

INSPECTION REPORT

TOLLGATE COMMUNITY JUNIOR SCHOOL

Eastbourne

LEA area: East Sussex

Unique reference number: 114458

Headteacher: Mrs. L. Holyoake

Lead inspector: Mr. Kevin Hodge Rgl

Dates of inspection: 22 – 24 September 2003

Inspection number: 260549

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

© Crown copyright 2003

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

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

INFORMATION ABOUT THE SCHOOL

Type of school:	Junior School
School category:	Community
Age range of pupils:	7 – 11 years
Gender of pupils:	Mixed
Number on roll:	392
School address:	Winston Crescent Seaside Eastbourne
Postcode:	BN23 6NL
Telephone number:	01323 723298
Fax number:	01323 430868
Appropriate authority:	The governing body
Name of chair of governors:	Mr. D. Salmon
Date of previous inspection:	13 September 1999

CHARACTERISTICS OF THE SCHOOL

The school is in Eastbourne and was built in 1968. It has playing fields and two playground spaces. There are 392 pupils in the school, with slightly more boys than girls. Thirty-two pupils have joined the school and ten have left other than the usual times of admission or transfer. Approximately three percent of pupils are from ethnic minorities or speak English as an additional language. The pupils come from a variety of socio economic backgrounds but are broadly average overall. The majority of pupils transfer from local infant schools with a variety of academic levels that are generally below average. The number of pupils with special educational needs is around 15 per cent and there are five pupils who have statements of educational need. This is below average compared to other similar sized junior schools. The school has developed its status as a 'community school' and has recently formed a partnership with the diocese of Chichester to develop church and community links more fully.

INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
18466	Kevin Hodge	Lead inspector	Information and communication technology Design and technology
9977	Fran Luke	Lay inspector	
14586	Tony Fiddian-Green	Team inspector	Mathematics Science Religious education
32475	Nick Butt	Team inspector	Art and design Geography History
23805	Margaret Lygoe	Team inspector	English Music Physical education

The inspection contractor was:

icp

360 Lee Valley Techno Park
Ashley Road
London
N17 9LN

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

REPORT CONTENTS

	Page
PART A: SUMMARY OF THE REPORT	6
PART B: COMMENTARY ON THE MAIN INSPECTION FINDINGS	
STANDARDS ACHIEVED BY PUPILS	8
Standards achieved in areas of learning, subjects and courses	
Pupils' attitudes, values and other personal qualities	
QUALITY OF EDUCATION PROVIDED BY THE SCHOOL	10
Teaching and learning	
The curriculum	
Care, guidance and support	
Partnership with parents, other schools and the community	
LEADERSHIP AND MANAGEMENT	14
PART C: THE QUALITY OF EDUCATION IN SUBJECTS AND COURSES	
SUBJECTS IN KEY STAGE 2 (Years 3 to 6)	16
PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS	25

PART A: SUMMARY OF THE REPORT

Overall evaluation

Tollgate Junior is an **effective and improving** school. It provides a **very caring and supportive** education for its pupils and they achieve well in a number of subject areas. It has a good ethos that helps the pupils to learn effectively in a number of areas, particularly in physical education and art. The standard of attainment in aspects of English and information and communication technology is not as good as it could be. The results gained in national tests have improved this year following a concerted effort by the school. This follows some decline since the last inspection in 1999. The headteacher, who is starting her third year, provides good leadership in addressing the school's weaknesses and in building upon its strengths.

The school's main strengths and weaknesses are:

- The headteacher's leadership is good.
- The pupils' attitudes and behaviour are very good.
- The range of extra-curricular activities is better than might be expected.
- Arrangements to provide for pupils who have special educational needs are good.
- The pupils exceed the nationally expected standards in physical education.
- Links with parents, the community and other local schools are very well developed.
- Standards in some aspects of English work are below those expected and pupils' achievements in information and communication technology (ICT) is unsatisfactory.
- Governors' arrangements to monitor the work of the school are weak.
- Arrangements to assess the quality of teaching and learning in subjects by co-ordinators are not developed sufficiently.

Since the last inspection in 1999, the school's national test results in English, mathematics and science declined from average or above average standards to well below in 2002. There are good indications that this year's results have improved sufficiently to be broadly similar to national averages. Since her appointment in 2001, the headteacher has identified several areas for improvement, despite having no key issues to address from the last report. Given the school has relied upon self-evaluation to identify issues, it is making the expected progress in maintaining the good features, while seeking to improve areas such as writing and the quality of teaching.

STANDARDS ACHIEVED

Year 6 results

Results in National Curriculum tests at the end of Year 6, compared with:	all schools			similar schools
	2000	2001	2002	2002
English	C	D	E	E
mathematics	C	D	E	D
science	D	D	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.*

The pupils' attainment and **achievement is satisfactory** in nearly all subjects. The results in national tests declined, but are now rising. The inspection has highlighted areas in English that need improving, such as writing and aspects of reading for the oldest pupils. However, pupils' achievement in mathematics and science is satisfactory. The standards of attainment are rising more quickly due to improvements to the curriculum and teaching. In ICT, the pupils do not achieve well enough, but the use of a new high quality computer suite, due to open very shortly, is expected to improve pupils' achievements significantly. In physical education, the pupils achieve well and

reach better than expected standards due to good teaching and the facilities available. In the remaining subjects, the pupils' achievements are satisfactory. Pupils' personal qualities and the way they relate to others are a strength of the school. They respond well to the responsibilities and expectations of them, such as being involved with the school council. The pupils' multicultural development is not developed strongly, but the school promotes the **pupils' spiritual, moral, social, and cultural aspects well overall.**

QUALITY OF EDUCATION

The quality of education is satisfactory overall. The quality of teaching is satisfactory; in almost half of the lessons it is good or better. Teachers have high expectations of pupils in terms of behaviour and work routines. Some recent changes in teaching approaches are beginning to take effect. In some classes this is helping to improve the pupils' learning by making activities more relevant or interesting. The curriculum is organised appropriately, but there are some aspects still to improve. These include the use of ICT in all subjects. The planning of mathematics is a strong feature that is helping to raise standards of attainment. The curriculum is enriched with a good range of extra-curricular activities. The school cares for its pupils effectively and makes good use of its very strong and supportive links with parents. Its involvement with the community, particularly local churches and schools, is good. A number of useful and innovative links are being established, including links such as French, mathematics and physical education with secondary schools.

LEADERSHIP AND MANAGEMENT

The leadership and management of the school are **satisfactory** overall. The school is led well by the headteacher who is ambitious for the pupils. Although relatively new to the school, she has re-focused the drive to raise pupils' attainment. The climate for learning is promoted effectively, and recent changes to teaching and learning are having a positive effect in stopping the decline in standards. The development of links with parents and carers, and closer links with local churches, is supporting the school's inclusive approach. Day to day management of activities by senior staff is secure and proactive. The monitoring of subjects by co-ordinators is not consistent or active enough in promoting still higher standards within subjects. There are exceptions: mathematics and art are led more effectively. The governors are supportive and effective in their strategic role, but not proactive enough in monitoring the ongoing activities taking place such as different teaching methods for example.

PARENTS' AND PUPILS' VIEWS OF THE SCHOOL

Parents are very supportive of the school and appreciate the improvements made to the school under the leadership of the new headteacher. They particularly value the open and friendly approach and the level of information provided for them. The pupils enjoy school and the way they are treated. They like being involved in the school council and the number of visitors they have in the school.

IMPROVEMENTS NEEDED

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

- Raise the standards in pupils' writing across the school and in reading for the oldest pupils.
- Improve the pupils' achievement and attainment in ICT and its use across the curriculum.
- Improve the role of co-ordinators in supporting subject teaching and learning to influence and enhance pupils' achievements.
- Strengthening the governors' monitoring role so they are more aware of how changes are improving the school.

PART B: COMMENTARY ON THE INSPECTION FINDINGS

STANDARDS ACHIEVED BY PUPILS

Pupils reach the expected standards and achieve appropriately in nearly all subjects except some aspects of English and in ICT. The results in national tests declined over the past three years, but improved in the tests taken last term.

Main strengths and weaknesses

- pupils reach above average standards in physical education.
- work in mathematics has improved significantly during the past year
- pupils' results in national tests are rising due to better teaching and analysis of weaknesses.
- pupils' writing skills are not sufficiently well developed.
- the oldest pupils are not enthusiastic or confident readers.
- pupils' achievement in ICT is not high enough.

1. Since the last inspection, the results gained in the national tests have declined in English and mathematics from their average levels in 2000 to well below average in 2002. In science they fell from below average to well below average over the same period. In 2003, results have improved. They are now closer to the national averages of last year. No national comparisons for 2003 are available yet, but the trends in the school's results generally look more favourable.

2. The performance of the school was below average when compared similar schools in 2002. The particular group taking the tests had a high proportion of pupils with special educational needs. However, the school recognised its position and worked hard last year to improve. This has included changes to staff deployment, raising staff awareness of the decline in standards, and improving approaches to teaching and learning. The inspection evidence suggests that some of these are having a positive effect. For example in mathematics and science, the pupils are confident in their work, achieve appropriately, and are on course to meet the standards expected by the end of the year. The sharper analysis of test results, additional booster classes and greater determination of staff to raise standards are also contributing to the rise. The improved assessment procedures give the pupils greater knowledge of their own progress and of areas to work on and improve.

3. In English, pupils' achievement in writing is not high enough in Years 3 to 6, and the oldest pupils do not always read with confidence or enthusiasm. The table below indicates that the pupils' results are just below the national average in English and mathematics, which indicates a slightly more positive picture in these subjects. In science the gap was a little wider, although the inspection evidence indicates that pupils' attainment is in line with the expected levels nationally. (*Note that one point roughly equals one term's progress*)

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

Standards in:	School results	National results
English	26(24.7)	27(27)
mathematics	25.6(25.8)	26.7(26.6)
science	26.9 (27.7)	28.3 (28.3)

There were 102 pupils in the year group. Figures in brackets are for the previous year

4. In ICT, the pupils, including those with special educational needs, do not have enough opportunities to use their skills, and this limits their achievement generally. In English and mathematics, pupils use their skills in different subject areas appropriately. For example, speaking and listening skills develop well in history, personal, health and social education (PHSE) and they

use their mathematical skills to record numerical data in science and design and technology work (DT).

5. In other subjects, pupils reach the expected standards and generally achieve well, given that a significant proportion enters the school with lower than average level of attainment. In physical education, they achieve particularly well and exceed the nationally expected standards. Pupils who have special educational needs make good progress towards their own targets. They achieve well. As a result, pupils make good progress in their grasp of basic skills in English and mathematics. No particular group of pupils achieves differently and girls and boys appear to make similar progress in gaining knowledge, skills and understanding. The pupils with English as an additional language receive good levels of help both from specialist teachers who visit the school and in normal activities. In national tests, the girls did slightly better than the boys in English over the 2000-2002 period, but no significant differences were noted in their achievement during the inspection.

Pupils' attitudes, values and other personal qualities

Pupils' attitudes and behaviour are very good. Pupils' spiritual, moral, social, and cultural development is good. Their attendance is satisfactory.

Main strengths and weaknesses

- the overall level of absence at the school is slightly higher than the national average.
- there are good relationships between pupils and with staff. There are good levels of racial harmony.
- pupils show a good level of respect for the feelings, values and beliefs of others and understand the difference between right and wrong.
- pupils' understanding of cultural diversity is limited.

Commentary

6. The inspection evidence indicates attendance to be satisfactory as the school works hard to encourage parents and carers to send their children to school. There are, however, a number of parents who still take their children out of school during term time for holidays. The majority of parents ensure their children arrive at school on time, but a very small number of pupils are regularly late which disrupts the start of the school day.

7. Pupils' attitudes to work are very good; in lessons they are motivated and eager to get involved. They settle quickly to their work, listen well, are attentive and work productively together. Their behaviour throughout the school is very good. At lunch times in the dining hall, pupils line up and wait their turn; they behave well with a minimum of supervision. On the playground pupils all play well together. In lessons, good behaviour management ensures that they behave very well. The pupils have a good knowledge of both school and classroom rules, they have a good understanding of the difference between right and wrong. Their moral development is good. There are many good opportunities for pupils to take on additional responsibility, and they respond well to these. For example, monitors help in the dining hall and in the corridors at lunchtime and playground buddies help pupils when they look for others to talk to or play with. School councillors are proud of their role and appreciate that their views are taken into account.

8. The pupils have a good level of respect for the feelings and values of others and take opportunities to reflect on them. This is promoted particularly well in the personal, social and health education, (PSHE), where pupils are encouraged to think of others. They raise funds for charities for example, and learn how to value to each other. Pupils' social development is good, relationships throughout the school are very good, all pupils and staff get on very well together and respect each other, and pupils are thoughtful and care for each other. They work very well together in lessons, both in pairs and in groups. Many of the pupils have an understanding of their own culture, but there

are few opportunities for them to reflect on the culture of others or to develop an understanding of life within a multicultural society.

Attendance

Attendance in the latest complete reporting year (%)

Authorised absence		Unauthorised absence	
School data	5.4	School data	0.9
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.

Exclusions

Ethnic background of pupils

Exclusions in the last school year

Categories used in the Annual School Census	No of pupils on roll	Number of fixed period exclusions	Number of permanent exclusions
White – British	368	5	0
White – Irish	1	0	0
White – any other White background	3	0	0
Mixed – White and Black Caribbean	4	0	0
Mixed – White and Black African	2	0	0
Mixed – White and Asian	1	0	0
Mixed – any other mixed background	4	0	0
Asian or Asian British – Bangladeshi	2	0	0
Asian or Asian British – any other Asian background	2	0	0
Chinese	1	0	0
Any other ethnic group	1	0	0
No ethnic group recorded	3	0	0

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

QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

The quality of education is satisfactory overall. The quality of teaching is consistently secure and some is very good. The curriculum is broad, balanced and is enriched by extra-curricular activities. The care and support of pupils is a strong feature of the school. Links with the community are also good.

Teaching and learning

The quality of teaching and learning is satisfactory overall.

Main strengths and weaknesses

- lessons are often interesting and teachers are good at encouraging pupils to join in activities.
- teachers expect good standards of behaviour and they are skilled in managing pupils.

- the teaching assistants make a significant contribution to pupils' learning.
- in the best lessons teachers have high expectations and pupils are suitably challenged.
- teaching in mathematics and physical education is good.
- some teachers do not have enough subject knowledge in music.
- during some lessons the pace of teaching is slow, which limits pupils' learning.

Commentary

Summary of teaching observed during the inspection in 57 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0 (0%)	5 (9%)	20 (35%)	31 (54%)	1 (2%)	0 (0%)	0 (0%)

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

9. Teachers try hard to make lessons interesting and to plan activities that will motivate pupils. Lesson introductions are often lively, capturing pupils' attention. Many lessons include a period during which the whole class is productively involved in discussions. Some teachers are very skilled at "modelling" such activities, so that pupils follow their example. In a very good Year 6 history lesson, the pupils questioned each other about the Jarrow march. The high quality example, given by the teacher, inspired pupils to ask searching questions and to offer convincing answers. In almost all lessons teachers expect and achieve high standards of behaviour. As a result little time is wasted and the atmosphere in lessons is calm and positive.

10. The teachers have a secure understanding of most curriculum subjects. Explanations are usually clear and accurate and skills are competently taught. Some teachers are not secure in their teaching of music.

11. Teaching assistants work effectively with individuals and groups of pupils. Occasionally their contribution is excellent, such as in a Year 6 English lesson where high quality questioning made a group think hard about their work. In the better lessons, teachers maintain a good pace and high expectations throughout the session. This was true in a Year 6 higher ability set for mathematics, where a brisk pace and good challenge kept all pupils motivated and focused on learning. Similarly in a lower ability set in Year 3, the teacher matched her expectations sensitively to the pupils' needs. As a result, they gained confidence and used rulers with increasing accuracy. In some lessons, the teachers allow the pace to drop. Occasionally too much time is allowed for some activities which slows the rate of learning.

12. Assessment procedures are satisfactory overall and are good in English and mathematics. Teachers plan lessons effectively to build on what pupils already know, and many lessons begin with a useful "recap" of earlier learning. Individual target setting is at an early stage, and not all teachers use the marking system effectively. Showing pupils how to improve their work, in terms of both marking and comments during lessons, varies in quality. Some teachers make very precise comments but others are too general. This occasionally makes identifying areas to improve more difficult.

13. Teaching and learning for pupils who have special educational needs are generally good. Teachers include pupils who have special educational needs in all activities and make sure that they are involved in questions and discussions. This also true for those pupils who are higher attaining, who are set more challenging work. Support assistants are very active and provide good help throughout the lessons. The school has begun to focus very closely on catering for different pupils' learning styles. Some teachers have introduced various activities designed to focus pupils' attention and to engage them in active learning. In some classes, where the staff are more confident, this is beginning to have a positive effect. The pupils with English as an additional language receive good levels of support. They are taught effectively with the help of visiting specialists and within class teachers planning.

The curriculum

The school offers an appropriately broad and balanced curriculum. Many pupils take part in the wide range of activities after school and recent improvements to the spacious accommodation support the curriculum well.

Strengths and weaknesses

- the pupils with special educational needs are supported well, especially by support staff.
- there is a good range of extra-curricular activities.
- innovative work with the local secondary school is challenging more able pupils.
- aspects of ICT provision are unsatisfactory.

Commentary

14. The school has maintained the positive picture of the curriculum at the time of the last inspection. All statutory requirements are met. Strong teams of teachers plan together in year groups, and review what has taken place. The needs of different groups of pupils are catered for well. Support staff show initiative and work sensitively with individual pupils. The school is piloting more effective ways of learning known as 'accelerated learning'. Although in its early stages, this is beginning to have an effect. For example, some lessons now contain more movement and practical work in addition to normal activities. Drinking water is available in classes, and sometimes there is background music. This has a positive impact on pupils' learning, and helps make lessons interesting. The curriculum is tightly timetabled, but there are some difficulties. For example, music lessons happen at the same time so resources are stretched. In some classes history is split into morning and afternoon sessions on the same day. The curriculum is appropriately organised for pupils with special educational needs. The needs of pupils with statements are met well, and their annual reviews provide a good focus for further improvement. The pupils with English as an additional language are catered for effectively, supported by advice from visiting specialists. There is a wide range of clubs including football, cross-country, choir, steel drums, drama, art, French, Christian club and a school newspaper. Many pupils take part, and enjoy success, in local competitions. Other enriching activities also take place, such as school plays, young engineers' challenge, and activity weeks. Visits and visitors form an important part of school life.

15. Links with parents and the wider community support the curriculum well. Higher attaining pupils have mathematics lessons at the local secondary school, and there are school projects such as book weeks. In most subjects effective schemes of work are in place. The co-ordinators do not yet monitor the work in subjects closely enough, despite there being some systems in place to support them. In reality, some identify weaknesses and changes needed more quickly. The new deputy headteacher, who does not have a class responsibility, is making the development of the co-ordinators' roles a priority. A new centrally located library, and a new ICT suite, which is about to open, are recent improvements to the spacious accommodation. Attractive grounds and playing fields are used well to extend the pupils' physical abilities.

Care, guidance and support

The level of care, guidance and support is good.

Main strengths and weaknesses

- there continues to be **good** levels of care for all pupils.
- there are **good** procedures for health and safety, child protection and first aid.
- all adults in the school know the pupils well and provide **good** levels of care.
- there are **good** systems in place to involve the pupils in the schools' work and to seek their views.

Commentary

16. The school has good health and safety procedures in place. Governors and staff are fully involved in the annual health and safety check. The findings are reported back to governors and any work required prioritised. Staff make regular thorough checks to grounds, buildings and equipment. The special educational needs co-ordinator has undertaken relevant training in child protection responsibilities. Good arrangements are in place for administration of first aid and for the care of pupils who are unwell.

17. There are good relationships between the pupils and all adults in the school. Staff know their pupils well and are aware of their individual needs. This ensures that there are good levels of care and pupils feel safe and secure. Pupils spoken to confirm that they feel comfortable with staff and that there is always someone they can turn to for support and advice. At the pre-inspection parents' meeting, parents had positive views of the level of care given to pupils and highlighted the caring support shown by the staff at the school.

18. There are good procedures in place to monitor pupils' progress. Pupils are set targets and they keep a check on their own progress. There are many opportunities for pupils' views to be expressed and taken into account. PSHE lessons give pupils opportunities to discuss issues that concern them. In addition, the school council works well in ensuring that pupils have a voice in the school. Pupils are happy that their views are taken seriously and listened to by staff. There are good arrangements for pupils not on the council to put their views forward and to receive feedback. Initially this included areas such as swimming and school uniform for example.

Partnership with parents, other schools and the community

The school's links with parents and other schools are very good.

Main strengths and weaknesses

- parents continue to have very positive views of the school.
- the school provides parents with good information about what is happening in school and how parents can help their children at home.
- there are very good links with other schools in the area.
- the school has good links with the local community.

Commentary

19. Parents and carers have very positive views of the school; the school works well with them to support their children at home. The school provides a good level of curriculum information and runs courses for parents so that they can help with their child's schoolwork. The parents are also supportive by raising funds for the school through the friends' association. The parents of pupils with special educational needs are involved well in their child's support. They are kept aware of the school's targets for their child, and are encouraged to share in them by helping at home. The parents confirm that they are happy with the quality of information provided.

20. There are good opportunities for all parents to meet staff formally and informally to discuss their child's progress. Written annual reports for parents are generally satisfactory. They inform parents of what their children know, understand and can do, but they do not provide information about how pupils are doing in relation to national expectations. Some give areas for development, but this is not consistent across the school.

21. There are very good links with schools in the local area. The school takes part in a range of sporting activities with the local primary schools, and there are very good links with partner secondary schools for mathematics, French and trampoline activities. Visits to the schools, combined with talks from the secondary school staff, help pupils when transferring. The links with

secondary schools for pupils who have special educational needs are good. The special needs co-ordinators from the next school attend reviews of pupils in Year 6 and there is good contact between staff. This helps to make pupils' transfer to the next school as smooth as possible.

22. The school has good links with the wider community. A number of community groups make use of the school hall, and a local football club uses the school field on a regular basis. The choir visit the local elderly community and sing for them, and they perform in the Eastbourne festival. The school has links with a local business partnership, which has contributed to the curriculum, for example by funding a visiting journalist to work with the children. The school's recent partnership agreement with the diocese of Chichester appears to be an exciting development to extend the school's involvement in the community still further.

LEADERSHIP AND MANAGEMENT

The leadership and management of the school are satisfactory overall.

Main strengths and weaknesses

- the most pressing areas for improvement are identified in the school improvement plan.
- the decline in national test results since the last inspection is being addressed appropriately.
- daily activities are managed enthusiastically and effectively by the headteacher and deputy headteacher.
- the monitoring of teaching and learning by co-ordinators is not sufficiently developed.
- the governors are supportive, but their monitoring of ongoing activities is weak.

Commentary

23. Since her appointment, the headteacher correctly identified those areas that needed addressing such as the decline in national test results since the last inspection. Results have improved this year. The improving analysis of test results, including pupils of different backgrounds and ethnicity, is leading to sharper judgements about improvement areas. The school has identified improving pupils' writing skills across the school for example. The focus upon improvements to the curriculum and changed deployment of some staff are bringing an increase in the rate of pupils' achievements, albeit slowly. The deputy headteacher, who started this term, has a number of areas to focus on which are appropriate. The headteacher and senior staff provide good role models for other staff and pupils. They promote a caring and sensitive approach, with a good focus upon improvement. A suitable number of priorities are contained within the clear and helpful school improvement plan. These focus on the most important areas. For example, the school is trying to improve pupils' learning by modifying lessons to include more stimulating approaches known as 'accelerated learning'. All staff work hard to make pupils feel valued in their daily activities, such as assemblies, and around the school. The work involving pupils with special educational needs is good and all pupils are, where possible, included in activities.

24. The management of daily activities is effective. The analysis of test results is being used more productively to see where improvement for individuals and classes are needed. This is not yet extended to all year groups, which limits its usefulness. The coordination of subjects is generally not yet effective in improving standards. The systems in place to guide staff are useful, but do not yet ensure the quality of judgements necessary to make more rapid improvement. The school takes staff development seriously. They regularly attend courses and the annual review arrangements of teachers' performance targets are in place. The newly qualified teachers in the school have good support and, even at this early stage of the year, their mentor arrangements are in hand. The work involving pupils with special educational needs is carried out effectively and efficiently. The co-ordinator tracks pupils' progress carefully. All staff are valued and make a valuable contribution. The teaching assistants are particularly effective in supporting pupils within lessons.

25. The governors are supportive. They have sufficient knowledge of some areas of the school's work such as health and safety and the curriculum. However, their monitoring of what

effect any changes are having is not developed enough. They have worked together well with the new headteacher to maintain the good aspects of the school while supporting the areas that she has identified for improvement. The chair of governors for example, has provided specific guidance about using test result information to track the school's performance and identify areas for improvement. There is a range of appropriate committees and some staff have made presentations to the governors to advise them on subjects.

26. The school has sound financial arrangements and procedures. The priorities for development are budgeted for and both the bursar and headteacher monitor expenditure closely. The arrangements to implement 'best value' principles are managed securely, although comparing the relative costs and expenditure with other similar schools is not sufficiently developed. Taking into account the staffing levels, the standards reached and the income available per pupil, the school provides satisfactory value for money.

Financial information

Financial information for the year April 2002 to March 2003

Income and expenditure (£)	
Total income	709726
Total expenditure	676828
Expenditure per pupil	1709

Balances (£)	
Balance from previous year	26723
Balance carried forward to the next	32879

PART C: THE QUALITY OF EDUCATION IN SUBJECTS AND COURSES

SUBJECTS IN KEY STAGE 2 (Years 3 to 6)

Pupils with **special educational needs** generally **achieve well** and have **good** provision made for them within the different subjects outlined in this section of the report. Where the pupils with special educational needs make particularly good progress this is highlighted specifically. In information and communication technology, they do not make the expected progress. This is due to limited resources. However, a new computer suite is just about to open which should address this issue.

ENGLISH

Provision for English is broadly **satisfactory**.

Main strengths and weaknesses

- teachers plan many good opportunities for pupils to develop skills in speaking and listening.
- in the best lessons, lively teaching interests and motivates pupils and learning is good.
- the school took very effective action to raise achievement last year. Many pupils who left school in July made very good progress during Year 6.
- systems for tracking pupils' progress over time are good.
- the standards in writing are not high enough.
- the oldest pupils do not read as accurately and fluently as they should. Skills in using reference books are underdeveloped.

Commentary

27. After three years in which standards in national tests declined, there is clear evidence of improvement. Very effective action was taken last year to reverse the decline in standards. The results in the National Curriculum tests in 2002 were well below the national average. Good quality focused teaching enabled many pupils taking the tests in 2003 to make very good progress during their last year in school. Nevertheless, some pupils in the current Year 6 are not doing as well as they might in writing and some aspects of their reading. Standards in other year groups are broadly in line with those expected.

28. Standards in speaking and listening are in line with national expectations. Teachers plan interesting activities in many subjects during which pupils question others, listen carefully and have the chance to explain their own ideas and opinions. For example, Year 6 pupils improved their questioning skills as they prepared to write a newspaper article. The teachers successfully emphasised "good questions" which would elicit information. Pupils began to use more "open" questions, and employed a wider range of vocabulary. This provoked higher levels of discussion.

29. The school has identified the need to improve standards in writing, and the current Year 6 pupils, in particular, are not achieving as well as they should. Teachers are working hard to raise standards. There are some exceptions where the pupils' writing is more confident. In Year 5, the pupils' versions of the "Goldilocks" story were written imaginatively and punctuated accurately. Overall however, too many pupils make basic punctuation, grammar and spelling errors and they find it hard to develop their ideas in writing. Scrutiny of work from the previous year reveals that the quality and quantity of pupils' written tasks varied. Spelling errors were often not corrected and the standard of spelling was generally unsatisfactory.

30. Pupils take part in reading activities every day. By the time they reach Year 6, higher attaining pupils read fluently showing a good understanding of the text. Pupils learn to recognise the features of a variety of texts, and teachers are successful in encouraging many pupils to read with expression. Parents are very supportive and most pupils read regularly at home as part of their homework. In most Year groups pupils' reading skills are broadly similar to those expected for their

age. There are, however, some average attaining pupils in Year 6 who lack interest in reading and whose skills are limited. They find it difficult to tackle unfamiliar words, and pay little attention to the punctuation. As a result they do not fully understand what they are reading. The new school library is not yet in use, and pupils' skills in using reference books are underdeveloped.

31. The quality of teaching in the English lessons observed was satisfactory, with some good and very good lessons. In one very good lesson in Year 5 the pace was brisk, the teacher had very high expectations, her enthusiasm motivated the pupils and most achieved well. In some other lessons, the pace of learning slowed at times and teachers did not expect enough from pupils. Teaching assistants make a good, and occasionally excellent, contribution to pupils' learning.

32. Assessment is thorough and the school monitors individual progress in reading and writing closely. Individual target setting is being introduced this year in all classes. The subject co-ordinator has produced some very valuable observations of aspects of the subject, but has not had enough opportunity to monitor classroom teaching systematically across the school.

Language and literacy across the curriculum

33. The use of English across different subjects is **satisfactory**. Pupils have a number of opportunities to use their speaking and listening skills. For example, in a Year 6 history lesson, the pupils discussed aspects of the Jarrow march. In younger aged classes, the pupils spoke confidently about significant events in their own life for a time line. The pupils' writing skills are used in subjects such as history and religious education, but the quantity of work is limited. They use their reading skills appropriately in other subjects such as history and science. For example, some pupils made good use of their skills in analysing which words are best to use in the school newspaper.

MATHEMATICS

The overall quality of provision is **satisfactory** with good features.

Main strengths and weaknesses

- teaching is good.
- the initiatives and focus given to developing pupils' knowledge, skills and understanding. mathematics in recent terms are having a marked impact.
- assessment and analysis are good.
- a good start has been made by the new co-ordinator.
- the use of information and communication technology is unsatisfactory.

Commentary

34. Standards of attainment in Year 6 are on course to be similar to those expected nationally by the end of the year. These findings broadly match those found in the last report. However, they represent good improvement since the results of the 2002 National Curriculum tests, when standards were very low. All pupils, including those who have special educational needs, make good progress. They are encouraged to show how they work out problems and explain their thinking about the work. Pupils are given the chance to put into practice what they have learnt, thereby adding better understanding of the topic. For example, in a well-taught lesson in Year 4, pupils were learning how to use a column method for working out the addition of three digit numbers. After they had practised with the teacher and worked several examples, they set about solving word problems that used the same method. The organisation of classes into groups that have similar attainment levels helps teachers to be able to pitch the work correctly. This is enabling pupils to make good progress. There have been several good initiatives over the last few terms. These include a whole-school assessment system, an Easter holiday school, and a project involving local primary schools with a secondary school. The initiatives are helping to raise standards, especially for the higher attaining pupils. In general, there has been significant improvement, and pupils achieve well.

35. Much of the improvement is because the quality of teaching is good, enabling pupils to learn well, and make good progress. Some of the teaching seen was very good. Teachers adapt the work well to suit their pupils' needs. For example, in a very good lesson in Year 6, pupils were learning about the equivalence of fractions, decimals and percentages. They found this difficult, but the teacher, recognising this, skilfully changed her methods and explanations. By the end of the lesson, pupils had a good grasp of the topic and were able to work out some examples. In a higher attaining group, the good relationships established by the teacher enabled these 'young mathematicians' to make good progress and demonstrate confidently their ability with decimals and percentages. The teachers' planning is good and is often expanded with their own notes and observations. These help individuals to learn well. The management of pupils in classes is good, and as a result, their behaviour and concentration are good. They work well and are willing to learn. Teachers' assessment of pupils' work is good. The resulting information helps them plan topics that need more work. Resources are generally adequate for lessons, but the use of ICT in mathematics is unsatisfactory. However, the co-ordinator has noted this in her action plan for the future.

36. The new co-ordinator has already analysed the annual test results, and has made a good start since recently taking over responsibility for mathematics. Schemes of work follow the guidelines of the national numeracy strategy well, and teachers make sure that the required topics are taught. The focus given to raise teachers' awareness of the test results, and the staff training in furthering mathematics teaching in the school is paying off.

Mathematics across the curriculum

37. The opportunities for pupils to use their numeracy skills across the curriculum are satisfactory. For example, in science, Year 3 pupils use Venn diagrams when they sort materials. They use plastic hoops and place different objects in each one. Others measure temperatures, and some find the weight of objects. In a design and technology lesson in Year 6 the pupils carefully measured their designs and knew how to scale their drawings.

SCIENCE

The provision in this subject is **satisfactory**.

Main strengths and weaknesses

- opportunities for investigations and experiments are good.
- the system used for recording experiments and investigations is good, and is used throughout the school.
- although resources are generally adequate, the pupils' use of ICT in the subject is unsatisfactory.
- the monitoring of teaching and learning is weak.

Commentary

38. Standards of attainment for the oldest pupils are similar to those expected nationally. This matches both the findings of the last inspection, and the results of the 2002 National Curriculum tests. Pupils, including those who have special educational needs, achieve satisfactorily, and make sound progress. All pupils are taught investigational skills appropriately and this leads to a better understanding of the topics they study. For example, when Year 6 pupils were working on sound, they filled containers with water to various levels to discover facts about the pitch of a note. By creating this "musical instrument" they were able to test it for themselves and write up their findings. They learnt well because they could see and hear the effect of the various levels first hand. Pupils are taught appropriate skills for work in science, such as understanding what apparatus they will need, the way to make a test 'fair' and making predictions before they start an investigation.

39. The quality of teaching and learning is satisfactory overall, with some that is good. Teachers plan and select methods well. These enable pupils to learn effectively and have first hand experiences, using the appropriate apparatus. For example, pupils in a Year 3 lesson used a selection of different types of dolls to examine joints. They used one to investigate them further, then moved to using a life-sized skeleton, and finally labelled a diagram with examples of joints and bones. In nearly all classes, teachers have good relationships with pupils. For example, in a Year 5 lesson, the pupils thought about the changes that happen to some things that are both reversible and irreversible changes. They moved round the room sampling egg, bread, margarine, chocolate and candle wax. This was organised effectively. The way pupils record their work and experiments is good. It provides a sound basis for investigational skills. They always write down what apparatus they used, and observe the rules about fair tests. The subject is co-ordinated appropriately. The review of schemes of work ensures the National Curriculum requirements are met. However, the teaching and learning are not monitored sufficiently, which slows the rate of improvement. Resources are adequate for the lessons, but the use and provision of information and communication technology is unsatisfactory. Pupils cannot easily record information for analysis of results or for measuring changes in temperature for example.

INFORMATION AND COMMUNICATION TECHNOLOGY

The provision in this subject is **unsatisfactory**.

Strengths and weaknesses

- some pupils use word processing software effectively to record and redraft their work.
- the co-ordinator has worked hard to encourage the best use of limited resources.
- a new high quality computer suite is about to open.
- the pupils do not have enough opportunities to use and improve their skills, particularly when using computers.
- the use of ICT skills within other subjects is not sufficiently developed.

40. The oldest pupils do not reach expected standards. Pupils in Years 3 to 6 talk about the use of computers and technology with some degree of confidence, but this is generally superficial. Older pupils know about basic features of word processing such as cutting, pasting, and refining their work. Some pupils last year produced the school newspaper using computers, but their use in other contexts is not widespread or frequent enough for all pupils. This leads to variations in achievement that is below the expected levels. Much of the work covered is based on a published scheme, which gives a basic coverage of skills and supports some of the teachers well. However, evidence from last year's work indicates that some classes covered more than others leading to different rates of progress. The pupils enjoy their work. In Year 6 pupils know the features of the internet and how 'search engines' help locate information. They readily work together to find out answers to questions posed by the teacher, who manages the class effectively. Most pupils knew how to refine a search in theory but, due to lack of resources, only two pupils could actually have a go on computers, which only worked for a short time. Younger pupils in Year 3 recognise how to use a mouse and how to click on an imaginary tool bar when starting to use an art programme. They listen well, and the teacher uses her subject knowledge effectively to explain its features, but the majority of pupils could not put into practice what they were learning. Past work shows that the oldest pupils produced presentations on the computer, but these were quite simple designs. In contrast they could explain the principles correctly. The teaching was satisfactory overall in the lessons seen. They are planned appropriately to include pupils of different abilities and make the best use of resources available.

41. The co-ordinator has worked hard to support teachers with materials and guidance, but with limited resources in terms of computers. Her monitoring of pupils' work identified that some classes were not covering the planned work. A new computer suite is very near to opening and this should address many of the problems noted during the inspection. The school is exploring ways that the 'suite' time can be used effectively, and there are appropriate plans to improve class based resources where possible.

Information and communication technology across the curriculum

42. Looking at past work in different subjects and from discussion with pupils, the use of ICT skills is neither very evident nor sufficiently developed. This detracts from their overall abilities and development of their skills over time.

HUMANITIES

43. Only one Year 3 lesson was observed in **geography**; little work had been completed at this stage of the school year. The quality of teaching seen and pupils' achievement were satisfactory. The monitoring of what goes on in classes, and the work the pupils produce over time, is a weaker aspect to the coordination of the subject.

HISTORY

The provision in the subject is **satisfactory**.

Main strengths and weaknesses

- the quality of teaching is often good or better.
- good use is made of visits and visitors to enhance learning.
- the quantity of work seen in pupils' books last year was limited.
- activities in class and teaching are not monitored often enough.

COMMENTARY

44. The current pupils in Year 6 are on course to reach the expected standards and they achieve well. The oldest pupils develop the skills of empathy with the lives of people from the past. They write sensitive diary extracts inspired by the diaries of Anne Frank. These show an understanding of the persecution of the Jews. In other work, Year 4 pupils identify differences between leisure activities in Tudor times and today. Their work is interesting, perceptive and they achieve well. Pupils with special educational needs are generally given work at their level, so that they can achieve in line with their abilities.

45. The teaching was good or better in three quarters of the lessons. Teachers have high expectations of pupils, use appropriate vocabulary, and make lessons fun. In Year 4, the pupils designed their own personal time lines identifying key events in their lives. The teacher showed them her own version illustrated with photographs. This inspired pupils to produce work of a high standard. Teachers enhance pupils' learning by taking them on trips, and by inviting visitors to take history days, when pupils dress in period costume and participate in a variety of practical activities.

46. Last year's books indicate that the oldest pupils did not cover all the work outlined in the good scheme of work. However, this year the pupils are likely to do so because of good teaching. The co-ordinator, who has good knowledge of the subject, is not easily able to observe other teachers. She is responsible for two other subjects, which limits her time available for observation.

Religious education

The overall provision in this subject area is **satisfactory**.

Main strengths and weaknesses

- In the lessons observed, religious education (RE) related well to pupils' own lives and experiences.
- the pupils are given opportunities to think about how other people feel, and to "stand in their shoes."

- the teaching in nearly all of the lessons seen was good.
- the pupils have little recall or knowledge of basic facts or stories about the religions that appear in the schemes of work.

Commentary

47. In the lessons observed, pupils' standards of attainment met the requirements of the locally agreed syllabus. The pupils achieve well, and make good progress, including those who have special educational needs. The quality of teaching and learning in most of the lessons was good. Year 4 pupils reflected on the things that are important to others, and themselves. In one lesson, the teacher brought a personal collection including a photograph, a bangle and a ball. The pupils talked about how each object might make them feel and why. Feelings such as 'comfort' and 'love' were discussed, while learning to respect other people's thoughts and ideas. Pupils really entered into the spirit of the lesson and thought of a range of things that they considered special, such as a football shirt, the curtains from a bedroom, special toys, and people.

48. In Year 6, pupils studied the Holocaust. Pupils achieved well and learnt much from well-led discussions and the pictures provided by the teachers. The pupils understand the enormity of the numbers of people involved, and the terrible things that happened. Teachers make sure that pupils think fully about the topic. For example, "How do you feel to see children treated in this way?" asked a teacher. In one class the teacher pointed out that such things still happen today.

49. It is too early in the year to have much work in pupils' books, but the work covered last year varied in quantity and quality. Work covered often consisted of simple worksheets, where the pupils' contributions were comparatively little. This has been recognised as an area for development. Discussions with Years 5 and 6 pupils show that they know some of the names of Hindu gods, and when prompted, remembered the story of Rama and Sita. They also remembered some facts about the scrolls, reading from right to left, and not touching the text with the fingers. However few remembered the features of a mosque they had visited.

50. Schemes of work follow the requirements of the locally agreed syllabus satisfactorily, but sometimes do not provide enough depth of study. For example, in Year 4 it is planned to think about rules that guide a community, but there is no mention of the Ten Commandments and the rules that members of other faiths follow. Leadership and management are satisfactory overall, but monitoring of teaching and learning is a weaker aspect.

CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

51. Only one lesson was seen in **design and technology** (DT), which is not enough to draw a firm conclusion about pupils' attainment. Photographic evidence, along with discussion with pupils indicated that they understand the principles of design and construction. The pupils in Year 6 understood the design features of a vehicle and pulley in the one lesson seen. It was well taught, in that the planning was good, and the teacher captured and sustained pupils' interest.

Art and design

The provision in this subject is **satisfactory**.

Main strengths and weaknesses

- the co-ordinator provides enthusiastic leadership
- work is completed with good attention to detail.
- some lessons lack pace.
- monitoring the work of other classes to improve work still further is weak.

Commentary

52. The oldest pupils reach the expected standards and there are some examples of good work in books and within displays. This is a similar picture to the last inspection. In Year 4, the pupils have made imaginative "self-portraits" from paper plates using a variety of collage materials, creating individualistic faces. These were displayed effectively around the school and they contribute effectively to the pupils' personal development and self-esteem. Pupils use sketchbooks well to plan work and experiment with different materials. Teachers provide good opportunities for observational work, both in the classroom and outside. Some past Year 6 work illustrated the pupils' drawing skills well. They drew accurate pictures of Eastbourne pier in charcoal and chalk as well as the features of hotels on the sea front. Their work showed close attention to detail. Pupils listen patiently to instructions and work hard in lessons, although some introductions are overly long. For example, in one lesson taught in a Year 5 class, the teacher spent too long explaining how to make a string print before giving out the resources. This slowed the pace of the lesson. The scheme of work is generally good and ensures progression in, but some activities planned tend to restrict the creativity of some pupils because they are too prescriptive. The co-ordinator provides good leadership overall. However, opportunities to observe work in other classes or work alongside other staff are limited. This has hampered her ability to assist in improving the quality of work still further.

Music

The provision in this subject is **satisfactory** overall.

Main strengths and weaknesses

- provision for extra-curricular music and instrumental tuition is good.
- some teachers are not confident in teaching music.
- the school has identified music as an area for development.

Commentary

53. Pupils' achievement is satisfactory; they reach the standards expected nationally. The pupils in Year 5 achieved well in a lesson taught by the music co-ordinator. The teacher had good subject expertise, and pupils achieved well in a lively, challenging and well-structured lesson. The pupils recognised and conducted 4/4 time correctly. They were all fully involved in a variety of activities that involved them in devising and performing their own sequences. By contrast, slow pace was the major factor in an unsatisfactory lesson. The pupils lost interest and made little progress. In Year 6, pupils recognised different forms of modern music and, initially, most took part sensibly as they listened to five short pieces. However, many lost interest and became restless during an over-long conclusion. The pupils were keen to join in the songs at the end of the session, but found it hard to follow the tunes. During assemblies the vast majority of pupils sing tunefully, but some in Year 6, particularly boys, do not readily join in.

54. The co-ordinator provides satisfactory guidance overall, but the monitoring aspect of the subject is weak. She has however, identified the need to improve teachers' subject knowledge. The scheme of work offers teachers a detailed framework for lessons, but lacks clues about how to extend the pupils' skills. Resources are generally adequate, but there are relatively few instruments to help illustrate musical traditions from non-western cultures.

Physical Education

Provision in this subject is **good**.

Main strengths and weaknesses

- skills are taught well overall, and by Year 6 pupils achieve standards above national expectations.
- the curriculum is well planned and enhanced by a very good range of extra-curricular activities.
- resources for physical education are good, and there are valuable links with a local secondary school.

Commentary

55. The school has maintained the good standards observed at the last inspection. It was only possible to observe lessons in the gymnastics and games elements of the subject. In Year 6, the pupils participate enthusiastically as part of a team, showing a good grasp of strategies. They move confidently during ball games; they dodge and intercept skilfully, and vary their passes to try to deceive their opponents. During a well-taught lesson in Year 6, pupils of all abilities worked hard and achieved well. They responded well to the teacher's high expectations in terms of effort and persistence in extending their skills. The school offers a good curriculum for physical education. All classes have two full lessons each week. These lessons are well structured and teachers have a secure knowledge of the curriculum. Specific skills are promoted well. The overall quality of teaching in lessons observed was satisfactory. Teachers' explanations are clear, and they use demonstrations very effectively so that pupils gain a clear understanding of what they are expected to do. In some gymnastics lessons the pace of learning slows and too long is spent practising a single skill.

56. Provision for extra-curricular activities is very good. Activities include football, cricket, netball and cross-country running. Pupils regularly compete against other schools, often very successfully. This success reflects the good standards achieved in class lessons. The Year 6 curriculum is enhanced by a course of trampoline lessons at the local secondary school. Pupils gain a valuable "taster" of secondary school, while also benefiting from specialist teaching and equipment. Provision for swimming lessons is extended to include Year 4 and 6 pupils, in addition to those in Year 5. However, the school does not currently monitor individual achievement in swimming.

PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP

Personal, social and health education

Provision in this area of study is **good**.

Main strengths and weaknesses

- the programme of work is well planned.
- pupils respond well to the responsibilities.
- the policy covers the most important areas.
- lessons are used well to extend pupils' awareness.

Commentary

57. The school has comprehensive planning for the subject. It incorporates drugs awareness as well as sex education and anti-bullying. Each class has a set time during the week for PSHE and this is used well to promote the caring and inclusive ethos of the school. Lessons are used to discuss the importance of the school rules as well as emphasising the importance of caring for each other and taking into account the needs of others. The school promotes the policy well, which is having a positive effect on the pupils. For example, around the school, they are polite, respectful, and helpful to each other. The work of the school council also develops the pupils' social awareness very effectively. The newly appointed deputy headteacher intends to improve the way this aspect is

taught. He has drawn up an action plan to look at any areas needing further development and monitoring.

Inspection judgement**Grade**

The overall effectiveness of the school	4
How inclusive the school is	3
How the school's effectiveness has changed since its last inspection	4
Value for money provided by the school	4

Overall standards achieved	4
Pupils' achievement	4

Pupils' attitudes, values and other personal qualities	2
Attendance	4
Attitudes	2
Behaviour, including the extent of exclusions	2
Pupils' spiritual, moral, social and cultural development	3

The quality of education provided by the school	4
The quality of teaching	4
How well pupils learn	4
The quality of assessment	4
How well the curriculum meets pupils needs	4
Enrichment of the curriculum, including out-of-school activities	3
Accommodation and resources	4
Pupils' care, welfare, health and safety	3
Support, advice and guidance for pupils	3
How well the school seeks and acts on pupils' views	3
The effectiveness of the school's links with parents	2
The quality of the school's links with the community	3
The school's links with other schools and colleges	2

The leadership and management of the school	4
The governance of the school	4
The leadership of the headteacher	3
The leadership of other key staff	4
The effectiveness of management	4

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

