

INSPECTION REPORT

DEVONSHIRE PRIMARY SCHOOL

Sutton

LEA area: Sutton

Unique reference number: 102975

Headteacher: Mr R G de la Perrelle

Lead inspector: Mrs Sheila Browning

Dates of inspection: 20-22 September 2004

Inspection number: 266733

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: | 3–11 |
| Gender of pupils: | Mixed |
| Number on roll: | 441 |
| School address: | Devonshire Primary School Devonshire Avenue Sutton Surrey |
| Postcode: | SM2 5JL |
| Telephone number: | 020 8643 1174 |
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| Appropriate authority: | Governing body |
| Name of chair of governors: | Mr Chris Eley |
| Date of previous inspection: | 1 February 1999 |

CHARACTERISTICS OF THE SCHOOL

Devonshire Primary School, with 238 boys and 203 girls aged three to eleven, is bigger than most primary schools nationally. Most of the pupils come from the surrounding areas of Belmont, St Helier and Sutton. On entry, the pupils' attainment is below average. The percentage of pupils having special learning needs, at 16.9 per cent, is broadly in line with the national average. Most of these pupils have speech and communication needs and specific learning needs. The percentage of pupils with a statement of special educational needs, at 0.2 per cent is below the national average. The number of pupils eligible for free school meals at 16.9 per cent is broadly in line with the national average. There are a high number of pupils drawn from minority ethnic minorities: the major groups are White, any other group, Black British African and Asian or Asian British. More than 22 per cent have a mother tongue other than English, which is higher than in most schools. Twelve of these pupils receive special support in lessons. Pupils come from homes that are socio-economically diverse, but broadly average overall.

INFORMATION ABOUT THE INSPECTION TEAM

| Members of the inspection team | | | Subject responsibilities |
|--------------------------------|--------------------|----------------|--|
| 1510 | Sheila Browning | Lead inspector | Art and design Music Personal, social and health education |
| 11414 | Ann Bennett | Lay inspector | |
| 23036 | Jennifer Nicholson | Team inspector | Foundation Stage Geography History |
| 25925 | Elizabeth Pacey | Team inspector | Mathematics Science Information and communication technology Religious education |
| 23056 | Teresa Manzi | Team inspector | Special educational needs English as an additional language English Design and technology Physical education |

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PART A: SUMMARY OF THE REPORT

OVERALL EVALUATION

The overall **effectiveness of the school is satisfactory**. The school provides a sound education for its pupils and it gives satisfactory value for money. Significant staffing changes, together with long-term sickness, have impacted on aspects of school development since the last inspection. Standards of work seen during the inspection are average and in line with expectations at the end of Years 2 and 6, apart from English and religious education at the end of Year 2, where they are below average overall. The quality of teaching and pupils' achievement is satisfactory. Pupils enjoy school. Leadership and management by the headteacher are satisfactory.

The school's main strengths and weaknesses are:

- Standards are not high enough in English and religious education at the end of Year 2 and in writing throughout the school.
- Monitoring and evaluation of standards, teaching, learning and school development is not rigorous enough to move the school forward at a faster pace.
- The allocation of teaching assistants is insufficient to meet pupils' individual needs.
- This is a friendly and caring school.
- The school provides well for pupils' personal development.
- A good system of induction to the nursery.

Significant changes within the school have affected the rate of progress, which has been slow since the last inspection in February 1999. Results in national tests have fluctuated in English, mathematics and science. Judgements about standards overall are broadly similar to those found at the time of the last inspection. Standards have declined in English and religious education at the end of Year 2 and in mathematics at the end of both key stages. Pupils' behaviour, attitudes and relationships are satisfactory. The care, welfare and support for pupils are satisfactory. Links with parents and the community are appropriate. Most of the key issues in the last report have been addressed but some key areas remain a concern. The most significant improvements are in information and communication technology and in the curriculum. Standards in writing are a whole school concern. The quality of monitoring and evaluation throughout the school is not rigorous or sharp enough. The school recognises that assessment is not used consistently to inform teaching and learning. The minor weaknesses identified in the last report have been fully addressed.

STANDARDS ACHIEVED

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

*Key: A - well above average; B - above average; C - average; D - below average; E - well below average.
Similar schools are those with similar percentages of pupils eligible for free school meals*

Pupils' achievement is satisfactory overall. National test results for eleven-year-olds in 2003 were average overall at the end of Year 6. Comparisons with similar schools show that results were above average in English and mathematics and were at expected levels in science. The school set realistic targets for raising achievement but these were not met. Attainment on entry to the school is below that expected nationally. Children make satisfactory progress in the Foundation Stage in language, mathematics, knowledge and understanding of the world, physical and creative development. They make good progress in personal, social and emotional development. By the end of the Reception Year, their knowledge and skills in these areas are likely to broadly reach the expected levels in most aspects of their work, apart from language. Standards are lower than

during the last inspection, in line with lower starting points. In Years 1 to 6, pupils achieve satisfactorily overall. Standards are average and achievement is satisfactory in English mathematics, science, and information and communication technology by Year 6. Standards are below average in English at the end of Year 2. Standards and achievement in religious education are in line with those for the locally agreed syllabus at the end of Year 6 but are below at the end of Year 2. Sampling in other subjects indicates that standards meet national expectations and pupils' achievement is satisfactory. Pupils with special educational needs and those with English as an additional language achieve satisfactorily but higher-ability pupils are not always sufficiently challenged.

There is satisfactory provision for pupils' spiritual, moral, social, cultural development and personal development. Pupils have satisfactory attitudes to school and they generally behave satisfactorily. Relationships and attendance are satisfactory.

QUALITY OF EDUCATION PROVIDED

The quality of education provided by the school is satisfactory. Teaching and learning are satisfactory overall. Teachers are committed. The unsatisfactory writing skills of many pupils hinder their progress. Generally, pupils acquire new skills, and appropriate knowledge and understanding. Teachers keep a check on pupils' learning, but marking and pupils' progress are not yet tracked coherently in all subjects. Insufficient teaching assistants means that pupils' individual needs are not always met; when present they make a valuable contribution. The curriculum is satisfactory and links between subjects are improving. Satisfactory links with parents and the community help support pupils' learning. Extra-curricular activities and opportunities for enrichment further enhance learning. Pupils receive satisfactory support and guidance. There are some accommodation constraints.

LEADERSHIP AND MANAGEMENT

The leadership and management of the school are satisfactory. The headteacher leads by example and is committed to raising standards and school improvement. All staff work together in this pursuit. The school is managed satisfactorily, though monitoring, evaluation and acting on outcomes is not rigorous enough. Governors undertake their role seriously. They are informed and understand how well the school is doing and what needs to be done to improve further. Governors act as critical friends to the school and meet statutory responsibilities well.

PARENTS' AND PUPILS' VIEWS OF THE SCHOOL

Parents are generally happy with the work of the school, but a sizeable number responding to the pre-inspection questionnaire did not feel they were kept well enough informed about their child's progress; inspection evidence confirms this. Pupils have very positive views and enjoy school.

IMPROVEMENTS NEEDED

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

- Raise standards in English and religious education at the end of Year 2 and improve writing throughout the school.
- Provide greater challenge in the teaching particularly for higher attainers in English, mathematics and science.
- Increase the provision of teaching assistants to more readily meet the needs of individual pupils and further raise standards.
- Apply greater rigour to the monitoring and evaluation of standards, teaching, learning and school development and accelerate the rate of improvement.

PART B: COMMENTARY ON THE MAIN INSPECTION FINDINGS

STANDARDS ACHIEVED BY PUPILS

Standards achieved in subjects and courses

Standards are average and achievement is satisfactory overall. Writing is an identified weakness throughout the school. Standards are improved in information and communication technology.

Main strengths and weaknesses

- At the end of Year 2 standards are below average in English overall and are well below in writing. Standards are below expectations in religious education for the locally agreed syllabus.
- Writing skills are not always transferred to other subjects.
- Pupils speaking and listening skills are underdeveloped.
- Standards of information and communication technology have improved across the school.
- Children make good progress in personal, social emotional development in the Foundation Stage.

Commentary

1. Attainment on entry to the school is below that expected nationally. Many children enter the nursery with low levels of language development and many are at early stages of learning English. Children achieve satisfactorily and by the end of the reception year are likely to broadly reach the nationally set early learning goals in most aspects of their work, apart from communication language and literacy. In the Foundation Stage standards are lower than during the last inspection, in line with lower starting points. Such comparisons are difficult to make, however, because since that time the Foundation Stage, which includes a wider age range, has been introduced nationally.

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

| Standards in: | School results | National results |
|---------------|----------------|------------------|
| reading | 16.7 (17.1) | 15.7 (15.8) |
| writing | 14.6 (15.2) | 14.6 (14.4) |
| mathematics | 16.0 (17.9) | 16.3 (16.5) |

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

2. As the above table shows, results of national tests in 2003 at the end of Year 2 were above those nationally in reading, were in line in writing and below in mathematics. The school trend for the last five years was below the rising national trend. Teacher assessments for science were above average for the expected level 2 but were below average for the higher level (Level 3). In comparison with similar schools, results at the higher levels were above average in reading, below in mathematics and well below in writing. Teacher assessments for science were below average. The school's results were within the range of the top quarter of schools across the country but not the top five per cent nationally.

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

| Standards in: | School results | National results |
|---------------|----------------|------------------|
| English | 27.5 (27.1) | 26.8 (27.0) |
| Mathematics | 27.5 (28.5) | 26.8 (26.7) |
| Science | 28.9 (29.1) | 28.6 (28.3) |

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

3. Results of national tests in 2003 at the end of Year 6 in English and mathematics were above average and were average in science at the end of Year 6. Comparisons with similar schools show similar results. The overall trend of improvement over the last five years was below the rising national trend. The progress made between key stages (value added) for most pupils was well below that expected for all schools nationally and for similar schools. The proportion of pupils who achieved the higher levels (Level 5) in English, mathematics and science was average. National test results for eleven-year-olds in 2003 based on prior attainment were well below those expected, but data does not represent the same group of pupils. At the end of Year 6, there were no significant differences in the performances of boys and girls.
4. The school set realistic targets for raising achievement in 2003 but these were not met, mainly due to the high turnover of pupils. As a result, the predictions were not matched against the same pupils. The difference also reflects the significant staffing difficulties experienced by these pupils over recent years and the resulting gaps in their knowledge, skills and understanding. Current targets are realistic and at this early stage of the term pupils are on course to reach them.
5. At the time of inspection the latest year for which national comparisons are validated for national tests is 2003. In 2004 the school results indicate a decline at the end of Year 2, with no pupils gaining the higher levels. It is important to note that the school experienced significant staffing difficulties, trauma and pupil mobility beyond its control and pupils were most likely affected by this. The school results at the end of Year 6 show an improvement on those of 2003, with more pupils gaining the expected Level 4 but fewer gaining the higher Level 5.
6. Standards seen in lessons and in sampling of pupils' work, at this early start of the school year, indicate that standards are average in all subjects in Year 2 with the exception of English, particularly writing and in religious education where they are below those expected. Standards are now average in information and communication technology; this is an improvement. Despite efforts to improve standards, since the last inspection there has been a general decline in both attainment and achievement in English, particularly in writing, and in mathematics and in religious education. Standards in science are broadly similar to those judged at the last inspection.
7. Standards seen in lessons and in sampling of pupils' work, at this early start of the school year, indicate that standards are average in English, mathematics and science in Year 6. Since the last inspection this indicates an improvement in information and communication technology, but a decline in standards in mathematics. It is also important to note that these are different pupils. Sampling of other subjects at both key stages indicates that pupils' standards are in line with expectations and achievement is satisfactory for pupils of this age. This judgement is broadly similar to that made about standards in the last inspection. The rate of improvement in English is below the national average. However, overall at this early start of the year achievement is satisfactory.
8. Usually good opportunities are provided for pupils to develop their speaking and listening skills, however, many lack confidence and find it difficult to express themselves clearly. Pupils' listening skills are underdeveloped, a few find listening for any length of time very difficult. Although there is a whole school focus on improving writing, these skills are not always transferred to other subjects. In mathematics, science, geography, history and music, pupils' limited vocabulary hinders their learning. Boys and girls make progress at similar rates.
9. Pupils with special educational needs achieve satisfactorily levels in line with their abilities. Pupils with English as an additional language achieve satisfactorily. However, there are insufficient teaching assistants to help teachers to give these, and other pupils, enough support to make better progress and reach higher levels of attainment. Higher-ability pupils are not always sufficiently challenged and as a result their achievement is sometimes unsatisfactory. Gifted and talented pupils usually achieve satisfactorily because of the well planned extended learning opportunities provided to challenge them.

Pupils' attitudes, values and other personal qualities

Pupils are happy to come to school, and enjoy their lessons. Behaviour is satisfactory overall, although there have been a high number of fixed term exclusions. The school provides well for pupils' personal development and the school council helps them to take responsibility. Provision for pupils' spiritual, moral, social and cultural development is satisfactory. Attendance is similar to that of other schools nationally, although unauthorised absence is higher. Most pupils arrive on time in the mornings. Much of this area was judged to be better at the time of the previous inspection.

Main strengths and weaknesses

- Pupils with English as an additional language are keen to do well.
- The school provides well for pupils' personal development.
- Pupils with special educational needs have good attitudes to their work.
- Inconsistencies in behaviour between classes.

Commentary

10. Parents confirm that their children like coming to school. Almost all pupils have positive attitudes towards school and their work. They are courteous and polite towards adults, and relationships between pupils are satisfactory. They willingly undertake tasks for others, and Year 6 pupils take their responsibilities seriously.
11. The school spent much of the last year reinforcing a set of routines and expectations for behaviour set out as golden rules. This inspection occurred at the start of a new school year, and showed wide variations in behaviour between classes. Overall, behaviour in lessons is satisfactory. Some teachers are successfully establishing the practice of "look, listen, learn" maintaining pupils' concentration and focus through eye contact. Pupils are coming to school with lower social skills than previously and this impacts adversely on teaching and learning. In too many classes pupils were restless, fidgeting or talking between themselves, which means they are not paying good enough attention to their teacher's instructions. Sometimes the teacher spends too long on introductions, or the pupils are just keen to get on with the task, and stop listening. At times pupils take liberties and make too much noise, hindering learning for the whole class. Last year's reduction in teacher assistant time means that too often teachers are unsupported in managing pupils. As a result, those with behavioural difficulties can cause disruptions. The number of fixed term exclusions in the last year has been high. They relate to 10 pupils; for two pupils the sanction was not successful as a behavioural strategy. These figures are much higher than in the previous four years. No instances of bullying were noted during the inspection.
12. Pupils with special educational needs have good attitudes to their work especially when they work with teacher assistants who encourage them and focus their attention. Pupils with English as an additional language are keen to do well and they work hard. Most pupils listen attentively and try to do their best.
13. Assemblies are used to reinforce moral messages and acceptable behaviour. In these times and at lunch pupils behave in a satisfactory manner and they occupy themselves well on the playgrounds at break times. Pupils paid good attention in the junior merit assembly; anxiously waiting to see which of their friends was mentioned.
14. The school makes satisfactory provision for pupils' spiritual, moral, social and cultural development, and this judgement repeats that of the last inspection. The school council, started last year has been a particularly effective means of involving pupils in the life of their school. Contested elections mean that pupils actively engage in the democratic process and think more carefully about voting. Older pupils enjoy the responsibility of being a playground buddy for younger pupils and organise games in the playground. The curriculum review

undertaken by teachers last year identified key attributes of personal development, but no one has responsibility for making sure these strands are met. Each class has a timetabled personal, social and health education (PSHE) lesson, and in many classes it is used as a time to help pupils to value themselves and others. Sometimes time is used to reinforce the golden rules. Guidance is also provided for teachers whilst the PSHE curriculum is under review.

15. Artefacts, displays and library books reflect the school's cultural diversity, and although there are plans to bring in parents who are teachers to tell stories from their countries of origin, there is still a long way to go in order to give all pupils an experience of the diversity around them. The rate of progress in this area has been very slow.
16. Attendance is satisfactory. It has been at a similar level over a period of years, whilst nationally attendance has improved. From the start of this term attendance details are being held on computer, and this will allow staff to monitor the attendance of individuals and of groups more easily. Unauthorised absence is worse than the national picture. Almost all pupils arrive on time in the mornings: a few are late frequently and the school works hard to address this.

Attendance in the latest complete reporting year (%)

| Authorised absence | |
|--------------------|------|
| School data | 5.5% |
| National data | 5.4% |

| Unauthorised absence | |
|----------------------|------|
| School data | 0.3% |
| National data | 0.4% |

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

Ethnic background of pupils

Exclusions in the last school year

| Categories used in the Annual School Census |
|---|
| White – British |
| White – Irish |
| White – any other White background |
| Mixed – White and Black Caribbean |
| Mixed – White and Black African |
| Mixed – White and Asian |
| Mixed – any other mixed background |
| Asian or Asian British - Indian |
| Asian or Asian British - Pakistani |
| Asian or Asian British - Bangladeshi |
| Asian or Asian British - any other Asian background |
| Black or Black - Caribbean |
| Black or Black British - African |
| Black or Black British - any other Black background |
| Chinese |
| Any other ethnic group |
| Parent / pupil preferred not to say |
| Information not obtained |
| Total |

| No of pupils on roll |
|----------------------|
| 257 |
| 8 |
| 39 |
| 9 |
| 1 |
| 14 |
| 3 |
| 12 |
| 17 |
| 7 |
| 18 |
| 3 |
| 18 |
| 1 |
| 2 |
| 24 |
| 2 |
| 6 |
| 441 |

| Number of fixed period exclusions | Number of permanent exclusions |
|-----------------------------------|--------------------------------|
| 15 | 0 |
| 0 | 0 |
| 0 | 0 |
| 0 | 0 |
| 0 | 0 |
| 0 | 0 |
| 0 | 0 |
| 0 | 0 |
| 0 | 0 |
| 0 | 0 |
| 0 | 0 |
| 0 | 0 |
| 0 | 0 |
| 0 | 0 |
| 0 | 0 |
| 0 | 0 |
| 0 | 0 |
| 0 | 0 |
| 0 | 0 |

QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

This school provides a satisfactory quality of education. Teaching, learning and assessment are satisfactory. The school caters for pupils' with special educational needs and those with English as an additional language appropriately. The spread out split site accommodation has some constraints and its use is not efficient. The use of resources is appropriate. The school ensures that pupils are well cared for, and satisfactory partnerships with parents and the local community contribute to pupils' progress.

Teaching and learning

Teaching and learning are satisfactory and is sometimes good in all classes. Since the last inspection staff turnover has been a significant barrier to improvement.

Main strengths and weaknesses

- Pupils with special educational needs make good progress towards their individual targets.
- Teachers and pupils have too little teacher assistant support but when available it is good.
- Higher-ability pupils are not always consistently challenged.
- Good identification of pupils with special educational needs.
- Procedures are in place for assessment but they are unwieldy.

Commentary

Summary of teaching observed during the inspection in 60 lessons

| Excellent | Very good | Good | Satisfactory | Unsatisfactory | Poor | Very Poor |
|-----------|-----------|----------|--------------|----------------|--------|-----------|
| 0 (0%) | 2 (3%) | 21 (35%) | 34 (57%) | 3 (5%) | 0 (0%) | 0 (0%) |

The table gives the number of lessons observed in each of the seven categories used to make judgements about lessons.

17. Teaching and learning are satisfactory overall. In just over a third of lessons observed teaching and learning were good; the majority were satisfactory and a few lessons were unsatisfactory. This profile is less good than at the time of the last inspection; then there were more instances of very good and good teaching and learning, with fewer instances of unsatisfactory teaching and learning. Since the last inspection staff turnover has been a significant barrier to improvement. Improvements are seen in teaching in information and communication technology. Teachers have undergone training in the use of computers and this has had a positive impact on their skills and confidence and pupils' learning.
18. At this early stage in the school year, staff are still getting to know their pupils and their needs. Teaching is best when teachers use a lively style and use varied methods to interest and encourage pupils to concentrate and participate. Teachers maintain a calm working atmosphere with clear expectations of good behaviour and hard work and they use clear and firm methods to manage pupils and relationships are good.
19. In weaker lessons, the attention of all pupils is not captured and consequently they lose concentration and interest. As a result, some pupils are easily distracted and their attitudes and behaviour are not as good as they might be. Occasionally, this leads to a significant minority of pupils behaving inappropriately and preventing others from working. Sometimes the pace of lessons is too slow and expectations of what pupils can do and how they should behave are too low. Work is not always matched to pupils' individual needs.
20. Generally, teachers plan to meet the needs identified in the individual education plans for pupils with special educational needs. When supported pupils with special educational needs make good progress towards their individual targets. Higher-ability pupils do not always

benefit from greater and consistent challenge in all lessons. Too often teachers and pupils have little teacher assistant support to give them enough attention and extra help. When pupils receive specialist help this is good and work is matched to their needs. This is also the case for pupils with English as an additional language.

21. Learning objectives are shared with pupils so that they are clear about the purpose of the lesson. Starter activities are used well to capture pupils' interest and recapitulation consolidates new learning. The greater focus in the curriculum on the development of pupils' skills and understanding in subjects has not yet had time to impact on standards. Opportunities for independent inquiry and investigation are developing appropriately. Teachers make useful links with other subjects as well as literacy and numeracy. Usually good opportunities are provided for pupils to develop their speaking and listening skills, however many lack confidence and find it difficult to express themselves clearly or to listen quietly. Classroom organisation is good, particularly in the huts, which are cramped and hinder teacher and pupil movement. Homework is used appropriately to consolidate learning.
22. Pupils are motivated, and enjoy learning, particularly when they are challenged. When work is not well matched to their abilities and need they lose interest and concentration. When encouraged they gain in confidence and express their views, however many find this difficult. Their ability to express themselves is restricted by a limited range of vocabulary but they happily share their opinions. Generally pupils' listening skills are underdeveloped. Pupils readily access resources for themselves and enjoy undertaking research when given the opportunity. They particularly enjoy using the computers. Presentation of work is not always good. The younger pupils' work is often messy and handwriting skills developed in lessons are not transferred to everyday work. Much work seen in the work scrutiny was unfinished and evidence from some work samples showed little individual work.
23. Assessment procedures are satisfactory but are unwieldy and they are not used consistently. This area is currently under review, the school recognises it requires further action. Teachers' marking is inconsistent. Some teachers make suggestions for improvement, and others do not always include comments or targets to help pupils improve. Pupils are set targets but this is inconsistent across the school. In English and science they are set inconsistently. No individual targets are set in mathematics and in other subjects. Some teachers do not check pupil targets enough, and this does not help pupils to realise when they have met their target or what they need to do to improve in order to achieve higher standards. Teachers are exploring ways in which pupils can be more involved in the assessment of their own work.

The curriculum

The curriculum is satisfactory and statutory requirements are met. Accommodation, resources and staffing are satisfactory overall.

Main strengths and weaknesses

- The number of support staff is insufficient to meet the needs of the curriculum especially in special educational needs.
- Some aspects of the accommodation have a negative impact on the delivery of the curriculum.

Commentary

24. The curriculum includes religious education, personal, social and health education, sex education and education about drugs misuse. Satisfactory provision is made for pupils with special educational needs. The school strives to be fully inclusive and is aware that all pupils should have equal opportunities even when withdrawn from class for additional help.
25. The school has recently undertaken a review of the curriculum to move from knowledge-based subject teaching to topics that include cross-curricular links. These topics are also intended to

develop pupils' knowledge, skills and understanding as they progress through the school. However, it is too early for the new topics to be having an impact on pupils' attainment and progress. There are also still some areas to be fine tuned and reviewed such as personal, social and health education.

26. Satisfactory opportunities are provided for extra curricular activities. Clubs include football, netball, athletics, signing, mathematics and choir. Teachers have started to arrange visits at the beginning of topics to enthuse and stimulate pupils' interest and learning. Those undertaken, such as to 'The World at War' museum have been very successful. The range of visitors to enrich the curriculum is satisfactory, for example, theatre groups, a Hindu visitor and a workshop on African masks. The school is aware that the curriculum would benefit from an increase in the number and variety of visitors. Older pupils take part in a residential visit, which enhances their personal development.
27. The school has a beneficial sports link with a local school. Year 6 pupils work on a transition topic with the local secondary school.
28. Pupils with special educational needs and those with English as an additional language have equal access to the curriculum. Occasionally they are withdrawn from class for individual or small group work but the school tries to ensure that they do not miss the same lessons consistently. If this happens, as noted with science, the school changes the timetable. These sessions are designed to give these pupils a better understanding so that they can work better in class. The school has used a translation service to ensure that they have an accurate understanding of the needs of pupils with English as an additional language so that they can plan to meet them.
29. Following a period of high staff turnover and turmoil in Key Stage 1, which was beyond the school's control, there are now a sufficient number of teaching staff to meet the needs of the curriculum. However, there are insufficient teaching assistants to support teachers in their work, especially with regard to pupils with special educational needs. As a result, although teachers make efforts to provide them with appropriate work, these pupils do not always make as much progress as they might.
30. The accommodation is satisfactory overall. However, the split site is inconvenient and causes some time loss during the school day whilst pupils move from one site to another. For example when older pupils use the computer suite and when younger pupils in the huts have to go a considerable distance around the outside of the school in order to get to toilets. Whilst some areas of the school are spacious and empty, others, such as some of the huts, are extremely cramped and are not conducive to teachers providing a full range of activities across the curriculum, or creating a good working environment for their pupils. There are some cluttered spaces that could be better utilised. Resources for the curriculum are satisfactory but some teachers are unsure about what is available for their use. The school is fortunate to have a spacious field as well as hard areas for playing. The two libraries, one for each Key Stage, have a suitable range of appropriate books.

Care, guidance and support

Staff take good care of pupils, and show particularly good awareness of those with medical needs. Overall systems are satisfactory, although two aspects of health and safety practice require review. There are suitable arrangements made when pupils start school. The new school council is a real success, giving pupils a voice.

Main strengths and weaknesses

- Good care for those with medical conditions.
- Pupils' voice is heard through school council.
- A good system of induction to nursery.
- Governors do not review health and safety practice.

Commentary

31. This is a caring school, and staff treat pupils as individuals, and look after them well. For example, health care plans are devised with the parents and school nurse for those with chronic medical conditions. Child protection procedures comply with those agreed locally, and staff received up to date training on the last day of this inspection. Governors are aware of their responsibilities for health and safety, but practice in two areas require a review. Regular walkabouts take place, but after school hours. This means that those hazards involving pupils are not observed, and the advantage of an external perspective is lost. Good practice needs to be implemented firmly: for example banning staff and pupils from the kitchen.
32. Pupils find senior staff approachable, and midday supervisors know them well. They have opportunities to approach an adult with any concerns. Pupils are not yet involved in setting their own targets. The school's focus on pupil behaviour and personal development is proving successful in that they feel involved in school life and able to take part in decision making through the school council. Contested elections were being held for the second council, and there were many hustings posters in classrooms from competing candidates.
33. The school values all pupils equally. Teachers are pleased to note that often pupils with English as an additional language do well and higher-attaining pupils work in appropriate groups. In order to help pupils settle into school the co-ordinator for English as an additional language has created a new welcome booklet that can be translated into 60 languages. Also the register of needs make it easier for teachers to identify pupils who have the same mother tongue. Thus pupils can work in pairs and help each other. The school has good procedures for early identification of those with special educational needs. Pupils have interviews and are involved in the setting of their individual targets and at each stage of the review process.
34. Good arrangements are made when pupils start in the nursery. Parents are fully involved, and a few pupils start at a time, so that they feel welcomed.

Partnership with parents, other schools and the community

The school has satisfactory links with its parents and the community and maintains sound relationships with other schools in the area.

Main strengths and weaknesses

- Parents are sent good information about what their child will be learning.
- Reports do not give parents enough information to keep them informed.

Commentary

35. Parents are generally happy with the work of the school, but a quarter of those responding to the pre-inspection questionnaire did not feel that they were kept well enough informed about their child's progress. Inspection evidence confirms this. They receive all the necessary written information, about school and what is being learned and a well written annual report. But although there are two opportunities to talk to teachers, parents are left without a written record of how their child is getting on against expectations for their age or ability. Reports do

give parents clear indications about what their child knows, understands and can do, and what needs to be done to improve in English and mathematics.

36. Parents of pupils in the nursery are encouraged to settle their children at the start of the school day.
37. Parents' opinions are sought each year about pupil behaviour, and the school has plans to expand parent consultation on school issues. Parents find the school approachable. There is a physical separation between infants and juniors, and this does not help parents to see the school as one unit. The school responded satisfactorily to parents' concerns about the change between Years 2 and 3 although some pupils remained anxious.
38. Parents of pupils with English as an additional language and of those with special educational needs are kept well informed through regular meetings and reviews. Sometimes parents are used to translate for each other at meetings.
39. There are visits and visitors that benefit pupils, and satisfactory relationships with other local schools to which pupils transfer and for some sport. The school makes good use of its nearby specialist sports college to extend and improve pupils' sporting skills. Work in this area overall is satisfactory. The school actively encourages links with adults through work experience placements and educational institutions and colleges to bring in extra adult support, expertise and to provide opportunities for developing new ideas in school development and practices.

LEADERSHIP AND MANAGEMENT

Leadership and management are satisfactory overall. Leadership of special educational needs is good. All ensure that the school's aims are translated into practice. Governance is satisfactory.

Main strengths and weaknesses

- Leadership of special educational needs is good.
- Finances are managed efficiently.
- The leadership team is respected and has the capacity to effect change.
- Leadership of the curriculum and teaching by the headteacher is not sufficiently rigorous.
- Monitoring performance data, reviewing patterns and acting on the outcomes have not impacted quickly enough.
- The role of co-ordinators is underdeveloped.

Commentary

40. Since the last inspection, the school has faced a significant period of difficulty and trauma beyond their control in terms of staffing and in the need to retain and recruit staff. Key personnel including the deputy headteacher have been appointed and over half of the teaching staff has changed. This, in itself, a significant barrier to improvement, has undoubtedly affected the rate at which the school has progressed.
41. Governance is satisfactory. The governing body has considerable expertise and experience. They readily offer their support and act as critical friends. A new Chair of Governors was appointed this term. Governors are addressing the development needs of the school appropriately. Committees run effectively and they are well organised. Governors and the headteacher have secured additional funding to increase staffing levels. With the headteacher and staff, they share the focus on raising standards and improving the quality of provision.
42. The headteacher provides satisfactory leadership. He leads the school forward and is committed to school improvement, raising standards and investigating areas for concern. He has the full confidence of the governing body, staff, parents and pupils. The headteacher has created a cohesive team with clear lines of responsibility. The priorities for development are

appropriately chosen. With further focused support and direction the staff have the capacity to realise their intentions and bring about improvement.

43. The headteacher and deputy headteacher have a mutually supportive team ethos. The recently appointed deputy headteacher is instrumental in moving the school forward. Leadership of subject areas is satisfactory overall. The Key Stage 2 and English co-ordinator posts are shared among part time staff. Lack of time prevents the co-ordinators from monitoring teaching and learning in class. This diminishes the effectiveness of monitoring and evaluating teaching and learning. Co-ordinators monitor teachers' planning and pupils' work. Some have carried out an audit of provision in their subject and developed action plans to move forward. Target setting and the monitoring of achievement by the headteacher and key staff are not sufficiently focused in all subjects.
44. Leadership of special educational needs is good. It is efficient and thorough. The code of practice is fully in place and the special educational needs register shows that these pupils make satisfactory progress, as sometimes pupils are withdrawn from the register, because they no longer need special help. The governor for special educational needs fulfils her role well.
45. Management is satisfactory. The school day runs smoothly and good systems are in place. Procedures and processes are clear and they are generally followed. They are kept under regular review and all staff are consulted. Policies are in place but are not yet consistently applied, for example behaviour management, assessment and target setting. The assessment policy is currently under review. The management plan outlines the school's priorities for development and they are based on analysis of performance. Working groups are set up for short and long term projects-for example, workforce reform, planning revisions, policy review. All staff are very well supported in their professional development. Performance management is established. Key staff are trained to mentor and support teachers who are newly qualified, and students. The school is keen to use educational initiatives.
46. Whole school development has been slow, reflecting staffing difficulties and uncertainties and the pace of change. As a result, improvement in the school's effectiveness since the last inspection is unsatisfactory. Standards in writing are not yet high enough. The quality of monitoring the curriculum and use of assessment are not sufficiently rigorous. The key issue concerning raising standards in information and communication technology is fully addressed. Much work has focused on improving the curriculum. At this early point of the school year it is too soon to determine the full impact of this focus. Statutory requirements are now fully met and the minor weaknesses are addressed. There are examples of effective teamwork among staff, within and across stages.
47. Monitoring of finances is effective through the work of the administrative officer and the finance committee. The school has secure procedures and systems in place and monitors and controls the budget effectively. The deployment of resources are discussed and agreed. However, governors are aware that the strategic decision to reduce teaching assistants as a result of budgetary constraints will need to be evaluated in terms of the impact on standards, teaching and learning. The split site is inconvenient and causes some time loss during the school day whilst pupils and staff move from one site to another. The duplication of resources and personnel is a further financial constraint on the school. The school development plan identifies necessary priorities and has earmarked funding for specific developments, such as building developments. Principles of best value are understood and funding is allocated to educational priorities, an example, being the purchase of interactive boards. The cost per pupil is average. Overall the school provides satisfactory value for money.

Financial information for the year April 2002 to March 2003

| Income and expenditure (£) | |
|----------------------------|-----------|
| Total income | 1,253,744 |
| Total expenditure | 1,176,742 |
| Expenditure per pupil | 2,509 |

| Balances (£) | |
|-------------------------------------|---------|
| Balance from previous year | -54,016 |
| Balance carried forward to the next | 22,986 |

PART C: THE QUALITY OF EDUCATION IN SUBJECTS

AREAS OF LEARNING IN THE FOUNDATION STAGE

Provision in the Foundation Stage is **satisfactory**.

Main strengths and weaknesses

- Support staff make effective contributions to children's learning; teamwork is good.
- The lack of a separate, partially covered, outside area for children in the reception classes hinders outside learning.
- Children with special educational needs do not always receive enough support.

Commentary

48. Many children enter the nursery with low levels of language development and many are at early stages of learning English. Children achieve satisfactorily and by the end of the reception year are likely to broadly reach the nationally set early learning goals in most aspects of their work, apart from communication language and literacy. Standards are lower than during the last inspection, in line with lower starting points. Such comparisons are difficult to make, however, because since that time the Foundation Stage, which includes a wider age range, has been introduced nationally.
49. Teaching is satisfactory overall. This is not as good as at the time of the last inspection. The main strengths of the teaching overall lie in the high priority teachers give to personal, social and emotional development and in the rigour applied to teaching sounds and letters. The best teaching is lively and engages children's imagination well. The two reception teachers, new to the key stage, are making a secure start to their work. Staff have an appropriate understanding of the active way that young children learn. They provide practical interesting activities, inside and outdoors, both adult led and those that children can select for themselves. Teachers visit children in their self-chosen play but interventions are not always purposeful enough. Support staff contribute fully to the teaching process. Teamwork is good, sessions are well organised and staff roles are clear. Routine focused observations of how children are getting on help staff plan future learning steps. Even at this early stage in the school year, staff are getting to know their children well. Children at early stages of learning English, those with special educational needs and those with the potential to achieve highly are appropriately provided for.
50. Satisfactory leadership ensures the smooth running of the key stage although lack of time prevents the co-ordinator from monitoring teaching and learning in class. Other current issues include transition to Year 1, reflecting national concerns. Year 1 teachers are working to maintain a practical, active element at the start of National Curriculum, to better meet children's needs and are being supported in this by the local education authority. Outdoor learning, as the school is aware, is limited by the lack of a suitable, partially covered outside area that children in the reception classes can freely access. Improvement since the last inspection is satisfactory overall although the quality of teaching has changed with fewer instances of good and very good teaching noted. Since the last inspection there has been significant staffing disruption and the new requirements of the Foundation Stage have been introduced. Older children in nursery (currently the summer born reception children) are now better planned for than previously.

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

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

Main strengths and weaknesses

- Children achieve well.
 - Teachers give a high profile to personal social and emotional development.
 - Children like coming to school.
 - Parents are very happy with the starting school arrangements.
 - Staff provide friendly, calm, caring and welcoming environments.
51. This area of learning enjoys a suitably high profile and children achieve well, encouraged by good teaching. By the end of Reception, most are likely to achieve the nationally set goals. Staff provide friendly, calm, caring and welcoming environments so that, despite the early stage in the term, most children are settling well both in the nursery and reception classes. Parents are particularly pleased with the way the school enables their children to settle happily. Three and four-year-olds enjoy coming to school. They are interested and become involved in the wide variety of practical and purposeful activities provided, sometimes staying at an activity for extended periods. Staff give regular positive, sometimes firm, reminders to encourage children, in the reception classes in particular, to behave well, which mostly they do. Only when sitting for too long or when an activity is too structured, do they become restless and behave inappropriately. Staff are establishing good relationships. Explicit and good teaching helps children to take turns and share, as with the bikes and sand timer outside. Children almost always play harmoniously, inside and outdoors, sometimes together as in the playhouse or at the sand tray, and sometimes alongside each other. Teachers use the children's diverse cultural heritage suitably, encouraging parents to share different cultural traditions such as cooking.

COMMUNICATION LANGUAGE AND LITERACY

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

Main strengths and weaknesses

- Staff help children remember sounds and letters in a variety of ways.
- There is not enough independent writing.
- Staff do not talk often enough with children in an extended way.
- Teachers provide a good variety of imaginative activities to extend thinking skills.

Commentary

52. Children achieve satisfactorily in this area, but because of low starting points, many are unlikely to reach the set goals by the end of Reception. Teaching and learning are satisfactory overall. A strength of the teaching is the rigorous teaching of sounds and letters, particularly in the reception classes, with regular frequent sessions and a wide variety of approaches and activities to reinforce learning. Teachers enunciate clearly to help children hear sounds within words as well as at the beginning. Through intensive direct teaching they encourage them to form and practise individual letters. Many older four-year-olds attempt to write their names though not all are yet legible. Teachers scribe labels and captions for children's pictures but they do not encourage children to write freely often enough, in adult led sessions or self-chosen activities. Although an identified school priority, independent writing does not have a high enough profile, an important shortcoming in this area.
53. Children enjoy books and listen attentively to stories, joining in with repetitive parts and making relevant comments. Teachers provide a good variety of imaginative activities to extend

thinking about stories such as 'Brown Bear, Brown Bear, What do you see?' Children sometimes choose to look at books by themselves, becoming engrossed and talking quietly to themselves about what they see. Some higher-attaining children are beginning to recognise familiar words in simple texts.

54. Much talk is brief, and, especially in the nursery, unclear. Some three-year-olds are quiet and not ready yet to talk with confidence. Teachers use imaginative strategies such as puppets to encourage talk. Their clear speech is especially helpful in extending vocabulary, especially of children with English as an additional language. However, although speaking is an identified school priority, opportunities are lost to converse with children in an extended way.

MATHEMATICAL DEVELOPMENT

Provision in mathematical development is **satisfactory**.

Main strengths and weaknesses

- Mathematics is embedded in children's play activities.
- Adult led mathematics activities do not always enjoy a high enough profile.

Commentary

55. Children achieve satisfactorily and by the end of Reception many are likely to achieve the set goals in aspects seen, mainly counting. Few adult led focused activities were observed but it is clear that teaching and learning in this area are satisfactory. Teachers plan appropriate practical activities to reinforce children's learning, about positional language for example as when visiting the sensory garden to look for Teddy, 'beside' the red flowers. They reinforce learning about different shapes in creative activities, such as painting circles and other shapes on large wall friezes. Teachers reinforce numbers appropriately in children's independent play, putting numbers on bikes, and sorting numbers on a washing line, for example. They often encourage children to count, when painting legs for a spider, for example, so that many four-year-olds, and some higher-attaining three-year-olds, count and recognise numbers to ten, some with support. Mathematical computer games provide further practise with basic numbers particularly with adult support. Teachers use books such as 'Five Green Monsters' to reinforce numbers. They sometimes invent lively imaginative stories, to introduce early subtraction for example, as when Little Red Riding Hood gave away apples, one by one. Rhymes and songs such as Ten Green Bottles also usefully reinforce the beginnings of computation. Such potentially good activities do not always enjoy a high enough profile, however, being sometimes too rushed for the mathematical elements to be fully exploited.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

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

Main strengths and weaknesses

- Provision for information and communication technology has improved.

Commentary

56. Children achieve satisfactorily and as a result many are likely to achieve the set goals in aspects seen. Teaching and learning are satisfactory overall. Teaching has improved since the last inspection, reflecting work across the school. Three and four-year-olds approach computers with confidence and experiment freely. Many older children have reasonable mouse control and perform basic tasks such as drawing simple pictures, some with support. In scientific aspects, three-year-olds look carefully at different seeds and grow plants such as

sunflowers. Four-year-olds widen their experience by observing different plants in the sensory garden. They investigate wet and dry sand, enjoying building or feeling it flow through a sieve for example. In design and technology aspects, staff provide a suitable range of construction and other materials for children to build and make houses. Teaching stimulates and extends children's ideas, for example, as in construction with wood blocks when with the teacher's constructive intervention, houses became more complex. On occasion, however, design skills are limited by an over prescriptive task such as making almost identical viewfinders. Teachers provide satisfactorily for religious education, in line with the school's policy. They make appropriate use of artefacts for particular religious festivals, such as Diwali. They invite parents from different cultures to visit and share customs, for example, cooking and traditional dress.

PHYSICAL DEVELOPMENT

Provision in physical development is **satisfactory**.

Main strengths and weaknesses

- Staff do not play with children enough in their outdoor play.
- The lack of a suitable outside area restricts outdoor learning for older reception children.

Commentary

57. Four-year-olds achieve satisfactorily and most are on course to reach the national goals. Teaching and learning are satisfactory. When stimulated effectively, children begin to move imaginatively, moving slowly, floating, like a balloon, for example. Teachers provide a suitable variety of daily outdoor activities which children enjoy, riding bikes enthusiastically, balancing and climbing for example. Too often, however, staff take on supervisory roles, not joining children in their play often enough to stimulate and encourage ideas. Teachers of the older reception children use the playground as effectively as they can for large-scale play but it is too big for comfortable teaching. Also access is restricted because of regular clearing for play and lunch times. Teachers also provide a suitable range of activities to encourage children to use their hands and fingers with dexterity. Many use scissors, glue sticks, paintbrushes and construction apparatus effectively although they do not yet always hold pencils and crayons firmly so that pictures and writing tend to be 'wobbly'.

CREATIVE DEVELOPMENT

Provision in creative development is **satisfactory**.

Main strengths and weaknesses

- Staff do not join children in their imaginative play often enough.

Commentary

58. Four-year-olds achieve satisfactorily in creative aspects and are broadly on course to reach the national goals. Teaching and learning are satisfactory. Teachers provide a suitably wide range of creative activities. Four-year-olds experiment with musical instruments and sing a small repertoire of songs and rhymes. They and the younger children paint boldly. They play happily together in the playhouse, dressing up and sharing pizza for example. Staff do not join them often enough, however, to develop ideas, stimulate imagination, or encourage talking in an extended way.

SUBJECTS IN KEY STAGES 1 and 2

ENGLISH

Provision for English is **satisfactory**.

Main strengths and weaknesses

- Standards were good in 2002 but have fallen recently.
- Standards attained in writing by Year 2 are well below average.
- Generally teachers have too little support but when available it is good.
- The new curriculum plan is broad and links several subjects well.
- The school has rightly identified areas for improvement.
- Reading assessments are not efficient, particularly for the younger pupils.

Commentary

59. In 2003, test results for the oldest pupils were above the national average. They were above average for reading and average for writing at the end of Year 2. In 2004, the proportion of pupils scoring the higher levels both in Year 2 and Year 6 declined. Inspection evidence shows that the overall standards are average by the end of Year 6 and below average by the end of Year 2; in writing at the end of Year 2 they are well below. Overall, pupils make satisfactory progress.
60. Pupils speaking and listening skills in Year 2 are below expectations. For instance few pupils offer ideas to describe the seaside and the words used are simple such as 'sea' and 'sand'. Although the inspection took place at the beginning of the year, pupils' listening skills are underdeveloped. In Year 6, although standards in speaking and listening are in line with national expectations, many pupils have difficulty in putting their thoughts into words. In Year 4, however, many pupils use a good and improving vocabulary and are keen to speak and act in front of the class.
61. Reading skills are below average in Year 2 and average in Year 6. Younger pupils have trouble using 'sounds in words or phonics' to tackle new or difficult words. They know many initial letter sounds but cannot blend sounds together. Most pupils choose books at the correct level but some pupils choose books that are too hard. This is particularly the case for pupils with special educational needs. Older pupils read with expression, retell stories with reasonable detail and find and use information from non-fiction books. Older pupils are encouraged to read by visiting the school library regularly and by taking books home. However, there are no pupil librarians and the younger pupils do not visit the library, which is being redeveloped. Older pupils do not read with the younger pupils to give a good example or to make reading purposeful and fun.
62. Standards of writing are well below average in Year 2 and average in Year 6. This has been identified by the school as a particular weakness. The younger pupils work is often messy and their handwriting skills developed in special lessons are not transferred to everyday work. There is a limited range of writing with too few examples of poetry and letters. Much writing of the lower-attaining pupils is unfinished. Older pupils generally have neat joined handwriting and write reasonable length stories with good story starts. Work is well organised and they re-draft and improve their work. A few pupils use complex punctuation. Computers are not used enough to help pupils put their thoughts into words. Pupils are set writing targets but this is inconsistent across the school. Some teachers do not check these enough, which does not help pupils realise when they have met their target and challenge them to move on or to further raise standards.

63. Teaching is satisfactory overall and is sometimes very good. In one lesson it was unsatisfactory. It is best when teachers use a lively style and use varied activities and strategies to excite and encourage their pupils to concentrate. They also have teacher assistants who make a valuable contribution towards keeping all pupils attentive and working hard. Generally relationships are satisfactory and whilst pupils are sometimes restless their attention is maintained. In the weaker lesson, the attention of all pupils was not captured and at times pupils were expected to sit and listen for too long. Sometimes the pace of lessons is too slow and pupils are not expected to do enough. Teachers' marking is inconsistent. Some teachers make suggestions for improvement. Others do not.
64. Management is satisfactory. There is a new curriculum co-ordinator who has much to do to meet the needs of the changing pupil population. The new reading scheme for banding books and using guided reading is not fully understood by all. At the start of the year an effective, manageable way for diagnosing and noting ways of improving reading skills have not yet been devised. However, the new curriculum plan and time to be given for the subject co-ordinator to visit lessons is expected to give pupils an interesting lively curriculum and to improve teaching.

Language and literacy across the curriculum

65. There is now a new curriculum plan that highlights meaningful links with English and other subjects and visits. This has recently been introduced and good links are made with history, geography and computer work. It is however too soon for this new development to make a positive impact.

MATHEMATICS

Provision for mathematics is **satisfactory**.

Main strengths and weaknesses

- Too few pupils achieve the higher levels of attainment.
- Monitoring of teaching and learning is insufficient.

Commentary

66. Standards by the end of Year 2 and Year 6 are in line with the national average. Achievement overall is satisfactory, this is a decline since the last inspection. Lower standards at the end of Year 2 last year can be explained by turmoil in staffing and a gradual decline in pupils' attainment on entry. Although the inspection took place at the beginning of the school year, lesson observations indicate that teachers' expectations are not always high enough to develop pupils' mental agility, mathematical thinking and reasoning skills. Many pupils do not have sufficiently well developed speaking skills to be able to express their mathematical thinking clearly. However, on occasion, because of the lack of challenge in the teaching in a few lessons, the higher-attainers underachieve. Pupils with special educational needs and those with English as an additional language achieve satisfactory standards. However, there are insufficient teaching assistants to help teachers to give these, and other pupils, enough support to make better progress and reach higher levels of attainment. There is no significant difference in the attainment of boys and girls.
67. Teaching is satisfactory overall. Several good lessons were observed and there were no unsatisfactory lessons. In the good lessons, teachers maintained a calm working atmosphere with clear expectations of good behaviour and hard work. At this early stage of the school year, teachers are getting to know their pupils and their needs. Assessment procedures are satisfactory but they are not used consistently and no targets are set for individual pupils to let them know what they need to do to improve. Mental mathematics sessions are not always sufficiently brisk to develop pupils' mental agility and younger pupils are not always provided with sufficient resources for them to develop a good understanding of numbers. As a result, in

some lessons, some pupils lose concentration and their attitudes and behaviour are not as good as they might be and this impedes their learning.

68. The curriculum is monitored to ensure that all areas of mathematics are taught. However, there is less emphasis on pupils investigating problems and explaining their thinking. Good support is being given to talented pupils, with work planned to match their needs. However, higher-attaining pupils are not consistently challenged. As a result, they do not always make sufficient progress. There is an agreed system for marking pupils' work but it is not applied consistently and there are few comments to help pupils know what they need to do to improve.
69. The co-ordinator is knowledgeable and has a clear understanding of how mathematics should be taught in the school. However, she is a part time teacher who also has other responsibilities. As a result, although she provides as much support and monitoring as she can, she has limited time to monitor teaching and learning in mathematics.
70. The co-ordination of the subject is satisfactory, with the co-ordinator giving support when teachers plan, and ensuring resources are sufficient. However, monitoring of teaching and learning is insufficient.

Mathematics across the curriculum

71. Displays of mathematical vocabulary indicate that teachers plan to take opportunities to reinforce it whenever they can as topics progress. However, because of the early stage of the school year, there were few examples of mathematics being used across the curriculum.

SCIENCE

Provision for science is **satisfactory**.

Main strengths and weaknesses

- Pupils have insufficient opportunities to investigate and devise their own experiments.
- Too few pupils reach higher levels of attainment.

Commentary

72. Standards are in line and achievement is satisfactory. This maintains the position at the last inspection report. Pupils with special educational needs and those with English as a second language achieve in line with their abilities. There is no significant difference in the attainment of boys and girls. The picture regarding science is very similar in both key stages, with too few pupils attaining higher levels in teacher assessments and national tests.
73. The school has recently reviewed the curriculum to place a greater emphasis on the development of pupils' skills and understanding in science as well as their scientific knowledge. However, this has not yet had time to impact on pupils' attainment, or to provide opportunities for independent investigation where pupils devise their own experiments. At the end of Year 2, much of the work in pupils' books is the same. As a result, they have a satisfactory knowledge of science topics, but their skills of enquiry are under developed. Many older pupils understand what a prediction and fair test are, but have not had to devise experiments with them in mind. Throughout the school, pupils develop a satisfactory scientific vocabulary. However, there are insufficient opportunities for them to explain or record what they are finding out in their own words and many pupils find it difficult to express themselves clearly. Older pupils make satisfactory use of information and communication technology when using sensors to measure temperatures. Limited use is made of numeracy skills. For example, worksheets that include a table of the measurements to be made.

74. Teaching is satisfactory overall. One good lesson and one unsatisfactory lesson were observed. The good lesson captured pupils' imagination and the teacher used good questioning techniques to encourage pupils to participate. The good relationships between the pupils and the teacher were a key feature of the lesson. The unsatisfactory lesson was characterised by low expectations of pupils and a significant minority of pupils behaving inappropriately and preventing others from working this adversely affected learning. Pupils' attitudes to science vary with the quality of teaching from interested and enthusiastic, to making little effort to participate. Not all pupils work well together, some find it hard to share materials, especially at the end of Year 2. Assessment in science is satisfactory. Most teachers mark pupils' work regularly but do not always include comments or targets to help pupils know what they need to do to improve. The co-ordination of the subject is satisfactory.

INFORMATION AND COMMUNICATION TECHNOLOGY

Provision for information and communication technology is **satisfactory**.

Main strengths and weaknesses

- Pupils enjoy their work.

Commentary

75. Information and communication technology was a key issue in the last inspection, which has been fully addressed. Standards are average and pupils do as well as can be expected throughout the school. The recent review of the whole school curriculum ensures that all areas of the information and communication technology curriculum are being planned and included in all other areas of the curriculum. However it is too early for this to be having an impact on pupils' learning. Pupils with special educational needs and those with English as an additional language attain standards in line with their abilities. There is no significant difference in the attainment of boys and girls.
76. The quality of teaching observed during the inspection was satisfactory or good, depending on the lesson. Since the last inspection report, teachers have undergone training in information and communication technology that has had a positive impact on their skills and pupils' learning. They have a sound knowledge of the subject and explain new procedures clearly. As a result, pupils make satisfactory progress during lessons and develop confidence when carrying out a range of tasks on the computers. Pupils' attitudes towards their work are positive. They enjoy working in the suite and settle to their tasks well, sharing ideas and equipment with each other sensibly. Their behaviour when using the computers is generally good. The computer suite is used efficiently for whole class lessons and contains sufficient computers for all pupils to participate. However, the nature of the school site limits its use to class lessons. Classrooms have their own computers that were being used appropriately during the inspection.
77. Leadership and management are satisfactory. The co-ordinator has played an effective role in ensuring that the resources and planning for the subject are improved and appropriate for the curriculum. However, monitoring teaching and learning are under developed. A system for recording and assessing pupils' work has been agreed but is not being implemented consistently.

Information and communication technology across the curriculum

78. The new curriculum planning indicates teachers' intentions to use information and communication technology across the curriculum. However, it is too early for this to be having an impact. Due to the early stage of the school year, there were few examples of information and communication technology being used across the curriculum.

HUMANITIES

Judgements for geography and history are based on work sampling and other evidence available. Three lessons were observed in geography and in history. Three lessons were observed in religious education. The scrutiny of work and evidence of teachers' planning and discussions with pupils also support the judgements that follow.

79. Provision for **geography** is satisfactory. Work in geography was sampled. Judgements are based on the three lessons observed, from looking at samples of work across the school and talking to pupils. Indications are that standards meet national expectations, broadly in line with findings of the last inspection.
80. Pupils achieve satisfactorily although limited vocabulary hinders their learning. In Year 2, for example, they find it hard to identify geographical features of the seaside. In line with the school's priority to meet this need, in lessons observed, teachers found ways to broaden vocabulary, emphasising specific words such as 'sand dunes', 'cliffs' and 'meteorologist', for example. They provided suitable opportunities for pupils to practise speaking skills, such as presenting a weather forecast in Year 5. Teachers make useful links with other subjects as well as literacy, such as using mathematical skills to draw graphs. They provide suitable opportunities for pupils to develop mapping skills: younger pupils draw imaginative maps of the Gingerbread Man story whilst older pupils produce realistic maps, with a key, of the River Cuckmere, for example. Teachers make appropriate use of the school grounds, as in Year 1 when learning about directions, but as the school is aware the ecology area is underused. Visits to the local area and beyond enhance the work in class. The annual residential trip to Alfriston for Year 6 pupils provides other, intensive, fieldwork opportunities as well as enriching personal development.
81. Geography is satisfactorily led and managed. The co-ordinator has identified appropriate action points from a recent work scan. Subject guidelines and basic assessment procedures, including some constructive marking, are now in place, an improvement since the last inspection. Higher-attaining pupils are sometimes suitably challenged but not consistently so, as at the time of the last inspection. The work samples showed much similar work, some possibly copied, and some unfinished. Resources are improved with more maps and globes available. Improvement since the last inspection is satisfactory.
82. Provision for **history** is satisfactory. Work in history was sampled. Judgements are based on the three lessons observed, all from Key Stage 2, as at the time of the last inspection, from looking at samples of work across the school and talking to pupils. Indications are that standards across the school meet national expectations, in line with previous findings.
83. Pupils achieve satisfactorily. Younger pupils compare things in the past such as houses and toys with those of today. They are aware of important events such as The Great Fire of London and The Plague. In Year 3, most pupils, including those with special educational needs make simple observations about historical artefacts, but, as in geography, limited vocabulary hinders learning. In Year 4, too, they find it hard to find words to describe the wives of Henry VIII from portraits. They rely on the teacher's prepared suggestions. The oldest pupils, in Year 6, know about aspects of evacuation in World War 2 and through the class teacher's sensitive approach, begin to empathise with how evacuees might be feeling, a useful contribution to personal development.
84. Teaching strengths in history include constructive questioning and clear explanations to draw out pupils' thinking, for example about real and replica artefacts. Teachers stimulate pupils effectively to be curious about the past, including by using a wide range of resources and by representing the past in different ways. Consequently most pupils respond positively and with interest. Teachers provide opportunities for pupils to research aspects of the past, using books and the Internet, as when finding out about Henry VIII's wives. Visits, for example to

Hampton Court, and visitors enliven the past, as do historical theme days in school such as the recent Tudor day. Teachers make useful links with other subjects such as science and geography to reinforce learning in history. They encourage pupils to practise literacy skills such as note taking. However, despite writing being a key school priority, evidence from work samples showed little individual written work. Too much was too similar, possibly copied. Worksheets remain prominent, as at the time of the last inspection, and higher-attaining pupils are still not consistently well challenged.

85. Leadership and management are secure. The recent detailed work scan provides useful action points for the incoming co-ordinator. Subject guidelines, which include developing skills as well as knowledge, are now in place, as are basic assessment procedures, an improvement since the last inspection. Resources are also improved, with more artefacts available for investigative work. Improvement overall since the last inspection is satisfactory.

Religious education

Provision for religious education is **satisfactory**.

Main strengths and weaknesses

- Standards at the end of Year 2 are below the expectations of the locally agreed syllabus.

Commentary

86. There was insufficient evidence to make a secure judgement about teaching and learning in Key Stage 1, but looking at books and talking to pupils about their work indicate that their skills, knowledge and understanding in religious education are below those expected. This is a decline since the last inspection. When prompted, pupils at the end of Year 2 remember some of the topics they have studied, but have many misconceptions and are very unclear about the purpose of places of worship although they have been on a visit to the local church. Standards are as expected at the end of Year 6 and pupils achieve satisfactorily, which maintains the position of the last inspection report. They have a sound knowledge of topics covered, but less understanding of what it means to be a believer. There is no significant difference in the attainment of pupils with special educational need, those with English as a second language or between boys and girls.
87. The school follows the locally agreed syllabus supplemented by material from other schemes. The whole school curriculum has recently been reviewed to include more emphasis on the development of pupils' skills and understanding as well as their knowledge, but this has not been in place for long enough to have an impact. Teachers' planning is satisfactory. Resources for religious education are satisfactory. Although some year groups visit a church and a synagogue, insufficient use is made of these visits or of visitors to help pupils understand how beliefs affect people's every day lives. There are no agreed systems for recording or assessing pupils' work in religious education and there has been no recent monitoring of teaching and learning in the subject.
88. There is currently no co-ordinator in the school. A member of staff has been appointed to the post but meanwhile the headteacher is acting as subject 'caretaker'.

CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

In creative, aesthetic, practical and physical subjects, work was sampled in art and design, design and technology, music and physical education. Four lessons were seen in art and design, two in music and three in physical education. The scrutiny of work and evidence of teachers' planning support the judgements that follow.

Art and design

89. Work was sampled and four lessons were seen at the end of Year 2. There is every indication that standards meet expectations and pupils achieve satisfactorily throughout the school. Work displayed reflects secure teaching and learning. Standards were judged to be above expectations at the time of the last inspection in both key stages. Due to timetabling arrangements no lessons were seen at the end of Year 6. Pupils in Year 1 create interesting large-scale collages of the beach. Pupils in Year 2 learn how to plan a photographic self-portrait using viewfinders. They explore and record their ideas accurately and understand the difference between landscape and portrait. They choose and select suitable backgrounds and give due thought to mood, angle and distance. They look at portraits by artists and photographers and discuss meaningfully what messages they conveyed in their work. Pupils are provided with suitable opportunities to practise speaking and listening skills when describing their work to the class.
90. Year 3 pupils explore repeat patterns and learn specific terms such as symmetry, rotation and overlap and apply these to different patterns with increasing understanding. They apply this knowledge when making small-scale symmetrical patterns of their own using gummed squares and scissors. One class made useful links with mathematics and consolidated their previous knowledge of geometric shapes. Year 4 pupils have studied Tudor portraits and have produced some good examples of their own. Year 6 pupils have looked at art from different periods and artists and have increased their knowledge and awareness of art from different periods and cultures.
91. In the public areas of the school there are illustrated posters of the school rules and of pupils' achievements. Sketchbooks are used well to record ongoing work and investigate ideas and explore media. Visits to the local area provide further opportunities to raise pupils' awareness and the school have just set up a link with the Tate Britain. The deputy headteacher is currently acting as caretaker co-ordinator for art and design.

Design and technology

92. Design and technology was sampled. Only two lessons were observed. Judgements are based on these and by talking to pupils, looking at photographs and the overall curriculum plan. The school plans for this subject adequately across the school and pupils cover all aspects of the design process. Older pupils enjoy investigating how to make their structures, such as beam bridges, stronger. They select suitable materials, share their ideas and evaluate each other's work. Pupils with English as an additional language are included well as the teacher ensures that they understand the basic vocabulary. Younger pupils enjoy making cakes. Here good links are made with other subjects such as English and mathematics. They describe the mixture, read the story of 'the Gingerbread man' and work out a price so they can be sold.

Music

93. Work was sampled; two lessons were observed at the end of Year 6, singing in assembly, and a hymn and a choir practice were observed. Evidence indicates that standards meet expectations and achievement is satisfactory. There continue to be good opportunities for enrichment including violin and woodwind tuition as at the time of the last inspection. Two lessons were observed at the end of Year 6, in one lesson pupils had to compose a short composition for 'A night in the blitz'. Each group selected a section of text and interpreted it musically. In one lesson, pupils were engaged and interacted well with one another selecting sounds to represent fire engines, bombs dropping and sirens successfully. They found evaluating each other's work more difficult. In the other lesson with the same focus the outcome was not as successful because pupils spent too long playing with the instruments and insufficient time composing, the work was not modified or improved.

94. Singing in assembly and hymn practice is satisfactory and is enjoyed by all those participating. Pupils sing familiar songs in unison in assembly using their voices clearly to create music and increase their repertoire of new and familiar songs. The school choir is popular on average about 60 children attend the choir on a regular basis and the choir regularly takes part in local musical festivals and events. The headteacher is currently acting as caretaker co-ordinator.

Physical education

95. This subject was sampled. Only three lessons were observed. The curriculum plan shows that all aspects are covered and that pupils are given sufficient time. A good amount of time is given to swimming for pupils in Years 3, 4, 5 and 6. Older pupils enjoy participating in competitions in cricket, athletics and football. Boys and girls play in the same cricket team. In Year 4 both boys and girls show good dance skills. They work out a routine together with interesting movements in time to the music. They enjoy demonstrating and improving their work. Other Year 4 pupils show average and improving bat and ball skills. In Year 5 pupils demonstrate a good range of controlled jumps and work well together to improve their work. They are well aware of safety when putting out equipment.

PERSONAL, SOCIAL AND HEALTH EDUCATION

Provision for personal, social and health and citizenship education is **good**.

Main strengths and weaknesses

- The school council has an increasing role in school developments.
- Discussion time is used well.
- Good opportunities for speaking and listening.

Commentary

96. Inspectors observed two PSHCE lessons, one at each key stage, and interviewed pupils about their involvement in the school council. There was insufficient evidence during the inspection to form a secure judgement about pupils' standards, their achievements or the quality of teaching and learning. Evidence from pupils' work, teachers' planning and discussions with pupils suggests that provision is good.
97. In the one Year 1 lesson observed, about appreciating that we all have different qualities, pupils were engaged in a discussion game. Using initial letters they were encouraged to take turns and say *'I like x because'*; this provided good opportunities for speaking and listening although some pupils found it hard to think of an original reason for liking a person. In a similar Year 3 lesson, pupils were given a star by the teacher and were encouraged to consider and share with others what they are good at, a few came up with gems like: *'I am a star because I am kind'*. This group was more reluctant to participate and did not speak clearly. Teachers work hard to ensure that pupils develop the appropriate attitudes, values and personal qualities and to raise their self-esteem.
98. A range of planned topics and themes are currently explored and discussed. The planning for PSHCE and citizenship programme is not yet completed; it covers sex and relationships together with alcohol and drug misuse. Younger pupils learn about issues such as feelings, relationships, health awareness and working together. Older pupils explore issues through drama; they learn about puberty, hygiene, drug misuse, and keeping healthy and taking responsibility. The school is in the early stages of the Healthy Schools initiative. Discussion time and the citizenship curriculum all contribute positively to the curriculum. Discussion time is used well to enable pupils to have empathy for one another, to have awareness of each other's values and beliefs and to improve their self-confidence and self-esteem.

99. Pupils have responsibilities in the school council, and this is an effective way for the pupil voice to be heard. Established for a year the school council has an increasing role in school developments and pupils' views are sought and acted upon in terms of improvements. One successful area resulted in playground improvements and pupils have expressed views on extra-curricular activities and clubs. The school works appropriately to develop pupils' awareness and appreciation of their own and others' cultural traditions.

PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

Inspection judgement

Grade

| | |
|--|----------|
| The overall effectiveness of the school | 4 |
| How inclusive the school is | 4 |
| How the school's effectiveness has changed since its last inspection | 5 |
| Value for money provided by the school | 4 |

| | |
|-----------------------------------|----------|
| Overall standards achieved | 4 |
| Pupils' achievement | 4 |

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

| | |
|--|----------|
| 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 | 4 |
| Accommodation and resources | 4 |
| Pupils' care, welfare, health and safety | 4 |
| Support, advice and guidance for pupils | 4 |
| How well the school seeks and acts on pupils' views | 3 |
| The effectiveness of the school's links with parents | 4 |
| The quality of the school's links with the community | 4 |
| The school's links with other schools and colleges | 4 |

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

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