

# **INSPECTION REPORT**

## **SANDOWN PRIMARY SCHOOL**

Hastings

LEA area: East Sussex

Unique reference number: 114447

Headteacher: Mr A Frere-Smith

Lead inspector: Dr M Bradshaw

Dates of inspection: 22<sup>nd</sup> – 24<sup>th</sup> September, 2003

Inspection number: 260500

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

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## INFORMATION ABOUT THE SCHOOL

Type of school:	Primary
School category:	Community
Age range of pupils:	4-11 years
Gender of pupils:	Mixed
Number on roll:	430
School address:	The Ridge Hastings East Sussex
Postcode:	TN34 2AA
Telephone number:	01424 436983
Fax number:	01424 722817
Appropriate authority:	Governing Body
Name of chair of governors:	Rev. M Carter
Date of previous inspection:	27 <sup>th</sup> September 1999

## CHARACTERISTICS OF THE SCHOOL

At the time of the inspection, the school's roll consisted of 385 full-time and 5 part-time pupils from reception to year 6. The proportion of girls is 56 per cent. About 20 per cent of the school's roll changes during the school year. Children usually enter reception in the autumn term of the school year in which they are five, the youngest being part-time until the term of their fifth birthday. Attainment data show that many of the pupils joining the school during term time have low attainment, and that attainment on entry to reception has declined since the well below average reported previously. Children's English skills when they start school are generally very low. Indications are that the reception children who started school recently are not as poor as the previous three years, although English skills are well below average. The majority of pupils, over 98 per cent, are from a white ethnic background. There is one pupil who is at an early stage of acquiring English. Two pupils are refugees from Eastern Europe and there is one traveller child. Pupils come from an area in which the socio-economic difficulties noted at the time of the previous inspection have increased. Almost 40 per cent of full-time pupils are eligible for free school meals, more than twice the national average, and this figure has risen by almost a third since the previous inspection. Over 22 per cent of pupils have been identified as having significant learning needs, including nine pupils who have a statement of special educational needs. These figures are close to the published national average but reflect accurately the requirements of the most recent code of practice for special educational needs. The school benefits from being a member of the Hastings and St. Leonards Education Action Zone and received an achievement award in 2001.

## INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
6169	Dr M J Bradshaw	Lead inspector	Special educational needs, science, physical education
9146	Mr M Brennand	Lay inspector	
16492	Mr R Lever	Team inspector	Mathematics, geography, history, religious education
10270	Mrs S Teacher	Team inspector	Foundation Stage, art and design, design and technology, music
16971	Mr R Hardaker	Team inspector	English as an additional language, English, information and communication technology

The inspection contractor was:

Wessex Education Limited

3 Greenacres  
Puddletown  
Dorchester  
Dorset  
DT2 8GF

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# PART A: SUMMARY OF THE REPORT

## OVERALL EVALUATION

This is **an effective school**, which provides **satisfactory value for money**. Most pupils enter the school with low attainment levels, and many exhibit challenging behaviour. Literacy standards in the community are low. Unsatisfactory attendance reduces children's progress. During their time in school, pupils make good progress overall and achieve well, although standards are often below average by the end of year 6. Teaching is satisfactory overall, and often better than this in years 5 and 6. The recent cutbacks in the hours of teaching assistants have reduced the support available to pupils. The school is well led and managed.

### The school's main strengths and weaknesses are:

- By the time pupils reach year 6, they have achieved well.
- Leadership and management, including the impact of governors, are good.
- The provision for children with special educational needs, including those with behavioural difficulties, is very good. They make good progress.
- The school provides a good curriculum, with many visits and extra-curricular activities.
- Very good accommodation is used well to support pupils' learning.
- As pupils get older, maturing attitudes and improving behaviour are seen.
- Pupils' attainment in English, especially writing, mathematics and science is not yet high enough.
- The quality of teaching is inconsistent, but often good in year 5 and 6.
- There are not enough opportunities for pupils in years 1 and 2 to learn through practical activities.
- The importance of the provision for reception children does not have a high enough priority.
- Attendance is too low and punctuality is unsatisfactory.

The school has made good progress since the previous inspection and dealt with the previous key issues well. Since the previous inspection, pupils' attainment has increased, especially in mathematics and science. Teaching is better, particularly in the juniors. Assessment of pupils' attainment in English, mathematics and science is much better, and used well to monitor pupils' progress and set individual targets. The curriculum has improved, including the provision in information and communication technology (ICT) and design and technology. Although the number of exclusions remains high, there are fewer permanent exclusions and the rate of unauthorised absence is lower. Standards in writing remain low and, despite the school's efforts, the involvement of parents is still limited.

## STANDARDS ACHIEVED

Results in National Curriculum tests at the end of <b>Year 6</b> , compared with:	all schools			similar schools
	2000	2001	2002	2002
English	D	E*	E	D
mathematics	E	E	D	B
science	D	E	E	D

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

By the time children leave the school **achievement is good**. Children in reception make steady progress, but will not reach the goals expected by the time they start year 1. Steady progress continues in years 1 and 2, but standards in reading, writing and mathematics are well below average by the end of year 2 because of pupils' low starting point. In ICT, standards are below those expected and in other subjects they are close to those expected. Progress accelerates in the juniors, especially in years 5 and 6, so that achievement is good by the time children leave the school. The high mobility of pupils affects the comparison with similar schools adversely.

Standards in English, especially writing, remain well below average. They are below average in mathematics and science, although about three quarters of pupils reach or exceed the expected standards in mathematics and science. The mathematics results, in particular, indicate the good progress made by pupils. In all other subjects, including ICT, year 6 pupils achieve well and reach the standards expected. The E\* in the table for the English results in 2001 indicates that standards were very low in that year.

**Children's personal qualities, including their spiritual, moral, social and cultural development, are satisfactory.** Children have a good understanding of right and wrong. Their attitudes and behaviour are satisfactory, although better than this in the juniors, especially for the older children. Attendance and punctuality are unsatisfactory.

## **QUALITY OF EDUCATION**

**The quality of education provided by the school is satisfactory.** As pupils grow older, education quality improves. **Teaching is satisfactory** and this results in satisfactory learning in most lessons. Teaching and learning are best for the oldest children in the school. There is little difference in the teaching of different subjects, but learning is best when children are engaged in practical activities.

The school provides a good curriculum, which is enriched by a wide range of visits and extra-curricular activities. Accommodation, such as the swimming pool, has a positive impact. This is a caring school in which the social needs of pupils are looked after well. Children who have special educational needs are very well supported, including those who have significant behavioural difficulties. Parents are not sufficiently involved in the work of the school, and this has a negative impact on pupils' attitudes and achievement.

## **LEADERSHIP AND MANAGEMENT**

**Leadership and management of the school are good.** Leadership has given a sense of purpose and direction to the efforts for improvement. Management is effective and the school runs well. The governing body is actively involved in the work of the school and many governors help in class. These factors have helped to ensure that teachers' morale has remained high despite the high number of challenging pupils and disappointing results.

## **PARENTS' AND PUPILS' VIEWS OF THE SCHOOL**

Most parents are reasonably satisfied with the school. In particular they think children like school and make good progress. They also think teaching is good and that the school is well led. A large minority of parents have concerns over aspects of behaviour and bullying. The school shares these concerns and the inspection team agrees that behaviour deteriorates when teaching is not stimulating enough. Pupils are generally positive in their views of school, although a minority think children do not behave well.

## **IMPROVEMENTS NEEDED**

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

- continue to strive to improve standards in English, especially writing, mathematics and science;
- improve the consistency in the quality of teaching to match the best in the school;
- plan greater use of practical experiences for children in years 1 and 2;
- raise the profile of the needs of reception children in the school, and make greater use of the national guidance to meet their needs;
- continue the present efforts to raise attendance levels and punctuality.

## PART B: COMMENTARY ON THE INSPECTION FINDINGS

### STANDARDS ACHIEVED BY PUPILS

#### Standards achieved in areas of learning, subjects and courses

Achievement in reception, years 1 and 2 is **satisfactory**. It improves as children move through the juniors and is **good** by the end of year 6. When pupils leave the school, standards in English, mathematics and science are **below average** but, where sufficient evidence is available, it is clear that they are **average** in other subjects.

#### Main strengths and weaknesses

- Children achieve well in information and communication technology (ICT) in years 1 and 2.
- Achievement by year 6 is good in mathematics, science, art and design, design and technology, geography, history, ICT, music, religious education and swimming.
- Children with special educational needs achieve well.
- Reception children do not reach the early learning goals.
- By year 2, standards in English, mathematics and science are well below average and in ICT they are below those expected.
- By year 6, standards are well below average in English, especially writing, and below average in mathematics and science.

#### Commentary

1. In recent years, pupils' attainment has tended to be below or well below average in reading, writing and mathematics by year 2, and in English, mathematics and science by year 6. Results have fluctuated in year 2, but overall have remained similar for the past six years, despite a fall in the character of the intake. By year 6, results in English have fluctuated wildly but have tended to increase slightly, while those in mathematics and science have tended to rise.

#### Foundation Stage

2. Children usually enter reception with very low attainment, which is especially evident in language skills. The indications are that the recent intake is somewhat better, although language skills are poor. Satisfactory provision ensures that reception children make steady progress, but few are likely to achieve the goals they are expected to achieve by the time they start year 1. Assessment at the end of reception in 2003 showed that fewer than one in five children achieved all the goals in each area of learning. Almost half exhibited low standards. The lack of suitable outdoor facilities restricts children's physical development, although they gain considerably from access to the swimming pool and achieve well in this area.

#### *Standards in national tests at the end of Year 2 – average point scores in 2002*

Standards in:	School results	National results
reading	13.5 (14.7)	15.8 (15.7)
writing	12.0 (12.6)	14.4 (14.3)
mathematics	14.0 (14.8)	16.5 (16.2)

*There were 58 pupils in the year group. Figures in brackets are for the previous year*

3. Recent results by year 2 show no clear pattern of differences in achievement by boys and girls; no significant differences are evident now. Children make steady progress in years 1 and 2 and achieve satisfactorily. As a result, standards in reading are well below average, although the school does well to extend those with good reading skills. Similarly, writing including handwriting is well



below average and achievement is barely satisfactory. Standards in mathematics are well below average, although again the school does well to extend those with well-developed mathematical skills. In science, pupils achieve satisfactorily. Attainment by the end of year 2 is well below average, with about three quarters of pupils reaching the expected standard. In ICT, pupils in years 1 and 2 make good progress and achieve well. Attainment by year 2, however, is below the level expected. Little evidence was available in religious education, but that available suggested at least satisfactory achievement and work similar to the standard expected. Although not examined closely during this inspection, pupils' displays and singing demonstrate good achievement in art and design, design and technology and music. In each of these subjects, attainment is close to that expected. No lessons were seen in physical education, but the school's assessments demonstrate good achievement in swimming. Pupils' progress is strongest where teachers engage the children, and where opportunities for practical involvement are given.

#### **Standards in national tests at the end of Year 6 – average point scores in 2002**

Standards in:	School results	National results
English	24.7 (23.1)	27.0 (27.0)
mathematics	26.2 (23.3)	26.7 (26.6)
science	26.9 (25.9)	28.3 (28.3)

*There were 84 pupils in the year group. Figures in brackets are for the previous year*

4. Recent results by year 6 show no clear pattern of differences in achievement by boys and girls, except the boys have tended to do better in mathematics. No significant differences are evident this year. Children make good progress, particularly in years 5 and 6 and achieve well because of good teaching. The exception is in English, especially writing, where achievement is satisfactory. As a result, standards in English are well below average. A few pupils attain high standards, especially in reading. Standards in mathematics and science are below average, but good provision helps a reasonable proportion of pupils attain high standards. In science, pupils develop good investigative skills. In ICT, pupils make good progress and achieve well, so that attainment by year 6 reflects the standard expected. In religious education, good achievement is reflected in attainment that matches the expectations of the course of study. Although not examined closely during this inspection, pupils' displays and singing demonstrate good achievement in art and design, design and technology and music. In each of these subjects, attainment is similar to that expected. Lessons seen in physical education showed attainment similar to that expected with satisfactory achievement. It was not possible to observe swimming, but the school's assessments demonstrate good achievement, with many pupils exceeding the standard expected.

5. Throughout the school, pupils' with special educational needs often achieve well in relation to the targets within their individual education plans and, where relevant, their statements. Many of these pupils have very low attainment levels, but sensitive support from teachers and other adults ensures progress and a sense of success. Many of these pupils have behavioural as well as learning needs. Success is evident in pupils' better behavioural control, and their recognition of how the school is trying to help. The few minority ethnic, traveller and refugee pupils achieve as well as other pupils in the school.

#### **Pupils' attitudes, values and other personal qualities**

Attendance and punctuality are **unsatisfactory**. Pupils' attitudes, behaviour and personal development are **satisfactory**. Pupils' spiritual, moral, social and cultural development is **satisfactory**.

#### **Main strengths and weaknesses**

- The systems for monitoring and following up attendance are good.
- The management of behaviour, including provision of 'The Haven', is good.
- The development of a strong moral and social code
- The unsatisfactory level of attendance and punctuality
- The limited awareness amongst pupils of cultures other than their own

## Commentary

6. Attendance at 90.7 per cent for the year ended 2001/02 was unsatisfactory. Parents make unsatisfactory efforts to ensure the attendance and punctuality of their children. Low levels of attendance are especially evident for some of the pupils identified as having special educational needs, and this affects their achievement. The Education Action Zone (EAZ) is working with the school in an attempt to improve both punctuality and attendance. The systems that the school has developed to improve attendance are good. Registers are taken promptly allowing for quick recognition of those who arrive late. Those who are late must report to reception before proceeding to their class. Parents of children who have not turned up are contacted by telephone within an hour of the start of the day. On a weekly basis, the headteacher monitors the attendance of pupils who are causing concern and there is good liaison with the new education welfare officer. Incentives, in the form of certificates and prizes for attendance, are awarded termly. However, this system is to be revised to make it more inclusive, so that awards will be made every half term. They will also be made to pupils who have done most to improve their attendance and punctuality.

## Attendance

### *Attendance in the latest complete reporting year (%)*

Authorised absence		Unauthorised absence	
School data	8.9	School data	0.4
National data	5.4	National data	0.5

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

7. Behaviour is satisfactory with the headteacher, behaviour support team and members of other agencies, including the EAZ, agreeing that the prevailing atmosphere has improved significantly and is one of order and calm. Much of the reason for this has been the development of a strong social and moral code. The manner in which the school manages behaviour is good. Central to this are regular routines, allied to easily understood rules and a range of positive rewards to recognise good behaviour. The result can be seen in a generally calm and orderly school where pupils show maturation, as they get older. Much emphasis has been placed on creating a caring, supportive environment and as a result pupils feel safe and secure in school. The development of 'The Haven' has had a positive effect in helping those children with serious behaviour problems deal with them in a supportive atmosphere. Children go to 'The Haven' when they feel in the need of support and good help and guidance provided by the staff available helps them through their problems. Despite these efforts, a large minority of parents have concerns over aspects of behaviour and bullying. The school shares these concerns and recognises that behaviour and attitudes are still not good enough. The inspection team noted that behaviour deteriorates when teaching is not stimulating enough. The school values and treats children as individuals, and helps them consider the impact of their actions. This is effective in that it leads to better behaviour and maturity, as they grow older, and hence better learning.

## Exclusions

### ***Ethnic background of pupils***

Categories used in the Annual School Census
White – British
Mixed – White and Black Caribbean
Any other ethnic group
No ethnic group recorded

### ***Exclusions in the last school year***

No of pupils on roll	Number of fixed period exclusions	Number of permanent exclusions
274	18	1
4	5	0
1	0	0
94	0	0

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

8. The number of permanent exclusions has fallen since the previous inspection, but the number of temporary exclusions remains high and this is often linked to aggressive behaviour and damage to property. 'The Haven' has been established as a place for pupils to go when they realise pressure and frustration are building up. Pupils use this resource sensibly and it is having a positive impact in reducing the number of pupils being excluded. It is also effective in supporting pupils and helping them reintegrate into the school following exclusion. Where behaviour is occasionally unsatisfactory it is invariably associated with inappropriate planning of activities in lessons. This leads to children quickly losing interest and disrupting the lesson. Most pupils consider that behaviour is generally good and that bullying, when it does occur, is dealt with quickly.

9. Although the school teaches children about religions and cultures other than their own, not enough is done to give pupils a greater appreciation of what it is like growing up in a multicultural society.

## **QUALITY OF EDUCATION PROVIDED BY THE SCHOOL**

The school provides a **satisfactory** quality of education based on a **well-organised** curriculum, and **satisfactory** teaching and care for the pupils.

### **Teaching and learning**

Teaching and learning are **satisfactory** in the school and often **better** than this in years 5 and 6, and in many practical activities. Assessment is **satisfactory**.

### **Main strengths and weaknesses**

- Teaching of ICT is good.
- Teaching is generally good in years 5 and 6.
- In reception, the teachers give good attention to improving children's behaviour.
- Teaching assistants, and other classroom helpers, are used well.
- Planning does not always match pupils' levels of attainment closely enough.
- Learning is restricted in some lessons because pupils are not encouraged to share their thoughts or develop their ideas, and because insufficient use is made of practical activities.
- Marking is inconsistent and not always helpful.

## **Commentary**

### ***Summary of teaching observed during the inspection in 42 lessons***

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0 (0%)	5 (12%)	8 (19%)	26 (62%)	2 (5%)	1 (2%)	0 (0%)

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

10. Teaching and learning are satisfactory, but often good or better in years 5 and 6. Both parents and pupils have a positive view of teaching in the school, and this is reflected in the mainly satisfactory or better teaching seen. Teaching has improved since the previous inspection, particularly in the junior section. This is a reflection of the focus, which the headteacher and senior management team have given to raising standards by year 6.

11. In reception, teaching and learning are satisfactory. Many children who join reception have poorly developed social skills and teachers sensibly concentrate on developing good behaviour. Planning, however, does not make enough use of practical activities, including role-play, or of the outdoor environment, including for physical development so that children are not always sufficiently engaged or stimulated.

12. Mostly satisfactory teaching in years 1 to 4 ensures steady progress. In the best lessons, teachers aid learning by the use of a range of practical tasks. Teaching assistants and other adults, such as visiting governors, are used well to support pupils, particularly those with special educational needs. This aids learning by these pupils. The reduction in the time available for teaching assistants has resulted in less support being available. External advice the school received prior to the inspection was that teachers should follow closely the suggested activities within literacy and numeracy guidance for pupils of this age. As a result, on too many occasions, work was not sufficiently matched to pupils' needs, especially in years 1 and 2. This was despite the teachers' records showing that the work was likely to be pitched too high. Insufficient practical experiences were also planned in these lessons. In these circumstances, learning suffered. Fortunately, it was evident from work in last year's pupils' books that work generally matched pupils' needs much more closely. Planning of lessons is satisfactory, but on too many occasions teachers did not use questions sufficiently well to help pupils add their own ideas or explain their thoughts. Opportunities to develop speaking and listening skills were therefore often missed.

13. Good teaching is a feature in many lessons in years 5 and 6 and, as a result, learning accelerates and achievement improves. Teachers plan lessons well, have high expectations and use a range of techniques to good effect. Learning is made fun by the use of relevant practical activities; such as when discussing the relative sizes and distances of the Earth, moon and sun. Learning was then reinforced by the effective use of the last five minutes as pupils asked each other questions about what they had learnt. In ICT, teachers' good subject knowledge and the improved resources ensure good teaching and learning in the juniors.

14. Throughout the school marking is inconsistent. Most work is marked but only in the best are comments included to help pupils appreciate how they could improve. On occasions, marking is not accurate and errors go uncorrected. In art and design and music there is little formal assessment, so that it is difficult to focus on the particular skills that need to be developed. Good whole school procedures, managed by the deputy headteacher, allow the school to follow pupils' progress from entering reception to year 6, in English, mathematics and science. Effective use is made of this information to discuss with pupils their progress and to identify areas where they can improve.

## The curriculum

The curriculum is **good**. It provides a broad range of worthwhile curricular opportunities that cater for the interests, aptitudes and particular needs of pupils, and ensures progression in pupils' learning. **Satisfactory** resources and **very good** accommodation meet the needs of the curriculum.

## Main strengths and weaknesses

- Provision for pupils with special educational needs is very good.
- All pupils are given an equal chance.
- The school environment, display and extra-curricular activities provide very good enrichment to the curriculum and help pupils to achieve well.
- There are insufficient structured practical experiences to engage the children in reception and years 1 and 2.

## Commentary

15. The curriculum is developed through a range of innovative practice developed by the headteacher and senior management team since the previous inspection. Examples include the imaginative use of the timetable, which shows good improvement since the previous inspection; the impact of the Education Action Zone, which is having a positive impact on standards, achievement and attitudes; the 'Story Sacks' project which is helping to improve reading skills, both in school and at home and the 'Breakfast Club', which provides additional support and care.

16. The timetable has been restructured so that there is a good balance of activities throughout the school day. This means that both accommodation, including the swimming pool, and time are used effectively. Pupils take the 'Story Sacks', which are prepared in school, home regularly, so that they can be shared with parents. The key improvements on the school timetable, the environment and additional resources, particularly in ICT, are allowing pupils to achieve at a higher level and to develop their capabilities. This has had a good impact on standards and is helping pupils to achieve well in the classes for older pupils in particular. Subjects are well linked to enhance learning, such as when applying literacy and mathematics across the curriculum. Data handling is used well in science, with further analysis and presentation of the data on the computers. Very good support for pupils with special educational needs, both in class and for small group work in the specialist rooms available, helps them to achieve well. A good range of specialist resources supports these pupils.

17. The school provides a rich and varied programme of experiences for all pupils. They respond positively and respect and nurture their environment. Pupils can fulfil their potential by taking part in the school shows, such as the recent musical of Peter Pan. Visits by a wide range of enthusiasts are well established and beneficial, these include the visit by a Flamenco guitarist or the regular visits by the local Baptist minister. The school supports all pupils' learning further through a multitude of extra-curricular activities, including a wide variety of sports, including swimming, and musical activities.

18. Accommodation is very good and the school has worked hard to create new safe and stimulating environments. These include the outside natural landscape, 'The Haven' and the swimming pool. Pupils are especially pleased that they have access to a swimming pool each week during the school year. There is restricted access for pupils with physical disabilities, although the school is working on a disability access policy.

19. The school works hard to be fully inclusive. It does not give up on pupils, working with families to keep poorly behaved pupils in school. Teachers and support staff receive training together so that they give a consistent message. Adults in the school treat and value pupils as individuals. They track their behaviour and attendance and give praise when pupils improve and plan timely interventions when they do not.

## Care, guidance and support

The school provides **satisfactory** care, guidance and support for its pupils. This is a caring school in which the social needs of pupils are looked after well. Procedures for gathering pupils' views are **satisfactory**.

## Main strengths and weaknesses

- The teachers and support staff take time to listen to pupils' needs and give support when it is needed.
- There are good systems to review pupils' work each half term to make sure their work is matched to their needs.

## Commentary

20. The school provides timely guidance and support for pupils with special educational needs, particularly those with emotional and behavioural difficulties, through strong pastoral care. These procedures have resulted in improving attitudes for these pupils. 'Circle time', when pupils sit in a circle and discuss a range of personal and social issues, is used to good effect. For pupils with severe emotional problems there is 'The Haven', which has played a major role in helping to improve pupils' attitudes and behaviour. Pupils' social needs are supported well by a healthy and safe environment. Teachers and support staff spend much time aiding pupils' emotional development by acting as good listeners and role models and, as a result, good relationships are developed between adults and children.

21. The school seeks to involve pupils in its work by meeting with every pupil once a term to review progress in English and mathematics. Although time consuming, the school feels that these meetings are very important because they encourage pupils to reflect on their work and what they need to do to improve. Pupils also value these opportunities. Through the school council pupils are given the opportunity to air their views. Arrangements for Child Protection are good.

## Partnership with parents, other schools and the community

Links with parents are **satisfactory** and most parents are reasonably satisfied with the school. The local community makes **good** use of its facilities for computer courses, childcare and sport. **Satisfactory** links are established with other schools and colleges.

## Main strengths and weaknesses

- The information provided for parents is good.
- The open door approach of the headteacher to answer concerns throughout the day.
- The pro-active work of the parent teacher association and the good support which parents give for special assemblies, fairs and sports events.
- The use of the facilities by the local community for swimming, football, computer work and family learning events.
- The system for transferring pupil information to the secondary schools is good.
- The low number of parents who help out in lessons during the week.
- The information provided for parents before children start school and the links made with them are not well developed.

## Commentary

22. The quality and quantity of information provided for most parents is good. The school prospectus, newsletters and consultation evenings all provide good information for parents into the work of the school. The headteacher has implemented an open door policy and this has helped to deal with issues before they become significant. Parents feel their children are happy and make good progress. In turn the school provides essential information on children's progress including an annual written report. The school works hard to involve parents in its work but few do. However, the introductory information sent to parents before children start in reception is not very welcoming and

there has been insufficient encouragement to get parents involved with the school at this early stage. The work of the EAZ is helping to overcome these difficulties by providing courses for parents of children attending the on-site nursery or joining reception. These are proving popular and helpful in involving parents more in their children's education.

23. The school is well supported by an active parent teacher association, which organises a variety of social events throughout the year. Parents are supportive of these events, which are highly successful in raising additional funds, such as to purchase swimming pool equipment, a television for the juniors, outdoor play equipment for the infants and to subsidise the visit to see Macbeth at the local theatre. These help to extend pupils' opportunities and experiences, and have a positive impact on learning. Parents provide transport for sporting events and will always turn out in good numbers for special assemblies and fairs. They are also happy to give of their time, for example when they re-decorated the swimming pool building and a classroom.

24. Only a few parents help in classes during the week. In addition the turn out at information evenings, particularly about subject information, is poor. The school is aware of this and both the headteacher and governing body are investigating ways to encourage greater support from parents.

25. There are good links with the local community, which makes use of the school's facilities. A mothers and toddlers group uses the swimming pool on a weekly basis. A range of courses for the community has been run in the computer suite and EAZ finance has been used to run family learning courses for parents and children. 'Club4Kids', a childcare facility, uses the community room. In turn, at Christmas, the school choir sings carols at local day care centres, they perform an annual Christmas Carol Concert at Christ Church in Ore and representatives from the local churches regularly lead collective worship. These activities contribute to promoting pupils' personal development.

26. Satisfactory links have been established with other schools. Arrangements for the transfer of pupils to secondary education are good. Information about secondary schools, the encouragement to pay a visit and close sporting ties, help children make their choice by the summer term. A specific day is then arranged for pupils to visit their chosen school and to meet with their teachers. Teachers from Hillcrest Secondary School also spend time at Sandown Primary School to oversee a transition exercise, usually in literacy. Links with other schools, particularly the local pupil referral unit, have been instrumental in improving behaviour.

## LEADERSHIP AND MANAGEMENT

Leadership and management of the school are **good**. The headteacher, senior management team and other key staff lead the school **well**. Management is **good** and the school runs smoothly. Governors are involved regularly in the work of the school, and governance of the school is **good**.

### Main strengths and weaknesses

- The governance of the school is good.
- The school is well led and managed by the headteacher and key staff.
- There is good support for new members of staff and staff development opportunities.
- Having eliminated a previous deficit, recent loss of funding has had a negative impact on the school.

### Commentary

27. The governors ensure that the school fulfils its legal duties and there are appropriate policies in place in relation to special educational needs, race equality, disability and sex education. They have a good understanding of the strengths and weaknesses of the school and are very supportive. Governors are well informed through regular visits to the school, including helping in class and discussions with teachers and other staff. They receive good information and are prepared to take

difficult decisions, for example to respond to budget cuts in terms of reducing teaching assistants' hours. They have responded well to the findings of the previous inspection.

28. The headteacher has a strong sense of direction and clear vision for the school. Since the last inspection, there has been a focus on improving the quality of teaching, especially in the junior section. This has been linked to an emphasis on raising standards in spite of deteriorating levels of pupils' ability on entry and economic characteristics of the area. Despite the challenging nature of the school, staff morale is high. All work well as a team and share a desire for improvement. Subject co-ordinators for English, mathematics, science and ICT manage their areas well. The management of reception is satisfactory. The management of special educational needs is a significant strength in the school. Children's needs are well catered for through well-constructed individual education plans. The attention given to the needs of pupils with significant behavioural or personal difficulties is often very effective. The school reviews its performance in consultation with advisers and has good systems in place to evaluate its performance. The standards that pupils achieve by the age of eleven are at least in line with schools in similar economic circumstances.

29. The school provides good opportunities for initial training of teachers and there are good procedures in place to support newly qualified staff. A good range of courses leads to the ongoing development of all staff, which is helping to improve teachers' expertise.

## Financial information

### *Financial information for the year April 2002 to March 2003*

Income and expenditure (£)		Balances (£)	
Total income	931450	Balance from previous year	34153
Total expenditure	970123	Balance carried forward to the next	-4520
Expenditure per pupil	2256		

30. In recent years, the school has worked hard to eliminate a budget deficit while improving provision in the school. The use of accumulated reserves and the recent cuts to the budget have led to a small deficit currently. This led to governors taking the difficult decision to reduce the hours of teaching assistants. This has had an obvious impact on the additional support that pupils receive.

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

### AREAS OF LEARNING IN THE FOUNDATION STAGE

The school provides a **satisfactory** education for children in reception.

Lessons observed focussed on the areas of personal, social and emotional development, communication, language and literacy and mathematical development. The children enter reception with attainment that is well below the expected levels for their age group, and a significant number have poorly developed speaking and listening skills. The teachers are working on the development of



language and social skills and, as a result, achievement is satisfactory. Improvement since the previous inspection has been unsatisfactory, as the issues mentioned have not yet been fully addressed. The teachers' planning does not fully take into account the Foundation Stage guidance, so that some activities are not closely suited to the needs of all the children. Information provided for parents is not very welcoming. Leadership and management of the Foundation Stage are satisfactory, but the co-ordinator is not part of the senior management team and the Foundation Stage does not have a dedicated section within the School Management Plan. As a result, reception provision has not had a high enough importance in the school.

## **PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT**

Provision in personal, social and emotional development is **satisfactory**.

### **Main strengths and weaknesses**

- The children settle well into a new environment.
- There is good early identification of children who may be a concern.
- Children will not reach the expected outcomes by the end of reception.

### **Commentary**

31. Teaching and learning are satisfactory. Teachers ensure that the environment provided and the ethos of the class help the children to learn quickly the correct way to behave. When needed, they correct the children firmly but gently, supporting their self-esteem. This was illustrated when, for example, two children both wanted the same piece of construction equipment the teacher first ensured that the potential confrontation was ended, then helped each child to offer the other a different piece, giving them lots of praise and attention for doing so and using that piece in their construction. Teachers expect the children to be responsible, taking every opportunity to encourage this. Numerous examples were seen during the inspection where children were encouraged to tidy away the toys. They walked sensibly to the hall for physical activities, each group holding hands in a line. The older children eat their lunch sensibly.

32. Children with special educational needs are identified early, well integrated and receive adequate support. They, and others, are helped to maintain concentration by the use of a listening programme. As a result even at this stage, many children maintain attention and sit quietly, and are confident to try new things.

## **COMMUNICATION, LANGUAGE AND LITERACY**

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

### **Main strengths and weaknesses**

- The achievement of children is satisfactory.
- Opportunities for role-play help develop speaking and listening skills.
- Children will not reach the expected outcomes by the end of reception.

### **Commentary**

33. Teaching and learning are satisfactory. Few children are on course to attain the goals that they are expected to reach by the end of reception. This is because most start school with such poorly developed language skills, for example speaking single words or using body language to communicate. Achievement is satisfactory, even though standards by the end of the reception are low and many children have developed insufficient language to express themselves clearly. Children develop their speaking and listening skills through role-play, for example, in the 'Home Corner'. In role-play the majority are still talking alongside others, rather than with them, but they are given

opportunities to share their ideas and news with an adult. In this situation they are starting to sustain attentive listening and respond with relevant comments.

34. All children are encouraged to take books home to share with their parents and the teachers write useful comments to help parents support their children. However, many parents do not make return comments or support their children with reading at home. Few children spoken to were familiar with the routine of a bedtime story. This lack of support has a negative impact on the standards attained.

## **MATHEMATICAL DEVELOPMENT**

Provision in mathematical development is **satisfactory**.

### **Main strengths and weaknesses**

- The achievement of children is satisfactory.
- Children's limited language skills mean it is difficult for them to describe their mathematical ideas.
- Children will not reach the expected outcomes by the end of reception.

### **Commentary**

35. Teaching and learning are satisfactory. Adults develop the children's mathematical skills and particularly the development of mathematical language. Adults question the children whilst they are engaged in a variety of activities, always trying to draw out and encourage mathematical understanding. On one occasion, the teacher asked 'Can you see the different shaped leaves?' when the children were learning about autumn. The lowest attaining children learnt the difference between 'up' and 'down' when playing with equipment in the hall. They match colours and numbers through a range of games and develop their skills further by chanting a range of number songs. Most decide if something is 'small' or 'big', but concepts such as 'taller' or 'shorter' they find very challenging. By the end of the reception year, standards are below what is expected, and achievement is satisfactory.

## **KNOWLEDGE AND UNDERSTANDING OF THE WORLD AND CREATIVE DEVELOPMENT**

Provision in knowledge and understanding of the world and creative development is **satisfactory**.

### **Main strengths and weaknesses**

- The outside environment provides a valuable resource.
- The achievement of children is satisfactory.
- Children's development is hampered through insufficient stimulation in art and design, music, dance and imaginative role-play.
- Children will not reach the expected outcomes by the end of reception.

### **Commentary**

36. The outside school environment is a wonderful resource to enable the children to learn about nature. In their walk, they experienced spiritual development in the wonder of the birds, the apples growing on the trees and the wind blowing through their hair. They could develop even further, if a wider range of stimulating, hands-on resources was provided. Children watched television but the programme was not used effectively as an additional learning tool. Computers and tape recorders

are available, but children need help in using the machines purposefully, as opposed to simply showing interest and exploring.

37. The reception environment does not make full use of a wide range of experiences and resources to enrich the children's learning. The dressing-up clothes, for example, are stored away in a box, there is only one easel available for painting and there are limited activities on offer that the children can respond to by using different senses. Although children's achievement is satisfactory by the end of reception, the limited opportunities mean that few will reach the standards expected.

## **PHYSICAL DEVELOPMENT**

Provision in physical development is **unsatisfactory**.

### **Main strengths and weaknesses**

- Use of the swimming pool adds to their development in learning this vital skill.
- Children's overall development is hampered through the lack of planning for the use of the outside area and the limited large scale climbing equipment; children will not reach the expected outcomes by the end of reception.

### **Commentary**

38. Standards at the end of the reception are below those expected for children of this age. All children develop their manipulative skills by handling dough, scissors and small toys. Nevertheless, hand-eye coordination is sometimes weak, causing frustration for some of the children in their construction work. This also affects their holding of pencils. Children have limited experiences of large scale climbing equipment, and full use is not made of the outdoor area as an additional classroom for learning. The use of the outdoor area was a weakness noted at the time of the previous inspection, and this remains the case. Reception children regularly use the swimming pool, and by the end of reception a few can already swim 25 metres.

## **SUBJECTS IN KEY STAGES 1 and 2**

### **ENGLISH**

Provision in English is **satisfactory**. Pupils enter year 1 with very low language skills. By the age of seven, standards are well below average in speaking and listening, reading and writing. By the age of eleven, standards are below average in speaking and listening and reading, and well below average in writing. Achievement is satisfactory.

### **Main strengths and weaknesses**

- By the time they reach year 6, pupils achieve well in speaking and listening and reading.
- Provision for pupils with special educational needs is good and these pupils achieve well.
- Leadership of the subject is good.
- Standards in writing are not high enough.
- Insufficient good quality teaching to raise standards to average levels.
- Planning of work activities for a significant number of pupils in year 1 does not meet their learning requirements.

### **Commentary**

39. In recent years, attainment in the National Curriculum tests in reading and writing has been well below average by Year 2. By the end of Year 6, pupils' attainment in English has been generally below or well below average. In 2002, results were well below the national average, but similar

to those of schools with a similar proportion of pupils entitled to free school meals. Current attainment is similar to that in recent years.

40. Pupils make good progress over time in developing speaking and listening skills and in learning to read. Pupils enter year 1 with low language skills and reach standards in these two areas that are below average by the end of year 6. In the last two years, just over half of the pupils reached at least the expected standard, but fewer than one in ten higher than this. Pupils would achieve even higher standards if they were given more opportunities to use their speaking and listening skills and reading skills in other subjects.

41. Pupils with special educational needs are provided for well. They receive good levels of support and are given suitably adapted tasks, ensuring that they are sufficiently challenged and fully understand the nature of the tasks. Their progress is carefully monitored. They achieve well.

42. The subject leader is knowledgeable and gives teachers effective support. He monitors the subject well by observing teaching, looking at planning and pupils' completed work. This gives him a clear understanding of the strengths and weaknesses in the subject and he has a determination to improve the areas of weakness.

43. On entering the school, pupils have very low standards of attainment in writing. By the end of year 6 standards are still well below average. Pupils are provided with appropriate opportunities to write in a number of styles and for different purposes, but the quality of their written response is poor. By the end of year 2 a small number of pupils write in complete sentences and some make good use of adjectives when writing more extended stories and descriptions. However, the majority of pupils use a limited range of vocabulary, display insecure standards of spelling and experience difficulty in writing simple sentences. Many are uncertain of the basic rules of punctuation. Pupils' handwriting skills are underdeveloped. The majority are slow to develop a fluent joined script. A significant number still have an insecure grasp of letter formation. By year 6, most pupils plan a story in a logical sequence, although many still find it difficult to develop and extend their ideas. Handwriting skills are variable with some pupils writing neatly, using a well formed joined script, but a significant number are still not joining up letters. Overall, standards in writing are unsatisfactory.

44. Although satisfactory overall, the quality of teaching throughout the school is inconsistent with the result that achievement of pupils differs from year to year. Some of the teaching in years 5 and 6 is of a good quality. Features of this good teaching include its liveliness and vibrancy, which helps motivate pupils. A good pace is set and pupils of all attainment levels are appropriately challenged. However, not all lessons display these features. Some lack pace and some do not engage the interest and attention of all pupils. Some teachers carefully plan opportunities for pupils to develop speaking skills, but in some lessons pupils are mainly passive. There are inconsistencies in the marking of pupils' work. In some books teachers give little indication of how well pupils do or what they could do to improve further.

45. A significant number of pupils enter year 1 with very low language skills. A one-hour literacy lesson each day is inappropriate to their learning needs. These would be better met by using a more practical approach to develop literacy skills until such time as the majority of pupils are ready for a more formal approach.

46. Overall improvement since the last report is satisfactory with one major weakness. The school has not managed to raise standards in writing sufficiently. Library provision, particularly of reference books, remains an area requiring improvement. Areas showing adequate levels of improvement include the monitoring of teaching, the setting of individual pupil targets, and curricular guidance for teachers. Teaching has improved and no unsatisfactory teaching was seen during the inspection. However, there is need for further improvement to bring about greater consistency so that teaching becomes good or better overall.

## **Language and literacy across the curriculum**

47. Pupils' low achievement, particularly in writing, affects achievement in other subjects. However, skills learnt in English are usually effectively carried over into other subjects. Pupils are given opportunities to express their own views and ideas in writing in history, geography, science and religious education. Opportunities for pupils to practise speaking skills by engaging in discussion or by responding to teachers' questioning are lost in some lessons, for example in science. Pupils are given too little encouragement to retrieve information from books in most subjects.

## **MATHEMATICS**

The provision for mathematics is **good**. Standards are improving and pupils are doing well during their time in the school.

### **Main strengths and weaknesses**

- Pupils achieve well.
- They generally have good attitudes to the subject.
- Teaching is good in years 5 and 6.
- Pupils with special educational needs are well supported.
- Management is effective.
- The youngest pupils need more opportunities to work practically.

### **Commentary**

48. In recent years, attainment in the National Curriculum tests in mathematics has generally been well below average by Years 2 and 6. In 2002, results at the end of Year 6 had improved, and were below the national average, and above those of schools with a similar proportion of pupils entitled to free school meals. Current attainment is similar to that reported last year.

49. Pupils' mathematical skills are generally poor when they start school. Although still well below other children at the age of 7 they are making steady progress. This continues into years 3 and 4 and is more rapid in years 5 and 6. Achievement overall is good as, by the age of eleven, they reach standards just below those found nationally but above those in schools of a similar background. In 2003, almost three quarters of pupils reached at least the expected standard and, in the past two years, almost one in six higher than this.

50. Teaching and learning are satisfactory overall and they are good in years 5 and 6. In the good lessons seen, the pace was brisk and all pupils were involved. In some lessons the expectations were too high as teachers were still getting to know their pupils. External advice had suggested that teachers plan work at national average levels, although their records showed pupils to be at a much lower level. As a result, pupils found it difficult to cope, as some of the work was too demanding.

51. In the youngest classes, pupils needed more opportunities to work practically on mathematical tasks. In year 2, for example, they needed more opportunities to handle money before moving to the abstract exercises, which resulted in misunderstanding.

52. Pupils with special educational needs are well supported and make good progress towards their targets. Teaching assistants ensure they understand what to do and give clear explanations. Pupils with behavioural difficulties are well managed so that they can take full part in lessons.

53. The recently appointed mathematics co-ordinator is knowledgeable and has already analysed areas for further improvement. A trend of rising standards shows management over time has been effective. The school analyses test results effectively to find what pupils need to learn to improve. Realistic targets are set. Good progress has been made since the previous inspection.

### **Mathematics across the curriculum**

54. There is effective use of mathematics in other subjects. There are timelines in history, where pupils work across periods. There is good use of data in science and geography. Findings are accurately displayed in a range of charts and graphs. Pupils measure accurately in design and technology and in science.

## **SCIENCE**

Provision in science is **good**. Pupils enter year 1 with poorly developed science skills and knowledge. Standards are well below average by the end of year 2. Although, in tests, in comparison to the national picture, standards are well below average by year 6, attainment is better than this. About four out of five pupils achieve the expected standard and one in five higher than this. Pupils' practical skills are also well developed. This represents good achievement.

### **Main strengths and weaknesses**

- Pupils achieve well and most reach, or exceed, the expected standard by year 6.
- The curriculum is well organised so that scientific skills are developed effectively.
- Pupils are keen, behave well and enjoy the practical activities.
- Pupils' personal development is supported well.
- Leadership and management are good.
- Teaching is often good, although there are inconsistencies.
- Good use is made of pupils' mathematical skills.
- Older pupils do not have enough opportunities to plan their own investigations.
- Too often, teachers do not encourage pupils to explain their ideas or make suggestions.

### **Commentary**

55. In recent years, attainment in the National Curriculum tests in science has been below or well below average by Year 6. In 2002, results were well below the national average, but similar to those of schools with a similar proportion of pupils entitled to free school meals. Teacher assessments in Year 2 indicated that pupils' attainment was well below average. Current attainment is similar to that in Year 2, but has improved by Year 6 and is below average.

56. Pupils achieve well in science because of a well-organised curriculum, with a strong emphasis on practical activities, and generally good teaching. As a result, in each of the past two years, four out of every five pupils have attained at least the expected standard, and one in five higher than this. The curriculum is planned using national guidance, which is suitably modified to meet the particular character of the school. The emphasis on practical activities to enhance knowledge and skills was evident in lessons on the properties of materials, insulation of ice-pops and, imaginatively, on the Earth and its relation with the sun and moon.

57. Pupils are keen to learn about science and to get involved with practical activities. This meant that pupils behaved well and made good strides in their learning. Teaching is good overall, and never less than satisfactory. In the best teaching, pupils were engaged quickly and questions used to encourage learning. Even on the occasions where the teacher was mainly responsible for carrying out the practical work, children made sensible suggestions in response to the teacher's queries. In year 3, they were taught to read the volumes to the nearest half millilitre using measuring cylinders. Weaknesses in some lessons were that neither pupils' own ideas were sought with enough vigour nor were they encouraged to explain the reasons for their ideas and suggestions, as a result opportunities to extend speaking and listening were missed. Assessment at a whole school level is effective, and pupils' progress followed well; marking however is not consistent. Some is detailed and helpful, but most does not help pupils understand how they can improve and some errors are not noted.

58. Suitable use is made of pupils' writing skills and good use of mathematical skills. In much of the pupils' work, results had been gathered and analysed and the data presented using ICT programs.

Although pupils develop a good range of skills, not enough opportunities are available for the more able pupils in particular to plan their own scientific investigations. Teachers use science well to raise social concerns, such as sensitively discussing why homeless people often sleep under layers of newspaper. Reflection was especially well developed in year 6 as pupils recalled what past civilisations thought about the relationship between Earth and sun. Good progress has been made since the last inspection. Standards have risen, teaching is better and the emphasis on practical learning firmly in place. These improvements are because of the good leadership and management of the co-ordinator, who has analysed pupils' test answers, observed teaching and sampled pupils' work.

## **INFORMATION AND COMMUNICATION TECHNOLOGY**

Provision in ICT is **good**. By the age of seven, pupils attain below average standards and by eleven standards are average. This represents overall good achievement.

### **Main strengths and weaknesses**

- Pupils achieve well.
- Teaching is good.
- Pupils are keen to learn.
- Leadership and management of the subject are good.
- Recent improvement is good.
- Satisfactory use is made of ICT across the curriculum, but some opportunities to use it to promote learning are lost, such as in design and technology and music.

### **Commentary**

59. Pupils enter the school with attainment that is well below that found in most schools. When they leave the school, standards are in line with national expectations. Consequently, achievement is good. The school is well resourced so that pupils are given good opportunities to develop a range of skills and knowledge. The school receives good benefits in the form of additional resources from being part of the EAZ. Year 5 and 6 pupils, for instance, have access to lap top computers and a range of control gear. This enables pupils to have good opportunities to practise and develop skills both in classrooms and the well-appointed computer suite.

60. As a result of effective intensive training, teaching is now good. Teachers are confident working both in classrooms and the computer suite. Planning closely follows national guidance and meets the learning needs of all pupils. Adult support in the computer suite is used well. It makes an effective contribution to the good support pupils receive, especially those with special educational needs. This enables all pupils to progress well. There is very good teaching of control technology in year 5. The subject co-ordinator is a very good teaching role model. She gives teachers good support with planning and has a good indication of the subject's strengths and weaknesses as she has recently introduced more effective procedures to monitor teaching, planning and pupils' work, and to assess their progress. She both leads and manages the subject well.

61. Overall good improvement has been made in the subject since the school was last inspected. Pupils' achievement and teaching have improved, as has curricular provision. Accommodation and resource provision have considerably improved.

### **Information and communication technology across the curriculum**

62. Satisfactory use is made of ICT in most other subjects. Good use is made of ICT in English. Pupils use computers to reorder and correct text on screen and they often word process work that they have previously written in long hand, in order to display it attractively. Satisfactory use is made of ICT in science, mathematics, art and design, history and geography. However, use of ICT is not yet featuring in teachers' planning in design and technology and music.

## **HUMANITIES**

### **Geography and history**

No lessons were observed in these two subjects. However, it is evident from pupils' previous work that provision in geography and history is **good**.

#### **Main strengths and weaknesses**

- The curriculum for geography and history is broad and balanced.
- Pupils achieve well and reach average standards.
- These subjects support literacy well.
- The subjects contribute well to pupils' personal development.
- Sound use is made of ICT.

#### **Commentary**

63. In both subjects there is a good range of work, which reflects the requirements of the National Curriculum. Sufficient time is given to geography and history. Work is interesting and well presented.

64. Pupils enter the school with low knowledge and understanding of the world. They make good progress as they go through the school and achieve in line with expectations by the age of eleven. There are good opportunities for pupils to write independently and for a variety of purposes. In history, they learn about highwaymen from a poem and write an exciting account in the topic on the Victorians about 'The Railway Comes to Hastings'. Pupils learn subject specific vocabulary, which improves their ability to express themselves more accurately. In geography, they concentrate on words to describe, for example, the weather, mountains, the coastline and rivers. They write a letter of persuasion to the local Member of Parliament objecting to building on green sites.

65. These subjects contribute well to pupils' spiritual, social, moral and cultural development. In history, they learn about the past influences, how we live and empathise with the lives of people in the past. In geography, they look at how people affect the environment and how we can protect it.

66. The school is developing the use of ICT in these subjects well. Digital cameras are used to record visits and the Internet and CD-ROMs to find information. Older pupils prepare multimedia presentations to show what they have learned. An example of this is work on the Ancient Greeks.

### **Religious education**

Only one lesson was observed. However, it is evident from pupils' previous work that provision in religious education is **good**.

#### **Main strengths and weaknesses**

- The curriculum for religious education is broad and balanced.
- Pupils achieve well and reach the standards expected.
- Literacy skills are supported well.
- Religious education makes a positive contribution to pupils' personal development.
- Opportunities for first hand experience of other faiths are limited.

#### **Commentary**

67. There is a good range of work, which reflects the syllabus for religious education. Sufficient time is given to the subject. Pupils find the work is interesting and present it well. In the year 2 lesson



observed teaching and learning were satisfactory. Pupils learnt about logos and badges as symbols, and what it means to belong to a group.

68. Pupils enter the school with low knowledge and understanding of the world. They make good progress as they go through the school and are achieving in line with expectations by the age of eleven. Pupils show sophistication in their writing as they compare Matthew's and Luke's accounts of the Christmas story.

69. Religious education contributes well to pupils' spiritual, social, moral and cultural development. The study of major religions gives pupils valuable insights into other people's beliefs and a respect for feelings. They have chance to reflect on the characteristics of different religions. The curriculum includes study of Christianity, Judaism, Hinduism, Islam and Sikhism. There are visits to churches and good links with Christian clergy, but there are few opportunities to extend such links to other faith communities.

## **CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS**

### **Art and design, design and technology, music and physical education**

Few lessons were observed in these subjects. Evidence available, including displays, shows that provision in art and design, design and technology, music and physical education is **satisfactory**.

#### **Main strengths and weaknesses**

- Good improvement in design and technology since the previous inspection.
- Good achievement and attitudes by the pupils, particularly in the older classes.
- Opportunities for pupils to swim from year 1 mean that virtually all exceed the standard expected when they leave school.
- Limited use of ICT in design and technology and in music.
- Limited formal assessment so that pupils know how they can improve.
- Teachers do not set good role models in physical education, as they do not change into suitable clothing.

#### **Commentary**

70. A scheme of work is now in place for design and technology, which ensures that pupils now cover the full requirements of designing, making and evaluating. This is an improvement since the previous inspection. Pupils in year 6 are beginning suitable initial designs for a pair of slippers. They study a variety of different types of slippers, so they can learn exactly how they are made and apply this knowledge to their own designs.

71. Pupils achieve well in art and design, such as when year 6 pupils learn weaving techniques. They use their creative skills to blend together fabrics on an autumn theme. Although pupils in the school use sketch books to experiment with a variety of drawing media, limited assessment or evaluation of their work does not help them to achieve as well as they could. Work in three-dimensions is limited and pupils are not given sufficient opportunities to study art from a wide range of cultures. This has a negative impact on their cultural development in learning about the diversity of ethnic groups throughout the world.

72. Pupils are given the opportunity to fulfil their musical potential through a wide range of extra-curricular activities including the choir, performing in the school show and assemblies. This adds to their personal development. However, there is limited recording or assessment of pupils' work so it is difficult to measure their progress over time or for pupils to know how to improve the work covered in lessons.

73. Pupils have good access to a wide physical education curriculum. A particular strength is swimming, which many pupils think is one of the best features of the school. All children from

reception to year 6 have regular swimming lessons. Unfortunately the pool was out of use during the inspection owing to a defective heater. However, records show that virtually all pupils reach the expected standard by the end of year 6, and over half exceed them. Satisfactory teaching helped pupils develop their skills in hockey, but not enough attention was given to helping pupils understand fully the distinctions between netball and basketball. Teachers do not consistently set good role models for pupils because, although they change their footwear, they do not change into other suitable clothing for physical activities.

## **PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP**

### **Personal, social and health education**

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

#### **Main strengths and weaknesses**

- Regular opportunities to discuss personal and social issues in 'circle time'.
- The introduction of a 'Junior Citizenship' programme.
- Visits by members of the community including members of the police force and fire brigade.
- Sex education and education about the misuse of drugs are included in the science curriculum.

#### **Commentary**

74. Pupils' personal, social and health education is promoted well through all aspects of the curriculum, and especially through discussion in 'circle time' sessions. Important themes, such as bullying and rules and responsibilities are explored through discussion, writing and role-play. Teachers are well prepared to contribute in an informed way. A valuable 'Junior Citizenship' programme is run jointly with the police for pupils in year 6 when, for instance, they deal with aspects of living in a community. Other members of the community, such as members of the fire brigade and from local churches, contribute well to aspects of pupils' personal, social and health education. Issues such as sex education and drugs misuse are usually taught in science. As a consequence, pupils' achievement is good and they are likely to leave Sandown Primary School as mature eleven-year-olds with the self-confidence they need to succeed in their secondary education.

## PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

<i>Inspection judgement</i>	<i>Grade</i>
<b>The overall effectiveness of the school</b>	<b>3</b>
How inclusive the school is	3
How the school's effectiveness has changed since its last inspection	3
Value for money provided by the school	4
<b>Overall standards achieved</b>	<b>5</b>
Pupils' achievement	3
<b>Pupils' attitudes, values and other personal qualities</b>	<b>4</b>
Attendance	5
Attitudes	4
Behaviour, including the extent of exclusions	4
Pupils' spiritual, moral, social and cultural development	4
<b>The quality of education provided by the school</b>	<b>4</b>
The quality of teaching	4
How well pupils learn	4
The quality of assessment	4
How well the curriculum meets pupils needs	3
Enrichment of the curriculum, including out-of-school activities	2
Accommodation and resources	3
Pupils' care, welfare, health and safety	4
Support, advice and guidance for pupils	4
How well the school seeks and acts on pupils' views	4
The effectiveness of the school's links with parents	4
The quality of the school's links with the community	4
The school's links with other schools and colleges	4
<b>The leadership and management of the school</b>	<b>3</b>
The governance of the school	3
The leadership of the headteacher	3
The leadership of other key staff	3
The effectiveness of management	3

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