils are very involved in the running of the school and hold very positive views on it. Their views are valued and taken into consideration. The school has a school council and an eco council; both of them meet regularly and provide opportunities for pupils to put forward ideas on how the school could be improved. A number of suggestions have been adopted such as those for a graffiti wall, litter collection and extra lunchtime play equipment. When relevant, pupils are involved in the assessment of their work and evaluating their own achievement. This helps them understand their targets for improvement. They make valuable comments in their books and they are consulted through pupil conferencing in most subjects. This also involves pupils with special educational needs and those for whom English is an additional language.
28. The school ensures a high level of support and guidance for its pupils. Teachers know their pupils well and excellent relationships were seen in classroom observations. Pupils

with special educational needs are well cared for throughout the school. Pupil achievements of all kinds are recognised in class, on notice boards and in assemblies. Achievements are not seen just in the academic fields, but also recognise good and supportive behaviour and maintaining a 'sunny disposition'.

Partnership with parents, other schools and the community

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

Main strengths and weaknesses

- Parents are very supportive of the school and this benefits pupils' learning.
- Links with the local community are much improved since the previous inspection.
- Links with schools and other institutions benefit both pupils and teachers very well.
- Teachers are easily accessible to parents and any concerns are dealt with very effectively.

Commentary

29. The partnership between the school and parents is very good. Parents particularly value the way the school is led and managed, and the school's high expectations for their children. Senior staff and class teachers are easily accessible to parents and any problems are quickly dealt with. Parents praise the inclusive ethos of the school and the fairness of the staff. There is an active parent/teacher association that raises funds for the school, and there are parents helping in school and supporting school visits and events. A recent "Grandparents' day" was greatly valued by the whole community, and enabled them to see the school in depth and contribute to the children's learning in their project on World War II. The partnership with parents who have children with special educational needs or English as an additional language is very good. Parents are encouraged to be involved in reviews and target setting.
30. Communication with parents is good. Parents receive comprehensive annual reports which provide a clear picture of pupils' progress and targets for the following year. There are very regular subject and year group newsletters. A newsletter is sent to parents each month which gives general information about all aspects of school activities plus information about all areas of the curriculum. In addition to informal discussion, the school undertakes parent surveys and publishes the results in the newsletter. The school's latest prospectus and annual governors' report to parents include all the required information. Parents are sent a letter explaining the next term's topics in each main subject and there is regular exchange of information between parents and teachers via the home/school diaries. As a result, parents are enabled to give very good support to their children's learning.
31. The school has very good links with the local community, which is an improvement on the last report when this was satisfactory. The school site is used by local groups such as the local silver band. The school is involved with local cultural events such as the Brighton Carnival and takes advantage of local resources to support sporting and arts activities. Leaders from local churches attend the school to take acts of worship and representatives from the nearby Buddhist school visit to explain their culture and traditions.
32. Links with other primary schools are very good through local partnerships and other initiatives. This has enabled key staff to share expertise and develop ideas in areas such as assessment, learning styles and cross-curricular projects bringing benefits to pupils and the professional development of teachers. The school works closely with nearby infant and secondary schools and as a result the transfer of pupils is handled very well, which is praised by parents. Brighton University and the teacher training college work with the school and members of staff are trained mentors for trainee teachers. As a result the school benefits from the presence of a number of student teachers and contributes to their training.

LEADERSHIP AND MANAGEMENT

The leadership and management of the school are very good. The leadership of the headteacher is excellent and of other key staff it is very good. The effectiveness of management is very good. School governance is good.

Main strengths and weaknesses

- The headteacher provides the school with an excellent vision and sense of purpose. Her thrust for excellence is shared by all staff and those associated with the school.
- The ethos of the school is very good.
- The work of the governing body is good and supports the school well.
- The school improvement plan is very good, well focussed and clearly linked to raising standards.
- The school's budget and systems are managed very well and the application of the principles of best value is very good.
- Administrative and non-class based staff are a significant strength of the school, contributing well to its smooth running on a daily basis.

Commentary

33. The headteacher has been in post for two years. Since that time she has worked extremely hard auditing and analysing the quality of provision and standards in all aspects of the school and its work. Despite the school's successful previous inspection, by the time of her appointment standards needed addressing. She has been very successful in enthusing staff with her vision for improvement and in moving the school forward. There is a strong school ethos and a culture of strong school self-evaluation. She has created a committed and supportive staff team and raised the profile of the school within the community. The un-validated 2004 Year 6 national test results are one indication of how well the school has improved under her leadership. Despite the fact that the school has few high attaining pupils and more pupils with special educational needs than found nationally, the number of pupils attaining at Level 4 and higher in English and mathematics has improved and exceeded the school's challenging targets. There has also been a significant improvement in the attainment of boys.
34. Governance is good overall, with very good features. Governance has improved since the time of the last inspection. The governing body meets all its statutory responsibilities. Governors know the school's strengths and weaknesses well and are good at helping shape the direction and vision of the school. They have correctly identified the need to raise standards achieved by all pupils and to ensure this is reviewed regularly at their well-managed meetings. They have ensured that the school provides a fully inclusive environment and policies. Governors are very supportive of the headteacher and staff, yet very capable of challenging decisions and seeking clarifications. Governors competently scrutinise the school's performance against national data and are now developing their expertise in evaluating the school's initiatives for improvement and in influencing change. Individual governors have been appointed to work alongside staff in specific areas. This enables them to be better informed about teaching, learning and standards and when reporting back to each other and parents. The school's finances, including the use of specific grants and additional funding, are managed very well despite

the reductions in budget that the school has experienced over the last few years. The budget is linked closely to school improvements and the principles of best value are implemented very well. Performance management is up to date and includes all staff. It is used well to help raise standards.

35. The vision of the headteacher has been clearly communicated to all staff. There is a strong team spirit and an excellent 'we can do better' culture throughout the school. The commitment of staff, governors and parents has been crucial in supporting the headteacher and ensuring school improvements year on year. The management of recruitment and retention of staff has been very good. There is a stable staff team that has a wide range of skills, which are used well for the benefit of the pupils and the school. In her pursuit of excellence, the headteacher has created a strong senior management team with skills which complement each other. Their leadership and management are very good. The establishment of very good routines, support for staff where there were weaknesses, commitment to inclusion and the development of continuous monitoring of all aspects of school life have ensured that the school is continuing to improve. The school's contribution to initial teacher training is good.
36. Co-ordinators are in place for all subjects. Overall, they provide good leadership and management. The headteacher currently has oversight of design and technology. Each co-ordinator has produced an effective subject action plan that links well to the school improvement plan and raising standards. Policies and schemes of work are kept up to date and co-ordinators regularly monitor teachers' planning, assess standards and discuss achievement and progress with pupils. Due to time constraints, most co-ordinators are unable to monitor standards of teaching and learning within classrooms. However, they are fully aware of the need to continue to raise the standards achieved by all groups of pupils; particularly in English, mathematics and science. The inclusion of literacy, numeracy and ICT skills within different subjects is just one way they are helping raise pupils' competencies and the standards they achieve. The provision for pupils with special educational needs is managed very well by the deputy headteacher. He has created a skilled team of learning support assistants that are very good at helping pupils meet targets in their individual education plans. Their knowledge of the pupils they support and the thorough way they work with pupils in classrooms ensure these pupils make good progress, achieve well and frequently attain average standards in the national tests for pupils in Year 6. Record keeping, target setting, assessments and individual education plans are very thorough and ensure that the specific needs of these pupils are met extremely well.
37. The school improvement plan is a well-written, focussed document that clearly highlights the areas for improvement. The main foci are specific in detail and link appropriately to raising the standards achieved by all pupils in English, mathematics and science, as well as developing cross-curricular links to support the development of key skills. As a working document it is proving invaluable in drawing together the governors' and headteacher's thrust for excellence. Staff are fully involved in planning, developing and evaluating the improvement plan. Co-ordinators have produced extremely valuable subject files that set out in detail their management plan for their subjects with links to the school improvement plan, how the policy will be developed and guidance on how the scheme of work will be taught consistently throughout the school. The standard and usefulness of these management tools are exemplary. This is seen through the way

standards are now rising in all areas of the school and, in the arts, the school continues to do particularly well.

38. A significant aid to raising achievement is the commitment of staff, pupils, governors and parents to the school. Irrespective of ability, pupils have a happy, safe and worthwhile time whilst at school. All pupils are valued and each and every one of them is encouraged and supported to develop their talents. The school's self evaluation and the thorough way the headteacher and governors monitor the school's performance, review patterns and push for improvement are strengths in raising achievement.

Financial information for the year April 2003 to March 2004

Income and expenditure (£)	
Total income	763,609
Total expenditure	716,124
Expenditure per pupil	1,962

Balances (£)	
Balance from previous year	51,761
Balance carried forward to the next	47,485

PART C: THE QUALITY OF EDUCATION IN SUBJECTS

SUBJECTS IN KEY STAGE 2

ENGLISH

Provision in English is **good**.

Main strengths and weaknesses

- The quality of teaching and learning is good.
- Very good assessment procedures are helping to raise the standard of writing.
- The very good use of ICT supports learning and raises the standard of writing.
- The quality of marking and pupils' self-evaluation of their work helps to raise standards throughout the school.
- The school's focus on raising boys' reading and writing skills has been very successful.

Commentary

39. Pupils, including those with special educational needs and those for whom English is an additional language, achieve well by the age of eleven. Standards in the 2003 national tests for eleven year olds were average, but below average against similar schools. The un-validated results for 2004 show that the school has exceeded its targets with significantly more pupils attaining at Level 4 and higher than in previous years. The standard of boys' writing has improved significantly, redressing the weaknesses seen in 2003. These results justify the hard work of staff and pupils and indicate that the school's focus on writing is having a noticeable effect in raising standards. Inspection evidence finds that the standards in Years 3 and 4 in speaking, reading and writing are good, and this reflects the more able cohorts of pupils entering the school in the past two years. Although standards overall have fallen since the last inspection, this year's results and the attainment of pupils in Years 3 and 4 indicate that this trend is being reversed. Attainment on entry varies significantly from year to year. This is reflected in the standards achieved by Year 6. The standard on entry for the older pupils has often been below average. The average standards seen now therefore represent good achievement for these pupils, particularly as there is an above average number of pupils with special educational needs and few high attaining pupils.
40. The standard of listening is good throughout the school. Pupils listen carefully to the teachers' instructions and as a result make good progress in their learning. The standard of speaking is good in Years 3 and 4 and is satisfactory in Years 5 and 6. Although there are many opportunities for discussions and question and answer sessions, some teachers do not place enough emphasis upon extending the vocabulary and improving the diction and clarity of pupils' speech. In a lesson in Year 5, pupils demonstrated their good listening skills as they became totally absorbed in the book 'Journey to Jo'burg' by Beverly Naidoo. The effective questions posed by the teacher challenged their thinking and increased their ability to speak sensitively on the subject of racism. Dramatic and role-play opportunities develop the speaking skills of the pupils, as demonstrated in a good lesson seen in Year 3. Good links with history were made as pupils took on the role

of Anne Boleyn as she languished in the Tower of London before her execution. The pupils make good progress in expressing and acting out her likely fears and emotions.

41. The standard of pupils' reading is good in Years 3 and 4 and satisfactory in Years 5 and 6. Many pupils read fluently and with expression. They select fiction and non-fiction books that are appropriate for their ability and understanding and enjoy a variety of genres. All pupils, including those with special needs, make good progress through planned individual, paired and guided reading sessions. The classes visit the community library every fortnight and many pupils also use the facility in their own time. The range of books in school has increased and much thought has been given by the co-ordinator to purchasing books that appeal especially to boys. As a result, boys' reading skills have improved and the standards of reading, especially in Years 5 and 6, have risen significantly. The guided reading programme, which is taught consistently across the school, enables pupils to read together, stimulating their imagination and enjoyment of books. The class reading books selected by the teachers, such as 'Kensuke's Kingdom', provide exciting and thought-provoking material to use as a framework for the pupils' own writing.
42. Attainment in writing at the end of Year 6 is average as it was at the last inspection. In Years 3 and 4, attainment is good. This again reflects the higher abilities of pupils upon entry to the school at age seven. In Year 6, pupils in one class used the computer to e-mail the author Michael Morpurgo and the publisher of 'Kensuke's Kingdom', the book studied by all Year 6 pupils. They composed good questions that reflected the interest and concerns the book aroused in them. In Year 5, pupils used the digital camera to record their dramatic interpretations of situations described in the class text about the South African apartheid regime. Back in class, they used their photographs to stimulate their writing, which was good. Pupils of all abilities, including those with special needs, made good progress in writing a persuasive letter against the system. The teachers reminded pupils that in order to succeed they needed to use flattery, rhetorical questions, confident phrases, statistics and powerful words. The very good quality of marking and the teachers' high expectations of handwriting and presentation are further factors that have raised the standards of writing.
43. The quality of teaching is good, as it was at the last inspection. The introduction of a system for pupils to evaluate their own work and progress has contributed to the rising standards of writing in all year groups. Teachers use lively methods to enthuse pupils and the skills of grammar and punctuation are taught successfully. All teachers extend pupils' vocabulary by introducing them to new words and using key vocabulary lists. Pupils respond well by using their new knowledge and understanding successfully in their own work. The very good planning and assessment procedures that are used consistently across the school focus the teaching and learning on the achievements of the pupils. However, in some classes, work is not always effectively planned for the full range of abilities. Higher achieving pupils are sometimes not challenged consistently and work for lower ability pupils is not always targeted concisely enough when they are not supported by learning support assistants. The very good relationships that exist between the teaching staff and the pupils enable them to work confidently both in and out of the classroom. The very good marking code ensures that the individual writing and reading targets provide the pupils with the necessary tools to improve and develop their work.

44. Pupils with special educational needs achieve well and make good progress. The learning support assistants know the pupils very well and move with them through the year groups. Consequently, the very good relationships that develop raise pupils' self-esteem and confidence, as well as the standards they achieve.
45. The co-ordination and management of the subject are very good. The co-ordinator is committed to raising standards across the school. Hence a number of procedures have been introduced by the headteacher and co-ordinator, such as a tracking system to assess pupils' progress, a consistent marking code and presentation code and a guided reading programme. The introduction of home/school diaries focus upon spelling and reading and have helped to raise standards of reading and writing. Drama is now an integral and important part of the subject, helping to raise standards of speaking and listening. Staff expertise is successfully developed by the regular monitoring of teaching and learning by the co-ordinator and headteacher.

Language and Literacy across the curriculum

46. The literacy skills of pupils are promoted very well throughout the curriculum. The pupils are aware of the importance of language and literacy in communicating knowledge, ideas and skills in many subjects. Opportunities to write letters, instructions or poems are given in most subjects, whilst ICT provides pupils with the ability to write and illustrate reports to a high standard. In a geography topic on the local community many pupils were inspired to produce evocative and original poetry such as the one entitled 'Brighton through the eyes of a seagull'.

MATHEMATICS

Provision for mathematics is **good**.

Main strengths and weaknesses

- Overall, standards are satisfactory but rising.
- The co-ordinator is enthusiastic and has a clear view of how the subject can be developed.
- Teaching in mathematics is good overall and teaching assistants provide very good support.
- The school's focus on individual pupil assessment and tracking is having a positive effect on raising standards.
- There is not a consistent approach to marking and pupil self-assessment.
- Pupils' work is generally well presented, but not always kept in a systematic way.

Commentary

47. The 2003 National Curriculum test results for Year 6 were in line with the national average in mathematics. Compared to similar schools based on prior attainment, standards were again in line with the national average. Standards since the last inspection have fluctuated due to variations in cohort ability. As a result, standards attained by pupils in Year 6 are now lower than those found at the time of the last inspection. Since the last inspection, the school has had few high attaining pupils join and the percentage of pupils with special educational needs has been above the national average. However, inspectors' judgements are that standards are now rising more consistently. The un-validated results for 2004 indicate a rise in standards at both Levels 4 and 5; exceeding the school's targets. Provision for pupils with special educational needs and those for whom English is an additional language is good. They are well supported by teachers and learning support assistants, and make good progress. There is no significant difference between the attainment of boys or girls.
48. The rising standards seen now are closely linked to the good quality of teaching. Based on their prior attainment, pupils achieve well and make good progress. Pupils in all year groups display a good recall of number bonds as was observed at the beginning of lessons. The majority of pupils in Year 3 clearly recognise and compare fractions up to one whole. Pupils in Year 6 accurately recognise factors of numbers up to 100. Pupils are taught to use RUCSAC (Read, Underline, Calculate, Solve, Answer and Check) to develop and underpin their problem-solving skills. This has enabled pupils to develop greater independence in checking their maths and correcting mistakes. All classrooms have a large display focused on the current area of mathematical focus which is referred to during lessons. This includes the appropriate vocabulary. Throughout the school, pupils are provided with good opportunities to use and apply mathematics in a variety of ways. This includes practical work and also work linked to

other subjects such as science. Information and communication technology is used well to support learning.

49. The quality of teaching and learning is good overall, with some very good teaching and learning seen. This is a similar judgement to that found at the time of the last inspection. The good quality of teaching ensures that pupils achieve well throughout the school. Pupils with special educational needs and those for whom English is an additional language are well taught by skilled learning support assistants. This ensures that these pupils achieve well and make good progress in lessons. The support has been so good that some pupils with special educational needs achieved Level 4 in the 2003 national tests. However, higher attaining pupils are not always consistently challenged in some lessons and therefore do not always achieve their best. The school is fully aware of this and is now addressing the weakness through setting more focussed targets for pupils and teachers.
50. Good relationships in the school enable pupils to work in a calm atmosphere. Pupils have a good attitude to work. Teachers use lively and varied approaches to gain pupils' interest and involvement such as a 'Who Wants to be a Millionaire?' approach to a warm up on number bonds in a Year 4 class. In the best lessons, the implementation of good planning by teachers helps generate a good pace and supports better achievement for all pupils. However, this does not feature so well in some lessons. Whiteboards are used to good effect during warm-up exercises to probe pupils' knowledge and understanding and to highlight learning intentions. Modified activities in group work are well organised with support staff used to good effect to support the progress pupils make in achieving the learning goals.
51. The subject is led and managed effectively. The co-ordinator is enthusiastic about his subject and has a clear view of how to develop the subject and improve the provision further. The school has put a great deal of effort into raising standards and the effect of this is beginning to show. The development of individual tracking and assessment is a strength underpinning the raising of standards. Pupil self-assessment and conferencing successfully involve pupils in their learning process, and positive and developmental marking, where used, is a strength. Some teachers provide supportive and developmental comments to each piece of work and offer assistance where appropriate. In a number of classes, pupils write statements of what they hope to understand at the start of the lesson and record whether they have or have not at the end. Other classes use a smiley face as an indicator. However, because at present there is not a consistency of approach to marking and pupils' self-assessment, this detracts from its effectiveness. A large number of initiatives are being implemented and these need time to become embedded, and their effect fully evaluated.

Mathematics across the curriculum

52. Opportunities for using and applying mathematics in other areas of the curriculum are good. Pupils are beginning to use their mathematics skills well in subjects such as science and history, where data on life expectancy is explored with the use of graphs. In design and technology, pupils use their mathematical knowledge well in practical measuring and cutting tasks, and for measurement in food technology.

SCIENCE

Provision in science is **good**.

Main strengths and weaknesses

- The science curriculum is broad and balanced, and linked well to other subjects.

- Assessment is thorough and used well to set targets for improvement.
- Overall, teaching and learning were good in lessons seen. Teachers encourage pupils well. Class management is good.
- Teachers' planning is effective, but some do not always ensure the needs of all pupils are met appropriately. Pupils' scientific enquiry skills are underdeveloped.
- Pupils have positive attitudes to science and they behave well.
- Learning support assistants are skilled in ensuring that pupils with special educational needs achieve well.

Commentary

53. Standards in science are similar to those found at the time of the last inspection but pupils achieve well and the progress they make is now good rather than satisfactory. The recent thrust for improvement is beginning to impact on better standards. There is now a greater consistency in the number of pupils attaining at Level 4, and standards by lower attainers are rising more consistently towards Level 4. Based on prior attainment, pupils' achievements and attitudes to science are good. This is an improvement since the last inspection.
54. In the National Curriculum tests for 2003, standards were in line with the national average. Standards had improved slightly from previous years with an increase in the number of pupils attaining at Level 4. The percentage of pupils achieving the higher Level 5 was in line with that found nationally. The un-validated national test results for 2004 show that standards attained are similar to those of 2003. The current Year 6 does not have many high attaining pupils. In lessons seen and through the scrutiny of work, inspectors' judgements are that the standards attained are average overall with the highest standards seen in Year 5. Pupils with special educational needs are particularly well supported and in 2003 a significant number attained Level 4. Cohorts for the school vary significantly from year to year, often with few high attaining pupils and a higher than average number of pupils with special educational needs. This impacts on the standards attained by the end of Year 6.
55. The standards pupils attain are closely linked to the quality of teaching and the opportunities provided for pupils to develop scientific ways of working through science enquiry. In the scrutiny of work, whilst most pupils set their work out in a scientific way and are making clear gains in their knowledge and understanding, there is limited evidence in some books of pupils carrying out a range of investigations and experiments that enable them to develop and test their own ideas and work more independently. This was seen mostly in some Year 6 books. In work on light and sound for example, pupils' writing and diagrams were identical irrespective of their ability. This is better addressed in Year 5 where pupils are provided with greater opportunities for independent work. There are no noticeable differences in the standards achieved by boys and girls. Throughout the school, pupils use ICT effectively to support their learning. This is an improvement since the time of the last inspection.
56. Based on prior attainment, most pupils achieve well throughout the school. There is clear evidence of good achievement in work on seed dispersal in Year 5. Pupils were challenged to investigate and explore at least four different ways seeds are dispersed. Pupils then designed a seed of their own, supported by convincing arguments on the method of dispersal and the key features of the seed that would allow such a method. In Year 6, pupils achieved well in their work on the benefits of a balanced diet because they listened well, joined in fully with discussion work, and explored their knowledge and understanding by asking relevant and searching questions. However, not all teaching ensures pupils learn through such practical ways and this limits the achievement in Years 3 and 4, although it is never less than satisfactory. Pupils with special educational needs and those for whom English is an additional language achieve well compared to their prior attainment.

57. Overall, the quality of teaching and learning is good as it was at the time of the last inspection. It is never less than satisfactory. There are good features throughout the school, with the best teaching taking place in Year 5 where it is having a positive effect on standards and pupils' achievements. For example, the last section of a lesson was used well to assess if pupils had achieved the learning intention, to reassure the pupils they had, and also to prepare them for the next science lesson. In Year 6, good links are made with the pupils' health education lessons which enabled them to draw on learning from one lesson and apply it in another. Throughout the school, pupils are encouraged to use literacy and numeracy skills accurately. They are provided with lots of opportunities to write, calculate, use charts, graphs and draw. In the best lessons, pupils use digital cameras to record their work and there is also self-assessment.
58. In lessons seen, teachers demonstrate good knowledge and understanding, show enthusiasm for the subject and manage their class well. This is an improvement since the last inspection. Teachers consistently ask a range of probing and open-ended questions which make the pupils think hard. In the best lessons, teachers skilfully balance the amount of direct teaching and teacher talk with opportunities for pupils to carry out practical and investigative work in manageable 'chunks'. However, not all teachers use this approach and in satisfactory lessons they are on the verge of becoming stale because the teacher talks for too long and the pupils become passive listeners. Whilst most teachers plan effectively, not all ensure that they build in an appropriate balance to meet the full range of abilities in the class, particularly for pupils with the potential to attain at the highest levels. The school is aware of this weakness and has already started to address the issue.
59. The leadership and management of the subject are good. The co-ordinator has worked hard to ensure there is a broad and balanced curriculum throughout the school backed up with a good policy and scheme of work. Whilst he monitors standards and is involved in target setting and tracking, he does not have time to work alongside colleagues in classrooms and monitor standards in a more practical way. In his action plan he has correctly identified the need to raise the quality of pupils' scientific enquiry skills and the need to stretch higher attaining pupils. Resources are good, up to date and used well.

INFORMATION AND COMMUNICATION TECHNOLOGY (ICT)

Provision in ICT is **very good**.

Main strengths and weaknesses

- Teachers' planning ensures that ICT is used well in most subjects.
- The very good training given by the co-ordinator has raised the quality of teaching and the attainment of the pupils.
- Pupils achieve very well and make good progress due to the very good assessment procedures and the pupils' own self-evaluation.
- Pupils use digital and video cameras confidently to develop ideas and to improve their skills across the curriculum.

Commentary

60. Standards at the end of Year 6 are above expectations. This is a significant improvement since the last inspection when standards were judged to be satisfactory. In some examples of work seen in Years 4 and 5, standards were well above expectations. Most pupils enjoy the subject, make good progress and achieve very well. Pupils with special educational needs and those for whom English is an additional language achieve well and make good progress as they are given very good support by effective learning support assistants and by their peers as they work in mixed ability pairings. There is no difference between the attainment of girls and boys.
61. Pupils in Year 6 confidently learn the purpose and use of a database as they accurately sort and search to find information. They make good progress in understanding the need to frame questions carefully when interrogating information. Pupils in Year 5 make very good progress in the completion of two PowerPoint presentations about the curriculum and rivers. They used their 'Rivers' presentation very effectively to introduce a geography lesson on the subject. Pupils in Year 4 make very good progress as they review and evaluate their branching databases, based upon a previous mathematical lesson about shapes and their properties. As part of a planned science and ICT lesson, pupils in Year 3 used 'Model Shop' to ascertain the light and water needed for the optimum growth of a plant, understanding that they must follow a logical sequence of questions. The very good programme of self review in

ICT has been developed into other subject areas and has had a significant impact upon standards. Pupils in all year groups are aware of their own learning and the steps required to improve their ICT skills.

62. The quality of teaching and learning is good and this is reflected in the good standards attained by the pupils of all abilities. Higher attaining pupils are challenged appropriately. All pupils are given opportunities to use digital cameras to record their learning, which they use well. Pupils in Year 5 act out scenes from a class book and write their own scripts from observing their photographs. The teachers use every opportunity to increase the skills of pupils through the use of the video camera, recording dance, drama, art and gymnastic activities. The very good assessment procedures and the tracking of pupils' progress in ICT ensures that good progress is made overall.
63. The leadership and management of the subject are very good. The co-ordinator is outstanding in her dedication and commitment to raising the standards of ICT throughout the school and in all subject areas. The training she has provided to teachers and learning support assistants has resulted in greater confidence and expertise. Teachers' planning is now more focussed upon the opportunities to include ICT in all aspects of the curriculum. Resources for the subject have improved since the last inspection but the ICT room is limited in space.

Information and communication technology across the curriculum

64. Good use is being made of ICT across the curriculum. This is an improvement since the time of the last inspection. Pupils use ICT to good effect to support their learning in mathematics, for example revising and testing themselves on number bonds, and in science to find out about life processes through web searches. The use of other forms of technology such as digital cameras, tape recorders and an interactive whiteboard

enhances pupils' learning and helps develop their confidence in the use of technologies other than just computers.

HUMANITIES

65. Due to timetabling, it was only possible to observe one lesson in geography and one in history. It is not possible therefore to make an overall judgement about the quality of provision, standards and teaching or learning in these subjects.
66. In **geography**, it was possible to talk with pupils and staff, to sample pupils' work and to see teachers' planning. At the time of the last inspection, standards were found to be satisfactory. From the sources available at the time of this visit there is every indication that standards are good. The co-ordinator has a good understanding of the subject and monitors its progress and implementation.
67. Since the last inspection the school has made the local environment a focus for the development of the understanding of geographic concepts. Pupils' work shows a systematic development of skills starting with Year 3 in their own classroom and gradually widening out into the local environment with Year 6 working in Brighton and Hove. Work includes the understanding of maps, identification of different land use and environmental issues. Year 6 work includes an examination of the ethics and implications of Fair Trade products.
68. The co-ordinator for **history** has a good knowledge of history, but monitoring of the subject has not yet been effectively implemented.
69. It was possible to see teachers' planning, to talk with pupils and staff and to sample pupils' work. There is every indication from these sources that standards are very good. At the time of the last inspection standards were found to be satisfactory.
70. The scheme of work and planning provide for the steady progression in skills of enquiry, the use of evidence and in understanding how past events are represented and interpreted. Pupils' work clearly shows this. There are good cross-curricular links with drama, dance, art and design and literacy. Work showed a wide range of interesting approaches to the subject. Year 3 work included the writing of Tudor newspapers and in drama, exploring the relationship between Henry VIII, Catherine of Aragon and Anne Boleyn from each individual's perspective. Year 4 work included reports from Roman spies on the Celts and Year 6 interviewed grandparents about the Second World War. Work is presented in a wide variety of interesting and lively forms such as letters, bullet points, storyboards and fact files.

Religious education

Due to the timetable arrangements, only two religious education lessons were seen during the inspection. However, it was possible to make judgements about the quality of provision, standards and the quality of teaching and learning. Evidence was gathered from discussion with pupils and the co-ordinator, and by looking at the displays and pupils' work.

Provision in religious education is **good**.

Main strengths and weaknesses

- Standards have improved significantly since the time of the last inspection.
- The quality of teaching and learning is good.
- The subject makes a very good contribution to pupils' spiritual, moral and cultural development.
- The subject is led and managed well

Commentary

71. Standards are good at the end of Year 6 and this is a significant improvement since the last inspection when standards were judged to be unsatisfactory. Pupils make good progress as they learn about the major faiths of the world. Their knowledge of religious festivals and special events is good and an improvement since the last inspection. Examples of the good links that are made to other subjects are the beautifully executed Islamic patterns created by pupils in Year 4 and the investigations into the local churches as part of a planned geography and religious education topic. The quality of this work shows good teaching and learning has taken place. Pupils' achievement, including that of pupils with special educational needs and those for whom English is an additional language, is good. Pupils express their ideas well in written work. The provision of opportunities to meet and share experiences with representatives from other faiths has improved and is now good. Pupils show appreciation and an understanding of other world faiths and the importance that these have on many shared values and beliefs.
72. In one very good lesson observed, pupils were engaged in meaningful discussions on some aspects of the Buddhist faith. They were interpreting the noble eight-fold path and relating it to the behaviour and speech of a fictional Buddhist boy. The lesson challenged the pupils' thinking, deepened their understanding and increased their respect for other faiths.
73. The quality of teaching and learning is good; this is an improvement since the last inspection. Teachers' planning is good and develops well the themes suggested in the locally agreed syllabus. Lessons link well with the school's very good provision for spiritual, moral, social and cultural development. Through the scrutiny of work and talking with pupils, it is clear that lessons are both informative and stimulating. Pupils are encouraged to discuss their values and beliefs and develop acceptable rules for living within a multicultural society. Teachers use resources well and this includes involving religious representatives in lessons and taking pupils to visit local religious centres.
74. The co-ordinator leads and manages the subject well. She has increased the range of books and materials and has introduced a new policy and scheme of work linked well to the locally agreed syllabus. There are strong links to pupils' personal, social and health education, in addition to other curriculum subjects. Teaching and learning of religious education have improved under her guidance and this has led to the higher standards of work seen. However, along with the headteacher, she has rightly highlighted the need to ensure that the daily act of collective worship is consistently provided to the same high standard. Whilst the provision is sound, there are sometimes limited opportunities for pupils to be actively involved.

CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

75. Too few lessons were seen in design and technology, music and physical education to enable overall judgements to be made about provision, standards overall and teaching or learning. However, from all available evidence, standards are rising in all subjects.
76. In **design and technology**, displays and examples of pupils' work were seen and pupils were asked to show and talk about what they had made during the last year. In discussions, pupils described with clarity what they had made and the difficulties they had encountered and overcome. Year 3 pupils, for example, clearly demonstrated that they knew how to ensure that the batteries in their torches they had designed would work and not fall out. Further discussion showed that pupils are gaining good experience from using a range of materials and techniques and developing the expected subject skills through designing and making a variety of items. For example, pupils in Year 5 designed and made pizzas and also designed the packaging. One group had created a very effective PowerPoint presentation on the whole process.
77. Work seen showed a good planned progression. Throughout the school the topics covered ensure the development of a wide range of practical skills and problem-solving methods. Work showed not just design but practical construction. The subject is currently co-ordinated effectively by the headteacher until a suitable member of staff is appointed. Resources are sound.
78. In **music**, pupils, including those with special educational needs, achieved well in lessons seen. Pupils enjoy a wide range of musical experiences and these contribute well to their knowledge and understanding of music and also their pleasure. In assemblies and hymn practices, pupils listen well and sing effectively, demonstrating a good understanding of pitch, duration and dynamics. Year 4 pupils hold a steady pulse when clapping to different beats. Year 3 pupils introduce their own rhythms within a common time framework and easily recognise familiar tunes from clapped rhythms such as 'Three Blind Mice' and 'Jack and Jill Went Up The Hill'. Years 4, 5 and 6 pupils play a wide range of musical instruments, for example flute, clarinet and keyboards. They use these skills competently when playing in the school orchestra.
79. Standards above expectations are seen when Year 3 pupils sing songs associated with the life of Henry VIII and his six wives. They know the basic requirements for singing well. Their skills are developed further when they suggest suitable tuned and un-tuned instruments to represent special words in a song, such as 'divorce', 'beheaded' and 'died'. The instruments they choose match words well and they play them to good effect when developing drone and ostinato effects. Higher attaining pupils in Year 4 are beginning to recognise the different elements in music by Mussorgsky and they identify the different instruments being played. Most pupils show good thought and imagination when describing how music makes them feel and how they would move, for example running around quickly when listening to high-pitched, fast music played on a flute from 'Ballet of Chicks'.

80. Pupils' positive attitudes to music and their willingness to join in, share instruments and appreciate the efforts of others ensure that they make good progress and achieve learning goals by the end of lessons. Pupils' achievement is enhanced when teachers link music to other subjects and arts, such as history, paintings by Kandinsky and pictures and paintings done by pupils in the school.
81. The quality of teaching was good in the lessons seen and ensured that pupils captured the enjoyment of music and achieved well. The quality of teaching and the impact that this has on learning have ensured that standards have improved since the time of the last inspection. It has contributed to the award of an Artsmark Gold for 2004.
82. Music features highly in the school. Pupils are provided with an hour lesson a week and plenty of other opportunities to experience and learn music at other times. There is a singing club for younger pupils, a samba club, opportunities to play Aboriginal music, listen to recitals, take part in music workshops and participate in school productions and performances. The leadership and management of the subject are very good. The co-ordinator provides clear vision and direction and liaises very well with other arts co-ordinators. There is a strong team spirit in the arts. Resources are good but the school needs more pre-recorded compact discs.
83. In **physical education**, pupils in all year groups enjoy the subject. They are aware of the health benefits of physical activity and the need to warm up before the main exercise. Year 6 pupils understand the need to practise to improve their skills of baton changing during an athletics lesson. In Year 5, pupils make very good progress as they consolidated the art of bowling and catching. Pupils in Year 3 confidently learn and understand the game of rounders. Pupils with special needs make good progress with the support of the teachers and learning support assistants.
84. The co-ordinator is a skilled and enthusiastic teacher and leads and manages her subject well. She has made very good links with the high school and other primary schools within the area. As a result, pupils take part in a wide range of local and county events. The many clubs and games that take place after school are fully inclusive and cater for the interests of boys and girls. The teachers and pupils in the school have benefited from the curriculum skill cards that the co-ordinator has made to raise the skill level of pupils. With the expertise and help given by the advanced skills physical education co-ordinator in the adjoining high school, the co-ordinator has initiated after-school training for teachers. This has resulted in more focussed planning and has raised the standards and enjoyment of physical education even further. Pupils are proficient in the use of the digital camera and video to assess their progress and to improve their performance. Good links are made to other subjects, for instance pupils created and performed a dance as part of a geography topic and used poetry to compose a dance routine. The school was awarded one of only 104 Active Mark Golds in 2003.

Art and design

Provision for art and design is **very good**.

Main strengths and weaknesses

- Art and design has a high profile in the school and this is demonstrated in the wide range of high quality displays throughout the school.
- Multicultural links are good.
- Standards at the end of Year 6 are above expectations and pupils experience and use a wide range of skills and techniques.

- Pupils achieve very well because of the very good teaching.
- Pupils have positive attitudes to work.
- The school has just received the Artsmark Award.

Commentary

85. Art has a high profile in the school and the art and design work on display in classrooms and display boards around the school is very attractive and shows the value that the school places on the work of its pupils. Corridors are all filled with displays of art and design work.
86. Standards in art and design are well above expectations. Standards have improved since the last inspection when they were judged to be above expectations. Artwork shows strong cross-curricular links with design and technology, religious education, mathematics and science. Good skills of observation were noted in a lesson in Year 4. Pupils had explored shading techniques and were then employing them to show comparative tones in sketches in some good drawings of still objects. Year 5 pupils study Impressionist techniques and confidently practise them by creating realistic impressionist-type pictures by building up brush strokes. They also produce attractive patterns of repeat tile motifs of Islamic art. Throughout the school, pupils explore ideas well and present their work using a range of materials and processes. By Year 6, pupils use colour, pattern, texture and shading and line well when, for example, drawing still life.
87. Since the last inspection, the school has looked to develop strong multicultural links such as Aboriginal art, Islamic art and the Year 6 Kenya project. The school has also looked to improve the range of resources available. As a result, pupils have achieved very good standards in their work exploring the use of patterns in Aboriginal art to produce stone paintings, striking pictures and attractively designed and painted masks and didgeridoos. Examination of Islamic art has resulted in repeat patterns using string print blocks.
88. The quality of teaching and learning is very good; an improvement since the last inspection. Teachers have very secure knowledge and understanding and use this well to encourage pupils to achieve their best. Skilled teaching has contributed very well to the Arts Mark which was presented to the school during the inspection. The enthusiasm that teachers place into art and design is clearly seen in all classrooms including very large three-dimensional displays linking well with other areas of the curriculum. These range from crocodiles, insects, flowers and even extinct fish hanging from walls and ceilings. Pupils' attitudes to art and design are clearly very positive and they work enthusiastically.
89. The leadership and management of the subject are very good. The co-ordinator is enthusiastic and has a clear overview of her subject and its development. She monitors pupils' progress and standards effectively. The school has after-school clubs in clay and craft work which are well attended and enhance the provision.

PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP (PSHE)

It was not possible to inspect all classes being taught PSHE. From observations and the scrutiny of work, it is clear that the provision for pupils' personal, social and health education is **very good**. Provision for citizenship is **satisfactory**.

Main strengths and weaknesses

- The school provides a wide range of opportunities that ensure pupils develop very good understanding of themselves and others.
- Pupils have good understanding of social responsibility.

- The management and leadership are very good.
- The school's policy and scheme of work meet the needs of the pupils very well.

Commentary

90. Throughout the school, pupils respond very positively to work in this subject and, by Year 6, standards are above average and they achieve well. All pupils, including those with special educational needs and those for whom English is an additional language, are provided with very effective opportunities to develop personal and social skills. Teachers ensure that specific lessons are linked well to issues affecting the pupils' lives such as advertising, personal image, relationships, social behaviour, inequality and justice. Issues such as drugs misuse are explored in depth and pupils show that they understand the pressures on them to conform to peer influence and the need to make the right choices in life.
91. In lessons seen, pupils are encouraged to explore their opinions and values and to justify them based on their own experiences and ideas. Whole-class sessions, where pupils talk about their feelings and issues affecting their lives, are invaluable in teaching the pupils the importance of listening, understanding and sharing with others. Work on bullying is of a high standard and links well to moral values and social development. The theme is extended effectively to include racism. In workshops, pupils work well and explore the issues in practical ways. Effective links are made with religious education and world peace when pupils make 'wishes', such as people in the world being happy and no wars. By Year 6, pupils have secure knowledge and understanding of fair play, respect for others and the processes of law.
92. The school's programme for citizenship is in the early stages of development, but it already links well to the provision for PSHE. Citizenship rules are developed effectively and this is seen in pupils' work on treating each other fairly and giving others the chance to speak. In Year 5, pupils produce thoughtful, well-presented work on 'living on an island' and the rules they would have. Throughout the school, pupils have learnt to work and play within a set of suitable rules.
93. The school council is a very effective forum for pupils to share their views and opinions with staff and to take an active role in the school. They take their role very seriously and have contributed to the improved play environment, playtime rules, health and safety issues and serving drinks at school functions. Members of the school council also help younger pupils at playtimes. The school council has been involved in discussing access to the school by disabled pupils in preparation for their inclusion in the school in September 2004.
94. In the few lessons seen, the quality of teaching and learning was never less than satisfactory. However, in some lessons seen and through the scrutiny of work and portfolios, the quality of teaching is frequently better and sometimes very good. Teachers link PSHE well to other areas of the curriculum, for example nutrition and diet in science. In the scrutiny of work, there were frequent examples of teachers' focussing pupils' learning on moral values and social development and examples of thoughtful writing from the pupils. PSHE contributes very well to the strong ethos of the school.

95. The leadership and management of the subject are very good. The action plan for PSHE links closely to the school improvement plan and expectations. The co-ordinator has worked hard to ensure PSHE is embedded in all aspects of school life. Teachers are confident in delivering the PSHE curriculum and in ensuring there is appropriate coverage at the right level for all pupils. This includes sex education and drugs and solvent misuse.

PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

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

The leadership and management of the school	2
The governance of the school	3
The leadership of the headteacher	1
The leadership of other key staff	2
The effectiveness of management	2

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