

INSPECTION REPORT

EASTERGATE C of E PRIMARY SCHOOL

Eastergate, Chichester

LEA area: West Sussex

Unique reference number: 125981

Headteacher: Mrs Judith Holland

Lead inspector: Mr Paul Baxter

Dates of inspection: 4 - 6 July 2005

Inspection number: 266773

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: Voluntary controlled
Age range of pupils: 4-11
Gender of pupils: Mixed
Number on roll: 142

School address: Church Lane
Eastergate
Chichester
West Sussex
Postcode: PO20 3UT

Telephone number: 01243 542297
Fax number: 01243 544427

Appropriate authority: Governing body
Name of chair of Mr David Owen-Ellis
governors:

Date of previous May 1999
inspection:

CHARACTERISTICS OF THE SCHOOL

Eastergate C of E VC Primary School is smaller than most primary schools. It serves a broadly average socio-economic community. Approximately 4% of the pupils are eligible for free school meals and this is well below average. The proportion of pupils whose first language is not English is less than 3%, and none of these pupils need specialist support in English. A below average number of pupils join or leave the school during the course of the school year. Approximately 16% of the pupils have special educational needs, a broadly average proportion; these include moderate learning, profound and multiple learning, social, emotional and behavioural and speech and communication needs. One pupil has a Statement of Special Educational Needs and this is about average. Attainment on entry is broadly average, but it can vary within the small year groups. The school gained the 'Schools Achievement Award' in 2003. There has been some instability in staffing in recent years.

INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
25217	Paul Baxter	Lead inspector	Science Physical education
19639	Gill Anderson	Lay inspector	
28014	Peter Buckley	Team inspector	Foundation Stage English Religious education
12637	Tony Green	Team inspector	Special educational needs Mathematics Information and communication technology Art and design Design and technology

The inspection contractor was:

Serco QAA
Herringston Barn
Herringston
Dorchester
Dorset
DT2 9PU

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PART A: SUMMARY OF THE REPORT

OVERALL EVALUATION

Eastergate C of E Primary is a **very good** school. Inspirational leadership by the headteacher and a corporate approach to management ensure ongoing improvement. In response to very good teaching and support, pupils develop their personal qualities very effectively and achieve well academically. Standards in Year 6 are well above average in mathematics and above average in other subjects inspected. The school provides very good value for money.

The school's main strengths and weaknesses are:

- The headteacher has excellent clarity of vision, sets high expectations and also gives an outstanding lead in the development of teaching and the curriculum.
- There is excellent enrichment of the curriculum through clubs, events, visits and visitors.
- The pupils' very good personal qualities reflect the school's equally effective support for their spiritual, moral and social development and their care, health and welfare.
- Teaching is very good, especially in the Reception class (Year R/1).
- Very good leadership and management of other key staff and of governors also help to sustain the very good level of effectiveness in all other areas of provision that enables pupils to succeed.

The school has made very good improvement since the last inspection, in pupils' achievements and in most areas of provision. Following an increased strengthening of provision over the past three years, key issues for improvement have been addressed very effectively; for example, teaching and learning in Year R is now a strength and there has been excellent improvement in pupils' attendance. These improvements have been made in spite of a significant staff sick leave. Under the current headteacher the school is extremely well placed to improve further.

STANDARDS ACHIEVED

Results in National Curriculum tests at the end of Year 6, compared with:	all schools			similar schools
	2002	2003	2004	2004
English	D	C	B	A
mathematics	E	C	B	A
science	D	C	A	A

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

Achievement is good overall and continues to improve as an increasing number of pupils achieve very well in response to very effective and improved stability in teaching. Children's attainment is broadly average on entry, but this can vary significantly. The children achieve very well in Reception (Year R). Pupils in Years 1 to 6, including those with special educational needs and gifted and talented pupils, achieve well in relation to their differing

capabilities and starting points. Standards in Year R are exceeding the expected early learning goals in personal, social and emotional development, in communication, language and literacy and in their mathematical development. Standards in Year 2 are above average in physical education and average in speaking and listening, reading and writing and in mathematics, science and information and communication technology (ICT). Standards in Year 6 are well above average in mathematics and above average in English, science, ICT and physical education. These standards continue the rising trend in the pupils' performance in National Curriculum tests and the well above average comparison with the performance of pupils in similar schools shown in the table above.

Pupils' personal qualities, including their spiritual, moral, social and cultural development, are **very good**. The pupils' attitudes, behaviour and relationships are very good, showing a very positive response to the school's efforts in supporting all pupils, especially those with emotional and behavioural needs. Attendance and punctuality are very good.

QUALITY OF EDUCATION

The school provides a very good quality of education. Teaching and learning are very good overall. Teaching and learning are very good in the Year R, good in Years 1 and 2 and very good in Years 3 to 6. The improved stability in staffing and the cumulative effect of good and increasingly very good teaching promote a very successful continuity in pupils' learning as they move through the school. Teaching is very good in English and mathematics and is good in other subjects inspected. Consistently very good teaching of children in Year R stimulates the children's very good learning in all areas. A very good curriculum is strengthened by excellent opportunities for enrichment. Partnerships with parents, local schools and the community and provision for the pupils' care, health and welfare are very good and enhance pupils' learning.

LEADERSHIP AND MANAGEMENT

Leadership and management are very good. The headteacher promotes the excellent vision and leadership that sustains ongoing improvement and a strong commitment to providing enjoyable, successful learning for all pupils. Leadership and management are underpinned by strong team contributions from the deputy headteacher, other staff and governors. Overall governance is very good and statutory requirements are met in full.

PARENTS' AND PUPILS' VIEWS OF THE SCHOOL

Parents and pupils share very good views of the school. Parents feel enabled and work closely with the school, supporting their children's learning. Pupils are proud of their school and offer opinions enthusiastically, knowing they will be appreciated. Inspectors support these views fully.

IMPROVEMENTS NEEDED

The rapid pace of improvement, especially in teaching and learning, continues to impact very effectively on pupils' achievement, and the inspection team found no significant areas of weakness.

PART B: COMMENTARY ON THE INSPECTION FINDINGS

STANDARDS ACHIEVED BY PUPILS

Standards achieved in areas of learning and subjects

Standards are above average in Year R and Year 6, and average in Year 2. These standards reflect very good achievement for children in Year R and good achievement for pupils in Years 1 to 6 in relation to their differing starting points and capabilities and show that learning is promoted in a consistent fashion across the range of classes.

Main strengths and weaknesses

- Children in Year R are exceeding the early learning goals in communication, language and literacy and in mathematics and personal, social and emotional development.
- Pupils achieve well in English, mathematics, science and physical education by Year 6.
- Good teaching is promoting good learning for all pupils, including higher attainers and pupils with special educational needs.
- There is a strong and effective emphasis on promoting the pupils' independence and other personal qualities as they move through the school and these enrich their learning.

Commentary

1. Children enter the Year R class with broadly average skills, but this can vary each year as the number of pupils in each year group and their prior attainment differs. Children currently in Year R are achieving very well in response to very good teaching, and standards seen were above average. In Year 2, standards are average overall and this represents good achievement for this year group of pupils in relation to their lower than average starting points. Standards are above average in physical education and average in reading, speaking and listening, writing, mathematics, science and ICT.
2. Standards in mathematics are well above average in Year 6, and they are above average in English, science, ICT and physical education. Taken together these represent a good improvement in comparison with standards found at the time of the last inspection and broadly match the improved performance of pupils seen in last year's National Curriculum tests. Overall achievement is good but very good and improving teaching continues to have a very beneficial impact on pupils' achievement and an increasing number of pupils are achieving very well.
3. Throughout the school, pupils with special educational needs achieve well and make good gains in their learning relative to their prior attainment. They make good progress because of the very good support given by teachers, teaching assistants, the co-ordinator of special educational needs and the learning support assistant. Higher attainers and gifted and talented pupils also respond to the individual attention they receive and achieve well in relation to their capabilities.

Standards in national tests at the end of Year 2 – average point scores in 2004

Standards in:	School results	National results
Reading	16.2 (16.9)	15.8 (15.7)
Writing	14.8 (15.1)	14.6 (14.6)
Mathematics	16.7 (17.8)	16.2 (16.3)

There were 20 pupils in the year group. Figures in brackets are for the previous year

- An analysis of the performance of Year 2 pupils last year in the table above shows the small numbers of pupils in the year group assessed and the positive comparison with national results. Evidence shows that variations in the school's standards stem from differences in pupils' prior attainment and instability in staffing, which has now been resolved.

Standards in national tests at the end of Year 6 – average point scores in 2004

Standards in:	School results	National results
English	28.0 (26.7)	26.9 (26.8)
mathematics	28.0 (27.4)	27.0 (26.8)
science	30.3 (29.0)	28.6 (28.6)

There were 18 pupils in the year group. Figures in brackets are for the previous year

- An analysis of the performance of Year 6 pupils last year in the table above again shows the small number of pupils tested. They show above average standards overall with an even better performance in science, and show a clear improvement in standards compared to the previous year. They also compare very well with the standards reached in Year 2 and with standards found nationally and in similar schools.
- Overall the standards found during this inspection indicate that the school has done very well during a period of instability in staffing to sustain ongoing improvement in standards in all classes.

Pupils' attitudes, values and other personal qualities

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

Main strengths and weaknesses

- The improvement in attendance has been excellent, due to the strength of monitoring and promotion.
- Pupils have very good attitudes to school ensure that they learn very well.
- Pupils are very thoughtful to others.
- Moral and social provision is particularly strong, enabling pupils to mature very well.

Commentary

- The excellent improvement in attendance is a direct result of a rigorous approach to monitoring absence and approving holiday absence. Parents want children to be in school, and pupils are keen to come because of the high quality of provision.

Attendance in the latest complete reporting year (%)

Authorised absence	
School data	3.9
National data	5.5

Unauthorised absence	
School data	0.3
National data	0.5

8. Attitudes and behaviour have improved well since the last inspection. Pupils are mature and caring because the school vests in them confidence in their initiative and ability to take responsibility for their actions and so they behave very well. As a result they understand how they fit into the school and wider community. In a class council meeting, skilful teacher management of the discussion enabled pupils to discuss and reflect on difficult behaviour and support those who need to improve appropriately. A pupil responded really well to the appreciation that he is getting better. Although nearly half the pupils expressed concern over inappropriate behaviour due to their heightened awareness, they know it is caused by a very small number and they want to encourage them to improve. They are thoughtful towards others and have full ownership of school rules because of their involvement in their making and the high quality of their attitudes. This ensures they have a very good perception of right and wrong and feel secure and confident in school. There have been no exclusions.
9. Pupils with special educational needs have very good attitudes to class and group activities, which supports their good achievement. They are generally very willing and eager to learn. They listen and respond well to appropriate questions. The management of pupils is very good, which results in very good behaviour. They are fully integrated and socialise very well.
10. Pupils show a good improvement in their moral and social development because of strengthening provision, which leads them to show curiosity and reflect on important questions. They are very sensitive to people around them and understand that people can be different. They take responsibility for their actions even when things are difficult. Their values and behaviour are open, honest and considerate because of the fine role models about them in school. Pupils' spiritual and cultural, including their multi-cultural development are good. Wonder and reflection in their learning experiences enrich pupils' understanding.

QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

The school provides a very good quality of education. Teaching and learning and the planned curriculum are very good. Provision for the pupils' care, health and welfare and the school's partnership with parents, local schools and the community are also very good.

Teaching and learning

Teaching and learning and the teachers' assessments of the pupils' work are very good.

Main strengths and weaknesses

- Teachers value the pupils' contributions, promote very warm relationships and encourage self-confidence in their learning.
- The very good quality of teaching and learning is a key factor in developing the pupils' enjoyment of school and success in learning.
- Teachers use questions well and manage the pupils' behaviour very effectively to sustain a very good ethos of learning.
- The headteacher has been successful in minimising the impact of instability in staffing on pupils' learning.

Commentary

11. The overall quality of teaching and learning in the school is very good. The teaching seen was never less than good and continues to have an increasing cumulative impact on pupils' achievement.

Summary of teaching observed during the inspection in 19 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0	8	11	0	0	0	

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

12. The headteacher and senior managers have been very effective in sustaining good learning for pupils in Years 1 and 2 and Years 5 and 6 during a period of instability in staffing. The quality of teaching and learning has been improved well since the last inspection. The teaching seen in the Year R and 1 class was consistently very good. Key features in the lessons seen were the wide range of challenging and stimulating activities presented to the children and the way they were very well matched to their needs.
13. Teaching in all other classes from Year 1 to Year 6 was mostly good and often very good reflecting the improved stability and continuity in provision. This improved and still improving teaching across the school was characterised by warm relationships, stimulating learning opportunities and high expectations and challenge. The pupils responded very enthusiastically and were very keen learners, learning with and from each other. In the lessons seen the quality of teaching was very good in English and mathematics and good in science and physical education. All teachers use ICT with confidence and also enrich pupils' learning by using and developing the pupils' numeracy and literacy skills very effectively across the range of subjects.
14. There were no significant aspects that needed improvement. In science, however, the pupils' enthusiasm, especially of lower attainers, is not always channelled to best effect during the recording of their findings, where more variety of expression would enrich learning. On some occasions, although the ICT suite is used very well, there is not enough use of class-based computers to promote independent research.
15. The school has very good procedures for assessing pupils' work and progress. These are recorded systematically and are used to evaluate pupils' progress through the school and to inform future teaching and learning. Teachers mark pupils' work diligently and very supportively. Teachers' comments often include questions that help to promote further learning.
16. Teaching of pupils with special educational needs is very good. It has been maintained since the previous inspection. Work is well matched to pupils' prior attainment and this results in good achievement. Targets on individual educational plans are specific and are referred to when teachers plan lessons or group activities. Liaison procedures between teachers, teaching and special needs assistants and the learning support assistant are good and ensure that pupils are given good, and often very good, support in class and very good support when they are withdrawn for small group work. Assistants give good feedback to teachers about pupils' progress, which informs the next stage of learning.

The curriculum

The range, breadth and balance of curricular opportunities that cater for the interests and needs of the pupils are very good. Opportunities for enrichment of the curriculum are excellent. The quality of accommodation and resources is good.

Main strengths and weaknesses

- There are very good links between many of the subjects taught.
- There is an excellent range of extra-curricular activities.
- Excellent use is made of visits and visitors to enrich the curriculum.
- The curriculum for personal, social and health education is very good.
- Pupils are prepared very well for Year 7.
- The match of teachers and support staff to the needs of the curriculum is good.
- The attractive accommodation is very well maintained.

Commentary

17. The previous inspection judged that there was an imbalance in the time taught between subjects and that not enough time, especially, was spent teaching music and physical education. This has been addressed very well. The curriculum is very well balanced and very good links are made between subjects to make the curriculum relevant and enjoyable for pupils. This was recognised very well by a group of Year 6 pupils who, when spoken to during the inspection, talked fluently about the links between English, mathematics, ICT and geography when producing a computerised slide-show presentation on the European country they were studying. The curriculum is further enriched by themed weeks. For example, *World Week*, *Book Week* and *Maths Week*.
18. Teachers, support staff, parents and governors give generously of their own time to provide an excellent range of extra-curricular sporting and creative activities. Around 95% of the pupils participate in these activities. For those not interested in specific activities, a multi-skills club is provided to give pupils access to a variety of activities. Visits and visitors also make an excellent contribution to the curriculum. Year 5 and Year 6 pupils enjoy a residential visit that includes environmental and outdoor pursuits. The extra activities, visits and visitors make the curriculum very relevant and interesting for pupils. They also support pupils' very good personal and social development.
19. The provision for pupils with special educational needs has improved since the previous inspection from good to very good. It fully complies with the Code of Practice. The day-to-day support for pupils is good, and often very good, especially in English, mathematics and science, and so they are able to access the curriculum as well as other groups of pupils and make good progress.
20. The curriculum for personal, social and health education contributes very well to the very good attitudes, behaviour and interest of the pupils. Sex education and the dangers of drug abuse are taught in accordance with the policy of the governing body and extra support is given by the school nurse and a visiting 'Life bus'.
21. Good schemes of work are based on nationally produced guidance. The school plans on a two-year cycle, to ensure that pupils do not repeat work in their second year in the same class. Teachers plan well for different groups, based on their prior attainment. They also plan activities that are age related, so pupils have the opportunity to work in same age classes or groups. The cycle of planning ensures that all pupils, including those with special educational needs, achieve well and are very well prepared for the transition to Year 7.

22. There is a good match of teachers and support staff to the needs of the pupils. Teachers are knowledgeable and deliver the curriculum well. They are well supported by teaching assistants and the learning support assistant.
23. The accommodation is good, with a large hall, cookery room, withdrawal room for small group activities and a computer suite. The computer suite is adequate for a class activity but can get hot because of a lack of ventilation. The outside environment is used well to aid learning. For example, Year 1 and Year 2 pupils were observed using the field to find 'mini-beasts'. The school is a very attractive and positive learning environment for pupils and the whole site is very well cared for by staff, pupils and the site manager. The school is well resourced though the library is barely adequate in its stock of books and lacks space.

Care, guidance and support

The school ensures pupils' care, welfare, health and safety very well. It provides them with very good support, advice and guidance and involves them very well in its work and development.

Main strengths and weaknesses

- Health and safety and child protection procedures are rigorous and staff are vigilant in their care of pupils.
- Pastoral support, advice and guidance, particularly for pupils who have special needs or personal difficulties, are very good.
- Pupils have a regular voice in school affairs through the class and school councils.

Commentary

24. This is a small and very caring school where staff are conscientious and know pupils very well, encouraging a sharing dialogue with parents so that their child's needs are fully recognised. Good levels of care at the time of the last inspection have continued to improve. Daily routines are planned and carried out very carefully. Action is taken to eliminate hazards within the school and its environs and pupils are alert to how to be safe. Pupils are very positive about the school because they feel warmly supported and cared for. Comprehensive arrangements for child protection are in place, to which the headteacher brings wisdom. Thorough maintenance ensures that the building and equipment are safe and high levels of cleanliness reflect the wide culture of valuing the whole school community.
25. Strong improvement in advice and guidance for pupils has come about because a holistic approach is taken to monitoring and promoting both personal and academic development. Staff have very good relationships with all pupils and a comprehensive understanding of their personal development and achievements. Pupils' behaviour and attendance are monitored and promoted very carefully so that this lays a very good foundation for personal development and academic achievement. Pupils have gained in maturity and understanding by the time they leave the school. The school listens to pupils, encourages and values them so that they feel safe and secure and develop very well.
26. The arrangements for the assessment and identification of pupils with special educational needs are good. Teachers know their pupils very well. Targets on individual educational plans are specific. All pupils are aware of their individual targets,

in order to improve, and have laminated copies of their targets to refer to. The monitoring and support of pupils with a Statement of Special Educational Needs are very good. Annual reviews show that they make good progress. Liaison with outside agencies and external support staff is very good, with regular meetings to track and assess pupils' progress.

27. Involvement of pupils in the work of the school is very good because their views matter to the school and they respond very well to regular consultation through class and school councils. This has made a significant contribution to the understanding of behaviour in themselves and others, how it affects others and the importance of their own input to the wider community. Although they can be quite outspoken, pupils express their ideas thoughtfully and responsibly because of the high quality of the management of debate by teachers. They influence key aspects of school life, particularly the understanding and management of behaviour. Pupils are involved very well in setting and reviewing personal targets.

Partnership with parents, other schools and the community

Links with parents, the community, and other schools and colleges are all very good.

Main strengths and weaknesses

- There is a comprehensive sharing of information with parents about their children and how they can be supported at home.
- Strong links with the local secondary school ensures a smooth transition.
- Strong community links enrich the personal development and learning of pupils.

Commentary

28. Parents feel a strong sense of partnership based on mutual trust and confidence in the school, which they describe as having "open arms". Good relationships with parents at the time of the last inspection have improved well so that they are now very good. The school works very effectively with all parents to support pupils' learning through the quality of dialogue and feedback to parents about their children's learning and behaviour and how they can be supported at home. Parents feel they can always contribute and are given good direction on how to help. Documentation provided for parents about the school and about their child's learning is good and ensures they can work to the targets identified. The parent teacher association gives very good support to the work of the school through generous fundraising – last year the 100 school families raised £5,000. Parents view the school as very good and it is the school of choice for many parents outside the community.
29. The school is outward looking and the governing body has created a very good community sub-committee to develop explicit links. These are already developed very well with the local church and make a very valuable contribution to pupils' spiritual and personal development through thoughtful work with individual classes. The school enjoys the support of outside visitors. High quality outside visits enrich curricular provision through exciting pupils' interest. Very good use was made of the delightful school grounds to conduct a 'bug hunt' and look for mini-beasts, and this enthralled pupils in preparation for a school outing.
30. Liaison with parents of pupils with special educational needs is good. They are aware of the point of contact in the school and are given the opportunities to share and discuss the targets of the individual educational plans.

31. The school has developed strong links with the secondary school on an adjacent site that ensure a very good transition for pupils. Arrangements are carefully thought through and anxious pupils are given extra support. Pupils with special educational needs are given extra support in subjects like English whilst still in Year 6. Parents are fully involved in the transition process.

LEADERSHIP AND MANAGEMENT

The leadership of the headteacher is excellent and that of the senior staff is very good. Management and governance are very effective.

Main strengths and weaknesses

- The headteacher demonstrates excellent leadership of the curriculum and commitment to inclusion, which contributes to the very good quality of pupils' learning.
- Very good leadership and management in the Foundation Stage (Year R) and English, mathematics and science have helped to improve standards and achievement.
- Governance and the leadership of other key staff have developed well since the last inspection.

Commentary

32. The headteacher, in partnership with the whole staff, has a firm belief in nurturing the whole child, and they are strongly committed to inclusion and supporting the health and well-being of all pupils. Provision in the Foundation Stage is very well co-ordinated, and provides a very good start to children's schooling; children settle in and achieve very well. There is a shared vision, led by the headteacher, to continue to raise standards through an innovative curriculum. The deputy headteacher plays a strong, practical role in ensuring developing continuity through the school. The very well developed role of the co-ordinators is significant in shaping the curriculum, and all have relevant and integrated action plans.
33. Leadership and management by the special educational needs co-ordinator are very good and have improved since the previous inspection, when the newly appointed co-ordinator was judged to be good. The co-ordinator supports teachers and teaching assistants very well but only has limited time to work alongside teachers and pupils in class. She has maintained very good links with outside agencies and other schools. The co-ordinator is very well supported by a very knowledgeable governor for special needs.
34. The school's approach to self-evaluation is very good. School development planning has clearly identified areas for improvement, for example standards in writing. The monitoring of lessons, and subsequent further training, has helped to bring about improvement. It has also identified points for professional development that form a very good basis for performance management targets for both teachers and teaching assistants. There are regular placements for teacher training that bring fresh insights to the school and also provide links for further staff training.
35. Governance has improved well since the last inspection. The governing body has worked hard to develop a close working partnership with the staff of the school. Governors now have a good awareness of the strengths and weaknesses of the school and have increased their knowledge of the provision for pupils with special educational needs, performance and financial management and the taught curriculum, for example. Governors now follow a more supportive and questioning role and are

very effective in helping the headteacher to promote the inclusive ethos of the school and in sustaining equal opportunity and racial harmony.

Financial information for the year April 2004 to March 2005

Income and expenditure (£)		Balances (£)	
Total income	400,427	Balance from previous year	13,752
Total expenditure	384,185	Balance carried forward to the next	29,994
Expenditure per pupil	2,846		

36. Approaches to financial management ensure very good budgetary control and are focused closely on identified priorities for improvement. The funds carried forward included specific monies set aside to sustain staffing and to redecorate parts of the school; this has now been completed and has enriched the learning environment for the pupils. Best value principles are applied very effectively. Overall the school provides very good value for money.

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

AREAS OF LEARNING IN THE FOUNDATION STAGE

37. The provision for children in the Foundation Stage is very good and is a strength of the school. The current group of Year R children started school with broadly average skills, although this is not typical of previous intakes. In recent years standards on entry have been below average. Current children achieve very well because the teaching is very good and the curriculum provides a wide range of challenging and stimulating activities, which are very well matched to their needs. Provision for Year R is very well led and managed by the class teacher, whose planning ensures that in a mixed age class the youngest children's learning has a clear focus on the requirements of the Foundation Stage curriculum. Teaching assistants and voluntary helpers are very effectively used to enhance children's learning. The induction of children is very thorough with planned visits to the school and home visits. Closer links with all the pre-school providers are planned. Parents' response to a questionnaire showed a very high level of satisfaction with the procedures. The children's progress is very carefully monitored, with the assessment profiles being meticulously completed. Improvement from the last inspection has been very good. All key issues have been addressed, the curriculum is now very well planned and there is immediate access to a very well equipped outdoor area.
38. Personal, social and emotional development, communication, language and literacy, and mathematical development are reported in detail below, but not enough teaching could be seen to judge provision in knowledge and understanding of the world, physical development and creative development, so these areas were sampled.
39. In **knowledge and understanding of the world**, the garden in the outdoor area is interesting and colourful and contributes to children's understanding of living things. The incubator containing duck eggs in the classroom will further impact on their knowledge once the ducklings hatch! Children are also looking at seaside holidays before their planned visit to the coast. In religious education their visit to St George's church provided an opportunity to reflect on the atmosphere in a church and explore the purpose of the building. In ICT they used appropriate skills in controlling the mouse to use a paint program to copy a picture and they are learning how to program toys. In **creative development**, work displayed in the classrooms showed that a very strong emphasis is placed on children's creative art work using a range of media. In one lesson children worked very carefully at selecting materials to make their lighthouse and chose appropriate colours with which to paint it. Planning shows that the children explore sounds, use instruments and sing simple songs. In **physical development**, children have regular access to the larger equipment and wheeled vehicles in the very well resourced outdoor area. Children handle small tools sensibly and use construction toys and malleable materials such as play dough well. Normally the children have regular physical activity in the hall but this could not be seen during the inspection.

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

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

Main strengths and weaknesses

- Relationships between children and adults are very good.
- The children are encouraged to take responsibility for their own actions from an early age.
- The daily routines offer security and lead children towards increasing independence.

Commentary

40. Most children are on course to reach, and many exceed, the goals expected in this area of development by the end of Year R. From when the children enter the school, all adults work very hard at forming very good relationships and, as a result, all children are happy, relaxed, and benefit fully from the wide range of activities provided. They come into their classroom happily and quickly and settle into the daily routines. Class routines are carefully nurtured and movement from one activity to another is very well organised. The planned balance between direct teaching and children making choices enables them to develop their independence and contributes quickly to learning the correct way to behave. The high expectations of all adults, and the opportunities given to children through the very good teaching, enable them to make very good progress, and as a result their behaviour is consistently very good.

COMMUNICATION, LANGUAGE AND LITERACY

Provision in communication, language and literacy is **very good**.

Main strengths and weaknesses

- Every opportunity is used to develop children's language skills, and teaching is very good.
- Strong emphasis is placed on the teaching of early reading and writing skills.

Commentary

41. Most children are on course to attain, and many exceed, the goals expected by the end of the Year R, representing very good achievement. Children develop speaking and listening skills very well through many opportunities in the daily class routines, including the Travel Agent and Beach Café role-play areas. All adults, in their questioning, promote these skills very well. Very good attention is given to the development of writing skills. The very good teaching is characterised by well-organised and appropriate activities that motivate children, and a good supply of paper, pencils and crayons is available for children to use. Higher attaining children are beginning to write independently. In response to the teacher's gentle encouragement, they are confident about trying to spell simple words for themselves and their achievement is very good. The development of reading skills has a high priority. There is a very good programme of teaching sounds. All children take books home to share with their parents. Careful records are kept of each child's development so that appropriate help can be given to move children on. There are many opportunities for children to listen to stories and to enjoy looking at books.

MATHEMATICAL DEVELOPMENT

Provision in mathematical development is **very good**.

Main strengths and weaknesses

- Adults question children very well and use a wide variety of activities to support learning.
- Very good teaching emphasises the correct use of mathematical vocabulary.

Commentary

42. Most children are on course, and many to exceed, the goals expected by the end of Year R because of the very good teaching. Many opportunities are provided for counting and children are confident in counting numbers on from a given number to 20 and back to zero. They can identify a range of shapes very well and the teachers' consistent use of correct mathematical vocabulary means that children also confidently use the correct words. There are good resources, such as board games, large number tracks, and objects for sorting and counting. Planning for mathematical development is carefully matched to children's different abilities, so that all are well challenged and achieve very well.

SUBJECTS IN KEY STAGES 1 and 2

ENGLISH

Provision in English is **very good**.

Main strengths and weaknesses

- Very good teaching contributes to pupils' good learning and good overall achievement in English.
- Very effective leadership and management and very good monitoring of the subject contribute to rising standards.
- Good opportunities are planned for pupils to use their literacy skills across the curriculum.

Commentary

43. In Years 3 to 6 pupils are very well taught and they learn and achieve well. Standards have risen steadily since the time of the last inspection, and are now above average in Year 6. National test results in 2004 for pupils in Year 6 showed standards to be above average and this was reflected in the work seen during the inspection. In Year 2 pupils' standards in test results in 2004 and work seen during the inspection were average, but good teaching contributed to pupils' good achievement. Pupils with special educational needs also achieve well, in relation to their differing needs
44. Reading is taught very well and systematically throughout the school, and a good stock of books is readily available in classrooms. Pupils are heard to read individually and there are regular group reading sessions in all classes. By Year 6 most pupils read confidently and can discuss characters and plots, and make predictions about how the book will develop. Most have good skills to use when selecting new books. Pupils can talk about different genres and analyse characters in them. Home-school reading logs are used by the younger pupils and most parents support their children's reading well. The reading journals of the older pupils show the wide range of reading activities. Although the non-fiction library is small, it is used to supplement books in the classroom and pupils know how to use it.
45. Pupils' good achievement in writing is well supported by high teacher expectations in all classes. The presentation of pupils' work is very good and the school's marking policy is consistently applied. Pupils are encouraged to set their own targets for improvement. Teachers plan their lessons very well, share the learning objectives with their pupils and using a very effective range of strategies to maintain pupils' interest, which contributes to their good achievement and their personal and social development. For example, in a Year 5 and 6 lesson following a residential visit, pupils were producing a booklet for their parents and others. Pupils had access to information on the class smartboards and the use of the ICT suite as well. Assessment by the teacher was not only on the range of styles of writing, but also on how they worked as a group, paying particular attention their speaking and listening skills, their group interaction and their support for each other.
46. The leadership of the co-ordinator is very good and has contributed significantly to the recent improvement in writing. She has been thorough in maintaining and analysing pupil data. Teachers have been well supported in matching pupils' work against National Curriculum criteria and this information has been well used to raise standards. Teaching and the presentation of pupils' work have been well monitored and a high level of consistency achieved. Writing across the curriculum has been well developed and there is a clear development plan to continue to raise standards in pupils' writing and to provide more planned opportunities to develop their speaking and listening skills.

Language and literacy across the curriculum

47. The national literacy strategy has been well implemented and teachers are planning the use of literacy skills across the curriculum. Focusing on the Titanic, Year 5 and 6 pupils used a range of writing including diaries, instructions, newspaper reports and letter. They also recorded their investigations in science and wrote mathematical problems. Work is often word processed by all year groups. Younger children have retold bible stories, written about the Great Fire of London and produced poems about Bonfire Night. There are rich displays of pupils' written work in classrooms and throughout the school.

Mathematics

The provision in mathematics is **very good**.

Main strengths and weaknesses

- Pupils achieve very well during their time in school.
- The quality of teaching has improved significantly since the last inspection.
- Pupils' attitudes to the subject are very good.
- Leadership and management of the subject are very good.

Commentary

48. Standards in Year 2 are in line with the national average. Pupils' achievement is good. Standards by Year 6 are well above the national average and pupils' achievement is very good. This represents an improvement since the previous inspections, when standards were judged to be in line with the national average by Year 2 and Year 6. However, year-on-year comparisons should be treated with caution because of the small number of pupils who take the statutory national tests each year. All pupils, including those with special educational needs, achieve very well by Year 6 because of very good teaching and support given. No differences were observed in the achievement of boys and girls.
49. Teaching and learning are very good overall. They are good in Years 1 and 2 and very good in Years 3 to 6. No lessons observed were less than good. This represents very good improvement since the previous inspection, when teaching was judged to be satisfactory overall, and is why pupils' achievement is very good. Work is well matched to the individual needs of pupils and teaching assistants are well deployed to teach or support individuals or groups. They have a good understanding of their role and support lower attaining pupils well, especially those who have very specific needs, which ensures that they make equally good progress. Good use is made of regular homework, which supports and consolidates classwork. Teachers manage their pupils very well and so lessons are calm and purposeful. This, combined with the well-matched work, results in very good attitudes by pupils who enjoy mathematics lessons, want to learn and work very well together.
50. The marking and assessment of pupils' work are good. The best marking includes comprehensive comments to move pupils forward in their learning. Pupils are set

individual targets, which are placed in their books in Years 3 to 6, so they can refer to them and track their own progress.

51. The co-ordinator is a very good role model for the teaching of mathematics and is making a very good impact on the teaching of the subject. He analyses school and national results well to identify strengths and weaknesses in the subject so as to set class and group targets, which lead to the high standards by Year 6. He has also had the opportunity to observe and work alongside colleagues to monitor the teaching of the subject. Good use is made of ICT to support the subject. For example, pupils use a spreadsheet program to produce graphs and charts of results in science.

Mathematics across the curriculum

52. Good use is made of mathematics and numeracy to support other subjects of the curriculum. Very good use is made of mathematics in science. The good links are ensuring that pupils have a good all-round knowledge, in relevant contexts. For example, in science pupils draw charts and graphs to record how well different materials insulate, in geography they use charts and graphs to investigate population differences and in history pupils use time-lines to develop their understanding of chronology.

SCIENCE

The provision in science is **good**.

Main strengths and weaknesses

- Pupils achieve well.
- Throughout the school there is a consistent and very effective emphasis on developing the pupils' understanding through practical investigation.
- Pupils respond enthusiastically to teachers' high expectations, present their work neatly and readily express ideas and suggestions that aid their learning.
- The subject is led very effectively.
- More variety in the way pupils record their work would aid reflection and understanding.

Commentary

53. In Year 2 standards are average, and in Year 6 they are above average. These standards reflect good achievement by the pupils in relation to their prior attainment. This achievement also represents good improvement since the last inspection and a continuing trend in improving pupils' performance, which is also seen in the National Curriculum tests and teachers' assessments this year and last year.
54. The co-ordinator has played an important and very effective role in emphasising a focus on pupils' learning through practical investigation. By involving the pupils in a predominantly practical learning approach the co-ordinator and her colleagues have added more interest and attractive experience that has enthused the pupils. As a consequence, pupils concentrate and collaborate well in their learning and are keen to predict and record outcomes and to seek conclusions.
55. For example, in Year 2, pupils learn that electricity needs to be used with care and create simple circuits to light a bulb. Pupils in Year 6 investigate and understand how

to separate solids by filtration and by evaporation. These stimulating approaches to teaching and learning are typical of the work recorded by pupils in all classes, are a key factor in raising standards and are reflected in the very neat way in which most pupils record their work.

56. Teaching is good overall. There is an increasing and beneficial focus on encouraging pupils to set up and follow their own lines of enquiry and this is raising standards - as seen, for example, in a lesson in Year 3 and 4, when pupils measured the absorbency of materials. Planning is thorough and teachers are diligent in sharing the learning objectives with pupils and inviting pupils to contribute to the course of the investigations. All teachers use questioning to draw out the pupils' ideas and are encouraging pupils to evaluate their own work with increasing success.
57. At times higher attainers could be encouraged to reflect more in writing about their findings whilst lower attainers could be supported more effectively by enabling them to experiment by recording their findings using a variety of formats such as annotation, flow charts or creative art work. The school has already identified this as a next stage of development following the much improved emphasis on practical work.
58. Regular assessments of the pupils' work are completed at the end of each unit of work. These are used effectively to track and evaluate pupils' progress. They are used with increasing success to inform future teaching and learning. In close collaboration with colleagues, the co-ordinator has systematically built up a very good level of resources for learning. These include the supportive use of a range of ICT, including digital photography and an electric microscope. The use of this new technology is enriching pupils' learning.

INFORMATION AND COMMUNICATION TECHNOLOGY

Provision in ICT is **good**.

Main strengths and weaknesses

- The use of ICT to support other subjects is good.
- Pupils' attitudes and lessons are very good.
- Teaching in the ICT suite is very good, but computers in classrooms are not used to the full.

Commentary

59. In Year 2 standards are in line with the national average and pupils' achievement is satisfactory. By Year 6 standards are good and the achievement of pupils, including those with special educational needs, is good. This represents an improvement since the previous inspection, when standards were judged to be average in Year 2 and Year 6.
60. The direct teaching seen in the ICT suite was very good, leading to very good learning. The suite is timetabled for regular use by each class, both for lessons that support other areas of the curriculum and for skills-based lessons. When not used for timetabled sessions, good use is made of the suite for independent work. For example, in a very good Year 6 lesson, groups of pupils were able to use the computers without adult support to produce slide presentations about a recent residential visit. All pupils

co-operated very well and displayed a high level of interest, maturity and independence. In a very good Year 1 lesson pupils were observed using a wide range of technology, which contributed very well to their speaking and listening, mathematics and co-operative skills. For example, they programmed floor robots to move around the suite, programmed a car to move around the computer screen and recorded activities using a digital camera and tape recorder. Pupils enjoy using ICT and support each other very well in lessons.

61. The school has recently invested in interactive whiteboards (smartboards) to support and enhance teaching. Teachers have embraced this technology well. In a very good Years 3 and 4 mathematics lesson on fractions, not only did the teacher use the board with skill but pupils also used it with confidence. Pupils were able to manipulate the images of different fractions to quickly develop an understanding of equivalent fractions.
62. No direct teaching of ICT was observed in classrooms and class computers are underused because teachers now rely more on the computer suite and the smartboards for teaching ICT.
63. It is not possible to make a judgement on the leadership and management of the subject because the co-ordinator was on maternity leave at the time of the inspection. However, since the last inspection there has been good improvement in the teaching of ICT and standards by Year 6. The previous inspection judged planning and opportunities for pupils to have access to the full range of the curriculum to be variable, with not all pupils receiving their full entitlement. These issues have been addressed well. A scheme of work is in place, pupils' skills are assessed so as to track progress and good links are made with other areas of the curriculum.
64. Access to the Internet is monitored and filtered to ensure that only appropriate sites are accessed. Pupils and responsible adults are made aware of the rules for Internet use and pupils are only allowed access to the Internet if a responsible adult is present. The school is developing an informative web-site for parents and pupils though some pages need updating.

Information and communication technology across the curriculum

65. Good use is made of ICT to support learning in other subjects of the curriculum. Pupils are given many opportunities to develop their skills in a range of subjects through ICT. For example, in history pupils word-processed information about the Titanic, in geography they produced slide-presentations of a country studied, which included word-processed information researched from books and the Internet, and photographs imported from the Internet. In science the pupils used a microscope connected to a computer to investigate mini-beasts found in the school's field. These opportunities not only developed pupils' ICT skills but also put ICT use into meaningful situations.

HUMANITIES

Religious education was sampled because the timing of the inspection in relation to the school's planned curriculum did not enable sufficient lessons to be seen to judge provision. Geography and history were not inspected.

66. In **religious education**, the curriculum is based appropriately on the locally agreed syllabus and focuses on learning about and from religious and human experiences.

The principle focus is the teaching of Christianity, but differences in other religions are explored through the study of the world's major religions. For example, in the one lesson seen, which was of good quality, Year 4 and 5 pupils listened attentively to recorded extracts from Anna Frank's diary. In short discussions between extracts pupils showed a good level of maturity in their empathy with a young Jewish girl's feelings during the period of German occupation in Holland during World War II. Pupils' understanding of the importance of the church in Christianity and in the community is enhanced by the close links the school has established with the local church.

CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

Physical education was inspected in full and is reported below. Art and design and design and technology were sampled and music was not inspected.

67. In **art and design** teachers' planning and displays around the school, indicate that a satisfactory range of media is used in a variety of contexts. Displays of pupils' art work in classrooms and corridors are enhanced by good presentation that celebrates work in art. Good links are made with other subjects to make the curriculum more interesting and relevant. For example, pupils use clay to make small pots in the style of the Ancient Greeks and, as part of a school's *World Week*, design Kenyan style patterns for fabrics. The leadership and management of the subject are good. In **design and technology** teachers' planning, displays and a portfolio of photographic evidence indicate a good range of activities based on nationally produced guidance. Good links are made with other subjects to make the curriculum more interesting and relevant for pupils. For example, in a Year 3 and 4 science lesson, pupils designed and made 'moving monsters', which used a pneumatic system to make different parts move. The leadership and management of the subject are good.

Physical education

Provision in physical education is **very good**.

Main strengths and weaknesses

- The opportunities provided for the pupils are enriched significantly by a very good range of clubs, both in and out of school, often these include strong teaching inputs from specialist coaches.
- There is a strong emphasis on teaching and developing the pupils' skills and this enables pupils to achieve well.
- Learning is strengthened by the use of spacious facilities and very good resources.
- Teaching is good, sets high expectations and promotes learning through warm relationships.
- The subject is led very effectively.

Commentary

68. Pupils achieve well to reach above average standards by Year 2 and Year 6. Learning is successful because of the teachers' purposeful emphasis on the development of the pupils' skills and by creating learning opportunities that are stimulating and enjoyable. There has been good improvement since the last inspection.

69. By Year 2 pupils show good skills in using a racket to control and hit a tennis ball. Pupils concentrate well and build upon previous experience, adapting the pace at which they hit the ball in order to control the direction to better effect. Pupils in Years 3 and 4 experiment with their throwing techniques, seeking height in a trajectory, for example, when tossing bean-bags or throwing plastic spears. They learn when to release the ball at the optimum moment to increase overhead throws. Pupils show determination and perseverance in their efforts to improve performance. During athletics activities pupils in Years 5 and 6 show good skills in balanced running, changing direction skilfully during tag warm-up games. The pupils co-operate well, support each other and work as teams to improve their skills.
70. The pupils' skills and enthusiasm are enriched even further and to a significant degree by the many and varied opportunities they have to participate in clubs. The school's partnerships with local schools, parents and other coaches present in the community are a significant factor in sustaining the very good range and quality of extra-curricular activities. As a result, the pupils demonstrate very high levels of enjoyment and participation, enabling them to improve other skills steadily. All kinds of team games such as football and netball are included, as are other sports such as tennis.
71. Teaching in the lessons seen was good and was typified by careful planning, clear learning objectives, high expectations, good use of resources and warm relationships. Teachers value the pupils' efforts and encourage them to strive to improve their performance through a careful focus on skills.
72. The co-ordinator leads very well by example and has played a significant role in re-establishing physical education as a valued subject within the curriculum. The school's spatial facilities and very good level of resourcing add further enrichment to the pupils' learning. The pupils' involvement in physical education adds significantly to their pupils' spiritual, moral and social development.

PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP (PSHE)

This area of the curriculum was sampled.

73. The school has recently begun to strongly emphasise the importance of good behaviour and warm, caring relationships as important elements within this aspect of the curriculum. By involving all staff and pupils in seeking an agreed consensus, the school has been successful in improving the quality of pupils' behaviour and enriching learning. The school is very inclusive and values its consistent ethos of care and consideration. The planned curriculum for PSHE covers all the required elements and includes, for example, sex and relationships education, drugs awareness and healthy living. The pupils are involved through their school and class visits, with increasing success, in the development of the school's outdoor facilities. These were seen being used to very good effect and supporting the pupils' enjoyment of learning. The school views this area of the curriculum as integral to the development of a more stimulating and enjoyable range of learning opportunities.

PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

<i>Inspection judgement</i>	<i>Grade</i>
The overall effectiveness of the school	2

How inclusive the school is	2
How the school's effectiveness has changed since its last inspection	2
Value for money provided by the school	2

Overall standards achieved	3
Pupils' achievement	3

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

The quality of education provided by the school	2
The quality of teaching	2
How well pupils learn	2
The quality of assessment	2
How well the curriculum meets pupils needs	2
Enrichment of the curriculum, including out-of-school activities	1
Accommodation and resources	3
Pupils' care, welfare, health and safety	2
Support, advice and guidance for pupils	2
How well the school seeks and acts on pupils' views	2
The effectiveness of the school's links with parents	2
The quality of the school's links with the community	2
The school's links with other schools and colleges	2

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

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